

**Steven Stone**  
**Superintendent of Schools**

**Laurie Fahey**  
**Principal**

# **Dracut Public Schools**

## **Englesby Elementary School**

### **School Improvement Plan**



### **SY21-SY23 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 (September 10, 2021)**

<b><u>Grade</u></b>	<b><u>2019-2020</u></b>	<b><u>2020-2021</u></b>	<b><u>2021-2022</u></b>
Kindergarten	97	87	86
Grade 1	97	94	92
Grade 2	97	95	92
Grade 3	93	92	91
Grade 4	90	92	92
Grade 5	96	88	92
Total	570	548	545

\*20-21 data includes RLA students

### **Englesby Elementary Student Information (DESE Website)**

<b><u>Subgroups</u></b>	<b><u>% of Population</u></b>
White	67.3%
African American	4.8%
Asian	8.6%
Hispanic	17.5%
Multi-Race, Non-Hispanic	1.8%
Native Hawaiian or Other Pacific Islander	0%
Native American	0%
Economically Disadvantaged	37.7%
Students with Disabilities	13.8%
English Language Learners	2%
First Language not English	3.1%
High Needs	47.1%

## **Section 2: Staff Profile**

<b><u>Principal:</u></b>	Mrs. Laurie Fahey
<b><u>Lead Teacher:</u></b>	Ms. Jennifer Fowler
<b><u>Secretary:</u></b>	Mrs. Deborah Drummond
<b><u>Nurse:</u></b>	Ms. Mary Zaim
<b><u>Adj. Counselor:</u></b>	Ms. Julie-Marie Brown
<b><u>Teachers/Specialists:</u></b>	Kindergarten – Ms. Jennifer Fowler, Mrs. Stacy West, Mrs. Gretchen Campbell, Mrs. Laurie Archambault Grade 1 –Mrs. Julie Knight, Ms. Jennifer Peaslee, Ms. Elizabeth LaRoche, Mrs. Lisa Ross Grade 2 – Ms. Barbara Boucher, Ms. Kim Brady, Mrs. Mary Fahey, Ms. Lauren Ross Grade 3 – Mrs. Sharon McGrath, Mrs. Tammy Monty, Mrs. Hailey Potter, Mrs. Andrea Destefano Grade 4 – Mrs. Christina Decker, Mrs. Kelly Mulenga, Ms. Elizabeth McCloskey, Mrs. Alyssa Ceurvels Grade 5 – Mr. Michael Paquette, Mrs. Andrea Scott, Ms. Tamara Hutchins, Mrs. Cheryl Jones Special Education –Mrs. Marney Baker (Team Chair), Ms. Emily Kozlowski, Mrs. Karen Mercurio, Ms. Katie Conklin, Mrs. Allison Stilian Instructional Coaches- Mrs. Amijane Dolan, Ms. Ashlee Stephens Literacy Tutor – Mrs. Nancy Wachtel PE – Mrs. Kathy MacDonald Music – Ms. Emily Lewis 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
<b><u>Paraprofessionals:</u></b>	Mrs. Alyssa Morrissey, Mrs. Robyn Arcidiacono, Mrs. Kristin Chinappi, Kerry Hudon, Mrs. Amanda McLaughlin, Mrs. Kara Morse, Mrs. Kristin Panniello, Mrs. Linda Smolko, Mrs. Tanya Ritchey-Lambert, Ms. Samantha Thanh, Mrs. Michelle Indelicato Mrs. Noelle Savlen, Mrs. Brenda Duarte
<b><u>Custodian:</u></b>	Mr. William Desmond (day), Mr. James Guerrero (night)
<b><u>Cafeteria Staff:</u></b>	Carol Wise, Cindy Beaulieu, Margaret Joslin
<b><u>School Council:</u></b>	Mrs. Laurie Fahey - Principal/Co-chair                      Mrs. Lisa Ross-Teacher Mrs. Alyssa Nazzaro-Parent                                      Mrs. Laurie Aufiero-Parent

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### **Section 3: School Improvement Goals SY19-21 Cycle**

#### **Theory of Action**

Goal 1:	<u>Social-Emotional Learning</u> : If professional staff use the RULER social emotional learning approach they will be able to support the social emotional wellness of students including the needs caused by COVID.
Goal 2:	<u>Mathematics Achievement</u> : Through an ongoing assessment of need and performance, we will target areas of needed improvement and provide best tier one practices and scaffolded instruction in order to reduce COVID related gaps.
Goal 3:	<u>ELA Achievement</u> : Through an ongoing assessment of need and performance, we will target areas of needed improvement and provide best tier one practices and scaffolded instruction in order to reduce COVID related gap

### **Section 4: SIP Goal Detail**

#### **Goal #1**

1. Goal: **By the conclusion of the School Improvement Plan (SY 2023) all staff and students will utilize the RULER Approach for social-emotional learning and support.**

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

- **Staff, Student, Family, Community Feedback**
- **Experiences throughout the 2021-2022 School Year**

3. Summary Analysis:

While our plan for the last two school years was to have the RULER Approach fully ingrained into our culture, the COVID -19 closure in the Spring of 2020 and the remote/hybrid instructional model for most of the current school year prevented us from completing our planned roll out. The professional development for teachers and staff regarding all components was cut short due to the spring closure and our ability to fully implement was slowed down due to the hybrid model. While the language and components of the program are active in all schools, it is our hope that a continued focus during a typical school year will have a greater impact.

