

Cobbet Elementary School

School Improvement Plan 2012-2013

PIM Team Members

Dr. Brian Fay, Principal
Tim Burt, Program Specialist
Anthony Frye, Kindergarten Teacher
Erin Magrane, Math & Science CIT
Ellen Rondeau, Reading Coach
Alyson Serwacki, Grade 3 Teacher
Amy Vernava, CIT

School Council Members

Dr. Brian Fay, Principal
Tim Burt, Program Specialist
Ellen Rondeau, Reading Coach
Anthony Frye, Teacher
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Tina Hoofnagle, School Social Worker

EXECUTIVE SUMMARY

School Profile and Demographics

Cobbet Elementary School is a K-5 school. We are the largest elementary school in Lynn. School enrollment is relatively large at 682 students. Demographically, the student population is 14% African American, 12% Asian, 65% Hispanic, 1% Native American, 7% White, and 2% Multi-Race, Non-Hispanic.

Enrollment Data 2011-2012

| School | Number | % African American | % Asian | % Hispanic | % Native American | % White | % Multi Race, Non-Hispanic | % FLNE | % LEP | % Low Income | % Special Ed |
|--------|---------|--------------------|---------|------------|-------------------|---------|----------------------------|--------|-------|--------------|--------------|
| Cobbet | 682 | 13.9 | 11.9 | 64.8 | 0.7 | 6.6 | 2.1 | 73.3 | 41.6 | 90.8 | 10.4 |
| Lynn | 13,731 | 12 | 10 | 51 | 0.3 | 23.1 | 3.5 | 53.6 | 19.6 | 82.4 | 16.5 |
| State | 953,369 | 8.3 | 5.7 | 16.1 | 0.2 | 67 | 2.5 | 16.7 | 7.3 | 35.2 | 17 |

The student population is composed of 74% of students whose first language is not English, 42% who are Limited English Proficient, 91% who are low income, and 10% who receive services from the Special Education Department. The Cobbet Elementary School is a Title I school.

NCLB Status

Cobbet Elementary has a Composite Performance Index (CPI) of 67.1 in ELA and a CPI of 66.2 in Mathematics. Cobbet Elementary did not make AYP (Adequate Yearly Progress) in ELA and Math in either the aggregate or subgroups. Cobbet's NCLB Accountability Status for ELA is **Restructuring Year 2** with a Improvement Rating of **Declined**. For Math the NCLB Accountability Status is **Restructuring Year 1** with Improvement Rating of **No Change** according to the regulations of the No Child Left Behind Act of 2001 (NCLB).

As a school identified for improvement, the district provides us with support that includes:

- Technical assistance in Data Analysis
- Assistance in writing and implementing our School Plan

MCAS Results

The following chart shows the percentage for the past ten years of Cobbet students in each of the reporting categories: Advanced, Proficient, Needs Improvement, and Warning, for the fourth grade MCAS Mathematics and English Language Arts (ELA) tests and the third grade reading test. Because the third grade open-response results are not factored into scoring, there has been no advanced category for the past four years in Grade 3 Reading. The year 2006 was the first year for baseline scores for grade 3 Math and grade 5 ELA and MATH.

| Grade 3 Reading | P+ | | Proficient | | Needs Improvement | | Warning | |
|-----------------|--------|------|------------|------|-------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2002 | NA | | 24 | 49 | 59 | 43 | 16 | 8 |
| 2003 | NA | | 36 | 46 | 59 | 43 | 5 | 11 |
| 2004 | NA | | 61 | 51 | 38 | 40 | 2 | 9 |
| 2005 | NA | | 39 | 49 | 56 | 40 | 6 | 11 |
| 2006 | 5 | 10 | 26 | 30 | 52 | 47 | 16 | 13 |
| 2007 | 1 | 6 | 25 | 35 | 50 | 28 | 24 | 25 |
| 2008 | 6 | 6 | 17 | 33 | 62 | 41 | 15 | 20 |
| 2009 | 1 | 5 | 11 | 32 | 60 | 44 | 28 | 19 |
| 2010 | 4 | 7 | 32 | 38 | 60 | 43 | 5 | 13 |
| 2011 | 4 | 6 | 24 | 41 | 55 | 41 | 18 | 12 |

| Grade 3 Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|--------------|----------|------|------------|------|-------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2002 | | | | | | | | |
| 2003 | | | | | | | | |
| 2004 | | | | | | | | |
| 2005 | | | | | | | | |
| 2006 | 5 | 2 | 33 | 32 | 37 | 37 | 25 | 29 |
| 2007 | 8 | 12 | 28 | 35 | 34 | 28 | 31 | 25 |
| 2008 | 5 | 16 | 25 | 35 | 35 | 28 | 35 | 21 |
| 2009 | 2 | 9 | 23 | 35 | 27 | 30 | 48 | 26 |
| 2010 | 4 | 13 | 32 | 36 | 40 | 32 | 24 | 19 |
| 2011 | 7 | 8 | 46 | 47 | 36 | 31 | 11 | 14 |

| Grade 4 ELA | Advanced | | Proficient | | Needs Improvement | | Warning | |
|----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2002 | 0 | 1 | 11 | 33 | 67 | 49 | 21 | 16 |
| 2003 | 1 | 3 | 27 | 35 | 62 | 46 | 9 | 17 |
| 2004 | 4 | 3 | 40 | 36 | 51 | 47 | 6 | 13 |
| 2005 | 5 | 4 | 35 | 32 | 55 | 47 | 5 | 17 |
| 2006 | 1 | 4 | 22 | 35 | 55 | 46 | 22 | 15 |
| 2007 | 0 | 3 | 23 | 35 | 61 | 44 | 16 | 18 |
| 2008 | 0 | 3 | 15 | 26 | 59 | 49 | 26 | 22 |
| 2009 | 1 | 4 | 12 | 28 | 57 | 44 | 30 | 23 |
| 2010 | 1 | 2 | 23 | 29 | 62 | 50 | 14 | 20 |
| 2011 | 1 | 3 | 17 | 30 | 62 | 46 | 20 | 22 |

