

**LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2021-2022**

Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs

**School Name: Charlotte M. Murkland Elementary School**

**Principal: Kevin Andriolo**

**School-Site Council Members: Zelika Henry, Peter Sylvain, Roxanne Desmarias, Tracy Mainville, Kevin Andriolo**

**School Mission - Why We are Here**

We, the Murkland School staff, are a group of professionals who share a common belief that a knowledgeable teacher can support all students in achieving high standards. We strive to prepare students socially and academically for middle school and beyond. As knowledgeable teachers, we value both a deep understanding of content and a common approach to addressing standards in a student-centered environment. As a staff, we are committed to exploring effective pedagogy through lesson study, developing habits for noticing and responding to students' oral and written output, and encouraging students to ask questions that are relevant to them. We recognize that these efforts can only be successful in the long term if we work as a collaborative and aligned body of individuals. To this end, we strive to listen to and understand one another, take risks and reflect on what we've learned, and share ownership of the outcomes.

**School Vision - What We Want to Become**

The Charlotte M. Murkland 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.

As a staff, we embrace Murkland CHEER every day.

- C – Commitment to student growth
- H – Hope
- E – Energy and Enthusiasm for the hard work
- E – Expectations are high for students and staff
- R - Results

We ask our students to show their Murkland PRIDE



**Core Values/Commitments**

- 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.
- Every adult in our school 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.
- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students.
- Engage all families with courtesy, dignity, respect and cultural understanding.

**School Strategic Objectives and Initiatives**

<p><b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b></p> <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><b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b></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><b><u>Student-Specific Supports and Instruction to All Students</u></b></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><b><u>School Climate and Culture</u></b></p> <p>Provide human and financial resources to support high quality, engaged learning.</p> <p><i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>
<p>Murkland Grade Level Teams have a shared ownership of school goals and meet weekly</p> <p>Murkland School's Instructional Leadership Team has a collective responsibility for improving student achievement and meets to review initiatives and determine next steps</p>	<p>Murkland School's Integrated Coaching Team meets weekly to identify clear instructional foci and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs</p> <p>Murkland administrator observations lead to constructive, teacher-specific feedback, supports, and professional development</p>	<p>Murkland Staff use formative, benchmark, and summative assessments to identify students' individual academic needs in order to provide student-specific interventions, enrichment, and supports.</p>	<p>Murkland Staff utilize Responsive Classroom to foster a positive school climate where students develop a shared ownership of this classroom community and their learning</p> <p>Murkland administrators promote two-way, respectful communications with families via weekly phone calls, Remind, emails, and frequent online posts</p>

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**School Data Profile**

The Charlotte M Murkland School is located in the Acre neighborhood of Lowell, MA. It is one of 14 elementary schools in the Lowell School District. We are a public school serving 473 students and their families in grades pre-kindergarten through four.

Enrollment by Race/Ethnicity				Selected Subgroup Populations			
<b>Enrollment by Race/Ethnicity (2020-21)</b>				<b>Title</b>	<b>% of School</b>	<b>% of District</b>	<b>% of State</b>
Race	% of School	% of District	% of State	First Language not English	48.5	33.9	23.4
African American	6.3	7.9	9.3	English Language Learner	37.1	24.0	10.5
Asian	35.0	28.2	7.2	Students With Disabilities	15.8	18.3	18.7
Hispanic	39.2	35.0	22.3	High Needs	88.2	76.9	51.0
Native American	0.2	0.0	0.2	Economically Disadvantaged	78.5	63.3	36.6
White	15.6	24.8	56.7				
Native Hawaiian, Pacific Islander	0.0	0.0	0.1				
Multi-Race, Non-Hispanic	3.6	4.1	4.1				

As demonstrated below, Murkland School has made “Substantial progress toward targets” from the last accountability assessment.

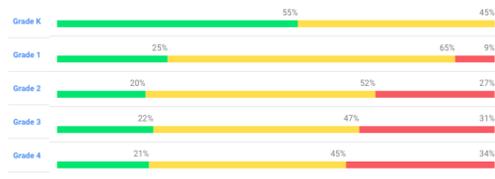
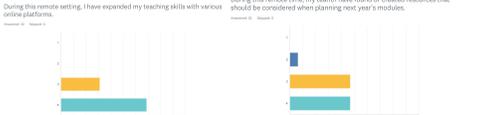
**2020 Official Accountability Report - Charlotte M Murkland Elementary**

Organization Information	
<b>DISTRICT NAME</b> Lowell (01600000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Charlotte M Murkland Elementary (01600080)	<b>GRADES SERVED</b> PK,K,01,02,03,04
<b>REGION</b> Coastal	<b>FEDERAL DESIGNATION</b> -

