



McAvinnue Elementary School

Principal: Mr. Michael Domina

School-Site Council Members:

Educational Membership: Mr. Michael Domina; Mrs. Heather Bellerose; Mrs. Kate Burgess-MacIntosh

Parent Membership: Mr. Juan Acevato; Mrs. Amanda Clermont; Mrs. Corrine Turcotte Asfour

Community Membership: Dr. Robai Werunga - UMass Lowell Professor Of Education



School Mission

At the McAvinnue Elementary School, we will...

Inspire Learners to Discover and Develop their Talents

Engage Learners to Think Creatively and Critically

Empower Learners to Become Active, Contributing Members of the Community, Our Nation and Our World

School Vision

McAvinnue Elementary School is a place...where there are **high expectations**, where students are **academically engaged**, where instruction is guided by a **systematic approach to examining data**, where there is a **multi-tiered system of support**, and where a responsive environment that fosters **social emotional connections** between staff and students prevails.

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>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.</p>	<p>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.</p> <p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>	<p>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.</p>	<p>Provide human and financial resources to support high quality, engaged learning.</p> <p>Student Safety Ensure two-way, respectful communication, with families, and the LPS community.</p>

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<ul style="list-style-type: none"> • Relaunch Of School PLC Working Groups • School Site Council (SSC) • Instructional Leadership Team (ILT) 	<ul style="list-style-type: none"> • Technology Integration • Grade Level Goal Development • Phonics Development 	<ul style="list-style-type: none"> • Intervention Support Groups For Students • ST Math • Special Education Support Structures; Co-Teaching 	<ul style="list-style-type: none"> • Relaunch Of Positive Behavioral Intervention & Supports (PBIS) Tier I & Tier II • Open Circle • DESSA
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School Data Profile

What data will we use to track the results?

iReady Assessments, Raz-Kids Reading Benchmark Assessment, Fountas And Pinnell Reading Benchmark Assessment, Kindergarten Literacy Assessment, Interactive Read Aloud/Writing About Reading Rubrics, Math Module Tests, Report Card Grades, MCAS Data, Attendance Data, WIDA Access Testing, PBIS Core Value Data.

- [McAvinnue's Assessment Calendar 2020-2021](#)
- [McAvinnue's Attendance Data 2020-2021](#)
- [McAvinnue's Data Studio Dashboard 2020-2021](#)

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 sudden and unexpected interruption of the school year due to the COVID-19 pandemic last year and its lingering and ongoing impact on the status of in-person versus remote learning this year, the focus areas of teaching, learning, and school climate had to adjust to be nimble and flexible. Even with this atypical and less than ideal approach to this school year, we were provided new and exciting opportunities for our students and faculty that are allowing for a continuation of last year's focus points along with the identification of new initiatives, goals, and benchmarks for the 2021-2022 Quality Improvement Plan (QIP).

The COVID-19 pandemic yielded the need to shift to a more flexible teaching and learning platform for our students and teachers. The introduction of 1:1 technology for all students at all grade levels elevated a set of new teaching and learning tools to the forefront of daily instruction for both in-person and remote students. McAvinnue's faculty have found platforms like Zoom, Google Classroom, SeeSaw, Remind, RAZ Kids, Lexia, ST Math, iReady and many more to be vital and indispensable resources in the remote learning environment as well as in-person when applicable. We are extremely hopeful to transition their use to our full in-person learning model during the 2021-2022 academic school year. There has been an emphasis this school year that focused on learning and understanding how to successfully implement these new technologies and how to activate them into the remote and in-person classroom settings. This implementation has looked different when used during in-person learning. It is necessary to continue the investment in these platforms including comprehensive professional development that will allow a seamless transition so students will continue to experience the benefits they experienced during this school year.

An additional area that has risen clearly to the surface during the COVID-19 pandemic is the widening achievement gaps for our students in numerous areas. Foundational skills such as phonics, math fact knowledge, and process writing development have become areas of concern across grade levels. Using benchmark assessment data, we have been able to identify these areas and have begun to take action to mitigate the gaps. The reliability of traditional assessment data along with a chronic absentee rate that is about 2 times higher than a typical school year have caused growing concern for student achievement that will need to continue to be addressed during the 2021-2022 school year. Utilizing targeted differentiated support in small groups partnered with a systematic, research-based, schoolwide approach to phonics and the continuation of iReady and ST Math will be used to mitigate academic gaps in learning while the revitalization of Positive Behavior Intervention & Support (PBIS) and Open Circle will help fulfill social-emotional and attendance needs that have been identified.