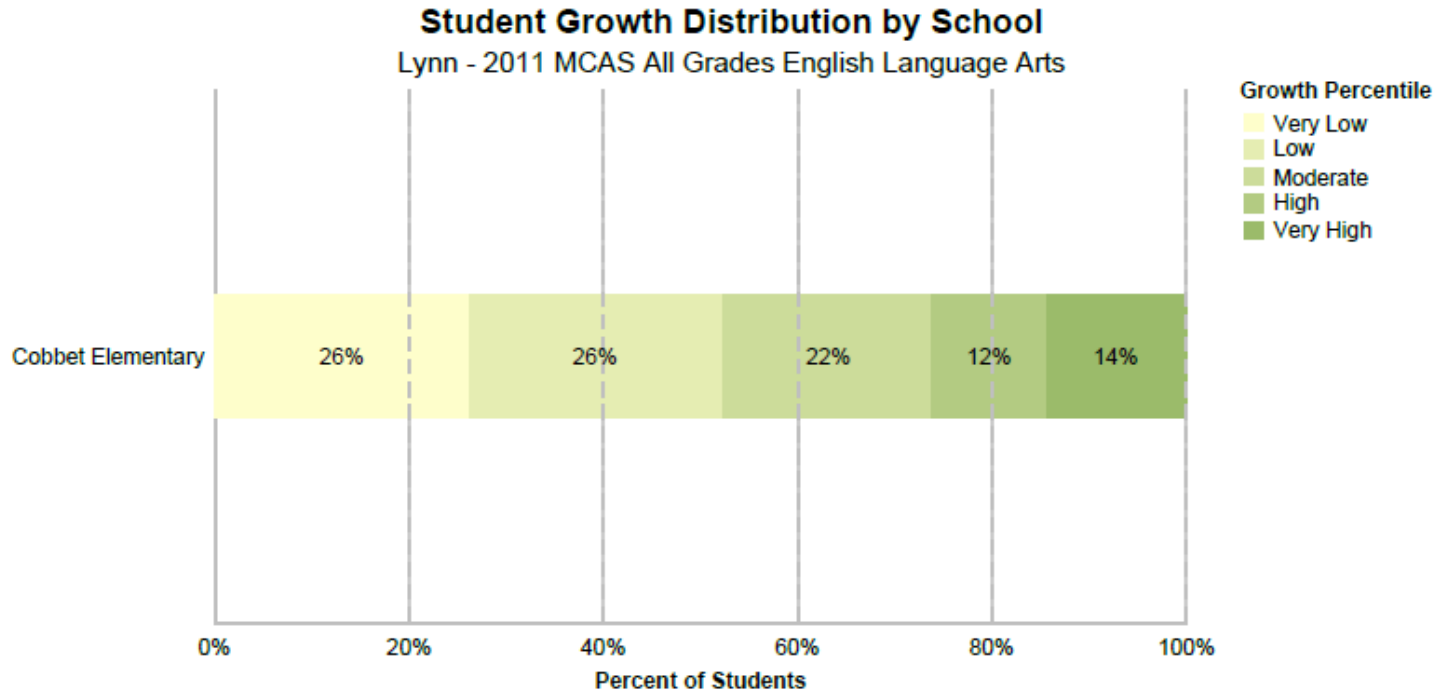
| Grade 4 Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|-----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2002 | 1 | 5 | 9 | 19 | 47 | 46 | 43 | 31 |
| 2003 | 9 | 5 | 17 | 20 | 40 | 50 | 34 | 25 |
| 2004 | 12 | 6 | 21 | 22 | 54 | 54 | 13 | 18 |
| 2005 | 9 | 7 | 18 | 19 | 62 | 53 | 11 | 21 |
| 2006 | 4 | 8 | 14 | 19 | 56 | 52 | 26 | 20 |
| 2007 | 7 | 11 | 18 | 27 | 60 | 43 | 15 | 19 |
| 2008 | 4 | 10 | 16 | 24 | 40 | 44 | 40 | 22 |
| 2009 | 3 | 7 | 16 | 23 | 51 | 48 | 30 | 22 |
| 2010 | 5 | 9 | 27 | 26 | 48 | 48 | 20 | 17 |
| 2011 | 2 | 7 | 22 | 23 | 52 | 49 | 23 | 21 |

| Grade 5 ELA | Advanced | | Proficient | | Needs Improvement | | Warning | |
|----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2006 | 2 | 8 | 24 | 37 | 57 | 42 | 17 | 14 |
| 2007 | 0 | 6 | 42 | 46 | 50 | 35 | 8 | 12 |
| 2008 | 2 | 6 | 37 | 40 | 45 | 40 | 16 | 14 |
| 2009 | 4 | 6 | 28 | 36 | 55 | 40 | 13 | 18 |
| 2010 | 3 | 6 | 28 | 37 | 53 | 38 | 16 | 18 |
| 2011 | 4 | 7 | 37 | 44 | 42 | 34 | 17 | 15 |

| Grade 5 Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|-----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2006 | 11 | 9 | 17 | 23 | 39 | 35 | 33 | 33 |
| 2007 | 11 | 10 | 44 | 33 | 32 | 37 | 13 | 19 |
| 2008 | 21 | 13 | 8 | 25 | 44 | 37 | 27 | 25 |
| 2009 | 7 | 11 | 18 | 27 | 27 | 28 | 48 | 34 |
| 2010 | 6 | 12 | 16 | 24 | 41 | 37 | 37 | 27 |
| 2011 | 1 | 12 | 18 | 34 | 41 | 33 | 39 | 21 |

Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.



