

Hood Elementary School

School Improvement Plan

May/June 2012

PIM Team Members

Gayle Dufour, Principal

Mary Jane Thielhelm, CIT and Reading Specialist

Danielle Desilets – 5th Grade

Myriam Rosen, 3rd Grade Teacher

Robin Wolkiewicz, Special Education Teacher

Nicole Miserandino – 1st Grade Teacher

Julie Solimini – 4th Grade Teacher

Nicole Wormstead – 3rd Grade Teacher

School Council Members

Gayle Dufour, Principal

Robin Wolkiewicz, Special Education Teacher

Mary Jane Thielhelm – ELA CIT

Becky Simbliaris – 2nd Grade Teacher

Susan Boyd – Reading Teacher

Christine L'Heureux – K Teacher

Jamie Wyckoff – K parent

Mr. Lessard – 2nd Grade Parent

Darlene Mulcahy – 2nd and 5th Grade Parent

Nerlie Joesph – K and 3rd Grade Parent

EXECUTIVE SUMMARY

School Profile and Demographics

The Hood Elementary School is the eighth largest of Lynn's seventeen elementary schools and has a student population of approximately 421 students. Demographically the student population is 11.4% Black, 8.8% Asian, 49.2% Hispanic, 0% Native American, 24.9% White and 5.7% Multi Race Non-Hispanic. Hood is a Title I school. The student population is composed of 46.6% of students whose first language is not English, 19.5% who are Limited English Proficient, 85.3% who are low income, and 15.7% who receive services from the Special Education Department. The following Table compares Hood's selected population statistics with those of the district and the state.

Enrollment 11-12

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Hood	421	11.4	8.8	49.2	0	24.9	5.7	46.6	19.5	85.3	15.7
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 Hood School has four All Day Kindergarten classes, three first grades, three second grades, two third grades, two fourth grades and two fifth grades. There are an additional three classrooms of students with special needs: Grade K-2 emotionally impaired; Grade 3-5 emotionally impaired; Grade 3-5 intellectually impaired.

NCLB Status

Hood has a Composite Performance Index (CPI) of 74.2 in mathematics and 77.5 in ELA. The school's NCLB Accountability Status for ELA status is **Restructuring Year 2- Subgroups** with an Improvement Rating of **Improved Below Target**. The school's current NCLB Accountability Status for Mathematics is **Restructuring Year 1- Subgroups**. Adequate Yearly Progress (AYP) was attained in the Aggregate for both ELA and Math, but not for all subgroups in either. At this time we receive the following support from the district:

- Technical assistance in data analysis from IDEAL Consulting
- Assistance in writing and implementing Hood's school improvement plan
- Math Coach for common planning one to two times per month
- Reading Coach for common planning and teacher preparation periods periodically
- Title I Reading Specialist full time
- School Adjustment Councilor 2 days a week
- Curriculum Instructional Teacher/ Reading
- Curriculum Instructional Teacher/Special Education
- Behavior Specialist beginning in December 3 – 4 times per week
- ESL Teacher full time

MCAS Results

The following charts show the percentage of Hood’s students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning. From 2002 through 2006 open response results were not included in the scoring for the grade 3 reading test, and as a result there was no Advanced category reporting. A Proficient + category was added with the results of the 2006 MCAS.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		48	49	42	43	9	8
2003	NA		54	46	42	43	4	11
2004	NA		54	51	38	40	33	9
2005	NA		59	49	33	40	8	11
2006	18	10	32	30	48	47	2	13
2007	9	6	27	35	59	28	5	25
2008	4	6	32	33	44	41	19	20
2009	9	5	26	32	54	44	11	19
2010	4	7	26	38	59	43	10	13
2011	4	6	44	41	40	41	13	12

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	5	2	39	32	32	37	25	29
2007	2	12	29	35	46	28	23	25
2008	18	16	29	35	37	28	16	21
2009	7	9	39	35	34	30	20	26
2010	13	13	30	36	33	32	23	19
2011	4	8	44	47	36	31	16	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	0	1	27	33	58	49	15	16
2003	9	3	43	35	37	46	11	17
2004	4	3	45	36	39	47	12	13
2005	3	4	36	32	44	47	16	17
2006	0	4	35	35	53	46	12	15
2007	2	3	44	35	47	44	7	18
2008	3	3	23	26	48	49	26	22
2009	3	4	23	28	43	44	31	23
2010	0	2	40	29	52	50	9	20
2011	6	3	28	30	50	46	17	22