**Accountability Information \***

<b>Overall classification</b>	Not requiring assistance or intervention
<b>Reason for classification</b>	Substantial progress toward targets
<b>Progress toward improvement targets</b>	<b>Accountability percentile</b>
65% - Substantial progress toward targets	31

The Murkland School Instructional Leadership Team conducted an analysis of ongoing formative data from internal and district assessments (iReady and Reading Data). Data trends and findings stem from using the ORID process. The ORID process has four major components: Being Objective, Reflective, Interpretive, then Decisional when analysing the data. Below are some of our data points and our findings. In addition, we still lean on our summative data (below) from our last standardized assessment\*.

	<p align="center"><b>Math</b></p> <ul style="list-style-type: none"> <li>Winter iReady data showed strong alignment with district averages.</li> <li>Mid year growth shows that 81% of students have made progress from beginning of module assessments to end of module assessments.</li> </ul>																																										
<table border="1"> <thead> <tr> <th>2020 - 2021</th> <th>Fall</th> <th>Winter</th> <th>Growth to Winter</th> <th>2019 Growth to Winter</th> <th>Growth Comp. to 2019</th> </tr> </thead> <tbody> <tr> <td>Grade K</td> <td></td> <td>3.81</td> <td>NA</td> <td>NA</td> <td>-3.14</td> </tr> <tr> <td>Grade 1</td> <td>7.64</td> <td>12.68</td> <td>5.04</td> <td>6.29</td> <td>-1.25</td> </tr> <tr> <td>Grade 2</td> <td>16.03</td> <td>25.09</td> <td>9.05</td> <td>4.76</td> <td>4.29</td> </tr> <tr> <td>Grade 3</td> <td>26.80</td> <td>30.78</td> <td>3.98</td> <td>3.8</td> <td>0.18</td> </tr> <tr> <td>Grade 4</td> <td>37.57</td> <td>44.95</td> <td>7.39</td> <td>4.12</td> <td>3.27</td> </tr> <tr> <td>Average</td> <td>22.01</td> <td>28.37</td> <td>6.37</td> <td>4.74</td> <td>1.62</td> </tr> </tbody> </table>	2020 - 2021	Fall	Winter	Growth to Winter	2019 Growth to Winter	Growth Comp. to 2019	Grade K		3.81	NA	NA	-3.14	Grade 1	7.64	12.68	5.04	6.29	-1.25	Grade 2	16.03	25.09	9.05	4.76	4.29	Grade 3	26.80	30.78	3.98	3.8	0.18	Grade 4	37.57	44.95	7.39	4.12	3.27	Average	22.01	28.37	6.37	4.74	1.62	<p align="center"><b>ELA</b></p> <ul style="list-style-type: none"> <li>Winter iReady data showed alignment with district averages.</li> <li>The achievement gap, as result of the pandemic, has increased by about 6 months per child at the start of this school year. Mid year growth shows that the rate of growth during the 2020-2021 school year is higher than a typical year. Thus, despite starting this year with a large learning gap, our students are making solid growth and staff efforts to support remote learning are successful for most.</li> </ul>
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	<p align="center"><b>Needs Assessment Summary</b></p> <ul style="list-style-type: none"> <li>100% of teachers feel they have expanded their teaching skill using online platforms and 94% of teachers feel they have found or created online resources that should be considered for next year's modules.</li> </ul>																																										

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- 100% of teachers feel that having an aligned curriculum with team/school leads to greater student outcomes.
- 94% of teachers feel it would be valuable to invest time (PD, CPT, ER) to weave in our best resources from remote teaching into our traditional modules.
- 94% of teachers are interested in three, four hour PD days prior to next school year (Aug 25, 26, 27, with four hours focused on math, four hours focused on ela, and 4 hours on students engagement/team building). In addition, 90% of teachers are interested in one additional hour per week of time, outside the school day, to collaborate with coaches, admin, school staff, and/or team

\*Additional Murkland Profile data can be found at: <http://profiles.doe.mass.edu/accountability/report/school.aspx?linkid=31&orgcode=01600080&orgtypecode=6&>

**Based on our data review, the Murkland School has decided to focus on the following goals for the 2021-2022 School Year:**

