LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2021-2022
Elementary ❖   Middle ❖ K-8 ❖ HS ❖ Programs

School Name: Pyne Arts Magnet School **Principal: Wendy Crocker-Roberge** **School-Site Council Members:**

Tracy Blanchard, Teacher	**Conor Baldwin, Parent**
Kim Bradley, Teacher (LOA)	**Christine Bell, Parent/Co-Chair**
Mary Wood, Teacher	**Rebecca Starcevic, Parent**
Eric Kolifrath, Teacher	**TBD, Parent**

School Mission

At the J.G. Pyne Arts Magnet School, it is our mission to develop creative minds and critical thinkers who are academically proficient and skillfully prepared for success in high school and beyond. We will achieve this in a safe and positive learning environment through the collaborative efforts of staff, students, parents, and community partners.

School Vision

Pyne Arts is a progressive institution where excitement for learning is ignited in every student through a combination of high-quality experiential learning projects, robust arts and STEAM programming, and a comprehensive educational curriculum. Our school is a diverse and inclusive one where self-expression and kindness are celebrated and where all means of family and community involvement are valued. Our students and staff are collaborative, civically minded, and committed to taking risks, persevering through challenges and failures, and growing as learners and facilitators of learning. Our students leave Pyne Arts able to think critically, innovate and create, and be meaningful contributors to a global society.

Core Values/Commitments

- We believe educators are most effective in a collaborative culture of support where teachers plan together, value feedback from colleagues, and commit to continuous growth and improvement.
- We believe students learn best when provided voice and choice in their learning opportunities, a variety of ways in which to acquire and apply knowledge, engaging and culturally relevant content and experiences, and are held to high standards for mastery and performance.
- We believe arts education is essential to build confidence and essential 21st-century skills such as risk-taking, problem-solving, creativity, perseverance, and the ability to communicate using multiple modalities.
- We believe a school culture in which family and community engagement, social/emotional wellness, inclusiveness, celebrating diversity, and service learning are prioritized will grow a generation of resilient leaders, artists, innovators, and citizens.

School Strategic Objectives and Initiatives

Leadership, Shared Responsibility, and Professional Collaboration	**Intentional Practices for Improving Instruction – Engaged Learning**	**Student-Specific Supports and Instruction to All Students**	**School Climate and Culture**
Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.	School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.	Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.	Provide human and financial resources to support high quality, engaged learning. *Student Safety* Ensure two-way, respectful communication, with families, and the LPS community.
▪ STEAM-based Leadership team will facilitate the curriculum, instruction, and assessment planning components of the QIP, including the development and implementation of all teacher professional learning in conjunction with partners at Acera EI and with UDL ▪ Continue parent and staff involvement in site-based budgeting through the expansion of the School Site Council, using the current plan to determine the highest priority needs in order to close achievement	▪ Develop and implement a minimum of 3 Quality Performance Assessments that are cross-curricular and measure at a level of rigor 3 or 4 on Webb's Depth of Knowledge ▪ Develop and implement a minimum of three additional STEAM-based projects involving chemical, physical, and/or biological science aligned with NGSS for their grade span ▪ Engage all staff in a year-long study of Universal Design for Learning through professional development workshops, text-based study, coaching and peer	▪ Utilize data collection system developed by coaches for MCAS, iReady, and benchmark assessments to triangulate student achievement data and adjust interventions and groupings 3X per year/ as needed ▪ Narrow achievement gaps that persist between students with and without IEPs with specific coaching to SPED Teachers and PD on Universal Design for Learning/Growth Mindset for Gen Ed and SPED teachers	▪ Develop and implement a school climate/student engagement and wellness survey at least 3X annually to all students in grade 2-8 to inform areas to strengthen supports ▪ Develop and implement a robust extended day and summer program to provide additional academic supports to targeted students for promotion, and to support the arts and STEAM integration ▪ Fully implement the use of a LMS with Smartphone application to

| gaps and provide a safe, welcoming school environment for all students. | observation and feedback sessions, and master teacher modeling. | ▪ Increase opportunities for inclusion for students on IEPs/decrease pull-out as appropriate | bring grades, parent communication, and school notices together. |
| | | | ▪ Include digital citizenship as a core skill for student success and accountability in a 1:1 setting. |

School Data Profile

2020 Official Accountability Report - Pyne Arts

Organization Information

DISTRICT NAME Lowell (01600000)	TITLE I STATUS Title I School
SCHOOL Pyne Arts (01600018)	GRADES SERVED PK,K,01,02,03,04,05,06,07,08
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information *

Overall classification Not requiring assistance or intervention

Reason for classification Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
51% - Substantial progress toward targets	47

*The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations for the 2019-20 school year due to the cancellation of state assessments and school closures related to COVID-19.

