

Brickett Elementary School
School Improvement Plan
2016-2017

School Improvement Team

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Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

Brickett Elementary School is an inner-city school located in Lynn with a grade span of grade one to grade five. It has a current student population of 281, the average enrollment figure since the kindergarten students were moved to the Early Childhood Center in 2013. Brickett's population is made up of 85.2% minority students; 9.6% African American, 12.4% Asian, 54 % Hispanic, and 8.9% multi-race. White students represent 14.8% of the school's population. 17.9% of our students are English language Learners, and 41.2% come from homes where the first language in not English. 55.3% of Brickett students are economically disadvantaged. This year 8.6% of our students receive special education services.

Brickett's overall attendance rate in the 2015-2016 school year was 95% which reflects the district and the state percentiles. The number of students with ten or more absences is 30.9% compared to the district's 38.1% and the state's 30.5%. The 14.5% of students that are chronically absent at Brickett School is lower than the district at 19.6% and higher than the state percentile at 12.3%. The school's retention rate is 2.1% compared to the district's 3.2% and the state's 1.5%. The out-of-school suspension rate of 3% is significantly lower than the district's 8.1%, and is close to the state's 2.9%.

Over the course of the last three school years, Brickett has retained an average of 75% of the teachers in the school. 63% of Brickett's teachers have at least 10 years of experience teaching.

Student Enrollment

	2014	2015	2016	2016 District
Grade 1	72	66	69	1,356
Grade 2	57	60	59	1,422
Grade 3	63	55	58	1,334
Grade 4	59	55	58	1,267
Grade 5	51	55	47	1,053
Total	302	291	291	6,432

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	73.1	74.1	73.1	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	7%	7%	8%	7%	6%
26-56	65%	65%	63%	72%	76%
Over 56	28%	28%	29%	21%	18%
Median Yrs Experience	-	14			
% ≥ 10 Yrs Experience	-	63%			

Performance Indicators

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	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	95.3	95.1	95.0	93.9	94.9
Absent 10 or more days (%)	31.3	35.1	30.9	38.1	30.5
Chronically Absent (% with < 90%)	13.2	14.9	14.5	19.6	12.3
Student Retention Rate	2.5	2.3	2.1	3.2	1.5
Out-of-School Suspension Rate	3.5	2.8	3.0	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	11.6	11.3	9.6	10.1	8.8
Asian	13.6	15.5	12.4	9.1	6.5
Hispanic	47.7	48.1	54.0	58.2	18.6
White	17.2	15.8	14.8	18.3	62.7
Multi-Race	9.3	8.6	8.9	3.9	3.2
Male	48	50	53	52	51
Female	52	50	47	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	40.7	42.6	41.2	54.0	19.0
English Language Learner	12.6	13.7	17.9	19.5	9.0
Special Education	9.6	5.5	8.6	15.4	17.2
Economically Disadvantaged	-	47.1	55.3	47.0	27.4

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

The staff of the Brickett School is comprised of twenty-seven educators including the Principal, a Social Worker, twenty-two teachers, two instructional paraprofessionals, and a one day per week School Adjustment Counselor. All educators are certified in their content area. 78% of the educators in the building have professional status.

School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

Core Instructional programs

At Brickett School, the ELA Instructional block is one hundred and twenty minutes daily. Of the ELA block, thirty minutes are dedicated to whole group instruction, sixty minutes of small group instruction and thirty minutes of writing, grammar or phonics (in grades one, two and three). The math instructional block is ninety minutes daily. Science is taught forty-five minutes three days a week in grades three through five and thirty minutes two days a week for grades one and two. Social studies is taught for forty five minutes twice a week in grades three through five and thirty minutes twice a week in grades one and two. Teachers use National Geographic's Reach as their comprehensive ELA program. For math, teachers use Go Math as their anchor text and supplement using First in Math, math ipad apps and teacher created materials. For Science, all grades use the district science curriculum. Brickett uses an inclusion model. Special Education instruction and support is delivered in the classroom for both reading and math. Tiered instruction is provided in the classroom by the classroom teacher, reading teacher, ELL specialist, special education teacher and /or the math specialist.

Assessment practices

Ongoing monitoring of student learning (formative assessment) is evidenced through the use of strategies such as

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Dip-sticking; Thumbs up; Plickers; Red and Green Cards; True/False Cards; tickets to leave and teacher created assessments. In addition, teachers use pre and post-tests to assess student growth of specific standards or topics.