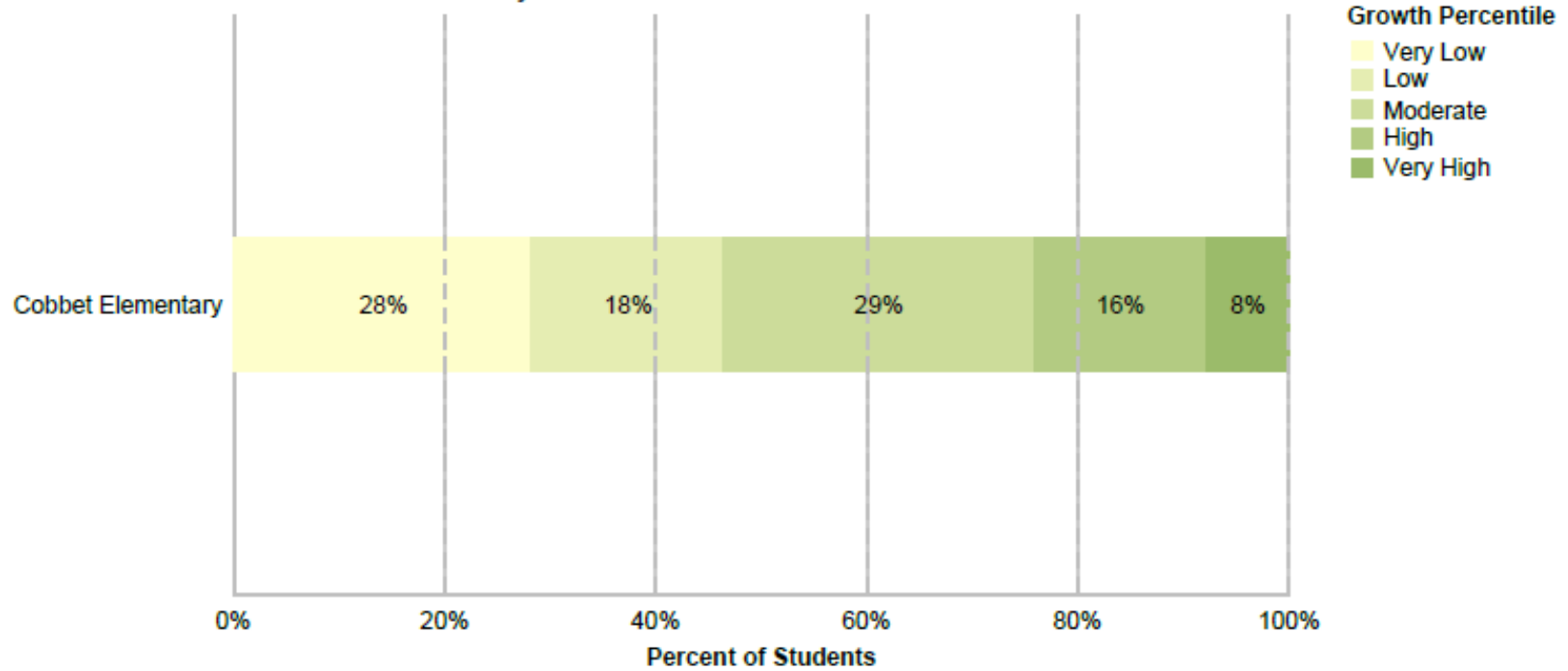
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|-------------------|------------|----------|-----|----------|------|-----------|------------------------|
| Cobbet Elementary | 153 | 40 | 40 | 33 | 18 | 22 | 29% |

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics



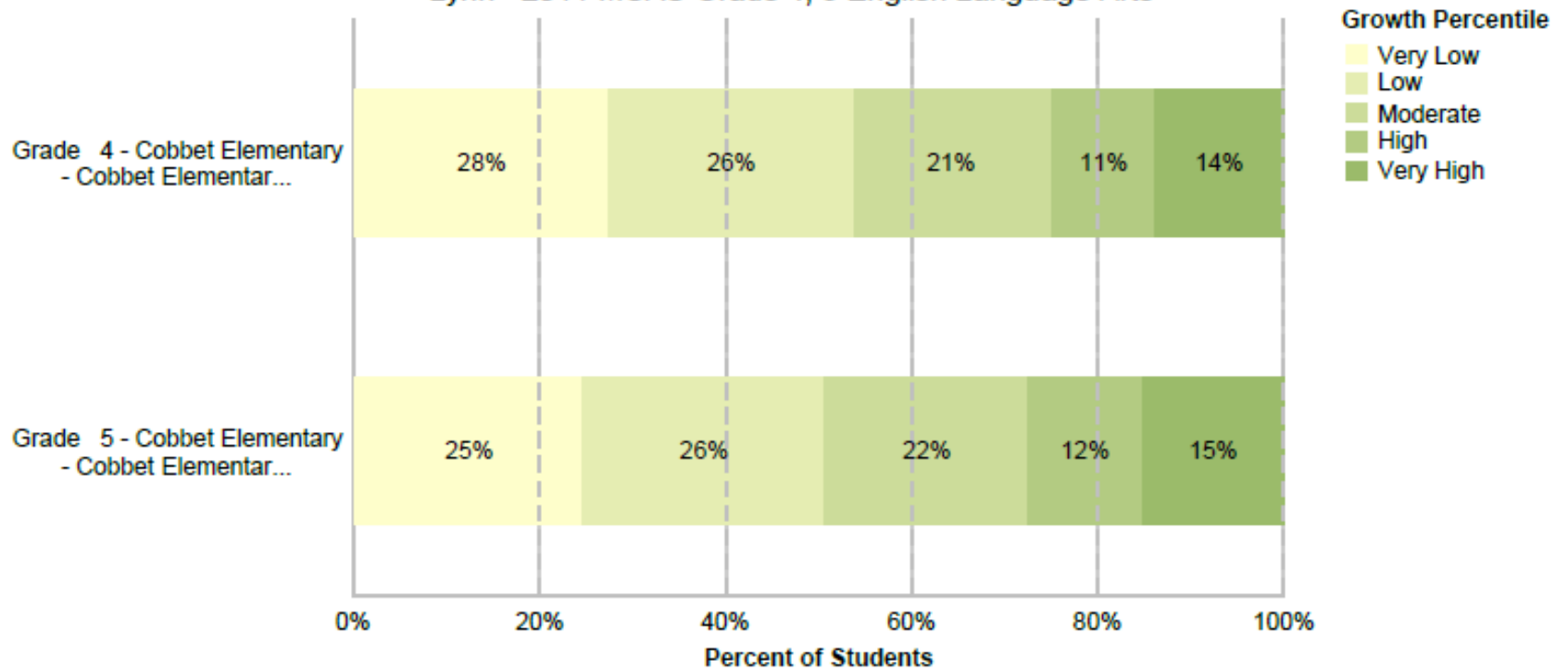
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|-------------------|------------|----------|-----|----------|------|-----------|------------------------|
| Cobbet Elementary | 153 | 43 | 28 | 45 | 25 | 12 | 33% |

