

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021
Elementary ♦ Middle ♦ K-8 ♦ HS ♦ Programs

McAvinnue Elementary School
Principal: Mr. Michael Domina
Assistant Principal: Mr. Joseph Alcaraz
School-Site Council Members -
Educational Membership: Mr. Michael Domina; Mrs. Heather Bellerose; Mrs. Rebecca Evans
Parent Membership: Mrs. Ana Gonzalez; Mrs. Marilou Lee; Mrs. Shireen Nizami
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><i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.</p>
<ul style="list-style-type: none"> • Instructional Leadership Team (ILT) • School Site Council (SSC) 	<ul style="list-style-type: none"> • Grade Level Goal Development • Interim Assessment Development • Reading Conferences 	<ul style="list-style-type: none"> • ST Math • McAvinnue’s “Data Studio” • Special Education Support Structures / Co-Teaching 	<ul style="list-style-type: none"> • Positive Behavioral Intervention & Supports (PBIS) Tier I & Tier II • Open Circle • Family & Student Engagement

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School Data Profile

What data will we use to track the results?

iReady Assessments, Fountas and Pinnell 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

[McAvinne's Assessment Calendar 2019-2020](#)

[McAvinne's PBIS Core Value Data 2019-2020](#)

[McAvinne's Monthly Classroom Attendance Data 2019-2020](#)

[McAvinne's Data Studio 2019-2020](#)

Reflection on Current Practices

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

During the 2019-2020 academic school year, McAvinne has engaged in substantial work developing a purposeful and functional Instructional Leadership Team (ILT) at the McAvinne Elementary School. McAvinne's ILT includes 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 McAvinne'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. When developing the grade level Professional Practice goals, we instituted the need to have an interim formative assessment directly related to measure progress toward attainment of the goal that was set by each grade level team. The interim formative assessment would be conducted monthly and would include an analysis of progress related to the "baseline" progress that was comprehensively determined between the end of October and the beginning of November. McAvinne's ILT strongly believed that it was necessary to "break the pattern" of assessing Professional Practice and Student Learning goals at the deadline set in March and April. This antiquated practice does not allow for an adjustment in practice, differentiation, and intervention development for those students that are not progressing at the expected and desired rate of improvement. During each formal ILT meeting session, each grade level team has prepared a detailed data analysis presentation connected to the goal they have previously set at the launch of the school year. The grade level teacher representative that serves on McAvinne's ILT leads this presentation at the monthly meetings.

McAvinne's ILT will engage in regular and systematic meetings during the 2019-2020 academic school year. This working group will develop a consistent meeting schedule that will include times established monthly until the conclusion of the school year. We are also tentatively planning on conducting a "Summer ILT Institute" where McAvinne's raw school accountability data is analyzed and early patterns of student achievement and growth are isolated.

McAvinne continues work utilizing two comprehensive positive student support systems with significant impact. The Positive Behavior Intervention & Supports (PBIS) continues to be successfully implemented throughout the McAvinne community. The Tier 1 systems, data, and practices impact everyone across all settings with McAvinne. This system establishes the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. We have established a working group that analyzes data, develops consistent policies, develops professional development, and evaluates the components for these practices to ensure they are working and functioning effectively. McAvinne's Tier 1 PBIS includes the following practices: Effectively teach appropriate behavior to all children; Intervene early before unwanted behaviors escalate; Use research-based, scientifically validated interventions whenever possible; Monitor student progress; Use data to make decisions.

We have also successfully implemented the Tier 2 component of PBIS at McAvinne during the 2019-2020 academic school year. Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3. Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students. We have implemented the following specific elements associated with Tier 2 student intervention: Students selected based upon Tier 1 data analysis; Target daily monitoring system established; Implementation of the "check-in and check-out mentor system; Continuous analysis of daily performance; Establishment of function-based intervention.

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?

As of the mid-year iReady Benchmark Assessment in Mathematics, students continue to make progress toward meeting Grade Level expectations with 13% more students falling into the "At or Above Grade Level" category than at the beginning of the year. It is noticed that more concrete subject material such as Measurement and Data continue to be a strength for McAvinne students while more conceptually based areas such as Algebraic Thinking are areas of growth. Working to help students understand the concepts behind mathematical computations and to be able to think through multistep word problems will help them gain skills with these more conceptual standards.

In examining our Mid-Year iReady Assessment data, it is noticed that the number of students in Tier 1 and Tier 2 at every grade level has increased and the number of students in Tier 3 has decreased. The Vocabulary and Informational Text Comprehension sections of the assessment are the areas of lowest progress with the highest percentage of students still performing below grade level at each grade. Literature Comprehension and High Frequency Words are the areas of the test across grade levels where students performed the best. Continuing to provide students with experiences to help them build their vocabulary about the world around them and incorporating more Science and Social Studies into the curriculum will help support the building of these areas along with more Phonological Awareness and Phonics skills in the early grades to help them access higher level vocabulary words as they progress will be important.

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3. 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 Lowest Performing Students in both ELA and Math. The targeted interventions that are identified and provided to these students are helping to show gains in their growth between 3rd and 4th grade. Math Intervention, Leveled Literacy Intervention, Lexia, and specialized instruction in English Language and Special Education services are providing students with the skills that they need to show success. Another area is in Growth between 3rd and 4th grade. While students are not making their achievement levels as specified by the state, they are showing growth between each school year.