*The above accountability information represents determinations from 2019.

Reflection on Current Practices

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

To address a persistent achievement gap between students with disabilities and the aggregate student population, exacerbated by the prolonged school closing, we will strengthen instructional programming for students with disabilities in reading and math using a combination of approaches that include increased inclusion, Universal Design for Learning, project-based learning and research-based intervention programs. Our goal is to reduce the achievement gap in all three content areas by 20% from 2019-2020 as measured by student performance on MCAS and affirmed with the most recent iReady testing that has seen a schoolwide decrease in proficiency rates in ELA (4%) and Math (7%) from MOY 2020 to MOY 2021.

In addition to our previous 3 years with MCIEA and the incorporation of QPAs into our school/student learning/evaluation, we continue to partner with Acera EI to adapt our STEAM education opportunities to meet the needs of virtual learners. Our STEAM Team shifted its focus to student engagement this year due to the needs of remote schooling and implemented student-led conferences with all students. The Acera EI and STEAM Team will refine the work with student-led conferences, project-based learning, and use DESSA and internal student surveys to provide support for the social and emotional wellness of students.

Over the next year, we will engage in professional learning communities to learn best practices for teaching and learning that allow for exploration, research, and innovation. We will also revisit the Student Success Dashboard in development with Acera EI and MCIEA to better gauge our school's performance with educating the whole child. We will provision project materials for staff and students through our school-based budget, our Student Activity funds, grant opportunities, and by working with the district science coordinator.

2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

Overall strengths:
Students and teachers have adapted to overcome challenges with remote learning and gaps in instruction due to the school closings in March 2020. Daily attendance averages a strong 96% and Accountability percentile grew from 42% in 2018 to 47% in 2019, second highest among middle schools in the district. Progress toward improvement targets grew from Partially Meeting in 2018 to Substantial Progress Toward Targets in 2019. School average score in ELA (502) was above state proficiency benchmark (500). School CPI in Science improved overall and in all subcategories except for the Hispanic/Latino subgroup. School average score in Math (500) met the state proficiency benchmark (500). Growth scores in both math and ELA for the aggregate were in the high end of Typical Growth (above 50th percentile). Chronic Absenteeism fell from 8.4% in 2018 to 6.9% in 2019. The ELA iReady mid-year data for this school year is consistent with the data from last year. Overall, the students performing 2 or more grade levels below remained at 22%, with a decrease of 4% of students on or above grade level. The data in grades 4, 5, and 8 remained mostly consistent from last year to this year. Grades 1 and 3 saw an increase in overall student performance from last year. Grade 1 had a decrease of 11% of students performing 2 or more grade levels below, along with a 6% increase of students performing on or above grade level. Grade 3 had an increase of 13% of students performing on/above grade level, with a decrease of 14% of students performing 2 or more grade levels below. The Math mid-year iReady data indicated

substantial increases in K, 1, 5 & 8 and no change in grade 3.

Overall areas of high-priority concerns:
The school closing in March 2020 due to the pandemic resulted in a substantial amount of instructional material (60 days) not being fully implemented. The majority of students have continued learning virtually in the 2020-2021 school year, which has created obstacles to providing the kind of targeted supports and interventions typically provided in the classroom. As a result, the pacing of the units is longer and educators have had to prioritize learning standards in order to teach critical skills and concepts. Previous MCAS data indicated the Students with Disabilities subgroup had the second-lowest criterion-referenced target percentage of 38% in 2019 (improved from 12% in 2018). The Economically Disadvantaged subgroup had the lowest criterion-referenced target percentage of 33% in 2019 (declined from 45% in 2018). The High Needs subgroup decreased by 1.3 points from 2018-2019. The average scaled score for a Student with Disabilities is over 25 points lower than the aggregate average scaled score in ELA (476.8 vs. 502.0) and 18.2 points lower in math (480.8 vs. 500.0). On the mid-year ELA iReady test, grade levels that saw a decrease in on/above grade level performance were kindergarten with a decrease of 10%, 2nd grade with a decrease of 29%, and 6th grade with a decrease of 9%. Sixth grade also saw an increase of 15% of students performing 2 or more grade levels below. Grade 7 also saw a decrease of 11% of students performing on/above grade level, but also saw a 4% decrease of students performing 2 or more grade levels below. The Math mid-year iReady data indicated decreases in proficiency in grades 4, 6 & 7 from the 2020 mid-year assessment. Chronic absenteeism fell to 6.9% in 2019, but is currently averaging 13.9% during remote learning.