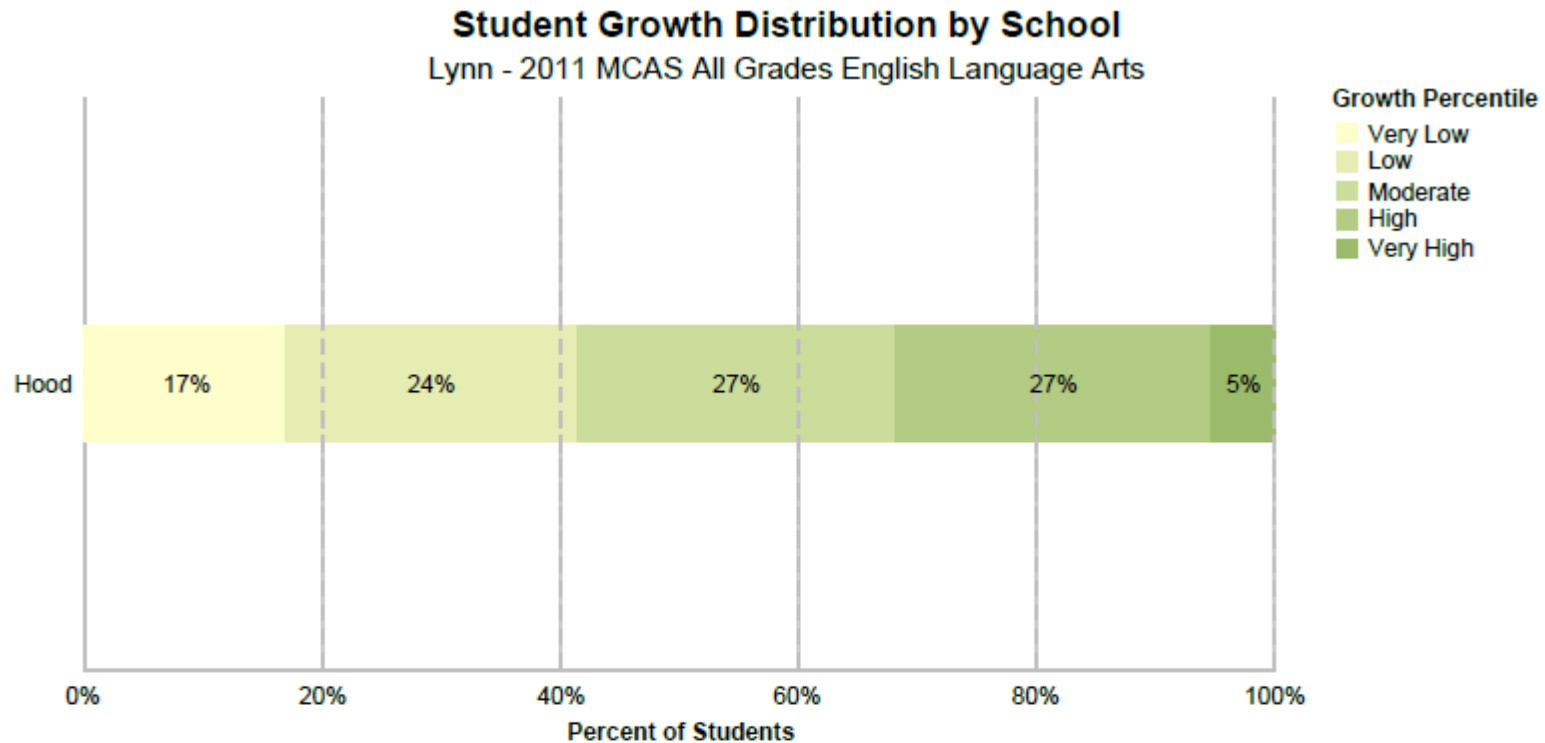
Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	3	5	15	19	45	46	38	31
2003	8	5	27	20	45	50	20	25
2004	3	6	10	22	60	54	27	18
2005	11	7	21	19	37	53	32	21
2006	6	8	14	19	55	52	25	20
2007	4	11	22	27	49	43	24	19
2008	2	10	16	24	56	44	26	22
2009	3	7	23	23	44	48	31	22
2010	7	9	33	26	47	48	14	17
2011	4	7	19	23	56	49	22	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	6	8	40	37	34	42	19	14
2007	0	6	41	46	51	35	8	12
2008	5	6	40	40	48	40	8	14
2009	4	6	29	36	42	40	25	18
2010	9	6	32	37	37	38	22	18
2011	8	7	42	44	40	34	10	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	11	9	16	23	24	35	49	33
2007	8	10	24	33	33	37	35	19
2008	3	13	13	25	44	37	41	25
2009	2	11	11	27	35	28	53	34
2010	11	12	18	24	40	37	31	27
2011	19	12	44	34	31	33	6	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.

