

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2022-2023
MCAULIFFE ELEMENTARY SCHOOL

Principal: David Anderson

School-Site Council Members:

Parents: Charlotte Bryant, Victoria Maresca, Tara Oslan, Maria Perez, Amy Souza

Teachers: Barbara Burgess, Emily Cohn, Marilyn Jonas, Kristin Wade

Other members: Sima Suon

School Mission

The S. Christa McAuliffe Elementary School community strives to educate the whole child intellectually, emotionally, culturally, socially, and physically by offering rich and engaging instruction in a safe, respectful, and caring environment. Our students and staff strive to be independent thinkers and life-long learners. We believe that collaboration among school, home, and community is essential in ensuring students meet our high academic and behavioral standards and achieve their fullest potential.

School Vision

Excellence in teaching and learning are the essential elements necessary to render academic results that allow children to attain their future academic goals, to compete in the global market, and to achieve their dream of a satisfying life.

Core Values/Commitments

Core Values

- A high quality education is a fundamental civil right of every child we serve.
- Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom.
- Parents are our partners. They are our students' first teachers in the home.
- There is no silver bullet to improving our schools. Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community.

Commitments

- Eliminate the racial ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources to meet the needs of the students in the school.
- Engage all families with courtesy, dignity, respect and cultural understanding.

School Strategic Objectives and Initiatives

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	<u>Student-Specific Supports and Instruction to All Students</u>	<u>School Climate and Culture</u>
<p>Increase opportunities for all stakeholders, including those whose first language is not English, to be involved with school functions and decision-making.</p> <p>Increase teacher leadership and facilitation of school-based committees.</p>	<p>Strengthen and build upon instruction of foundational skills across all grade levels.</p> <p>Continue focus on expanding teacher skills and efficacy in new and recently implemented initiatives and curriculum.</p>	<p>Provide increased support for growing subgroups of students including English Learners and students with IEPs by maintaining or increasing support staff levels and vertically aligning the school schedule to ensure optimal use of support time and small group instruction.</p> <p>Increase enrichment opportunities during the school day for students excelling in academic areas.</p>	<p>Increase availability of Social Emotional Learning supports and services for students.</p> <p>Introduce and analyze the district-designed process to determine and counteract biases in supplemental curriculum materials.</p> <p>Reduce student chronic absenteeism.</p>

School Data Profile

iReady Assessments, Fountas and Pinnell Assessment, Kindergarten Literacy Assessment, DIBELS, Interactive Read Aloud/Writing About Reading Rubrics, Math Module Tests, Report Card Grades, Attendance Data, WIDA Access Testing, DESSA Data, Green Program Data

[Click here to access the McAuliffe School Data Inventory](#)

Reflection on Current Practices

What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

With the full in-person return to school, our efforts have centered around DESE's Acceleration Roadmap. We have been guiding our work around the four phases set-up in the Roadmap:

- Phase 1: Diagnostic and Planning
- Phase 2: Launch
- Phase 3: Progress Monitoring
- Phase 4: Reflection and Planning

Throughout each of the phases, we have kept the three priorities of the Roadmap at the forefront of our work:

- Foster a sense of belonging and partnership among students and families
- Continuously monitor students' understanding

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- Ensure strong grade appropriate instruction with just-in-time scaffolds when they are needed

By focusing on the three priority areas throughout each phase we have been able to be purposeful in utilizing the resources provided during last year's budget cycle. By prioritizing formative assessment and data analysis during our Professional Development and Common Planning Time Meetings, we have continued to examine our interventions and small group instruction to meet the needs of the kids in our classrooms.

Another area of focus this year has been working with our students on developing the foundational skills in reading that they need to be successful as they progress through their elementary education. We have rolled out the Heggerty Phonemic Awareness Program in Kindergarten through 2nd Grade and the LetterLand Phonics Program in Kindergarten and 1st grade.