The school uses DIBELS / DAZE measures of early literacy as benchmark assessments three times per year, with progress monitoring for specific students throughout the year. In addition, teachers use simulated MCAS/ PARCC type questions (multiple choice; open-response) to assess student skills and knowledge through the End of Unit Math assessments, Reach for Reading weekly and end of unit assessments, Reach end of unit writing projects, end of unit Science assessments, and District Cumulative ELA, Math and Science Assessments.

Beginning in September, weekly open response questions in both Math and ELA are given in all grades. In grades 3-5, teachers score and give specific feedback on Open Response answers. Answer sheets are given to the principal, who provides feedback to the teachers.

Student Support / Tiered Instruction

Student needs are identified through analysis of assessment results and vary depending on content areas or skill deficits. Tiered Instruction or supports and interventions in ELA consisted of small group instruction that is provided in every classroom. Students receive Tier 1, Tier 2, or Tier 3 instruction provided by the classroom teacher, reading teacher, special education teacher, instructional paraprofessional and/or ESL teacher.

Supports and interventions are provided for students during both small group and whole group instruction.

- Differentiated instruction- leveled small group books
- Anchor charts
- Interactive notebooks
- Imagine Learning – computer based program for ELL and special education students
- Graphic organizers
- Ongoing reading strategy instruction
- Reach chapter books for deeper understanding
- Total Participation Techniques for student engagement
- “Everyone in” – School-wide initiative to encourage all students to participate
- Explicit instruction for answering Open Response questions with specific feedback
- Extended Day Program for reading and writing

Similar supports are provided for students demonstrating need in mathematics. Small group instruction is provided in classrooms by the classroom teacher, the special education teacher, the math specialist and/or the instructional paraprofessional. Through analysis of unit assessments, additional instruction is provided for students who are identified as needing support through the Extended Day initiative.

Supports and interventions are provided for students during both small group and whole group instruction.

- Differentiated instruction
- Anchor charts
- Interactive notebooks
- Extended Day Program
- Math manipulatives
- Math reference sheets
- Interactive Smart Notebook tools

Professional Development

School based Professional Development time has been spent on multiple efforts designed to produce higher levels

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of student engagement in the classroom and higher levels of achievement. This includes training in Total Participation Techniques (TPT) and development of higher order thinking questions (HOTS). Student writing has been a key area of teacher development, including students writing long compositions and responses to open-ended questions that require text analysis. Teachers are provided time during grade level professional learning time to participate in collegial discussions related to the key strategies. Teachers have been trained in Six Traits Writing.

This school year, Brickett will begin implementation of Positive Behavior Intervention Systems (PBIS). This school wide initiative focuses on identifying and reinforcing positive behavior in all areas of the school.

The Brickett school offers multiple opportunities throughout the year to build the relationships between students, parents, and school faculty and to celebrate the academic and artistic successes of our students. These include:

- Character Building Assemblies
- Playworks Recess leaders and captains
- Partnership with North Shore Community College- Literature students, Science Fair
- Museum of Science
- Friends of Nahant/Northeast Marine Biology Center
- City Dance- Boston Ballet
- Handel and Haydn
- Historical Perspectives
- Revolutionary War re-enactment
- Student Council
- Students recycling project
- Musical performances
- Lynn Arts Art Show
- Lynn Item Spelling Bee
- PBIS launch/meetings
- Friendship Breakfast for parents
- School Improvement Council
- Book Buddies
- School Newspaper

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who inspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

Teacher Evaluation.

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to

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improve.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable. Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

Perception Data: Provide any formal or informal information regarding the perception of the school's learning environment by district and school leaders, students, teachers, parents and community members.

According to the 2016 Vista survey,

- 83% of teachers surveyed analyze and use data to improve student instruction
- 94% of teachers surveyed analyze and use data to help individualize student learning
- 47% of teachers surveyed agree that student have opportunities to express their understanding beyond traditional means
- 88% of teachers surveyed use open ended problems that allow students to think of multiple possible solutions.
- 100% of teachers made at least some changes to improve instructional practice

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

In the Fall of 2014, Brickett progressed from a Level 3 school to a Level 2 school. Over the past 2 years, Brickett's level 2 status has remained consistent. The data teams meets regularly every year to analyze student performance data. The following trends have been identified:

ELA

- CPI growth has been inconsistent but increased in the 2016 PARCC data.
- With the exception of 2014, the number of students in warning has decreased.