Even though the current school year has been less than traditional, McAvinnue continued to engage in substantial work developing a purposeful and functional Instructional Leadership Team (ILT) at the McAvinnue Elementary School. McAvinnue's ILT continues to include a representative from each of the grade level teams (Kindergarten - Grade 4) and includes membership from the Administrative Leadership Team including the Literacy Specialist, Math Resource Teacher, Lead English Language Development (ELD) Teacher, and Assistant Principal.

We have developed a purpose and focus for McAvinnue's ILT for this school year. We determined that it was critical to systematically analyze data associated with the grade level Professional Practice goals that were established for the 2019-2020 academic school year. McAvinnue's ILT has engaged in regular and systematic meetings during the second half of the 2020-2021 academic school year. The focus of this working group is to be the planning, trouble-shooting, review board that will be the driving force behind impactful adjustment to practice.

McAvinnue continues to value and fully support two positive student support systems with significant impact. The Positive Behavior Intervention & Supports (PBIS) and Open Circle have been strategically "paused" this school year to maximize all of the new learning opportunities our faculty was required to accomplish in a very short period of time. It is our intention to relaunch these critical social emotional supports during the 2021-2022 academic school year. These supports will be needed more now than ever before due to the significant amount of time our students have spent outside of our building.

- **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?**

As of the mid-year iReady Benchmark Assessment for both ELA and Math, McAvinnue students continue to make progress toward meeting Grade Level expectations with an increase of 7.8% students in Reading and 8.6% in Math falling into the "At Or Above Grade Level" category when compared to the beginning of the year. It was also noted that there was a reduction for those students that are 2 grade levels behind when comparing the Fall and Winter diagnostic window (Reading - 7.2% of students moved to the "yellow" category of 1 grade level behind; Math - 9.2% of students moved into the "yellow" category of 1 grade level behind). Currently in Reading, McAvinnue has 39% of

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students “At Or Above Grade Level; 41% at “1 Grade Level Behind”; 20% at “2 Or More Grade Levels Behind. Currently in Math, McAvinnue has 27% of students “At Or Above Grade Level; 53% at “1 Grade Level Behind” 20% “2 Or More Grade Levels Behind.

When looking deeper into the Reading data, it is noted that McAvinnue possesses strengths in phonological awareness and high frequency words. Additionally, it was noted that McAvinnue possesses a weakness in vocabulary. When looking deeper into the Math data, it is noted that McAvinnue possesses a strength in numbers and operations and algebraic thinking. Additionally, it was noted that McAvinnue possesses a weakness in measurement and data.

In examining our Mid-Year iReady Assessment data, it is noted that the number of students in Tier 1 and Tier 3 at every grade level has increased (Tier 1) or decreased (Tier 3). The majority of the students in Tier 2 increased at most grade levels with the exception of a few grade level outliers in Reading and Math. These grade level outliers did show growth in Tier 1 student performance and a reduction in Tier 3 student performance.

When examining the Devereux Student Strength Assessment (DESSA) Fall diagnostic window for McAvinnue, our students were rated in the following categories: Strength - 26%; Typical - 52%; Need - 22%. We are currently completing the Winter diagnostic window and will compare both data sets to determine if some progress is made within each of the measured competencies.

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

Areas of particular strength for our school lie in the performance of our early childhood students. These students are showing the highest level of growth for both overall Reading and Math performance. It has been noted that McAvinnue’s school reopening plan allowed for much smaller class sizes within the remote learning platform. The average class size in remote Kindergarten is 12 students per homeroom. The average class size in remote Grade 1 is 15 students per homeroom. The reduced class size has allowed for more targeted small group instruction (core instruction & intervention) for students. The small student groupings allow for an increase in targeted interventions that are identified for these students are helping to show solid gains. Reading and Math Intervention, Leveled Literacy Intervention, Lexia, iReady, ST Math, and Raz Kids paired with specialized instruction in English Language Learners (ELL) and Special Education (SPED) services are providing students with the skills that they need to show success. It is noted that our Grade 3 and Grade 4 students are displaying good “annual typical growth” in Reading (35%) and Math (41%).