What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

Our Data is showing that our areas of priority should be:

English Learner Support - We have had a 67% increase in English Learners this school year. Our number has risen from 97 at this time last year to 143 students this year. With that increase in students, it is also more important than ever for us to engage their parents in school life.

Continued focus on Foundational Skill Building - The success we have seen in our Kindergarten and 1st Grade's foundational reading skills is encouraging and points to expanding Heggerty to Pre-K and LetterLand to Pre-K and 2nd Grade for next year.

Social Emotional Skill Building - The isolation that our students have experienced as part of the pandemic is revealing itself through more emotional needs in the classroom. Being able to provide more targeted support to our students will be important in order for them to continue to make academic success.

Small Group Support - This has come up in the Parent, Staff, and Student Needs Assessment conversations that were held this winter. It was identified as what people felt was the most important intervention we have put in place this year. It will be important for us to continue to maintain or increase these levels of support to the classrooms. Also, important, especially to our families, is providing more enrichment opportunities to students performing on grade level.

Daily Student Attendance - Chronic Absenteeism currently sits at 52%. Prior to the pandemic, we were able to get our Chronic Absenteeism below 10%.

Where are students making the greatest academic gains and why? The least academic gains and why?

Areas of particular strength for McAuliffe School students are seen in those students who are already achieving at or above grade level. There were increases in every grade level in both Reading and Math in the iReady assessments between the Fall and Winter. This is probably attributed to the levels of academic readiness displayed by these students and their ability to more readily shift to remote learning and find success with the independence required to successfully navigate the new methods used for teaching and learning.

An area of strength that can be attributed to the implementation of the Heggerty Phonemic Awareness and LetterLand Phonics Programs is our 1st Grade Growth in those areas. Our 1st graders went from 27% down to 5% in the Tier 3 range and from 18% up to 48% in the Tier 1 range for Phonemic Awareness. They also went from 35% down to 5% in the At-Risk category for Phonics and from 12% up to 36% in Tier 1 for the same. Our students are growing in those foundational reading skills needed to be more successful as they begin to encounter more complex texts.

Some other areas of academic strength seem to be falling in the Numbers and Operations and Algebraic Thinking standards for Math and High Frequency Words standards for Reading.

Areas where students are making the least academic gains in Math include Geometry and Measurement. These are areas that do not always get taught with fidelity due to their timing during the school year. The 2nd Grade team has readjusted their schedule to fit these areas in between the three modules around subtraction. In Reading, Vocabulary and Nonfiction Text Comprehension are historically areas that students make the least academic gains. With more targeted support, integration of more opportunities for students to use vocabulary in unfamiliar settings, and the building of foundational skills in the earlier grades, hopefully we will see a rise in student growth in both of these areas.

Problem of Practice for 2022-2023

Utilize formative assessments to provide students with the just-in-time supports necessary for them to achieve success at their current levels of performance in all areas of the curriculum.

Monitoring Progress - Process Benchmarks

What will be done, when, and by whom

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 2022	Dec 2022	June 2022	Status
Provide instruction on how to use the translation tool on documents including the McAuliffe Shuttle Newsletter, School Site Council Meeting notes, and other school documents.	Principal	x			
At least two Family Circle meetings will be planned and held and a schedule for the rest of the year will be created which will include at least two additional meetings.	Administration		x	x	