Math

- The CPI in math has consistently increased.
- The number of student in Advanced has increased every year.
- The number of student in warning decreased in the 2016 PARCC data.

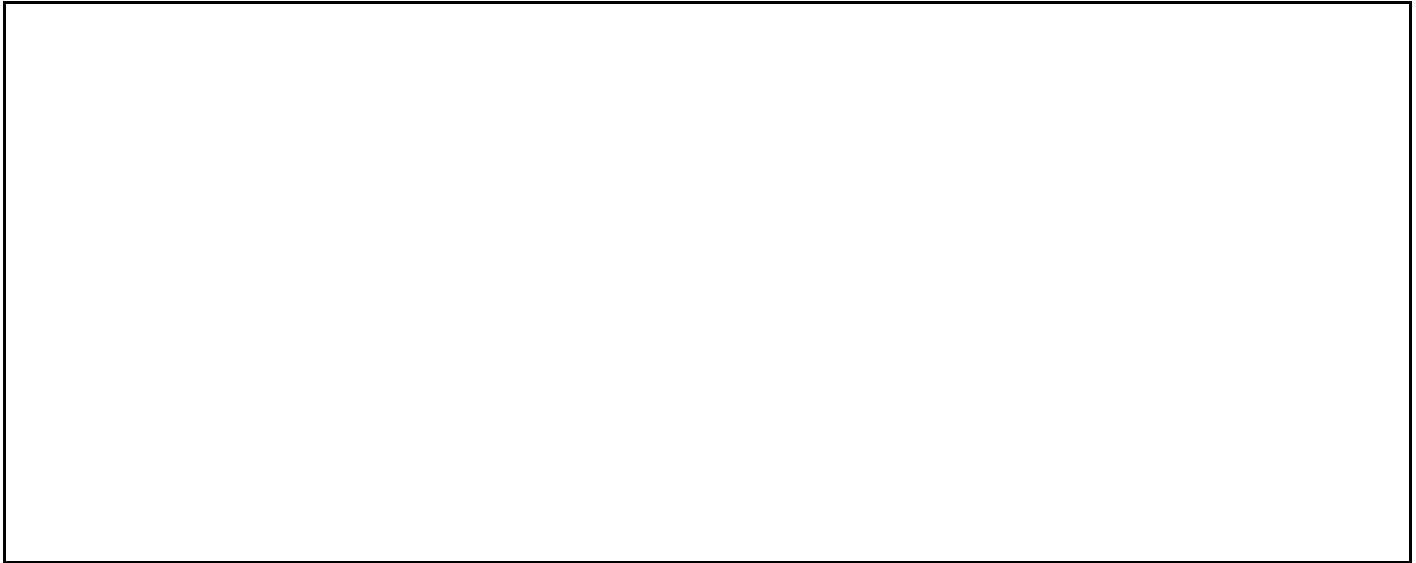
Science

- The CPI decreased according to the 2016 MCAS data.
- The number of students in Advanced increased according to the 2016 MCAS data
- The number of students in warning increased according to the 2016 MCAS data.

ACCESS

- 83% of the students who took the ACCESS test made moderate or high growth.
- The percentage of students that have made moderate or high growth has increased over the last three years.

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ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, and high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 2									
School Percentile: 25									
Cumulative PPI (all students) 69									
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating	
<u>ELA</u>									
CPI	78.3	77.1	78.6	1.5	Improved Below Target	85.2	6.9	Improved Below Target	
SGP	49.5	43	42	-1	Below Target	51.5	9.5	On Target	
% Advanced	6.2	8.6	9.4	0.8	Not meeting target	6.8	-2.6	Not Meeting Target	
% Warning	8.9	9.2	8.8	0.2	Not meeting target	4.8	-4.0	Met Target	
<u>Math</u>									
CPI	78.4	79.0	80.2	1.0	Improved Below Target	81.3	1.1	Improved Below Target	
SGP	54	53	43	-10	Below Target	39	-4.0	Below Target	
% Advanced	12.3	15.5	19.5	4.0	Met Target	21.8	2.3	Met Target	
% Warning	6.2	6.8	12.6	5.8	Not meeting target	10.2	-2.4	Met Target	
<u>Science</u>									
CPI	71.6	78.8	75.0	-3.8	Declined	73.8	-1.2	No Change	
% Advanced	8.1	15.2	9.4	-5.8	Not meeting target	11.6	2.2	Met Target	
% Warning	13.5	4.3	9.4	5.1	Not meeting target	14.0	4.6	Not Meeting Target	