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 English Language Arts



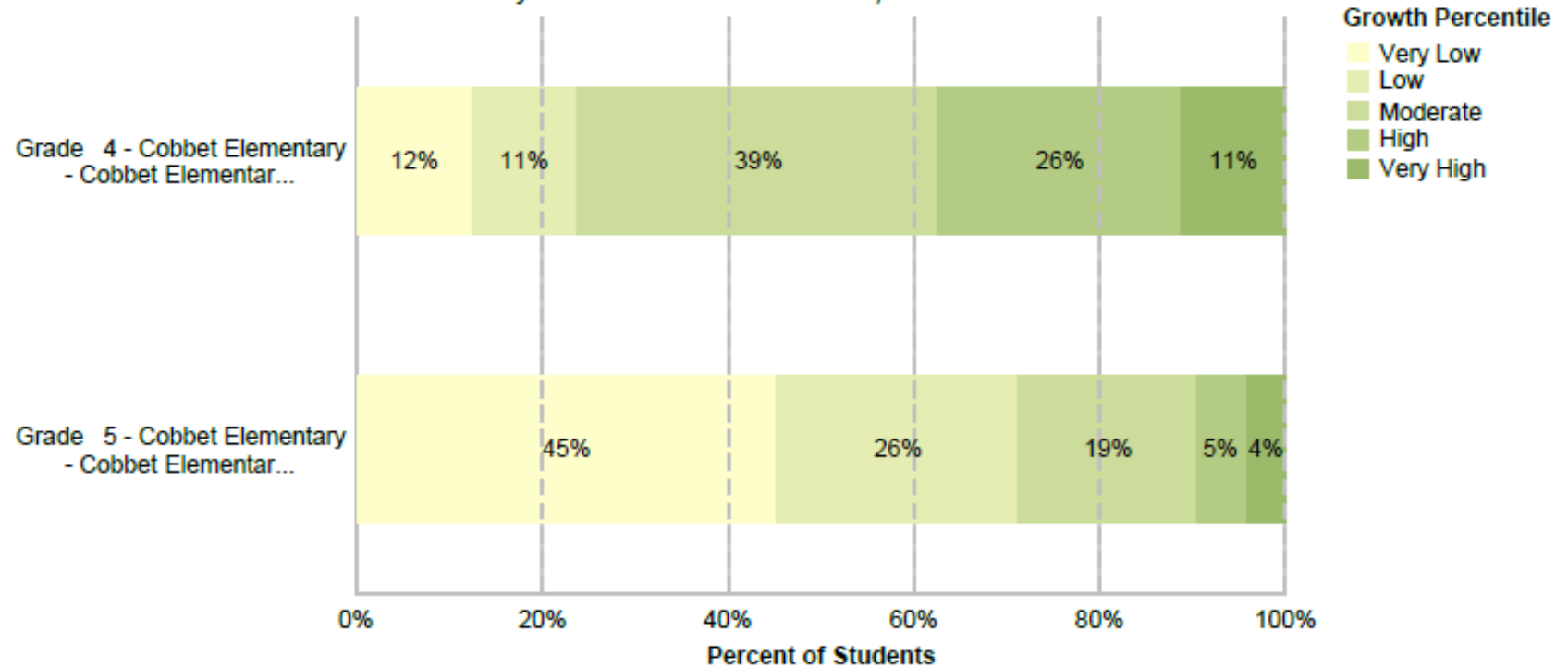
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|---|------------|----------|-----|----------|------|-----------|------------------------|
| Grade 4 - Cobbet Elementary - Cobbet Elementary | 80 | 22 | 21 | 17 | 9 | 11 | 18% |
| Grade 5 - Cobbet Elementary - Cobbet Elementary | 73 | 18 | 19 | 16 | 9 | 11 | 41% |

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|---|------------|----------|-----|----------|------|-----------|------------------------|
| Grade 4 - Cobbet Elementary - Cobbet Elementary | 80 | 10 | 9 | 31 | 21 | 9 | 24% |
| Grade 5 - Cobbet Elementary - Cobbet Elementary | 73 | 33 | 19 | 14 | 4 | 3 | 20% |

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

DIBELS is administered three times a year-fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one; students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grade three.