<p><b>Aligned Curriculum</b></p> <p><b>Effective Instruction</b></p> <p><b>Student Assessment</b></p> <p><b>Professional Development and Structure for Collaboration</b></p>	<p><b>Goal:</b> Provide students with more efficient access to the ELA and Math learning blocks by identifying and applying our most effective e-learning tools.</p> <p><b>Why:</b> Staff have built their capacity with online tools and students and have recognized many lessons have the opportunity to make in-person learning more efficient. This efficiency will lead to an increase in time to expand on a topic or provide intervention.</p> <p><b>Action:</b> Successfully weave in our best e-practices into current modules to maximise the learning capacity of the Math and ELA learning blocks. (via summer PD, coach planning module w/team member, lesson studies, etc.). Starting with our Murkland Summer PD, we will dig into our first modules in both math and ELA. During this time, we will model how this process will work (for weaving in our best remote practices), and then work with teams to enhance our first modules. We will determine if items from Remote Teaching provide an opportunity to <u>enhance</u> or <u>replace</u> a lesson or module, or not be used.</p> <p>During the first teaching module, we will conduct a Lesson Study (pending availability of PD Subs) to zoom in on this work, create strong horizontal alignment, and capture evidence of student learning.</p> <p>For additional modules, through February, a teacher for each team will pair with a ELA/Math coach to enhance additional modules. After February, when all teachers have completed a module with a coach, the remaining modules will be updated via teams. Coaches will be available to support as needed.</p> <p>Utilize budget to provide additional staff (via tutors) to support small group instruction</p> <p><b>Measure:</b> Math Module Assessments have remained the same for about five years. We will be able to push our data against those previous years to isolate success and areas of need. ELA Data will be pushed against historical F &amp; P and iReady results.</p>
<p><b>Tiered Instruction</b></p>	<p><b>Goal:</b> Increase student ability to develop foundational phonemic awareness and phonics skills.</p> <p><b>Why:</b> The teachers and literacy specialist analyzed the data and saw a direct correlation between students in kindergarten who performed high in phonemic awareness skills and phonics by the end of the year to grade one students who maintained or increased their reading level by the fall. Therefore, all students in grade one were assessed in phonemic awareness to determine the range of gaps in phonological skills. Our assessment results show that there is a need in the auditory training process of isolating sounds, manipulating sounds, and blending and segmenting sounds into spoken and written words.</p> <p><b>Action:</b> Successfully implement a Phonemic Awareness Program and Phonics Program in Grade K &amp; 1 Starting with our Murkland Summer PD, training will be provided to K and 1 teachers (grade 2 is welcome to attend) on a phonics program. This training will support a strong launch to the year and alignment with our phonics/phonemic awareness teaching. We will have monthly follow up to support the full rollout of this program.</p> <p><b>Measure:</b> Teachers will assess at the beginning of the year and progress monitor students who do not meet benchmarks. By beginning-mid year, 75% of kindergarteners will make progress towards identifying 52 letters and 19 sounds. By beginning-mid year, 75% of first graders will make progress towards accurately decoding real words and nonsense words.</p>
<p><b>English Learners</b></p>	<p><b>Goal:</b> Support EL students to achieve a greater level of success with language acquisition.</p> <p><b>Why:</b> The EL teachers noticed that the ACCESS 2020 scores in literacy for ELs in grades one and two were low. As a result, the EL teachers considered including more literacy-building activities in their lessons to help support the students’ emerging reading and writing skills.</p> <p><b>Action:</b> Successfully support EL students to meet at least two goals from the WIDA CAN-DO Descriptors by creating Student Success Plans for English Learners: In an effort to help ELs reach targeted proficiency levels (as set by the state) on ACCESS 2021, classroom and ESL teachers will identify the needs of their ELs by examining ACCESS 2021 data and focusing on the students’ language domain scores. Teachers will then choose two goals from the “WIDA</p>

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	<p>CAN-DO Descriptors” and two instructional strategies to help ELs reach those goals.</p> <p><b>Measure:</b> The teachers will monitor and evaluate the students’ progress toward meeting their goals two times a year (February and June) and make recommendations about future goals. At each progress monitoring stage, 75% of ELs will meet their goals.</p>
<p><b>Academic Engagement and Social Emotional Health Needs</b></p>	<p><b>Goal:</b> <i>Students will reestablish engagement strategies to successfully access our rigorous academic curriculum.</i></p> <p><b>Why:</b> The pandemic has brought with it many challenges for our families. School has been a rock for many of our students and our goal is to continue to hold students to high academic expectations while jointly supporting the SEL needs that have surfaced from our time away.</p> <p><b>Action:</b> Students will have a successful transition back to full time, in person learning and apply strategies to efficiently engage in and meet the expectations of our rigorous academic curriculum. We will lean on our best practices used at the Murkland via our Responsive Classroom approach and be proactive with our Morning Meeting content to support Tier 1 engagement needs. We will offer summer PD in Responsive Classroom (both basic and advanced courses). In addition, we will support engagement this via an Academic Engagement Tutor who will partner with teachers and social worker to support Tier 2 and Tier 3</p> <p><b>Measure:</b> Access to learning through these supports will be measured via the success with our ELA and Math goals.</p>