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			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			58	60	Not meeting Target	75	60	Met Target

Historical Accountability Data

2012	Level 2	School Percentile:	22 nd %ile	Annual PPI = 55	Cumulative PPI = 56
2013	Level 3	School Percentile:	20 th %ile	Annual PPI = 85	Cumulative PPI = 64
2014	Level 2	School Percentile:	23 rd %ile	Annual PPI = 80	Cumulative PPI = 71
2015	Level 2	School Percentile:	22 nd %ile	Annual PPI = 55	Cumulative PPI = 69
2016	Level 2	School Percentile:	25 th %ile	Annual PPI = 70	Cumulative PPI = 69

Early Literacy Results

1st Grade: DIBELS Oral Reading Fluency (Winter to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	5 (8%)	5 (8%)	High	23 (40%)	217 (17%)
Average	9 (16%)	25 (43%)	Moderate	15 (26%)	316 (25%)
Low Average	16 (28%)	12 (21%)	Typical	10 (17%)	393 (31%)
Below Average	16 (28%)	6 (10%)	Low/Declined	10 (17%)	325 (26%)
Well Below Average	12 (21%)	10 (17%)			
CPI	63.8	76.7	Total	58	1,251

2nd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	15 (27%)	7 (13%)	High	7 (13%)	269 (19%)
Average	18 (33%)	25 (45%)	Moderate	11 (20%)	375 (27%)
Low Average	14 (25%)	8 (15%)	Typical	10 (18%)	426 (30%)
Below Average	2 (4%)	8 (15%)	Low/Declined	27 (49%)	331 (24%)
Well Below Average	6 (11%)	7 (13%)			
CPI	83.6	79.5	Total	55	1,401

3rd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	11 (20%)	11 (20%)	High	3 (6%)	179 (15%)

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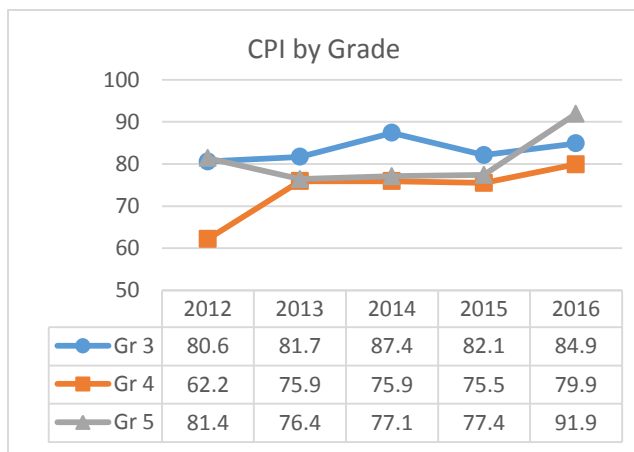
Average	20 (37%)	17 (31%)	Moderate	9 (17%)	283 (23%)
Low Average	4 (7%)	7 (13%)	Typical	13 (24%)	389 (32%)
Below Average	11 (20%)	9 (17%)	Low/Declined	29 (54%)	363 (30%)
Well Below Average	8 (15%)	10 (19%)			
CPI	76.9	74.5	Total	54	1,214

ENGLISH LANGUAGE ARTS

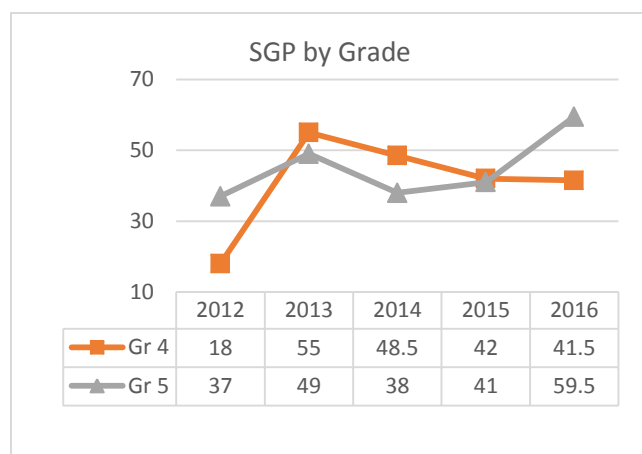
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	129	6	33	50	10	74.4	27.5
School 2013	146	6	39	46	9	78.3	49.5
School 2014	163	9	36	46	9	77.1	43
School 2015	160	9	41	40	9	78.3	42
School 2016	147	7	57	31	5	85.2	51.5
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE



Multi-Year MCAS ELA SGP Results by GRADE



PARCC / MCAS ELA 2016 Results by Subgroup

	Students	% at Each Level		
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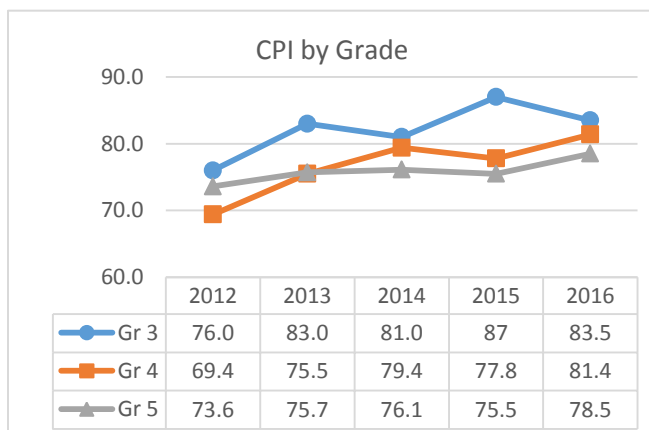
Student Group	Included	A	P	NI	W	CPI	SGP
All Students	147	7	57	31	5	85.2	51.5
Students with Disabilities	17	0	29	53	18	66.2	56
ELL	12	0	33	42	25	66.7	-
Former ELL	19	5	53	37	5	81.6	77.5
Economically Disadvantaged	89	6	55	33	7	83.4	58
Male	70	6	53	34	7	82.9	56
Female	77	8	61	29	3	87.3	38

MATHEMATICS

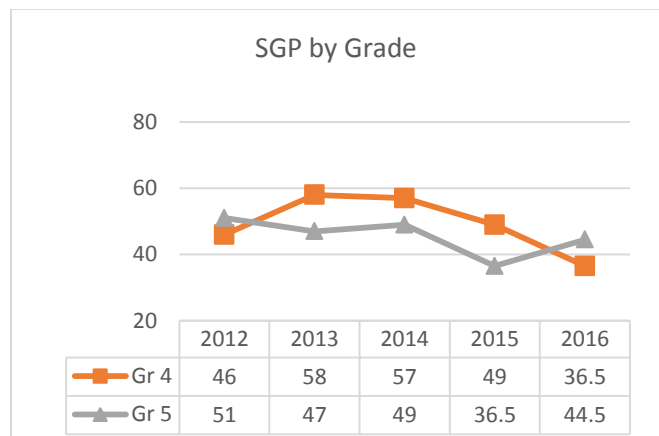
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	130	6	32	51	11	73.1	48.5
School 2013	146	12	34	47	6	78.4	54
School 2014	161	16	33	45	7	79.0	53
School 2015	159	19	39	29	13	80.0	43
School 2016	147	22	37	31	10	81.3	39
District 2016	7,546	15	34	30	21	74.6	50

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



PARCC / MCAS Math 2016 Results by Subgroup

	Students	% at Each Level		
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Student Group	Included	A	P	NI	W	CPI	SGP
All Students	147	22	37	31	10	81.3	39
Students with Disabilities	17	0	24	41	35	60.3	56
ELL	12	17	50	25	8	83.3	-
Former ELL	19	5	21	53	21	64.5	50.5
Economically Disadvantaged	89	19	36	29	16	78.1	37
Male	70	21	41	31	6	84.6	45
Female	77	22	32	31	14	78.2	32

SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	35	6	40	31	23	74.3
School 2013	37	8	30	49	14	71.6
School 2014	46	15	26	54	4	78.8
School 2015	53	9	34	47	9	75.0
School 2016	43	12	30	44	14	73.8
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	43	12	30	44	14	73.8
Students with Disabilities	4					
ELL	1					
Former ELL	10	10	10	60	20	62.5
Economically Disadvantaged	26	8	23	54	15	69.2
Male	22	9	27	41	23	70.5
Female	21	14	33	48	5	77.4