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

ELA: Four out of six grade levels tested above the state average on MCAS in 2019 (percent meeting or exceeding the proficiency benchmark of 500):
Grade 3: 512.2, Grade 5: 506.2, Grade 6: 505.7, Grade 7: 503.1
Math: Grades 3, 5, & 7 tested above the state average on MCAS (percent meeting or exceeding the proficiency benchmark of 500). Grades 3 and 4 were approaching the state average with a score of 499.3:
Grade 3: 503.8, Grade 5: 501.7, Grade 7: 504.3
Science: Grade 5 tested above the state average in science and was highest in the district.
Grade 5: 502
Social Studies: Students were recognized with a state award from Generation Citizen for their project and presentation on teen vaping, and have co-sponsored a bill in the legislature with Rep. Nangle to ban the sale of flavored tobacco products in Massachusetts, which the Governor recently did. All students in grades 7 and 8 participated in this civics education course and held a fair to showcase their projects. Students in grade 6 researched and completed an action civics project involving an arts-based fundraiser to build a playground in Haiti.

Least academic gains: iReady data in October 2020 indicated that there was an overall decrease of 5% proficiency in math and 6% proficiency in ELA from the previous BOY assessment in 2019. In February 2021, the ELA proficiency rate dropped 4% from 2020 and the math proficiency rate dropped 7% for 2020 mid-year assessments. On MCAS, grades 4 and 8 ELA & Math fell below the state average score in both content areas on the last MCAS assessment in 2019.

ELA: Grade 4: 495.7   Grade 8: 496.5
Math: Grade 4: 495.1   Grade 8: 494.9
Grade 8 Science: The mean scaled score for grade 8 in 2019 was 487.3- third in the district among middle schools, but 12.7 points below the state average.

Grade K-3 Reading:
The iready data from our midyear assessment shows that phonics is the lowest scoring domain in Kindergarten with only 51% of students scoring within the on-grade level band. 1st grade has 56% of students scoring within the grade level band and only 49% for phonological awareness. Phonics is also the lowest scoring domain in 2nd grade with only 37% of students within the grade level band. 3rd grade data also shows that out of the 3 foundational domains (Phonological awareness, Phonics and High Frequency words) Phonics is the only one of those 3 domains that does not have all students on grade level. Last year at the mid-year iready assessment, phonics scores for students scoring within the grade level band for phonics were as follows: K=68%, 1st=37%, and 2nd-66%.

Monitoring Progress - Process Benchmarks *What will be done, when, and by whom*					
Leadership, Shared Responsibility, and Professional Collaboration	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
Hold new election for parent members of the School Site Council (parent/staff)	SSC/PTO	X			
STEAM Team monthly meetings & PD facilitation with UDL and Equity focus	Principal	X			
Year 3 partnership with Acera EI to transition to school-directed project PD	Principal/ILT	X	X	X	
Increase representation of diverse cultures in texts PK-8 with new materials	ILT/Lit Spec.		X	X	
Create Anti-Racism Ambassadors (staff, parents, students) & School Action Plan	Principal/SSC	X	X	X	
Intentional Practices for Improving Instruction – Engaged Learning	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2021**	**Status**
Revise and implement three QPAs and three STEAM Projects per teaching team	Teachers/ILT	X	X	X	
Implement new multisensory phonics curriculum in K-3	Teachers/Lit Spec.			X	
Realign all special education staff caseloads to target reading instruction K-8 and increase inclusion support	Admin/SPED	X			
Learn and implement UDL and equity-based teaching practices across all grade levels and content areas	Admin/Staff		X	X	