Another area where we are noticing our students making great gains is in English Language Proficiency. We continue to make measurable progress when viewing interim assessments including iReady data. However, there is still a gap in the achievement scores of our ELL students when compared to other students at McAvinnue. Current iReady diagnostic data has revealed that many of our EL students are making expected growth. It has been extremely beneficial to have the additional ELD teacher at McAvinnue. This needed teaching position has allowed McAvinnue to support all 3 levels of ELL development at McAvinnue (Newcomer; Intermediate; Advance) daily through small group instruction and direct classroom support.

McAvinnue continues to see limited gains and long-term growth for our Special Education students. The data, however, is difficult to delineate in some cases due to the small population size of our students with Individualized Education Plans at some grade levels and the transiency of this group from year-to-year, not allowing growth to be measured. We are exploring the possibility of restructuring our Special Education services to include a “team teaching” model of service delivery. This will allow instruction to be designed and implemented within 1 corresponding classroom at each grade level. This will potentially open up opportunities for multiple instructional “hits” for identified areas of weakness for each Special Education teacher.

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
School-based committees or PLC’s are reformed and have balanced and diverse representation for each working group included on each (i.e. Instructional Leadership Team; Social Emotional Team - PBIS & Open Circle; SPED Administrative Team, School Climate & Culture Committee: EIA: “Everything is Awesome”)	Administration Team	X			
Each school-based working group has met at least 2 times and established a regular and recurring meeting schedule.	Administration Team Team Leads		X		
All working groups will have an active role in the development of the Quality Improvement Plan (QIP) for the 2021-2022 academic school year.	Principal			X	
Elections for the open seats on the School Site Councils for the 2021-2022 academic school year will be set as will the first meeting of the committee.	Principal	X			
School Site Council will meet on a monthly basis and use the “ACE Habits of Mind”, conducted analysis of goals set forth for the 2021-2022 academic school year.	School Site Council (SSC)		X		
School Site Site will have proposed a School Site Budget for the 2022-2023 academic school year and had it approved by the LPSD School Committee.	School Site Council (SCC)			X	

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<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Develop a robust technology integration plan including various learning platforms and supports including the need to have all student devices prepared for the launch of the 2021-2022 academic school year.	Administration Team LPSD IT Team	X			
Conduct at least one professional development session that is dedicated to 1:1 technology implementation conducted for all faculty members.	Administration Team		X		
A full technology assessment will be conducted to evaluate impact on student learning and overall academic performance; Recommendations will be made that could have budgetary implications for the purchase of various technology related items.	Instructional Leadership Team (ILT)			X	
Grade level teams will analyze data (previous school year; current school year) and develop goals that will include interim monthly assessments.	Grade Level Teams Principal	X			
All student progress toward their agreed upon goals will be recorded and prepared to be passed on to their teacher for next year using the Data Studio Platform	Grade Level Team			X	
Continue to plan and provide ongoing phonemic awareness (Heggerty: PreK -1) and phonics (Calkins: K-2) professional development for the appropriate grade levels and/or targeted students.	Principal Literacy Specialist	X			
Phonics-focused data summits for each applicable grade level to determine the overall impact of both programs (Heggerty & Calkins) to overall literacy development. Next steps will be determined for the 2022-2023 academic school year.	Instructional Leadership Team			X	
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Utilize collected data from all iReady diagnostic assessments, ST Math, Raz Kids, Eureka Math module assessments and other interim assessments to develop targeted differentiated support groups to support students improve ELA and Math progress.	Teacher Teams Literacy Specialist Math Resource Teacher		X		
Analyze student data to determine the impact of the targeted differentiated support groups using assessments generated from iReady, ST Math, Raz Kids, Eureka Math module assessments and other interim assessments.	Instructional Leadership Team			X	
Develop ongoing professional development opportunities to include phonics, ST Math, iReady, and other needed topics.	Administration Team	X			
Midyear check to ensure the developed professional development is meeting teachers needs and make any necessary adjustments if needed.	Administration Team		X		
Professional development will be analyzed for overall effectiveness and next action steps identified for the 2022-2023 academic school year.	Instructional Leadership Team			X	
ST Math Schedule created and distributed to staff	Math Resource Teacher (MRT)	X			
Initial ST Math usage and progress data examined by grade level teams during Common Planning Time	Math Resource Teacher (MRT); Classroom Teachers		X		
Three Professional Development sessions held for teachers on the ongoing implementation of ST Math in their classrooms; Mini-Data Summit To Review Progress	Math Resource Teacher (MRT); Principal			X	
Class placement modified to create classroom groupings using the co-teaching model (General Education Teacher/SPED Teacher) of instruction.	Special Education Team; Grade Level Teachers	X			

