

Steven Stone
Superintendent of Schools

Laurie Fahey
Principal

Dracut Public Schools

Englesby Elementary School

School Improvement Plan



SY19-SY21 Improvement Cycle

District Mission Statement

The Dracut School Community is committed ...

- To Fostering*** a safe and caring learning environment where autonomy, collaboration, and mutual respect are valued.
To Providing our students with the knowledge and skills necessary for reaching their individual potential.
To Inspiring all students to persevere, to become critical thinkers, to become good community members, and to become lifelong learners.

District Vision Statement

The Dracut Public Schools aspires to be a world-class school system that develops the heads, hearts, and hands of its students and inspires them to be critical thinkers, problem-solvers, and innovators who make contributions to their communities, our nation, and the world.

We believe and value:

- The individuality and uniqueness of each child
- The special talents and abilities of each unique child
 - The truth that all children can learn
 - The respect for personal and cultural diversity
- The respect and dignity of each member of the school community
- The student's right to equal access to educational opportunity
 - The necessity of strong community partnerships
 - The dedication and passion of our employees

Section 1: School Demographics (School Specific)

Enrollment Information (November 1, 2019)

<u>Grade</u>	<u>2018-2019</u>	<u>2019-2020</u>
Kindergarten	93	97
Grade 1	91	97
Grade 2	87	97
Grade 3	88	93
Grade 4	90	90
Grade 5	95	96
Total	544	560

Englesby Elementary Student Information (DESE Website)

<u>Subgroups</u>	<u>% of Population</u>
White	72.26%
African American	4.8%
Asian	7.4%
Hispanic	14.4%
Multi-Race, Non-Hispanic	1.3%
Native Hawaiian or Other Pacific Islander	0%
Native American	0%
Economically Disadvantaged	27.4%
Students with Disabilities	15.7%
English Language Learners	2%
First Language not English	2.8%
High Needs	40%

Section 2: Staff Profile

<u>Principal:</u>	Mrs. Laurie Fahey
<u>Lead Teacher:</u>	Ms. Jennifer Arakelian
<u>Secretary:</u>	Ms. Mary Langevin
<u>Nurse:</u>	Ms. Mary Zaim
<u>Adj. Counselor:</u>	Ms. Julie-Marie Brown
<u>Teachers/Specialists:</u>	Kindergarten – Ms. Jennifer Arakelian Mrs. Stacy West, Mrs. Gretchen Campbell, Ms. Sophie Hoag, Mrs. Laurie Archambault Grade 1 –Mrs. Julie Knight, Ms. Jennifer Peaslee, Ms. Elizabeth Beliveau, Mrs. Lisa Ross Grade 2 – Ms. Barbara Boucher, Ms. Lauren Ross, Ms. Kim Brady, Mrs. Mary Fahey Grade 3 –Mrs. Andrea DeStefano, Mrs. Sharon McGrath, Mrs. Tammy Monty, Ms. Hailey Edward-Erickson Grade 4 –Ms. Alissa Bishop, Mrs. Christina Decker, Mrs. Kelly Mulenga, Ms. Elizabeth McCloskey Grade 5 –Mrs. Cheryl Jones, Mr. Michael Paquette, Mrs. Andrea Scott, Ms. Tamara Hutchins Special Education –Marney Baker (Team Chair), Ms. Emily Kozlowski, Mrs. Karen Mercurio, Ms. Katie Conklin, Mrs. Allison Stilian, Mrs. Nicolle Sitar Instructional Coaches-Mrs. Sheila Brisson, Mrs. Amijane Dolan Literacy Tutor – Mrs. Nancy Wachtel PE – Mrs. Kathy MacDonald Music – Mr. Michael Carotenuto Art – Mrs. Christina Godin Physical Therapy – Mr. Robert Fiore Occupational Therapy – Ms. Melissa Wilson Speech/Language Pathologist – Marianne Turiano Instrumental Music – Mrs. Valerie Callahan and Mr. Zach Cooper
<u>Paraprofessionals:</u>	Mrs. Alyssa Morrissey, Mrs. Robyn Arcidiacono, Mrs. Kristin Chinappi, Mrs. Cathy Cormick, Mrs. Kerry Hudon, Mrs. Amanda McLaughlin, Mrs. Kara Morse, Mrs. Kristin Panniello, Mrs. Linda Smolko, Mrs. Michelle Wagner, Mrs. Noelle Savlen, Mrs. Colleen Paggi, Mrs. Cheryl Lemire, Mrs. Brenda Duarte, Mrs. Lorianne Milt, Mrs. Donna LeVie
<u>Custodian:</u>	Mr. Tony Cunha (day), Mr. Mike McGee (night)
<u>Cafeteria Staff:</u>	Aline Noel, Carol Wise, Joanne Carter, Cindy Beaulieu

School Council:

Mrs. Laurie Fahey - Principal/Co-chair
Mrs. Lorianne Milt – Parent
Ms. Julie-Marie Brown– School Adjustment Counselor

Mr. Scott DeRosa - Parent
Mrs. Allison Stilian –Teacher
Karen Rowe-Parent

Section 3: School Improvement Goals SY19-21 Cycle

Theory of Action

Goal 1:	<u>Social-Emotional Learning</u> : If professional staff are well versed in a social emotional learning approach, then they will be better equipped to support the social-emotional wellness of all students
Goal 2:	<u>Mathematics Achievement</u> : If professional staff are well versed in the eight mathematical practices and data analysis, then mathematics instruction and student achievement will improve.
Goal 3:	<u>High Needs Achievement</u> : If professional staff analyze data of subgroups, then they will be able to target areas of needed improvement and provide best first practices and tiered instruction in order to reduce the achievement gap.

Section 4: SIP Goal Detail

Goal #1

1. **Goal:** By the conclusion of the School Improvement Plan (SY 2021) all staff and students will be well versed in a social-emotional learning approach.

2. **Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**
 - DESE Social-Emotional Learning Self-Assessment
 - Staff, Student, Family. Community Feedback Student/Staff Surveys

3. **Summary Analysis:** The data from the survey and initial task force meetings made it clear to the district that there was a need for a more focused program/approach to support the social-emotional needs of our students and staff. While the addition of the School Adjustment Counselor position at each elementary school has been quite effective in addressing the social-emotional wellness of many students, there is still a need for an all encompassing approach from which all staff and students can utilize and benefit

SIP Goal #1: By the conclusion of the School Improvement Plan (SY 2021) all staff and students will be well versed in a social-emotional learning approach.				
Description of Proposed Action/ Activity	Research/Rationale for activity	Results	Person(s) Responsible	Timeline
(What is going to be done to address this goal?)	(Explain how best practices and research justify this activity)	(What will be the evidence of successful completion of the activity?)		(When will the activity occur?)

<ul style="list-style-type: none"> • Completion of the DESE Social-Emotional Learning Self-Assessment Tool 	<ul style="list-style-type: none"> • Completing the tool will help the district pinpoint areas of need 	<ul style="list-style-type: none"> • completed self-assessment tool and analysis of results 	<ul style="list-style-type: none"> • School based teams • Director of Student Services 	<ul style="list-style-type: none"> • Completed during the 17-18 school year
<ul style="list-style-type: none"> • Creation of a Social-Emotional Learning District Committee to discuss and evaluate the needs of the district 	<ul style="list-style-type: none"> • In order to decide the best way to move forward, all stakeholders need to contribute to the discussion 	<ul style="list-style-type: none"> • a district-wide representative team will be formed in order to have discussions about needs across the district and device a plan moving forward 	<ul style="list-style-type: none"> • Team Members • K-12 Principals • District SEL Lead Admin 	<ul style="list-style-type: none"> • Created during the 18-19 school year, ongoing.
<ul style="list-style-type: none"> • Identification of a program, curriculum, or process to address the Social-Emotional Learning needs of the district 	<ul style="list-style-type: none"> • A specific program or approach is needed in order to better support the Social-Emotional Needs of the students and staff within the Dracut Public Schools 	<ul style="list-style-type: none"> • A program/approach will be chosen 	<ul style="list-style-type: none"> • Team Members • District Administration • District SEL Lead Admin 	<ul style="list-style-type: none"> • Spring, 2019 - The RULER Approach
<ul style="list-style-type: none"> • Identify members and create school-based teams to attend training on the RULER Approach 	<ul style="list-style-type: none"> • School-based teams need to be trained by the Yale School for Emotional Intelligence in order to train colleagues 	<ul style="list-style-type: none"> • School-based staff will be trained in the RULER approach and will be equipped to train colleagues 	<ul style="list-style-type: none"> • K-12 Principals • School-based teams • Central Office • District SEL Lead Admin 	<ul style="list-style-type: none"> • Spring/Summer, 2019
<ul style="list-style-type: none"> • Establish new district-wide SEL Task Force comprised on school-based RULER trainers 	<ul style="list-style-type: none"> • These trained members will be leading the charge during the 19-20/20-21 school years and thus should be involved in 	<ul style="list-style-type: none"> • Task force established and comprised of school-based trainers 	<ul style="list-style-type: none"> • K-12 Principals/Admin • Team Members • District SEL Lead Admin 	<ul style="list-style-type: none"> • Summer/Fall, 2019

	planning and implementation			
<ul style="list-style-type: none"> Establishment of Professional Development focus for the 19-20 school year 	<ul style="list-style-type: none"> If the focus of the professional development for the year is emphasized / prioritized, teachers and staff will understand the importance of it 	<ul style="list-style-type: none"> An opening staff meeting was held on September 3, 2019 with a guest speaker from RULER 	<ul style="list-style-type: none"> K-12 Principals Central Office Admin 	<ul style="list-style-type: none"> Summer, 2019 September 3, 2019
<ul style="list-style-type: none"> Professional Development provided to all staff members on the RULER Approach 	<ul style="list-style-type: none"> Staff members need to understand all components of the approach as adults before they can successfully implement it with students 	<ul style="list-style-type: none"> Staff will be trained and prepared for rolling out to students 	<ul style="list-style-type: none"> K-12 Principals SEL Task Force members District SEL Lead Admin 	<ul style="list-style-type: none"> Ongoing throughout 2019-2020
<ul style="list-style-type: none"> Teachers and staff will teach students the components of the RULER Approach 	<ul style="list-style-type: none"> In order for students to understand the RULER Approach and utilize it on a daily basis, teachers and staff will need to teach students the components 	<ul style="list-style-type: none"> Teachers and staff will strategically teach students the components of the RULER Approach 	<ul style="list-style-type: none"> K-12 Principals SEL Task Force members District SEL Lead Admin All teachers and staff 	<ul style="list-style-type: none"> Ongoing throughout 2020-2021

Section 4: SIP Goal Detail

Goal #2

1. **Goal:** By the conclusion of the School Improvement Plan (SY 2021) mathematics instruction and student achievement will improve, as evidenced by the implementation of the eight mathematical practices and ongoing analysis of data to inform instruction.

2. **Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

- MCAS Data (3rd, 4th, 5th)
- Mathematics Assessments – Unit based, formal, informal
- Teacher Meetings / PLCs

3. **Summary Analysis:** In order to better instruct students in the area of mathematics, our goals continue to focus on improving the achievement of students and to make greater strides in supporting the learning of those students. Teachers will collect and analyze data to inform next steps in instruction, RtI, and small group remediation. Under this goal, efforts will include supporting teachers during PLC meetings to share data, analyze unit assessments and provide MCAS data on student growth. In turn, this data will be analyzed in order to drive instruction.

SIP Goal #2: By the conclusion of the School Improvement Plan (SY 2021) mathematics instruction and student achievement will improve, as evidenced by the implementation of the eight mathematical practices and ongoing analysis of data to inform instruction.

Description of Proposed Action/ Activity	Research/Rationale for activity	Results	Person(s) Responsible	Timeline
(What is going to be done to address this goal?)	(Explain how best practices and research justify this activity)	(What will be the evidence of successful completion of the activity?)		(When will the activity occur?)
<ul style="list-style-type: none"> Administrators will work to implement mathematical practices to improve instruction and student learning. 	<ul style="list-style-type: none"> Use data to inform instruction and provide time to analyze as grade level teams to promote conversations about data 	<ul style="list-style-type: none"> Instruction will be driven by data small group instruction will address areas of needed improvement. 	<ul style="list-style-type: none"> Principals Instructional Coaches 	<ul style="list-style-type: none"> 2021 SY
<ul style="list-style-type: none"> Creation of a district wide mathematics steering committee to discuss mathematical practices, instruction and programs. 	<ul style="list-style-type: none"> Data has shown declining mathematics scores and feedback received from staff has indicated a need to explore updated mathematics programs. 	<ul style="list-style-type: none"> Representatives from each grade level, K-5 to discuss and possibly vet a new mathematics program. 	<ul style="list-style-type: none"> Director of Curriculum Instructional Coaches Building Representatives 	<ul style="list-style-type: none"> Fall, 2019
<ul style="list-style-type: none"> Meetings with teachers and staff to familiarize them with the mathematical practices to be implemented 	<ul style="list-style-type: none"> Teachers and staff need to understand the need for mathematical improvement and strategies to accomplish greater achievement 	<ul style="list-style-type: none"> PLC Meetings Staff, Admin Task, and PD 	<ul style="list-style-type: none"> Principals Teachers Instructional Coaches 	<ul style="list-style-type: none"> Ongoing, 2019-2021
<ul style="list-style-type: none"> Implementation of the workshop model to differentiate instruction and address individual needs. 	<ul style="list-style-type: none"> The workshop model is designed to meet the individual needs of students and to address next steps as indicated on formative assessments and day to day progress monitoring 	<ul style="list-style-type: none"> Small group instruction and remediation for students who demonstrate areas of needed improvement 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Ongoing, 2019-2021

<ul style="list-style-type: none"> • Provide professional development to teachers and staff 	<ul style="list-style-type: none"> • To support teachers and staff with mathematical practices PD will be offered as a result of teacher self-reflection, goals and as needed 	<ul style="list-style-type: none"> • Teachers and staff will be well versed in the pacing guide, standards and mathematics curriculum • PLC, Staff, and Administrative Task meetings will be used to further support teachers with understanding mathematical data and teaching strategies 	<ul style="list-style-type: none"> • Principals • Director of Curriculum, Instruction and Assessment • Instructional Coaches 	<ul style="list-style-type: none"> • Ongoing, 2019-2021
<ul style="list-style-type: none"> • Administration of Mathematics pre-assessment, mid-year assessment and end of year assessment. 	<ul style="list-style-type: none"> • Measuring student growth will allow teachers to assess growth and eventually drive instruction 	<ul style="list-style-type: none"> • An administered assessment tri-annually that will provide student benchmark reading levels 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Fall/Winter/Spring, Ongoing
<ul style="list-style-type: none"> • Kindergarten through Fifth grade teachers will analyze Spring MCAS data (Math) from the prior school year. 	<ul style="list-style-type: none"> • Results from state testing can provide teachers an understanding of where instruction may be needed to focus on or where achievement gaps lie 	<ul style="list-style-type: none"> • Notes and discussions from selected meetings will be compared and contrasted to see what changes need to be made to close achievement gaps • We continue to analyze MCAS data 	<ul style="list-style-type: none"> • Principal • Teachers 	<ul style="list-style-type: none"> • Fall, 2019 – 2021
<ul style="list-style-type: none"> • Utilization of common formative assessment in math to be given tri-annually 	<ul style="list-style-type: none"> • There is a need to look at formative data rather than just summative data. Data should be collected frequently 	<ul style="list-style-type: none"> • Analyze common math assessments to discuss during PLC time 	<ul style="list-style-type: none"> • Principal • Faculty 	<ul style="list-style-type: none"> • Ongoing, 2019-2021

	rather than (1x a year) as done with high stakes testing			
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Section 4: SIP Goal Detail
Goal #3

1. **Goal: High Needs Achievement:** By the conclusion of the School Improvement Plan (SY 2021) the achievement gap of the high needs subgroups will be reduced as evidenced by MCAS data and district common assessments.

2. **Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**
 - MCAS results (3rd, 4th, 5th)
 - ACCESS results
 - F & P Benchmark Assessment data
 - Writing benchmark assessment data
 - Mathematics assessments

3. **Summary Analysis:** Principals continue to review assessment data on an ongoing basis. Identification of students with learning disabilities, ELL students and low income students through various data points as well as conversations with the Director of Student Services, Special Education Building Chairs, ELL Coordinator and teachers have led us to the need for targeted support.

<u>SIP Goal #3:</u> By the conclusion of the School Improvement Plan (SY 2021) the achievement gap of the high needs subgroups will be reduced as
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evidenced by MCAS data and district common assessments.				
Description of Proposed Action/ Activity	Research/Rationale for activity	Results	Person(s) Responsible	Timeline
(What is going to be done to address this goal?)	(Explain how best practices and research justify this activity)	(What will be the evidence of successful completion of the activity?)		(When will the activity occur?)
<ul style="list-style-type: none"> Prioritize best practices/strategies and review of our DCAP 	<ul style="list-style-type: none"> ALL students experience research based academic instruction based on their specific needs. Accommodations provided (listed in our DCAP) as needed. 	<ul style="list-style-type: none"> Teachers will be working with students in small groups based on the needs identified through benchmark assessments. 	<ul style="list-style-type: none"> Principals Classroom teachers Interventionists 	<ul style="list-style-type: none"> Ongoing
<ul style="list-style-type: none"> ELL students will be placed in classrooms with SEI endorsed instructors. 	<ul style="list-style-type: none"> ELL students will receive instruction from educators who have been endorsed in SEI. 	<ul style="list-style-type: none"> Teachers with SEI endorsement will support ELL students with strategies learned through their coursework to support ELLs. 	<ul style="list-style-type: none"> Principals Classroom Teachers ELL Coordinator 	<ul style="list-style-type: none"> Ongoing
<ul style="list-style-type: none"> Stronger and better identification of ELL students during registration 	<ul style="list-style-type: none"> Better identification will allow school staff to provide support more quickly 	<ul style="list-style-type: none"> Parents/Guardians will complete registration packets in a more accurate way with school support 	<ul style="list-style-type: none"> Principals Office Staff ELL Staff Parents/Guardians 	<ul style="list-style-type: none"> Ongoing
<ul style="list-style-type: none"> Assess student service instruction and programming 	<ul style="list-style-type: none"> Looking closely at the type of instruction that is provided to assure it is matching the needs of subgroups. 	<ul style="list-style-type: none"> Principals will have a better understanding of the programs used and resources available to address student needs. 	<ul style="list-style-type: none"> Principals Director of Curriculum Teachers Instructional Coaches 	<ul style="list-style-type: none"> Spring, 2021

<ul style="list-style-type: none">• Meetings to review all data, (F&P, Writing benchmarks, ACCESS, and MCAS) to look at students who may need specific instruction or interventions.	<ul style="list-style-type: none">• Data meetings multiple times over the course of the year will allow us to address specific students and their needs.	<ul style="list-style-type: none">• Specific students are identified for more targeted interventions.• Students may be identified to be in need of the SST process.	<ul style="list-style-type: none">• Principals• Special Education Teachers• Classroom Teachers• Instructional Tutors• Other Specialists	<ul style="list-style-type: none">• Ongoing
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**Englesby Elementary
School Improvement Plan
FY 19 – FY20
Signature Page**

<u>Member</u>		<u>Signature</u>
Alison Stilian		Allison Stilian
Lorianne Mitt		Lorianne Mitt
Julie-Marie Brown		Julie Marie Brown
Karen Rowe		Karen Rowe
Scott DeRosa		
Laurie Fahey		Laurie Fahey/mel