



## McAvinnue Elementary School

Principal: Mr. Michael Domina

School-Site Council Members:

Educational Membership: Mr. Michael Domina; Mrs. Heather Bellerose; Ms. Christina MacLeod

Parent Membership: Mrs. Jennifer Paradise; 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>

**LOWELL PUBLIC SCHOOL DISTRICT – QUALITY IMPROVEMENT PLAN - 2022-2023**

**Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs**

<ul style="list-style-type: none"> <li>● PLC Vertical Working Groups</li> <li>● School Site Council (SSC)</li> <li>● Instructional Leadership Team (ILT)</li> <li>● Before, After, Summer School Programming</li> <li>● Increase opportunities for all stakeholders, including those whose first language is not English, to be involved with school functions and decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing Technology Integration</li> <li>● Grade Level Planning &amp; Goal Development</li> <li>● Interim Assessment Development</li> <li>● Ongoing ELA &amp; Math Targeted Professional Development (Phonics &amp; Eureka Math)</li> </ul>	<ul style="list-style-type: none"> <li>● Intervention Support Groups For Students</li> <li>● Specific Intervention Programs To Support Determined Student Deficits</li> <li>● Ongoing ST Math Implementation</li> </ul>	<ul style="list-style-type: none"> <li>● Positive Behavioral Intervention &amp; Supports (PBIS) Tier I, Tier II, and Tier III</li> <li>● Open Circle</li> <li>● DESSA Screener</li> <li>● Social Emotional Skills Groups</li> <li>● Social Emotional Student Support Services</li> <li>● Introduce and analyze the district-designed process to determine and counteract biases in supplemental curriculum materials.</li> </ul>
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**School Data Profile**

What data will we use to track the results?

*iReady Assessments, 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, DESSA Screener Data (Mini & Full Ratings).*

[McAvinnue Assessment Calendar 2021-2022](#)

[McAvinnue's Data Studio Assessment View 2021-2022](#)

[McAvinnue's School Dashboard 2021-2022](#)

**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
- ❖ 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 students in our classrooms.*

- **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 and increase of 4.9% students in Reading and 27.6% 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 - 3.2% of students moved to the "yellow" category of 1 grade level behind; Math - 9.8% of students moved into the "yellow" category of 1 grade level behind). Currently in Reading, McAvinnue has 21.2% of students "At Or Above Grade Level; 50.6% at "1 Grade Level Behind"; 28.2% at "2 Or More Grade Levels Behind. Currently in Math, McAvinnue has 35.7% of students "At Or Above Grade Level; 35.7% at "1 Grade Level Behind" 28.6% "2 Or More Grade Levels Behind.*

*When looking deeper into the Reading data, it is noted that McAvinnue possesses strengths in high frequency word, phonological awareness, and phonics. 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/data and geometry.*

*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 - 50%; Need - 24%. We just completed the Winter diagnostic window and will compare both data sets to determine if some progress is made within each of the measured competencies.*

**LOWELL PUBLIC SCHOOL DISTRICT – QUALITY IMPROVEMENT PLAN - 2022-2023**

**Elementary ❖ Middle ❖ K-8 ❖ HS ❖ Programs**

**• 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. Overall, McAvinnue’s student enrollment is down during the 2021-2022 academic school year when compared to the previous three academic school years. This has yielded smaller class sizes at McAvinnue in all grade level classrooms. 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 F & P 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 and Math.

The small classroom sizes paired with our robust and targeted intervention program has truly supported those students that require additional attention due to identified core deficits has impacted overall growth and progress. While this was the first year of developing, training, and utilizing specific interventions to target identified deficits, our intervention tutor team has done an outstanding job. We are eager to push forward with this intervention model during the 2022-2023 academic school year and anticipated even greater success with our students.

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.

**Problem of Practice**

Due to the need to adjust the manner in which instruction occurred for our students over the past 2 years, McAvinnue will need to design tiered intervention groups that have an identified and targeted core deficit that is paired with a robust intervention model utilizing a specific program to address the reading and mathematical needs of our students.

McAvinnue will continue to implement targeted Tier II interventions in reading and mathematics implemented by our designated intervention tutors, instructional para-educators, and classroom teachers using predetermined and targeted programs that specifically address the core deficits of our students. This intervention model will include systematic progress monitoring and adjustment of targeted student groupings as well as the identified core problem of each of the students.

**Monitoring Progress - Process Benchmarks**

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

<b>Leadership, Shared Responsibility, and Professional Collaboration</b>	<b>Person Responsible</b>	<b>Aug 2022</b>	<b>Dec 2022</b>	<b>June 2023</b>	<b>Status</b>
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 2022-2023 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	
Provide instruction on how to use the translation tool on documents including the McAvinnue Lion’s Roar 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	Leadership Team		X	X	

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<b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b>	<b>Person Responsible</b>	<b>Aug 2022</b>	<b>Dec 2022</b>	<b>June 2023</b>	<b>Status</b>
Continued implementation of 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 2022-2023 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	
<b><u>Student-Specific Supports and Instruction to All Students</u></b>	<b>Person Responsible</b>	<b>Aug 2022</b>	<b>Dec 2022</b>	<b>June 2023</b>	<b>Status</b>
Utilize collected data from all iReady diagnostic assessments, ST Math, F & P, 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, F & P, 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	

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<b>School Climate and Culture</b>	<b>Person Responsible</b>	<b>Aug 2022</b>	<b>Dec 2022</b>	<b>June 2023</b>	<b>Status</b>
McAvinnue’s Social Emotional Learning Team (SELT) will review the launch 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 successful 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 & Positive Behavior Resource Teacher) to focus on student prosocial competencies, mental health efforts, and overall post-pandemic pro-social regression.	Principal Social Worker Administration	X			
Utilize district-designed process to determine biases in the curriculum to determine if biases exist in supplemental curriculum throughout the remainder of the school year.	Grade Level Teams; Coaches			X	

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

<b>Leadership, Shared Responsibility, and Professional Collaboration</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
School-based vertical committees or PLC’s will have been relaunched and meetings scheduled/held based upon the schedule established by each working group.	Administration Team	September 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 2023	
School Site Council will meet at least monthly	Principal; Co-Chair	June 2023	
School Based Budget will be approved by the School Committee	School Site Council (SCC)	June 2023	
As a result of targeted outreach to families, there will be an increase in participation on the School Site Council (SSC) and Parent Teacher Group (PTG) among all stakeholders, including those who do not speak English as their first language.	School Site Council (SSC); PTG; Teachers; Administration	June 2023	
<b>Intentional Practices for Improving Instruction – Engaged Learning</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
With the successful implementation of 1:1 devices for our students, faculty will report on the overall increase in small targeted intervention groups.	Grade Level Teachers	June 2023	
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 2022	
<b>Student-Specific Supports and Instruction to All Students</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
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 2023	
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 2023	

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<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 2023	
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 2023	
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 2023	
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 2023	
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 2022	
Develop small group social emotional skills groups using data obtained from the DESSA screener, teacher feedback, and historical needs assessments. These groups will meet regularly and will be assessed to measure effectiveness and skill acquisition.	Social Worker; Teachers; Administration	November 2022	
Identify students that require additional social emotional and behavioral support within the general education classroom. A comprehensive and consistent schedule will be created that maximizes increased support opportunities that will allow students to make effective and meaningful progress in all areas. Student progress will be assessed to determine if adjustment to practice and support are needed.	Positive Behavior Resource Teacher; Social Worker; Administration	November 2022	
Utilizing the protocols developed by the district, supplemental materials being used in ELA and Math will all be vetted for biases and replaced if necessary.	Administration; Teachers	June 2023	