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	0	0%	4	10%	0	0%
Emerging	1	3%	4	10%	7	13%
Developing	10	26%	11	26%	20	38%
Expanding	12	31%	10	24%	10	19%
Bridging	12	31%	11	26%	13	25%
Reaching	4	10%	2	5%	2	4%
Total	35		42		52	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	19	51%	10	27%	8	22%
2015	15	50%	9	30%	6	20%
2016	29	67%	7	16%	7	16%

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ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering		3 (17%)	14 (78%)	1 (6%)		
Emerging			2 (33%)	3 (50%)	1 (17%)	
Developing			2 (20%)	3 (30%)	5 (50%)	
Expanding				2 (18%)	7 (64%)	2 (18%)
Bridging						
Total (45)		3	18	9	13	2

Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)
Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.
Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district’s curricula/mapping. The school’s taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
Strengths: <ul style="list-style-type: none"> • Brickett School uses district-provided mapping and pacing guides. • Using backwards design, instructional staff creates and implements standards-based lessons with high expectations for student success in classrooms. • Instructional staff uses formative and summative assessment to inform revisions to instruction.
Areas of Need: <ul style="list-style-type: none"> • Vertical discussions of student learning expectations and content do not happen consistently. • Students’ mastery of standards does not drive changes in curricula.
Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
Strengths: <ul style="list-style-type: none"> • Brickett conducts learning walks three times during a school year. • Instructional staff aligns their instruction by analyzing formative, summative, and standardized assessments. • Instructional staff uses a range of tools, techniques, technologies, and materials to meet the needs of all learners.
Areas of Need: <ul style="list-style-type: none"> • Instructional staff does not consistently have the opportunity to observe other staff members or have lessons modeled in their classrooms. • Adequate time is not provided for instructional staff to meet collaboratively and effectively reflect on student work and plan effective instruction.

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Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
Strengths: <ul style="list-style-type: none"> • Brickett teachers use a range of assessments that are aligned to the standards. • Assessment data is used to monitor students’ progress and determine small group intervention. • Data meetings are held regularly to collect, analyze and review data that reflects student learning.
Areas of need: <ul style="list-style-type: none"> • Students have not been taught how to assess themselves and plan for improvement. • Instructional staff does not consistently use formative assessment to target and modify instruction. • Professional Development is needed for differentiating instruction during small group time in math.
Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
Strengths: <ul style="list-style-type: none"> • Instructional staff will take part in school based PD on Positive Behavior Intervention Systems (PBIS). • Teachers in grade 3, 4 and 5 will take part in PD on Reach.
Areas of need: <ul style="list-style-type: none"> • Adequate PD time is not provided for instructional staff.
Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
Strengths: <ul style="list-style-type: none"> • Brickett has implemented a system to guide professional learning time.
Areas of need: <ul style="list-style-type: none"> • Adequate collaboration time is not provided for instructional staff.

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)
Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.
Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
Strengths: <ul style="list-style-type: none"> • Instructional staff demonstrates responsibility for the learning of all students. • A system is in place for progress monitoring, universal screening (DIBELS, PARCC, MCAS, district assessments) with interventions and services that meet the students’ needs. • A system is in place for monitoring behavioral challenges (Behavioral specialist, School Adjustment