Replace 30% of existing print reading materials with high-quality texts that represent diverse cultures PK-8	Admin/Coach			X	
Student-Specific Supports and Instruction to All Students	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
Increase rigorous project-based learning projects for all students from a minimum of 3 QPAs to a minimum of 6 project-based opportunities per grade level annually.	ILT, Teachers, Administrators		X	X	
Supplement gaps in science curriculum with rigorous, aligned resources and continue the use of Mosa Mack tool with in-person learning	ILT, Teachers, Administrators	X	X	X	
Implement new phonics program K-3 with staff professional development	Instructional Spec/Teachers		X	X	
Mirror grades 5-8 SPED reading pull-out to grades 3-4 model- phonics/word study, guided reading, writing about reading	Instructional Spec/Teachers		X	X	
Realign math intervention in grades 6-8 to cross-grade groupings with supports using ST Math, iXL, and small group instruction	MRT/Admin		X	X	
School Climate and Culture	**Person Responsible**	**Aug 2021**	**Dec 2021**	**June 2022**	**Status**
Revise and administer SEL survey 3 times per year to grades 2-8, along with DESSA screener and utilize data to offer tier 2 and tier 3 supports to students; revise questions to capture perceptions of cultural responsiveness from students	Guidance, SW, Teachers		X	X	
Provide SEL training with Second Step to relevant staff for use during homeroom and directed study blocks	SW, Guidance		X	X	
Retrain all staff with Zones of Regulation and Social Thinking Curriculum	SW, SPED SW		X		
Create middle school anti-racism & LGBTQ+ support group	Select teachers		X		
Single parent communication app for all students and families PK-8 with support during open house/parent conferences to access features and grading portal for middle school	Admin/SSC	X			

Measuring Impact			
Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.			
Leadership, Shared Responsibility, and Professional Collaboration	**Person Responsible**	**Date**	**Status**
School Site Council, with increased membership, will engage in site-based budgeting and inform the development of the annual school budget aligned with the priorities in this plan	SSC	April 2021	
STEAM Team leadership results in 6 cross-curricular projects per grade level, per year	ILT, Teachers, Administrators	June 2021	
Acera EI partnership yields Individual Learning Projects (1 per student minimum) presented at Student-Led Conferences in February facilitated by all Instructional Staff	ILT, Teachers, Administrators	June 2021	
50% of extended learning programming will be STEAM/SEL focused	ILT, Teachers, Administrators	June 2021	
Intentional Practices for Improving Instruction – Engaged Learning	**Person Responsible**	**Date**	**Status**
Percent of students reaching mastery on QPAs reaches 80%, with 5% increases each round	ILT, Teachers, Administrators	Dec, March, June 2022	
STEAM project mastery reaches 80%, with 5% increases by December, March, and June	ILT, Teachers, Administrators	Dec, March, June 2022	
10% decrease in the number of students on IEPs receiving pull-out services	SPED Teachers/Admin	June 2022	
UDL instructional practices directly observed in 90% of general education and pull-out lessons, with evidence in TeachPoint Standard 1 1-B-2 and Standard 2, Elements 2-D-3 and 2-A-3	SPED Teachers/Admin	June 2022	
Via the student SEL survey, 80% of students will identify resources (texts, class materials, instructional units and/or staff supports) that support their cultural identity at school	Admin/Teachers /Coaches	June 2022	
Student-Specific Supports and Instruction to All Students	**Person Responsible**	**Date**	**Status**
Current achievement gap in Math: 19.2 points (480.8 mean score on Math MCAS for SWD versus 500 mean score on Math MCAS for all students) -20%reduction in the achievement gap will reduce the gap from 19.2 points to 15.4 points	Teachers, Admin	June 2021	
Current achievement gap in ELA: 25.2 points (476.8 mean score on ELA MCAS for SWD versus 502 mean score on ELA MCAS for all students) -20% reduction in the achievement gap will reduce the gap from 25.2 points to 20.2 points	Teachers, Admin	June 2021	
50% of all SWD will increase one grade level on iReady assessments from September -February and February-June	Teachers, Admin	February 2022	
80% of all students in grades K-8 will meet their expected growth targets by June 2022 on the iReady Math and ELA assessments.	Teachers/ Coaches	June 2022	

40% of all students in grades K-8 will meet their "stretch" growth targets by June 2022 on the iReady Math and ELA assessments.	Teachers/ Coaches	June 2022	
School Climate and Culture	Person Responsible	Date	Status
SEL survey results yield mean score increase of .5 on a 4-point scale from September-June	Guidance/SW	June 2022	
Parent communication tools (Smore and Schoology) accessed by 75% of parents and families	Admin, SSC, Teachers	June 2022	
Using student surveys and DESSA ratings, staff will identify tier 2 and tier 3 students of concern for social-emotional interventions	SW/Guidance/ Teachers	Oct-June 2022	
Reduce "Need" category on DESSA by 10% from 17-7%.	Admin/Teachers	June 2022	
Re-train staff on Restorative Practices, how to make Reflection Room referrals, and the difference between a conduct issue and a SEL issue	Admin/Teachers	October 2021	
10% reduction in conduct referrals for defiance/disrespect	Admin/Teachers	June 2022	
Revive in-school PBIS program with Cougar Cash rewards, incentives, and activities	Admin/Teachers	September -June 2022	