Another area where we are noticing our students making great gains is in English Language Proficiency. In looking at our MCAS scores in the year since we moved toward an inclusion model for working with our newest EL students, 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 EL students when compared to other McAvinnue students that we need to continue to prioritize. Current iReady data is showing that many of our EL students are making expected growth.

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 accommodate a more individualized needs-based model, rather than a strictly grade level based model for service delivery. This will allow instruction to be designed and implemented based upon student needs consistent within the school and not dictated by grade level groupings.

Monitoring Progress - Process Benchmarks

What will be done, when, and by whom

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 2020	Dec 2020	June 2021	Status
Formation of the Instructional Leadership Team for the 2020-2021 School Year	Principal	X			
The Instructional Leadership Team will have identified a problem of practice and developed an action plan for addressing the identified issue	Instructional Leadership Team (ILT)		X		
The Quality Improvement Plan for the 2021-2022 school year, based on draft developed by the Instructional Leadership Team, will be adopted by the School Site Council and approved by Chief Schools Officer	Instructional Leadership Team (ILT)			X	
Elections for the open seats on the School Site Councils for the 2020-2021 School Year will be set as will the first meeting of the committee	Principal	X			
School Site Council will have met on a monthly basis and using the ACE Habits of Mind, conducted analysis of goals set forth for the 2020-2021 School Year	School Site Council (SSC)		X		
School Site will have proposed a School Site Budget for the 2021-2022 School year and had it approved by the School Committee	School Site Council SCC)			X	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Oct 2020	Dec 2020	June 2021	Status
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			
Grade level teams will participate in a data analysis protocol using the interim assessment developed to measure progress related to their Professional Practice and Student Learning Goals; Progress shared at monthly Instructional Leadership Team (ILT) Meeting	Grade Level Teams; Instructional Leadership Team (ILT)	X	X	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	
Using the 2020-2021 ELA Scope and Sequences, teachers will create a timeline for Reading Conferences to occur in their classrooms during the school year	Literacy Coach and Grade Level Teachers	X			
All students will have taken part in an Assessment Conference, Goal Setting Conference and at least one other type of conference and have a documented goal to work toward for the 2020-2021 School Year	Classroom Teachers		X		
All student progress toward their agreed upon goals will be recorded and prepared to be passed on to their teacher for next year	Classroom Teachers			X	

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<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Aug 2020	Dec 2020	June 2021	Status
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 implementation of ST Math in their classrooms; Mini-Data Summit To Review Progress	Math Resource Teacher (MRT); Principal			X	
Development of a Data Studio “Data Summit” calendar (4 times per year) to analyze ELA and Math progress and growth; Develop intervention and strategies groups (6-8 week cycles)	Literacy Specialist; Math Resource Teacher (MRT); Principal	X			
Development of an assessment calendar to include all interim and benchmark assessment deadlines to support the systematic “push” of data on Data Studio	Literacy Specialist; Math Resource Teacher (MRT); Principal	X			
Needs analysis for students with IEPs completed and initial grade level schedules created	Special Education Team	X			
Student needs analyzed and across grade level classrooms, needs based groups created to provide services based upon student needs.	Special Education Team		X		
Schedule modified to create needs-based groups paired with teacher strengths using the co-teaching model of instruction (general education teacher / special education teacher)	Special Education Team; Grade Level Teachers			X	
<u>School Climate and Culture</u>	Person Responsible	Aug 2020	Dec 2020	June 2021	Status
Development of a student list to access supports of the PBIS Tier 2 intervention system using historical data found on SWIS paired with anecdotal information obtained through student conferences, parent meetings, and previous student support plans.	PBIS Tier 2 Team; Principal	X			
PBIS Tier 2 Team analyzes progress of those students that utilize the “Check-In & Check-Out” mentor intervention system using incident data to measure overall effectiveness of supports.	PBIS Tier 2 Team; Principal		X		
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	

Measuring Impact			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Date	Status

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The Instructional Leadership Team (ILT) will meet at least monthly	Principal	June 2021	
Quality Improvement Plan for the 2021-2022 school year will be presented to and adopted by the School Site Council and approved by the Chief Schools Officer	Instructional Leadership Team (ILT)	June 2021	
School Site Council will meet at least monthly	Principal; Co-Chair	June 2021	
School Based Budget will be approved by the School Committee	School Site Council (SCC)	June 2021	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Date	Status
As a result of the implementation of the skills developed through Reading conference professional development, 80% of all students will achieve at least one of the reading goals established on their Skills Progression Worksheet during the 2020-2021 school year	Grade Level Teachers	June 2021	
As a result of the data analysis protocol development including the design and implementation of interim assessments, all grade level goals will be obtained using baseline data to end of the year improvement percentages determined by each grade level team.	Grade Level Teachers	June 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 2021	
As a result of the development of an assessment calendar paired with data summits utilizing Data Studio, teachers will improve their understanding creating fluid strategy intervention groups that will impact student performance	Grade Level Teachers; Literacy Specialist; MRT; Principal	June 2021	
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 2021	
<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 2021	
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	June 2021	
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 2021	