**Reflection on Current Practices**

<p><b>1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?</b></p>		
<ul style="list-style-type: none"> <li>Engaging all learning in the remote setting by using learning platforms (e.g. Seesaw) that allow students access to a rigorous remote curriculum (and in-person, for small percent of students) so they can complete assignments and express themselves through oral, written, and computer supported output.</li> <li>Incorporating a variety of high-interest e-learning tools to increase engagement</li> <li>These efforts can be leveraged for next year’s priorities by weaving in our best practices and resources learned during Remote Teaching into our Modules.</li> </ul>		
<p><b>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?</b></p>		
Math	ELA	EL
<p>Mid-year data suggests that 81% of students have made progress from beginning of module tasks to end of module tasks. These tasks were designed to measure student progress in key standards identified by each team.</p> <p>As a result, we will utilize diagnostic assessments to identify potential learning gaps for the remaining 19% of students in order to accelerate closing the achievement gap in the key standards.</p>	<p>Mid-year data shows that over 85% of students are showing growth in reading. On average, Murkland students are showing a growth rate of 6.37 months since the October Reading Assessment. This rate of growth is accelerated, despite so many disruptions in learning due to the pandemic.</p> <p>However, our students in grade 1 are showing a lesser amount of growth than students in grades 2 - 4. As a result, this cohort of students might need special attention and additional resources to accelerate the closing of their achievement gap.</p>	<p>Based on 2020 ACCESS data, 58% of ELs met their overall proficiency levels (as set by the state)—levels which are mostly determined by literacy scores</p> <p>Mid-year ELA data from iReady shows that a majority of in-person ELs (about one fourth of the school’s total EL population) scored one or two years below grade level. Looking more closely, ELs in grades one and two need to improve foundational reading skills and ELs in grades three and four need to improve their vocabulary skills.</p> <p>As a result, ESL staff could provide instruction around foundational reading skills and vocabulary building to boost reading and writing scores among ELs.</p>

<p><b>3. Where are students making the greatest academic gains and why? The least academic gains and why?</b></p>		
Math	ELA	EL
Mid-year data suggests that 81% of students have	Mid-year data shows that over 85% of students are	Based on a comparison of ACCESS 2019 and 2020

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made progress from beginning of module tasks to end of module tasks. iReady data indicates that the areas of Number and Operations and Algebra and Algebraic Thinking were strengths for the students.

iReady data indicates that the areas of Measurement and Data and Geometry have room for greater development. In addition, the 19% of students not showing growth on module tasks will need further supports in order to analyze why there was little or no growth and to close the achievement gap.

showing growth in reading. On average, Murkland students are showing a growth rate of 6.37 months since the October Reading Assessment. This rate of growth is accelerated, despite so many disruptions in learning due to the pandemic. We have noticed that students who have consistently attended remote learning have been more successful than peers who have not been consistent. Therefore, we recognize that our e-resources are effective when students are fully engaged and lead to greater results.

data, 78% of ELs increased their speaking scores.. This result seems to indicate that the ELs’ oral language skills benefit from a schoolwide emphasis on accountable talk.