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<u>School Climate and Culture</u>	Person Responsible	Aug 2021	Dec 2021	June 2022	Status
Social Emotional Team will review the relaunch of McAvinnue’s PBIS Core Value Initiative and Open Circle to all of the faculty.	Social Emotional Team	X			
As part of the Social Emotional Team, the PBIS Tier 2 Team relaunches the “Check-In & Check-Out” mentor intervention system using incident data to measure overall effectiveness of supports.	PBIS Tier 2 Team; Principal		X		
Ongoing Open Circle training for all teaching faculty including the success implementation of the lesson delivery during the unified “Morning Meeting” time block.	Open Circle Training Team; Principal			X	
Ongoing implementation of the DESSA screener to measure the social emotional development under the following competencies: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; Goal Directed Behavior; Personal Responsibility; Decision Making; Optimistic Thinking	Social Emotional Team; Principal	X			
Integration of additional social emotion support (Social Worker) to focus on student competencies, reintegration efforts, and overall post-pandemic pro-social regression.	Principal Social Worker Administration	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
School-based committees or PLC’s will have been relaunched and meetings scheduled/held based upon the schedule established by each working group.	Administration Team	June 2022	
Quality Improvement Plan for the 2022-2023 academic school year will be presented to and adopted by the School Site Council and approved by the Chief Schools Officer	Instructional Leadership Team (ILT)	April 2022	
School Site Council will meet at least monthly	Principal; Co-Chair	June 2022	
School Based Budget will be approved by the School Committee	School Site Council (SCC)	June 2022	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Date	Status
With the successful implementation of 1:1 devices for our students, faculty will report in the overall increase in small targeted intervention groups.	Grade Level Teachers	June 2022	
Establish baseline data to identify expected growth indicators utilizing the iReady diagnostic assessments and develop appropriate small intervention groupings to remediate skills.	Grade Level Teachers	November 2021	
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Date	Status
As a result of the implementation of ST Math in 1st-4th Grade, 90% of students in those grades will experience at least 1 year growth as measured by the iReady Benchmark Assessments.	Grade Level Teachers; MRT	June 2022	
As a result of the ongoing implementation of Heggerty’s phonemic awareness program (PreK - 1) and Calkins phonics program (K-2), 90% of students will experience at least 1 years growth as measured by the phonemic awareness and phonics standards in the iReady Benchmark Assessment.	Grade Level Teachers; Literacy Specialist; MRT; Principal	June 2022	
As a result of the restructuring of our Special Education service delivery model using the co-teaching instructional platform, 100% of students will achieve at least 90% of the benchmarks described in their Individualized Education Program (IEP).	Special Education Team	June 2022	
<u>School Climate and Culture</u>	Person Responsible	Date	Status
Students identified as part of the PBIS Tier 2 intervention cohort will have an incident reduction of 50% when compared to baseline data (prior to the “Check-In & Check-Out” mentor support plan)	PBIS Tier 2 Team; Principal	June 2022	

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Students will be able to engage in the various strategies including specific language associated with the Open Circle social emotional program. This data will be obtained through classroom observations and specific data collected during the daily “Morning Meeting” during the implementation of specific Open Circle lessons.	Grade Level Teachers; Social Emotional Team	June 2022	
Students will have an overall reduction of behavioral incidents when compared to the previous school year for behaviors classified as “Majors” using the definition obtained Positive Behavioral Interventions & Supports (PBIS). Data will be compared on a monthly basis from the previous school year in relation to the current school year.	PBIS Tier I Team; Principal; Grade Level Teachers	June 2022	
Students will show growth as measured by a reduction of those students identified as “Need” using the DESSA screener from the Fall assessment window to Spring assessment window. The students identified as “Need” in the Fall will show measurable growth and social emotional development under the following competencies: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; Goal Directed Behavior; Personal Responsibility; Decision Making; Optimistic Thinking.	Social Worker; Social Emotional Team; Grade Level Teachers	June 2022	
Review the overall effectiveness of the additional social emotional support and make any adjustments with student intervention groups, areas of focus related to the DESSA competencies, and any newly identified students that may require Tier II and III interventions.	Principal Social Worker Administration	December 2021	