The following charts show the percentage of Cobbet students in each of the reporting categories-At Risk, Some Risk, Low Risk-for SY2007, SY2008, SY2009, SY2010, and SY 2011.

KINDERGARTEN

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Letter Naming Fluency | Fall | 22 | 17 | 61 | 21 | 6 | 74 | 47 | 8 | 45 | 39 | 15 | 46 | 38 | 13 | 49 |
| | Winter | 41 | 19 | 40 | 49 | 25 | 26 | 53 | 17 | 30 | 69 | 13 | 18 | 62 | 17 | 21 |
| | Spring | 41 | 13 | 46 | 47 | 23 | 30 | 53 | 23 | 23 | 74 | 17 | 9 | 62 | 14 | 24 |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Initial Sound Fluency | Fall | 25 | 18 | 57 | 6 | 15 | 79 | 24 | 19 | 57 | 24 | 22 | 54 | 21 | 25 | 54 |
| | Winter | 12 | 55 | 33 | 13 | 55 | 33 | 14 | 48 | 37 | 30 | 47 | 23 | | | |
| | Spring | NA | | | | | | | | | | | | | | |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Phoneme Segmentation Fluency | Fall | NA | | | | | | | | | | | | | | |
| | Winter | 41 | 19 | 44 | 27 | 20 | 49 | 16 | 46 | 38 | 42 | 35 | 23 | 35 | 24 | 41 |
| | Spring | 26 | 33 | 41 | 35 | 38 | 27 | 23 | 53 | 23 | 74 | 21 | 5 | 50 | 9 | 41 |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Nonsense Words Fluency | Fall | NA | | | | | | | | | | | | | | |
| | Winter | 41 | 20 | 39 | 52 | 16 | 31 | 58 | 8 | 34 | 67 | 17 | 16 | 42 | 20 | 38 |
| | Spring | 37 | 22 | 41 | 53 | 17 | 30 | 50 | 21 | 29 | 76 | 19 | 5 | 57 | 19 | 24 |

GRADE 1

| 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| 34 | 29 | 36 | 35 | 28 | 38 | 47 | 27 | 26 | 52 | 25 | 23 | 66 | 16 | 18 |
| NA | | | | | | | | | | | | | | |
| NA | | | | | | | | | | | | | | |

| 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| 16 | 50 | 34 | 22 | 27 | 51 | 22 | 39 | 38 | 19 | 44 | 37 | 37 | 29 | 34 |
| 54 | 30 | 16 | 52 | 35 | 13 | 50 | 42 | 8 | 52 | 35 | 12 | 74 | 16 | 10 |
| 62 | 29 | 9 | 71 | 25 | 4 | 76 | 17 | 7 | 70 | 26 | 4 | 86 | 9 | 5 |

| 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| 29 | 25 | 46 | 29 | 19 | 51 | 48 | 23 | 29 | 44 | 26 | 30 | 51 | 21 | 28 |
| 32 | 44 | 23 | 32 | 35 | 34 | 36 | 45 | 19 | 44 | 29 | 27 | 59 | 17 | 24 |
| 46 | 30 | 24 | 61 | 28 | 10 | 63 | 23 | 14 | 66 | 21 | 13 | 64 | 7 | 29 |

| 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| NA | | | | | | | | | | | | | | |
| 31 | 36 | 33 | 28 | 35 | 37 | 35 | 36 | 29 | 34 | 35 | 31 | 49 | 30 | 21 |
| 32 | 24 | 44 | 39 | 23 | 39 | 38 | 30 | 31 | 41 | 29 | 30 | 55 | 27 | 18 |

GRADE 2

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Nonsense Word Fluency | Fall | 66 | 20 | 14 | 58 | 27 | 15 | 62 | 27 | 11 | 68 | 24 | 8 | 64 | 19 | 17 |
| | Winter | NA | | | | | | | | | | | | | | |
| | Spring | NA | | | | | | | | | | | | | | |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 44 | 28 | 28 | 33 | 32 | 36 | 49 | 26 | 26 | 42 | 29 | 29 | 51 | 25 | 24 |
| | Winter | 53 | 13 | 34 | 43 | 16 | 41 | 52 | 21 | 27 | 51 | 21 | 28 | 57 | 15 | 28 |
| | Spring | 41 | 23 | 36 | 40 | 25 | 35 | 57 | 20 | 23 | 42 | 30 | 28 | 50 | 20 | 30 |

GRADE 3

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | | | | 47 | 29 | 24 | 45 | 29 | 26 | 51 | 32 | 17 | 42 | 39 | 19 |
| | Winter | | | | 56 | 20 | 24 | 45 | 29 | 26 | 52 | 29 | 19 | 44 | 36 | 20 |
| | Spring | | | | 46 | 29 | 25 | 48 | 34 | 18 | 45 | 33 | 22 | 42 | 39 | 19 |

GRADE 4

| Test | Testing Period | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 44 | 14 | 42 | 45 | 22 | 33 |
| | Winter | 36 | 27 | 37 | 49 | 29 | 22 |
| | Spring | 43 | 27 | 30 | 42 | 34 | 24 |

GRADE 5

| Test | Testing Period | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 61 | 22 | 17 | 51 | 24 | 25 |
| | Winter | 54 | 24 | 22 | 56 | 21 | 23 |
| | Spring | 55 | 19 | 26 | 44 | 35 | 21 |