**Monitoring Progress - Process Benchmarks**

*What will be done, when, and by whom*

<b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b>	<b>Team/Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Weave best e-practices into current modules	Admin/Coaches	X	X		
(All) Provide summer professional development with teaching staff to launch 21-22 initiatives.	Admin/ Coaches	X			
(All) Continue Weekly Grade Level Common Planning Times on every Thursday for the entire 21-22 school year.	Admin/ Coaches	X	X	X	
(All) Utilize Early Release Professional Development to support horizontal and vertical alignment of initiatives and established practices.	Admin/ Coaches	X	X		
(All) Provide additional weekly, 60 minute outside of school day, staff time	Admin/Coaches	X	X		
<b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b>	<b>Team/Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
(ELA) Implement Systematic Phonemic Awareness and Phonics Program in grades K & 1	K & 1 Teams /Lit Specialist	X	x	x	
(Math and ELA) Conduct one formal Lesson Study in ELA and Math for Grades PreK-4. (weaving in e-resources?) Grade levels will choose topics based upon a need in our data	Coaches/ Teachers	X	X		
Individual Teachers working with coaches to weave best e-resources into modules	Coaches/Teachers	X	X		
(All) Continue weekly Integrated Coaching Team meetings on every Tuesday	Admin/ Coaches	X			
(EL) Continue to build teachers’ capacity to determine language proficiency goals for ELs and implement strategies to help ELs reach those goals	EL Lead Teacher	X	X		
<b><u>Student-Specific Supports and Instruction to All Students</u></b>	<b>Team/Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Implement Phonemic Awareness Program and Phonics Program in Grade K & 1	K & 1 Teams /Lit Specialist	X	X	X	
Utilize tutor staff to support near grade level readers with a Leveled Literacy Intervention	Lit Specialist/ Tutors	X	X	X	
Provide all students with an additional 30 minutes of math three times per week to provide intervention, grade level strategy reinforcement, or enrichment	Math Coach/ Teachers	X	X	X	
Enhance differentiation during the Tier 1 Math and ELA blocks, through increasing small group instruction aimed at specific student goals	Math Coach/ Teachers	X	X	X	
(EL) Provide our language minority students (ELs)—especially those with English proficiency levels between 1.0-2.9 (107 students)—with more direct second language instruction and more language support in content-area lessons.	ESL teachers and tutors	X	X	X	

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<b>School Climate and Culture</b>	<b>Team/Person Responsible</b>	<b>Aug 2021</b>	<b>Dec 2021</b>	<b>June 2022</b>	<b>Status</b>
Continue SMORE application to better support families who have English as a second language	Admin	X	X	X	
Continue to offer writing celebrations throughout the school year to showcase student work	Grade 1 – 4 Teams	X	X	X	
Reengage families with large-scale fall, winter, and spring whole school events (pending status of pandemic)	Admin/ Parent Liaison	X	X	X	
Continue to reinforce school-wide engagement expectations through Murkland PRIDE	All Staff	X			
Continue to have a Student Council which promotes Leadership by organizing and carrying out school activities, Community Service projects, and planning events that contribute to school spirit.	Admin	X	X	X	

<b>Measuring Impact</b>			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<b>Leadership, Shared Responsibility, and Professional Collaboration</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
(ELA) Students are applying phonics strategies while independent reading and be demonstrated through formative assessments targeting phonics/phonemic awareness skills.	Lit Specialist and Grades K & 1 Team	Fall/Spring	
(All) Evidence of school initiatives are evident within teacher planning times	Coaches	Ongoing	
(All) Evidence of school initiatives are evident during Instructional Leadership Meetings and Integrated Coaching Team Meetings	Admin	Ongoing	
<b>Intentional Practices for Improving Instruction – Engaged Learning</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Teachers monitor phonological progress through interim assessments (F & P and running records) and conferencing. 80% of students not on grade level will increase their spring to spring F & P score by 12 or more months.	Literacy Specialist Coach/teachers	Fall/ Winter/ Spring	
(EL) Staff will shelter English instruction and use the WIDA CAN-Do descriptors to measure the ELs' comprehension and production of language.	EL Lead Teacher and staff	Ongoing	
(All) Continue and enhance habits of looking at student work to adjust instruction and target specific needs in small groups	Literacy Specialist/Math Coach/teachers	Ongoing	
<b>Student-Specific Supports and Instruction to All Students</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
(ELA) Grade K & 1 students will close the gap to a perfect score by 25% on the Heggerty Phonemic Awareness Assessment (from fall to spring).	Literacy Specialist/ grade K & 1 staff	Spring	
(EL) The impact of additional instruction in language development will help 62% of ELs reach their target proficiency levels on ACCESS.	EL Lead Teacher	Fall 2020	
(All) Monitor student growth and changing goals on iReady assessments	Literacy Specialist/Math Coach/teachers	Fall/Winter	
(All) Monitor student growth along F&P levels and continuums built from unpacked, grade-level standards	Literacy Specialist/Math Coach/teachers	Fall/Winter	
<b>School Climate and Culture</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
(EL) An increase to access for Murkland families via SMORE application from 2020-2021 engagement	Admin	August	
Provide families with access to participate in writing celebrations and work to increase participation from the first to the last celebration. About a third of Murkland families will attend large-scale events	Literacy Specialist/ grade level teams	Ongoing	
Reduction in chronic absenteeism rate from 18-19 year (last traditional year) by working with social worker, part-time parent liaison and SEL Tutor	Admin/SW/PL/Tutor	Ongoing	
Morning meetings will support SEL work and all children will receive a minimum of one PRIDE charm	Teachers	Ongoing	

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