

LOWELL PUBLIC SCHOOLS – Quality IMPROVEMENT PLAN - 2023-2024
Elementary ♦ Middle ♦ K-8 ♦ HS ♦ Programs

School Name: S. Christa McAuliffe Elementary School Principal: David Anderson School-Site Council Members: Parents: Charlotte Bryant, Yaira Ramos-Bryson, Stacey Resto, Jennifer Rey, Anne Thompson Teachers: Barbara Burgess, Emily Cohn, Marilyn Jonas, Kristin Wade Community Representative: 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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> 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.	<u>Intentional Practices for Improving Instruction – Engaged Learning</u> 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.	<u>Student-Specific Supports and Instruction to All Students</u> 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.	<u>School Climate and Culture</u> Provide human and financial resources to support high quality, engaged learning. <i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.
Increase opportunities for all stakeholders, including those whose first language is not English, to be involved with school functions and decision-making. Increase teacher leadership and facilitation of school-based committees.	Examine and align current curricular materials to ensure instruction is addressing grade level standards. Refocus student engagement work on high leverage practices that encourage critical thinking, creativity, collaboration, and communication.	Ensure that increased support staff is being utilized as effectively as possible by providing training in supporting programs and ensuring that support schedule aligns with curricular needs. Investigate programs and resources for helping students further develop foundational math skills.	Identify and implement ways to support families and students in improving school attendance and reducing chronic absenteeism. Identify and implement ways to increase two-way communication with stakeholders to keep them informed of student progress.
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, MCAS, PALS, ST Math, Green Program			