Implementation Summary of 2011-2012 School Improvement Plan

The following chart gives the goals from Cobbet’s SY 2011-2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

| Measurable Goals | Strategies | Implementation Status |
|--|---|--|
| 1. To make AYP in English Language Arts for the aggregate and all subgroups | Teachers will use systematic phonics instruction via district binders (grade 1-3) and phonics support for all grades as assisted by the CIT/Reading coaches, interventionists, and reading teachers. Training and support will be provided during monthly faculty meetings and CPT | Teachers successfully used the District Phonics Binder in conjunction with the Trophies Reading Program in Grades 1-3. Phonics Instruction through the Trophies Program is being partially implemented in Grades 4 and 5. |
| | To increase fluency and comprehension a building-wide adoption of sustained silent/buddy reading for minimum of 20 minutes at least 3 times a week using appropriate independent level text starting in September. | Ongoing Work in Progress, effective implementation was inconsistent due to the lack of a concrete schedule. |
| | Teachers will utilize research-based methodology in vocabulary instruction as assisted by the CIT/Reading Coach, and interventionists. Professional development opportunities will be offered after-school hours and/or CPT during the 2011- 2012 school year. | After working with Ideal Consultant and District Coach, teachers were exposed to Click & Clunk grades 3-5, Embedded Vocabulary (GR2). Reading Specialist continued to model these strategies throughout the year. Teachers will require more support for full implementation. Funding unavailable for afterschool training |
| | Teachers will be trained in flexible small group methods by reading interventionists and coaches. Professional development opportunities will be offered after-school hours and faculty meetings during the 2011- 2012 school year. | Teachers have been trained by the Ideal Consultant, Reading Specialist and Coaches in Data driven flexible grouping. |
| | Evidence of daily implementation of Small group methods training will be present in classrooms supported by CIT/coaches, peers, and support staff in content delivery. Scaffold release during the second trimester will occur. | Small group instruction is evident in all classrooms through observations and walkthroughs. However, more interventionists are required to standardize implementation and maintain momentum. |
| | Teachers will adopt and implement concrete accountability measures of student progress at least three times a week (i.e. ticket to leave, summarizers, journals, homework, quizzes, and/ or graphic organizers) to increase student ownership of learning. | Teachers are implementing student accountability measures. Although accountability measures are in place, the question of quantifying student ownership is still at hand. |
| 2. To make AYP in Mathematics for the aggregate and all subgroups | Training of teachers in best practices in Math to increase automaticity of facts through conceptual understanding of computation. Training will be conducted by a CIT/math coach, or other designee through a series of after school workshops and/or CPT. Training will commence during the first trimester. | CITs & District Coaches conducted modeling/training during CPT and faculty meetings. Student automaticity is increasing however more support and measurable outcomes need to be put in place. |
| | Teachers will incorporate multi-step problem solving strategies using best practices (staff developed rubrics, differentiated instruction, multi-kinetic materials, and grouping strategies) | Students are using multi-step problem solving strategies with less teacher prompting and greater consistency. There remain inconsistencies in the use of rubrics, manipulatives, and grouping strategies in the upper grades. |
| | Student work will be reviewed daily by teachers to drive future instruction and give constructive feedback in order to ensure student ownership and increase responsibility for learning. | Although accountability measures are in place, the question of student ownership is still at hand. |

Cobbet Elementary 2012-2013 School Improvement Plan

Because of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goal continues to be:

- **To make AYP in ELA for the aggregate and all subgroups.**
- **To make AYP in Mathematics for the aggregate and all subgroups.**

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Cobbet Elementary School has made improvements in Mathematics. The CPI in the ELA aggregate decreased 4.4 points. The CPI in Mathematics aggregate increased 2.3 points. NCLB Accountability Status for ELA is Restructuring Year 2 and Mathematics is Restructuring Year 1.

In school year 2012-2013, the Cobbet Elementary School focus will be to increase students' ability to access grade level curriculum through the use of a variety of best practices. Individual Professional Development Plans will incorporate Data Analysis, SIOP and Second Language Acquisition.

Weaknesses in ELA:

- Students' inability to read on grade level prevents access to the curriculum.
 - Word attack skills/ Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Students' lack of reading stamina interferes with their ability to read and comprehend lengthy text.
- Students' inability to accurately and thoroughly answer open response questions.

Weaknesses in Mathematics:

- Students' inability to read on grade level makes it difficult to comprehend and solve multi-step word problems
 - Reading for detail in Mathematical text
 - Comprehension of Content Vocabulary and Mathematical Language
 - Students' inability to accurately and thoroughly answering Open Response Questions
- Students' are not automatically recalling Basic Math Facts

Cobbet Elementary 2012-2013 School Improvement Plan

Student Learning Objectives

The action plan that follows outlines the student learning objectives and the strategies related to those objectives that the entire staff will implement during SY 2012-2013. Those objectives are:

- Students will use word attack skills to decode words
 - Students will be able to read fluently with increased accuracy
 - Students will be able to use Tier I, II, III vocabulary, both orally and in written form
 - Students will be able to comprehend a variety of text, increasing in length and difficulty.
 - Students will be able to accurately and completely answer open response prompts
-
- Students will be able to comprehend and solve multi-step word problems
 - Students will be able to accurately and thoroughly answering Multi Step Open Response Questions
 - Students will be able to use computation strategies /techniques to automatically recall basic math facts.

Cobbet Elementary School SY 2012/2013 School Improvement Plan

| | |
|-----------------------------|---|
| Goal | Cobbet Elementary School will meet the state target for adequate yearly progress in all content areas. |
| Identified Student Weakness | <ul style="list-style-type: none"> Students' inability to read on grade level prevents access to the curriculum. |
| Student Learning Objective | <ul style="list-style-type: none"> Students will use word attack skills to decode words Students will be able to read fluently with increased accuracy Students will be able to use Tier I, II, III vocabulary, both orally and in written form Students will be able to comprehend a variety of text |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|--------------------|--|--|
| Teachers will incorporate systematic phonics instruction into their daily lessons to increase decoding skills. | SY 2012-2013 | <ul style="list-style-type: none"> District based binders Trophies ERI, Foundations, Lively Letters, My Sidewalks Phonics manipulatives (i.e. Alkin boxes, magnetic letters) <i>Phonics program for Grades 4 & 5</i> <i>Smartboard Software</i> Common Planning time <i>Additional Grade Level CIT/Reading coach/interventionists</i> <i>Continued Relationship with Ideal Consulting</i> | <ul style="list-style-type: none"> Lesson plans templates include explicit phonics instruction. Student samples of phonics instruction reviewed during CPT Walk through tools DIBELS results |

| | | | |
|---|---------------------|--|---|
| <p>Teachers will provide daily guidance and practice opportunities for students to increase fluency with increased accuracy during small group and whole group instruction.</p> | <p>SY 2012-2013</p> | <ul style="list-style-type: none"> • Partner and Silent reading opportunities • Specific Drill Text (Ex Rasinski, Fischer) • Fluency Timers for student use. • Trophies • Classroom Libraries that include, but not limited to High Interest/Low Vocab books, Leveled books, trade books, periodicals • Book cases, browsing boxes, take-home bags • Smartboard Materials | <ul style="list-style-type: none"> • Lesson plans templates include opportunities for teacher modeling and student practice • DIBELS Benchmarks progress monitoring • MAZE test • District ELA benchmark assessments • Walk through tools • |
| <p>Teachers will utilize research-based methodology to improve student's use of Tier I, II, III vocabulary, both orally and in written form.</p> | <p>SY 2012-2013</p> | <ul style="list-style-type: none"> • Continued Training for faculty in Tiered Vocabulary Instruction. • Resources/ texts on vocabulary development (I. Beck Model) for staff professional development • “Click and Clunk” Strategy for utilizing context clues. • Use of “embedded” and “targeted” vocabulary instruction. • Personal Dictionaries for students | <ul style="list-style-type: none"> • Lesson plans templates include explicit vocabulary instruction • Word wall that include Tier I, II, & III vocabulary • Student samples of vocabulary activities reviewed during CPT • Walk through tools • |

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| <p>Teachers will utilize a variety of text, activities, and strategies to maximize student reading comprehension.</p> | <p>SY 2012-2013</p> | <ul style="list-style-type: none"> • Trophies • My Sidewalks • Classroom Libraries that include, but not limited to High Interest/Low Vocab books, Leveled books, trade books, periodicals • 7 Keys to Comprehension (Zimmerman and Hutchins) • Elements of Reading • Graphic Organizers • Activators/Summarizers • <i>Anchor Reading Program</i> • Reciprocal Teaching (Soar to Success) • Effective questioning techniques • Continued Training and Discussion of reading comprehension strategies at CPT and Faculty Meetings | <ul style="list-style-type: none"> • Lesson plans templates include explicit reading comprehension instruction • Student samples of comprehension activities reviewed during CPT • MAZE Test • District Benchmark Testing • Samples of Student Writing in response to Text • Walk through tools |
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Cobbet Elementary School SY 2012/2013 School Improvement Plan

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| Goal | <ul style="list-style-type: none"> • Cobbet Elementary School will meet the state target for adequate yearly progress in all subject areas. |
| Identified Student Weakness | <ul style="list-style-type: none"> • Students' lack of reading stamina interferes with their ability to read and comprehend lengthy text. |
| Student Learning Objective | <ul style="list-style-type: none"> • Students will be able to comprehend a variety of text, increasing in length and difficulty. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|--------------------|---|--|
| Teachers will provide opportunities for students to access materials to build reading stamina | SY 2012-2013 | <ul style="list-style-type: none"> • Trophies • Partner and Silent reading opportunities • Classroom Libraries that include, but not limited to High Interest/Low Vocab books, Leveled books, trade books, periodicals • Book cases, browsing boxes, take-home bags | <ul style="list-style-type: none"> • Lesson plans templates include opportunities for teacher modeling and student practice • Teacher Observation • Progress Monitoring • Walk through tools • District Benchmark Testing |

Cobbet Elementary School SY 2012/2013 School Improvement Plan

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| Goal | <ul style="list-style-type: none"> • Cobbet Elementary School will meet the state target for adequate yearly progress in all subject areas. |
| Identified Student Weakness | <ul style="list-style-type: none"> • Students' inability to accurately and thoroughly answer open response questions |
| Student Learning Objective | <ul style="list-style-type: none"> • Students will be able to accurately and completely answer open response prompts |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|--------------------|--|--|
| Teachers will provide explicit instruction on grade level writing mechanics and skills so that students will be able to accurately and completely answer open response prompts. | SY 2012-2013 | <ul style="list-style-type: none"> • Materials for Grammar Instruction (i.e. Daily Oral Language) • Writing Prompts from Trophies and Binders • Journals • Previously released MCAS Writing Prompts • Graphic Organizers • Rubrics • Highlighters and Post It notes to extract details. | <ul style="list-style-type: none"> • Lesson plans templates include explicit writing and grammar instruction • Walk through tools • District Benchmark Testing • Writing Folders • Journal • Samples of Student Writing reviewed at CPT • |
| Teachers will model analysis of a writing prompts and it's key components | | <ul style="list-style-type: none"> • Writing Prompts from Trophies and Binders • Journals • Previously released MCAS Writing Prompts • Graphic Organizers • Rubrics • Highlighters and Post It notes to extract details. | <ul style="list-style-type: none"> • Lesson plans templates include explicit writing instruction • Walk through tools • Writing Folders • Journal • Samples of Student Writing reviewed at CPT |

Cobbet Elementary School SY 2012/2013 School Improvement Plan

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| Goal | Cobbet Elementary School will meet the state target for adequate yearly progress in all content areas. |
| Identified Student Weakness | <ul style="list-style-type: none"> • Students' inability to read on grade level makes it difficult to comprehend and solve math problems <ul style="list-style-type: none"> ○ Reading for detail in Mathematical text ○ Comprehension of Content Vocabulary and Mathematical Language • Students' inability to accurately and thoroughly answering Multi-Step Open Response Questions |
| Student Learning Objective | <ul style="list-style-type: none"> • Students will be able to comprehend and solve multi-step word problems |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|--------------------|---|--|
| Teachers will utilize a variety of activities and strategies to maximize student reading comprehension of mathematical text. | SY 2012-2013 | <ul style="list-style-type: none"> • Houghton Mifflin • 7 Keys to Comprehension (Zimmerman and Hutchins) • Graphic Organizers • Activators/Summarizers • Effective questioning techniques • Continued Training and Discussion of reading comprehension strategies at CPT and Faculty Meetings | <ul style="list-style-type: none"> • Lesson plans templates include explicit reading comprehension instruction • Student samples of comprehension activities reviewed during CPT • District Benchmark Testing • Samples of Student Writing in response to Text • Walk through tools |

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| <p>Teachers will utilize research-based methodology to improve student's use of Tier I, II, III vocabulary, both orally and in written form.</p> | <p>SY 2012-2013</p> | <ul style="list-style-type: none"> • Continued Training for faculty in Tiered Vocabulary Instruction. • Resources/ texts on vocabulary development (I. Beck Model) for staff professional development • Word walls with Content Vocabulary • Use of “embedded” and “targeted” vocabulary instruction. • Calendar Math • Math Journals | <ul style="list-style-type: none"> • Lesson plans templates include explicit vocabulary instruction from both HMM and Calendar Math • Word wall that include Tier I, II, & III vocabulary • Math Journals • Student samples of vocabulary activities reviewed during CPT • Walk through tools |
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Cobbet Elementary School SY 2012/2013 School Improvement Plan

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| Goal | Cobbet Elementary School will meet the state target for adequate yearly progress in all content areas. |
| Identified Student Weakness | <ul style="list-style-type: none"> • Students' inability to accurately and thoroughly answering Multi-step Open Response Questions |
| Student Learning Objective | <ul style="list-style-type: none"> • Students will be able to accurately and thoroughly answering Multi Step Open Response Questions |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|--------------------|--|---|
| Teachers will incorporate problem solving strategies for all math problems including multi-step problems. | SY 2012-2013 | <ul style="list-style-type: none"> • Posters for 4 Part Problem Solving Process • Posters for multi-step problem solving strategies • Rubrics and Exemplars • Math Manipulatives • Additional resources for math writing. • Smartboard Resources | <ul style="list-style-type: none"> • Lesson plans templates include explicit problem solving strategies instruction • Evidence of 4 step process • Lists of strategies useful in math • Displaying of classroom posters for problem solving • District Assessments |
| Teachers will model analysis of a mathematical open response prompt and it's key components | SY 2012-2013 | <ul style="list-style-type: none"> • Writing Prompts from Houghton Mifflin • Journals • Previously released MCAS Open Response Prompts • Graphic Organizers • Rubrics • Highlighters and Post It notes to extract details. | <ul style="list-style-type: none"> • Lesson plans templates include explicit writing instruction • Walk through tools • District Assessments • Writing Folders • Journal • Samples of Student Writing reviewed at CPT |

Cobbet Elementary School SY 2012/2013 School Improvement Plan

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| Goal | Cobbet Elementary School will meet the state target for adequate yearly progress in all content areas. |
| Identified Student Weakness | <ul style="list-style-type: none"> • Students' are not automatically recalling Basic Math Facts |
| Student Learning Objective | <ul style="list-style-type: none"> • Students will be able to use computation strategies /techniques to automatically recall basic math facts. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|--------------------|--|--|
| Teachers will utilize best practices in Math to increase automaticity of facts through conceptual understanding of computation. | SY 2012-2013 | <ul style="list-style-type: none"> • Student reference sheets • Computer assisted reinforcement (i.e. Study Island, smartboard, etc. • Adoption of math review program (Daily mathematics, math minutes, etc) • Calendar math • Flashcards for all students | <ul style="list-style-type: none"> • Lesson plans templates include computation practice • Calendar Math activities reflected/displayed in classroom • Walkthrough Tools • Charting/Graphing of Progress by the students |

Cobbet Elementary 2012-2013 School Improvement Plan Parent Involvement

This year the Cobbet Elementary School implemented the following parent involvement activities:

- *Parent Teacher Organization with afterschool meetings held once a month.*
 - *Centerboard and Community Minority Cultural Center Presentations*
 - *Translation Support and Child Care*
 - *Monthly Ice Cream Sale*
 - *Purchased Playground Equipment for Recess*
 - *Funded NE Aquarium Touch Tank, Turtle Project, Historical Storyteller, Field Trips*
- Translated notices (upon availability of interpreters) and volunteer Spanish interpreter on-site. Contacts made with the New American Center for additional translations
- Creation of a Bullying Policies and Tips Brochure for Parents
- Provide all students with Communication Folders/Agendas to facilitate communication between the school and home.
- School Website
- Scheduled three Open House meetings for parents, the first one held in September as an Informational/Meet the Teacher Night.
 - Open Houses that include Science Fair, Art Fair, and Music Performances, & Ice Cream Social, Community Partnership Expo
- Scheduled Title I Meeting at the first Open House.
- Utilized Connect-Ed to inform parents of upcoming events and share information in English and Spanish.
- Homelessness Liaison
- Bullying Monitor
- Holiday Assemblies for Memorial Day, Veterans Day, Winter Holiday
- Homeroom Parent Helpers