**SIP Goal #1:** By the conclusion of the School Improvement Plan (SY 2023) all staff and students will utilize the RULER Approach for social-emotional learning and support

<b>Description of Proposed Action/ Activity</b>	<b>Research/Rationale for activity</b>	<b>Results</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
(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"> <li>Continue professional development and meetings with SEL Task Force/RULER Leads from each building</li> </ul>	<ul style="list-style-type: none"> <li>RULER Trainers will continue to present building based professional development and assist teachers with phase two implementation</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and staff will be better prepared to support students with the RULER Approach</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Principals/Admin</li> <li>RULER Leads</li> </ul>	<ul style="list-style-type: none"> <li>2021-2022</li> </ul>
<ul style="list-style-type: none"> <li>Provide teachers and staff with implementation and portal use support</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and staff need to be reminded of the full approach, the online portal, and its benefits in order to use it successfully in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Staff will be assisted through staff meetings, admin task meetings, and PD if necessary</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Principals</li> <li>RULER lead staff at each building</li> <li>All teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>2021-2022</li> </ul>
<ul style="list-style-type: none"> <li>Teachers and staff will teach students the components of the RULER Approach</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and staff will strategically teach students the components of the RULER Approach</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Principals</li> <li>RULER lead staff at each building</li> <li>All teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>2021-2023</li> </ul>
<ul style="list-style-type: none"> <li>Teachers, staff, and students will be fluent in their use and understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>In order for the use of this approach to become ingrained and routine, all stakeholders need to fully understand and</li> </ul>	<ul style="list-style-type: none"> <li>Teachers, staff, and students will utilize the Charter, Mood Meter, Meta-moment, and</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Principals</li> <li>RULER lead staff at each building</li> <li>All teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>2021-2023</li> </ul>

RULER Approach	utilize the components on a regular basis	Blueprint with ease and understanding	<ul style="list-style-type: none"> <li>All students</li> </ul>	
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#### **Section 4: SIP Goal Detail**

##### **Goal #2**

- Goal: Mathematics Achievement: Through an ongoing assessment of need and performance, we will target areas of needed improvement and provide best tier one practices and scaffolded instruction in order to reduce COVID related gaps.**
- Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**
  - iReady Data
  - MCAS data (3-5)
  - Mathematics Assessments-Unit based, formal, informal, comprehension checks
  - Teacher Meetings/ PLCS
- Summary analysis: In order to better instruct students in the area of mathematics, our goals continue to focus on the achievement of students and to make greater strides in supporting the learning of those students and addressing gaps. Teachers will collect and analyze data to inform next steps in instruction. RTI, and small group remediation will be used. Under this goal, efforts will include supporting teachers during PLC meetings to share data, analyze unit assessments, provide iReady data on student growth and analyze MCAS data (3-5). In turn, this data will be analyzed in order to drive instruction and close gaps.**

<b><u>SIP Goal #2:</u></b> Mathematics Achievement: Through an ongoing assessment of need and performance we will target areas of needed improvement and provide best tier one practices and scaffolded instruction in order to reduce COVID related gaps.				
<b>Description of Proposed Action/ Activity</b>	<b>Research/Rationale for activity</b>	<b>Results</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
(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"> <li>● Provide initial Professional Development for teachers/staff</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers need to have an understanding of the program in order to utilize it with students and begin to analyze data</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will have a solid understanding of the program</li> </ul>	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● September/October, 2020</li> </ul>
<ul style="list-style-type: none"> <li>● Principals will analyze the aggregate Iready data utilizing the Dracut Analytics Platform</li> </ul>	<ul style="list-style-type: none"> <li>● Principals and coaches need to understand and find meaning in the data in order to derive the knowledge needed to make informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>● Principals and Coaches will have a stronger knowledge of the data contained within the platform in order to support teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Building principals</li> <li>● Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● Fall 2021</li> </ul>
<ul style="list-style-type: none"> <li>● Administration of iREADY Math Assessments, including use of comprehension checks</li> </ul>	<ul style="list-style-type: none"> <li>● Measuring student growth will allow teachers to assess growth and eventually drive instruction</li> </ul>	<ul style="list-style-type: none"> <li>● An administered assessment tri-annually that will provide student benchmark math levels</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Fall/Winter/Spring, Ongoing 2021-2023</li> </ul>
<ul style="list-style-type: none"> <li>● Utilize PLC meetings to support teachers with implementation, programmatic understanding, and data analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will need time to process data once students complete assessments in order to understand the various reports and ways the data can be dissected</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will understand the data in a way that allows them to utilize it to tier instruction and support student learning</li> </ul>	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Instructional Coaches</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● 2021-2022</li> </ul>
<ul style="list-style-type: none"> <li>● Data meetings with teachers to review iReady Math Data from diagnostic testing and MCAS Data (where applicable) for the purposes of grouping, differentiated instruction and measurement of tracking.</li> </ul>	<ul style="list-style-type: none"> <li>● Data meetings multiple times over the course of the year will allow us to address specific students and their needs and instructional groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Specific students are identified for more targeted interventions.</li> <li>● Students may be identified to be in need of the SST process.</li> <li>● Teachers will use iReady and MCAS data (3-5) to create and adjust small groups throughout the</li> </ul>	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Special Education Teachers</li> <li>● Classroom Teachers</li> <li>● Instructional Tutors</li> <li>● Other Specialists</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> </ul>