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<p>Counselor, School Social Worker) with interventions and services that strive to meet the students' needs.</p> <ul style="list-style-type: none"> • Tiered support if offered in ELA based on PARCC scores, DIBELS scores and teacher created assessments. Groups are fluid and are monitored weekly to determine need. • Extended Learning Time is being implemented beginning in October 2016 to support struggling students in math.
<p>Areas of need:</p> <ul style="list-style-type: none"> • Due to the pacing of the curriculum mapping, timing adjustments cannot be made to the curriculum. • Planning and implementing tiered instruction in math. • Learning time for science instruction is not adequate at all grade levels.
<p>Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • Brickett School has a team that meets weekly (Full time Social Worker, Lynn Community Health Services (a full time therapist, two part-time therapists, a clinician (one day per week), a full time nurse, School Adjustment Counselor (one day per week), and a bullying coordinator that meets to identify needs of the students. • Instructional staff has all been trained and are implementing Playworks at recess. • Forsythe Dental comes to Brickett twice a year to administer dental care.
<p>Areas of need:</p> <ul style="list-style-type: none"> • PD for all staff to help improve students' emotional and physical health. Brickett will be implementing PBIS beginning in the 2016-2017 school year. • We do not have the resources to meet the social/emotional needs of all of the students at Brickett.
<p>Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • The School Improvement Council meets three times a year to solicit input of family and community partners on implementing the school's strategic plan. • Our PTO runs a school book fair, family night at Uno's Pizzeria as well as several fundraisers throughout the school year to help provide enrichment programs and develop family school relationships. • Brickett School works with the community partners such as North Shore Community College to support student learning through a school literacy day and a science fair. • Brickett has a strong relationship to support student learning, social and emotional health and physical well-being with Lynn Community Health Center, Campfire, Reading Educational Assistance Learning (REAL), and a full time school social worker. • The principal meets on a regular basis with the School Council and parent groups to keep parents informed. • School staff regularly provides families with communication about student progress through the use of progress reports, report cards, standardized test results, individual meetings and parent teacher conferences. • The Student Study Team invites parents to meetings to discuss their child's academic progress and help plan for student success. • Brickett hosts a friendship breakfast to help build community between parents. • Families Supporting Student Success
<p>Areas of need:</p> <ul style="list-style-type: none"> • Brickett has 41.2% of students whose first language is not English. Limited resources are provided for communication with non-English speaking parents. • Increase the percentage of parent involvement.

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Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

- Several Brickett teacher have committed to participate in the leadership team.

Areas of need:

- Time to meet and to discuss role of the leadership team.

Define Priorities and Describe the Strategies/Actions

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Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Social, emotional, health and behavioral needs of the students

Alignment to District Priority(s): 5- Social, emotional, health and behavioral needs of the students

Priority 1

Initial Implementation of components of Positive Behavior Intervention Systems (PBIS) throughout the school.

**Strategies/
Actions**

Actions Needed for Implementing School-wide Behavior Support Plan		
Action	Person(s)	Date
(1) Team meeting to review plan and make changes- discuss minor offenses and create a minor referral form	All PBIS team members	10-19 10-24
(2) SAS survey during staff meeting- roll out office referral form and discipline flow chart- collect data starting 11-23	All staff	11-22
(3) Team meeting to review Survey Data	PBIS Team members	11-23 after half day
(4) Overview of PBIS- determine materials	PBIS Team	Nov 30 th after school
(5) Make 1 set of materials and posters to show to staff	Some PBIS members	Date TBD
(6) Present to faculty- summary overview-	All staff	December 20 at staff meeting
(7) Launch with students- introduce school wide goals- Respect yourself, respect others, respect property	All staff and students	January 3
(8) Train faculty- classroom expectations- lesson plan for classroom	All faculty	January 17
(9) Teachers roll out classroom expectations to students	Faculty and Students	January 23
(10) Team meeting to discuss feedback from teachers	PBIS team	Feb 1
(11) Roll out next phases of plan	PBIS team	March - June

Expected Outcome(s)

- According to SWIS data, there will be a decrease in major incidents.
- At community meetings, the number of students recognized for positive behavior will increase.

Timeline for Actions

See right column above

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Science Instruction

Alignment to District Priority(s): 1- standards based instruction

Priority 2

Ensure that students are consistently receiving direct science instruction in specified content as well as scientific methods and procedures in all grades.

Strategies/Actions

- Use district provided Science mapping documents
- Preview Smartboard lessons to create a lesson plan before lesson is taught
- Use district provided Smartboard lessons and materials as a resource to provide direct instruction in specified content as well as scientific methods and procedures.
- Administer district science assessments in all grades
- Reflect on unit assessments at Professional Learning Time to drive instruction
- Use formative and summative assessments to plan future lessons and review
- Teacher peer observation/ modeling at a faculty meeting

Expected Outcome(s)

- Students will achieve proficiency (80%) on Unit assessments
- Grade 5 MCAS results will show less students in Needs Improvement and Warning.
- Grade 5 MCAS results will show more students in Proficient and Advanced

Timeline for Actions

- Assessments will be administered according to dates in the curriculum mapping document.
- After each unit assessment, teachers will reflect on assessment results at professional learning time.

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection: