

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2022-2023
SHAUGHNESSY ELEMENTARY SCHOOL

Principal: Katrina Esparza
School-Site Council Members:
Parents: Samantha Jones, Kim Bettencourt
Teachers: Karen Walton, Kerryann Coppinger
Other members: Corinne Ospina,

School Mission

Motivated Students + Effective Teaching Staff + Involved Family + Supportive Community = **A CULTURE THAT PRODUCES RESPONSIBLE CITIZENS**

School Vision

The John J. Shaughnessy Elementary School is a learning community of students, staff, and families with a focus on student academic and personal success. We emphasize essential academic standards while challenging students to reach their highest level of personal development. Our school is an atmosphere which encourages positive student strengths, self-advocacy and communication. We are actively involved in the learning process and practice the intrinsic motivation to succeed. Through the effort and commitment of our team, John J. Shaughnessy School students will be life-long learners and responsible citizens.

Core Values/Commitments

We believe that all members of our community should practice being active learners who are safe, high achievers who are accountable, respectful, and kind. We believe that by collaborating and using a growth mindset, we can work towards being our best SHARK selves.

- 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.

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>Shaughnessy staff collaborates with 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 an instructional vision and shared expectations for instructional best practices that address identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, support, and professional development.</p> <p>All educators strive to 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>Leadership and staff provide human and financial resources to support high quality, engaged learning.</p> <p style="text-align: center;"><i>Student Safety</i> All staff ensure two-way, respectful communication, with families, and the LPS community.</p>

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<ul style="list-style-type: none"> ▪ Vertical Leadership Teams <ul style="list-style-type: none"> ○ Instructional Leadership ○ School Site Council ▪ Common Planning Teacher Meetings <ul style="list-style-type: none"> ○ Curricular w/ coaching ○ Social Emotional Learning ▪ Weekly Admin Team <ul style="list-style-type: none"> ○ Curriculum ○ Special Education 	<ul style="list-style-type: none"> ▪ PD for cultural proficiency and supporting students with trauma and poverty ▪ PD to build trainers for project based learning and inquiry ▪ Increasing student accountable talk across all academic domains ▪ continuation of Letterland, Lettrs, Keys to Literacy, and History Curricula ▪ Continuation of ST Math grant ▪ Implementation of Quaver ▪ integration of i-Ready instruction 	<ul style="list-style-type: none"> ▪ I-READY ▪ F & P (Only subtest this year) ▪ End of module math assessments ▪ Lexia ▪ ACCESS/ MCAS ▪ imagination (EL) 	<ul style="list-style-type: none"> ▪ School Site Council ▪ Shaughnessy PTO ▪ Shaughnessy Digital Media <ul style="list-style-type: none"> ○ Website/ Facebook ○ ConnectEd calls/ translated emails ○ Shark Bites (newsletter) ○ Use of Language Line by Shaughnessy Staff ▪ in conjunction with the DESSA competencies to increase positive interactions between staff and students and improve student behavior throughout our school community using positive reinforcement with 80% fidelity with our tier 1 students.
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School Data Profile

2021-2022 School Year (2019)

- Not requiring assistance or intervention—Substantial progress toward targets
- Accountability Percentile: 47%
- Progress toward improvement targets: 58%
- Only last year was 70% progress towards targets (40% weighted from previous year)

<https://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=01600050&orgtypecode=6>

**The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations in 2021.*

Reflection on Current Practices

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

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Over the course of the first 100 days of in person learning, we have reviewed the students' learning and their skill sets. We have found that they have made great growth from being in person and have been able to accelerate their reading and math scores on i-ready. We know that we can identify areas of standard to continue growing across the grade levels. For the last trimester, we are able to isolate areas of need and use our support staff (tutors, PBRT) to create interventions for the students who need support in targeted areas.

Throughout the course of the year, we have implemented initiatives to support the enjoyment of learning as well as practicing our SEL and growth mindset skills. Through Bingo for Books, Math Blookey, Kindness month, and Read Aloud events, we have encouraged students to use real and fun applications of their skills so that they can understand the transfer into life outside of school. By securing these events at school this year, we were able to ensure that all students were able to participate (offering virtual experiences for those quarantined as well).

Additionally, staff has developed a SEL program that allows staff to follow a thematic approach; it will allow the staff to maintain consistency through the school while providing authentic, individualized experiences for the students based on their cognitive needs. By creating consistency in our programming, we are ensuring that students receive the curricula and skills that will help them develop into critically thinking, self advocating, empathetic citizens.

Moving into the 2022-23 school year, creating designated space for the SEL interventions will be an important determination by the staff. Additionally, we will be looking to create specific tier 2 instruction for students who are identified as being 1-2 years beneath their grade level learning. Directed learning opportunities allow students to access their expected grade level curricula.

Mid pandemic, we have spent time being gracious, empathetic, and flexible with our students. We have recognized the trauma they have endured, the loss of learning due to interruptions, and the desire to feel normal in learning and life. Moving forward, we need to help students build the confidence and self advocacy to realize that while they can fully participate in their grade level learning; we must do so by guiding them with high expectations and scaffolded learning.

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?

The data has been inconsistent since the beginning of the pandemic, so the 2020-2021 year reestablished our i-ready baseline for expectations. We have found that, in our previous data, it is difficult to determine where the students were most successful, as the MCAS data was an anomaly in presentation and delivery. Additionally, remote learning skewed the results of diagnostics and students were not clear on the purposes of such support without the in person guidance.

We can see areas of need for students in reading and math. Students have made growth (which is evident through the i-ready diagnostics as well as the F&P assessments); however, they are not performing at the levels they may have been pre-pandemic. Looking at the i-Ready data from the first half of 2021-2022, we can see that our students are making growth, but it is not going to "fix" the loss of learning that occurred due to the trauma of the pandemic. By February 2022, the students who were at risk for three grade levels and lower in reading decreased by 14% (35 to 21) and in math, 24% (38 to 14). Our one year data remains steady, but it is important to acknowledge that our students who are now on grade level increased as well. Our grade level reading doubled from 18% to 36%, and our math tripled from 8% to 24%. This data range also means that our students in the one-year range (or yellow, on i-Ready), fluctuated for students on the cusp of further success.

This year, attendance has been an overarching concern, as quarantining and staff absences have interrupted the moment of learning. As of February 2022, we have had 37% chronically absent students (over 12 days, including quarantine and unexcused). 30% of the staff was impacted through February, leaving students with breaks in instruction as well.

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

The students, as a whole, continue to make growth. Based on the F+P assessment as well as the i-Ready data, the students have settled into their learning and every student was able to show progress towards proficiency. 36% of our students have already made their annual growth expectations; 12% have made past their annual stretch growth. We celebrated 33 students who made

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over 200% typical annual growth in February; these students increased their abilities in math and reading to show how to be a Shark High Achiever.

Due to the disruption of the pandemic, our second and third graders need the most reinforcement in reading and math as at least 65% of them are performing at least one grade level below their expected learning. They have made the most stretch growth in the building and their ability to practice and recover skill will help us build tier 2 intervention into their time on learning to support the most development of skills.

Our first graders are struggling in reading, math, and social emotional learning. The lack of in person learning for the 20-21 year has led to some developmental lagging in socializing as well as skills. The team has worked to rebuild these experiences for the students.

Problem of Practice for 2022-2023

Monitoring Progress - Process Benchmarks

What will be done, when, and by whom

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Au g 202 2	De c 202 2	Jun e 202 3	Stat us
Establish a schedule that allows tier 2 intervention time equitably for 1-4 grade levels	Administration				
Establish calendar of CPT, PD, and assessments	Administration				
Review PTO and SSC for successful communication	Administration				
Create teams and monthly meeting times	Administration				
Designate roles and norms for teams	Administration				
Create a google document shared with staff for team transparency	Administration				
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Au g 202 2	De c 202 2	Jun e 202 3	Stat us
Manage and maintain EDCAT spreadsheet	ILT and Educators				
Analyze data for placement of strategy/skill groupings	ILT and Educators				
Create a timeline for entries and data review sessions	ILT and Educators				
Monthly data review sessions to create interventions to meet student needs	ILT and Educators				
-Create a google document to monitor use of skills/strategies -Monthly PD to build capacity for effective skill/strategy groupings	ILT and Educators				
Schedule tier 2 interventions with data benchmarks	ILT and Educators				
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Au g 202 2	De c 202 2	Jun e 202 3	Stat us
F+P Testing will be implemented at each grade level	ILT and Educators				
I-Ready testing will be implemented across the grade levels	ILT and Educators				
Non-evaluative, peer observations will happen at each grade level with opportunities for organized peer feedback and debriefing as part of coaching work and the ILT process.	Administration				
Support will be provided for students outside of the classroom					

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Administer a pre and post assessment and direct targeted instruction in the focus area for 4-6 weeks	ILT and Educators				
Use of an organized system of data collection to track individual/group progress and analysis of data collected to inform future instruction	ILT and Educators				
Incorporation of digital tools into daily practice	ILT and Educators				
<u>School Climate and Culture</u>	Person Responsible	Aug 2022	Dec 2022	June 2023	Status
Shaughnessy curriculum at each grade level as a tier 1 SEL support.	ILT and Educators				
Shaughnessy PTO will meet once per month with Principal, AP and teachers.	Administration				
School Site Council will meet on a regular basis to advise the Principal on the direction of the school.	Principal				
The Shaughnessy School will maintain a visible leadership team to provide guidance to staff and work with students. Positive school incentives based around SHARK values will also continue to be implemented.	Administration				
Use DESSA data to support PBIS initiatives and strengthen Tier 2 interventions	Administration, Educators				
Create teacher-friendly resources for Morning Meeting that also include the DESSA competencies	ILT, Educators				
Introducing community to new SHARK values and PBIS	Administration, Educators				
Use of DOJO to communicate with families- teachers and administrators	Administration, Educators				
Use of assemblies and family events to connect as a community	Administration, Educators				

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
Monthly ILT meetings will be guided by the individual needs of the school population and agenda will be created by members of the team. The ILT plan will continue to be tracked/adjusted.	ILT, Educators		
Instructional leadership meetings will review progress on goals, use data to drive decisions and make curricular adjustments as needed.	ILT, Educators		
Weekly teacher meetings will focus on needs of students, instructional decisions and data inquiry (Curriculum and student support)	ILT, Educators		
Student Support and SPED Admin meeting will focus on case management and tracking supports to students on a regular basis.	Administration		
The Shaughnessy Principal and Assistant Principal will work directly with students and work with staff on relationship building	Administration		

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and addressing the needs of all students. Also, there will be a focus on continuing to develop rewards/incentives and to build community meeting as a way to provide support for each classroom.			
Intentional Practices for Improving Instruction – Engaged Learning	Person Responsible	Date	Status
PD will be designed and implemented based on the needs of students and teachers.	Administration		
The evaluation process will be targeted to meet the needs of individual staff members through meetings with the Principal and Assistant Principal. . Each staff member will be provided with meaningful feedback 3-5 times throughout the year.	Administration		
Coaching for teachers will be offered on an as needed basis and will be an extension of the curricular work during CPTs. In addition, the ILT plan will provide additional coaching opportunities.	Administration, ILT		
Student-Specific Supports and Instruction to All Students	Person Responsible	Date	Status
Rubrics will be used to examine and compare student work and teacher pedagogy at least monthly during curricular CPT	ILT, Educators		
Benchmark assessments will be administered to track and monitor student achievement/growth in all content areas (F&F, i-Ready, Lexia, end of unit exams, etc))	ILT, Educators		
Coaches will provide teachers with regular opportunities to engage in peer observation, walk throughs and debriefing as part of CPT structure, as well as the ILT process	ILT, Educators		
Supports will be created and implemented for students who are having difficulty, which includes access to tutoring, small group instruction, or social emotional supports.	ILT, Educators, Administration		
School Climate and Culture	Person Responsible	Date	Status
Grade Level expectations that include positive behavior expectations around SHARK values will be communicated to families and guide consistent support. This supports school-wide expectations. and supports the use of consistent language and approaches.	All Teachers/Admin		
Community Meeting will be supported by the SEL Team, who will meet monthly and provide resources.	Principal, SW and teachers		
Shaughnessy PTO will work to support the needs of students, teachers and families in order to maintain an inclusive school	Principal/Admin/Teachers/P TO		
The Shaughnessy Site Council will meet monthly and stay involved with school accountability data, goals, budget and staffing decisions, which will be made based on the needs of students, teachers and guided by data.	Principal/Teachers/Parents/ Community		
SEL survey results yield mean score increase of .5 on a 4-point scale from September-June	Administration		
Using student surveys and DESSA ratings, staff will identify tier 2 and tier 3 students of concern for social-emotional interventions	Principal, SW and teachers		
Reduce “Need” category on DESSA by 10% from 17-7%.	Principal, SW and teachers		

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