		year. Analyzing this data will guide instruction.		
<ul style="list-style-type: none"> <li>Teachers and staff will communicate iReady information and testing results with parents/guardians.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardians need to understand the results and importance of iReady.</li> </ul>	<ul style="list-style-type: none"> <li>Parents/guardians will be able to support their children in closing gaps by encouraging the use of iReady at home.</li> </ul>	<ul style="list-style-type: none"> <li>Principals</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

### **Section 4: SIP Goal Detail**

#### **Goal #3**

**Goal:** ELA Achievement: Through an ongoing assessment of need and performance, we will target areas of needed improvement and provide best tier one practices and scaffolded instruction in order to reduce COVID related gaps.

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

- iReady Data
- MCAS Data (3-5)
- F & P Benchmark Assessment data

**3. Summary Analysis:** In order to better instruct students in the area of English Language Arts, our goals continue to focus on the achievement of students and to make greater strides in supporting the learning of those students and addressing gaps. Teachers will collect and analyze data to inform next steps in instruction. RtI, and small group remediation will be used. Under this goal, efforts will include supporting teachers during PLC meetings to share data, analyze unit assessments, and provide iReady data on student growth and analyze MCAS data (3-5). In turn, this data will be analyzed in order to drive instruction and close gaps.

<b><u>SIP Goal #3:</u></b> ELA Achievement: Through an ongoing assessment of need and performance, we will target areas of needed improvement and provide best tier one practices and scaffolded instruction in order to reduce COVID related gaps.				
<b>Description of Proposed Action/ Activity</b>	<b>Research/Rationale for activity</b>	<b>Results</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
(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"> <li>● Provide initial Professional Development for teachers/staff</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers need to have an understanding of the program in order to utilize it with students and begin to analyze data</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will have a solid understanding of the program</li> </ul>	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● September/October, 2020</li> </ul>
<ul style="list-style-type: none"> <li>● Principals will analyze the aggregate iReady data utilizing the Dracut Analytics Platform</li> </ul>	<ul style="list-style-type: none"> <li>● Principals and coaches need to understand and find meaning in the data in order to derive the knowledge needed to make informed decisions.</li> </ul>	<ul style="list-style-type: none"> <li>● Principals and coaches will have a stronger knowledge of the data contained within the platform in order to support teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Building Principals</li> <li>● Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● Fall 2021</li> </ul>
<ul style="list-style-type: none"> <li>● Administration of iREADY Reading Assessments and F&amp;P benchmark assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Measuring student growth will allow teachers to assess growth and eventually drive instruction</li> </ul>	<ul style="list-style-type: none"> <li>● An administered assessment tri-annually that will provide student benchmark reading levels as well as recommendations for skills and strategies instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Fall/Winter/Spring, 2021-2023</li> </ul>
<ul style="list-style-type: none"> <li>● Utilize PLC meetings to support teachers with implementation, programmatic understanding, and data analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will need time to process data once students complete assessments in order to understand the various reports and ways the data can be dissected</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will understand the data in a way that allows them to utilize it to do tier instruction and support student learning</li> </ul>	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Instructional Coaches</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● 2021-2022</li> </ul>

<ul style="list-style-type: none"> <li>• Data meetings with teachers to review iReady Reading Data and MCAS Data (where applicable) F&amp;P testing data for the purposes of grouping, differentiated instruction and measurement of growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Data meetings multiple times over the course of the year will allow us to address specific students and their needs and instructional groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific students are identified for more targeted interventions.</li> <li>• Students may be identified to be in need of the SST process.</li> <li>• Teachers will use iReady data and F&amp;P data to create and adjust small groups throughout the year. Analyzing this data will guide instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Director of Curriculum</li> <li>• Special Education Teachers</li> <li>• Classroom Teachers</li> <li>• Instructional Tutors</li> <li>• Other Specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• 2021-2022</li> </ul>
<ul style="list-style-type: none"> <li>• Teachers and staff will communicate iReady information and testing results with parents/guardians.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/guardians need to understand the results and importance of iReady.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/guardians will be able to support their children in closing gaps by encouraging the use of iReady at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>