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In order to gauge interest in committee facilitation roles, compile a list of responsibilities and expectations of the committees and introduce those expectations to staff during orientation day.	Administration & Committee Members	x			
All committees will set goals for the school year and set-up a regular meeting schedule to move forward and will report progress toward achievement.	Committee Members		X	X	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Aug 2022	Dec 2022	June 2023	Status
Expansion of LetterLand and Heggerty training and materials to Pre-K and 2nd Grade.	Literacy Coach and Principal	X			
Full implementation of Letterland and Heggerty in Pre-K - 2nd Grade classrooms and mid-year review of preliminary data.	Classroom Teachers		X		
Phonics and Phonemic Awareness-focused data dive for each grade level to determine impact of the program and next steps for implementation in the 2023-2024 school year.	Instructional Leadership Team			X	
Create opportunities for teacher choice in professional development including time to collaborate on successes, challenges, and best practices in all areas of curriculum.	Literacy Coach and grade level teams.	X	X	X	
Analyze programs vertically to be sure the foundational instruction continues to be strengthened in the next grade.	Math and Literacy coaches with teams	X	X	X	
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Aug 2022	Dec 2022	June 2023	Status
Form a school-based committee with representatives from each grade level to align the school-wide schedule to ensure optimal use of Tier 2 and 3 supports.	Admin and ILT	X			
Special education and EL teachers will meet to group students by their skill levels in reading and math, and use these groupings to develop support schedules based on needs, not grade level, to ensure optimal use of our instructional support system.	Special Education and EL Teams	X	X		
Special Education and EL Teams meet at least monthly to consider available student data to make grouping decisions for students.	Special Education and EL Teams	X	X	X	
Research and formulate ideas to provide more enrichment opportunities for students who excel at grade-level material.	Teacher Teams	X			
Designate times for grade level and vertical teams to collaborate to identify students who are excelling in academic areas, and create enrichment activities to encourage their strengths.	Teacher Teams		X	X	
<u>School Climate and Culture</u>	Person Responsible	Aug 2022	Dec 2022	June 2023	Status
Utilize DESSA Data to identify students who are “In Need of Instruction” in specific DESSA domains and create grade level and need based groups based on that data.	Social Worker	X			
Make adjustments to standing groups based upon teacher input and DESSA Data throughout the year.	Social Worker and Teacher Teams	X	X	X	
Work with grade level teams to schedule specific time each week to focus on Skill of the Month topics and curriculum.	Social Worker and Teacher Teams	X			
Continue Weekly SEL work based on the Skills of the Month identified through DESSA Data.	Teacher Teams	X	X	X	
Introduce district-designed process to determine biases in the curriculum to school staff.	Administration		X		
Re-establish standing attendance committee meetings on a regular basis.	Principal, Assistant Principal, Social Worker, Nurse	X			
Attendance team meets regularly to ensure district attendance policy is being followed and all steps are being taken to support families to ensure regular school attendance.	Attendance Team	X	X	X	
Schoolwide events including themed days and an Attendance incentive system are established to encourage students to come to school.	Attendance Team	X	X	X	

Measuring Impact

Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Date	Status
As a result of targeted outreach to families, there will be an increase in participation on the School Site Council and Parent Teacher Organization among all stakeholders, including those who do not speak English as their first language.	School Site Council, PTO, Teachers, Admin	June 2023	
School based committees, under the leadership of a McAuliffe teacher or paraprofessional, will have achieved the goals set-out by that committee at the beginning of the school year.	Committee leaders and members	June 2023	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Date	Status
LetterLand and Heggerty will be implemented in all classrooms from Pre-K through Grade 2 and all teachers will have been trained in its implementation.	PK-2nd Grade Teachers, Paraprofessionals, Admin and Trainers	June 2023	
All staff will have had the opportunity to earn at least 10 Professional Development Points in an area of their choosing by the end of the school year.	Admin and Teachers	June 2023	
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Date	Status
As a result of the alignment of the school schedule and an increase in academic support for students, there will be a decrease in the number of students missing content area teaching to be supported in other content areas.	Admin and ILT	August 2022	
<u>School Climate and Culture</u>	Person Responsible	Date	Status

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As a result of the increased support to meet student social emotional learning needs, no more than 10 students will be identified in the “Need for Instruction” category of the DESSA Assessment.	Admin and Teachers	June 2023	
Introduce the protocols developed by the district, for identifying biases in supplemental curricular materials.	Admin and Teachers	June 2023	
With interventions implemented by the school-based attendance team, chronic absenteeism will be reduced to be inline with the state average.	School Attendance Team	June 2023	