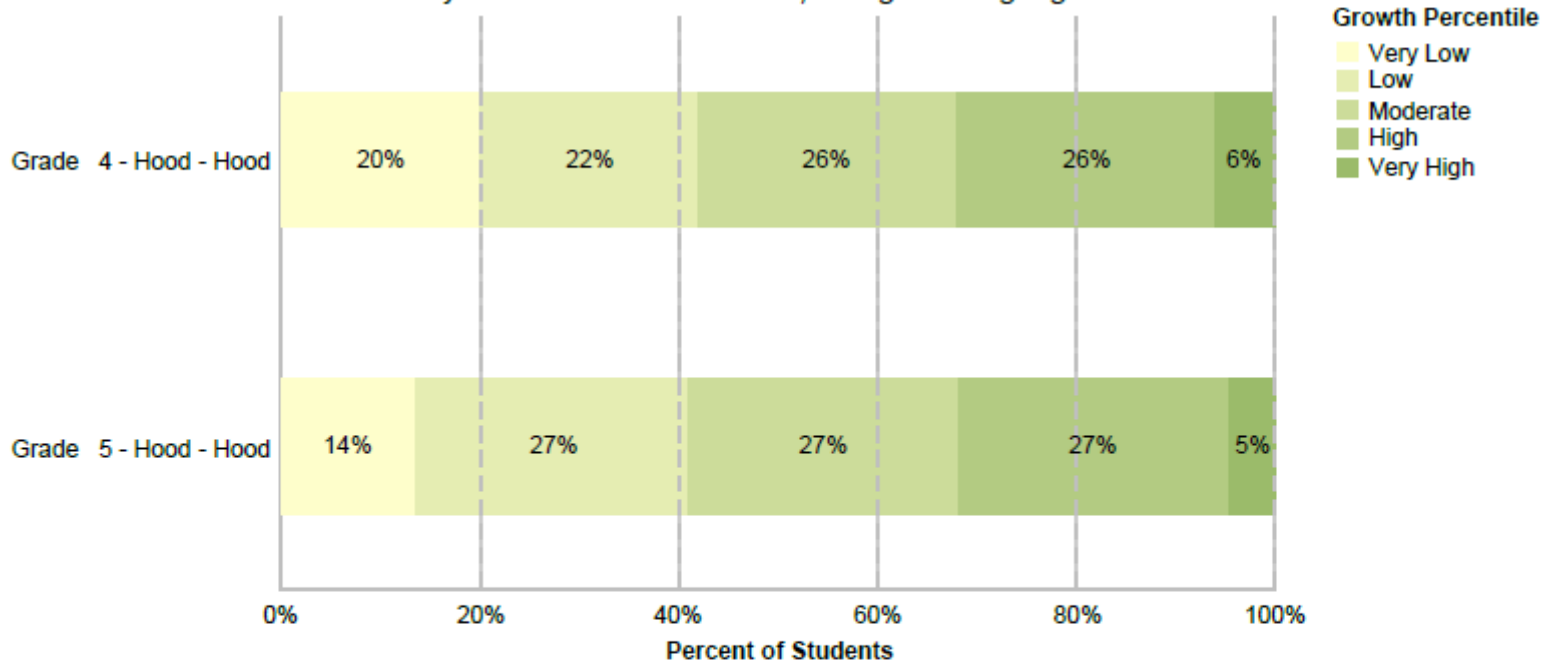


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Hood	94	16	23	25	25	5	43%

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

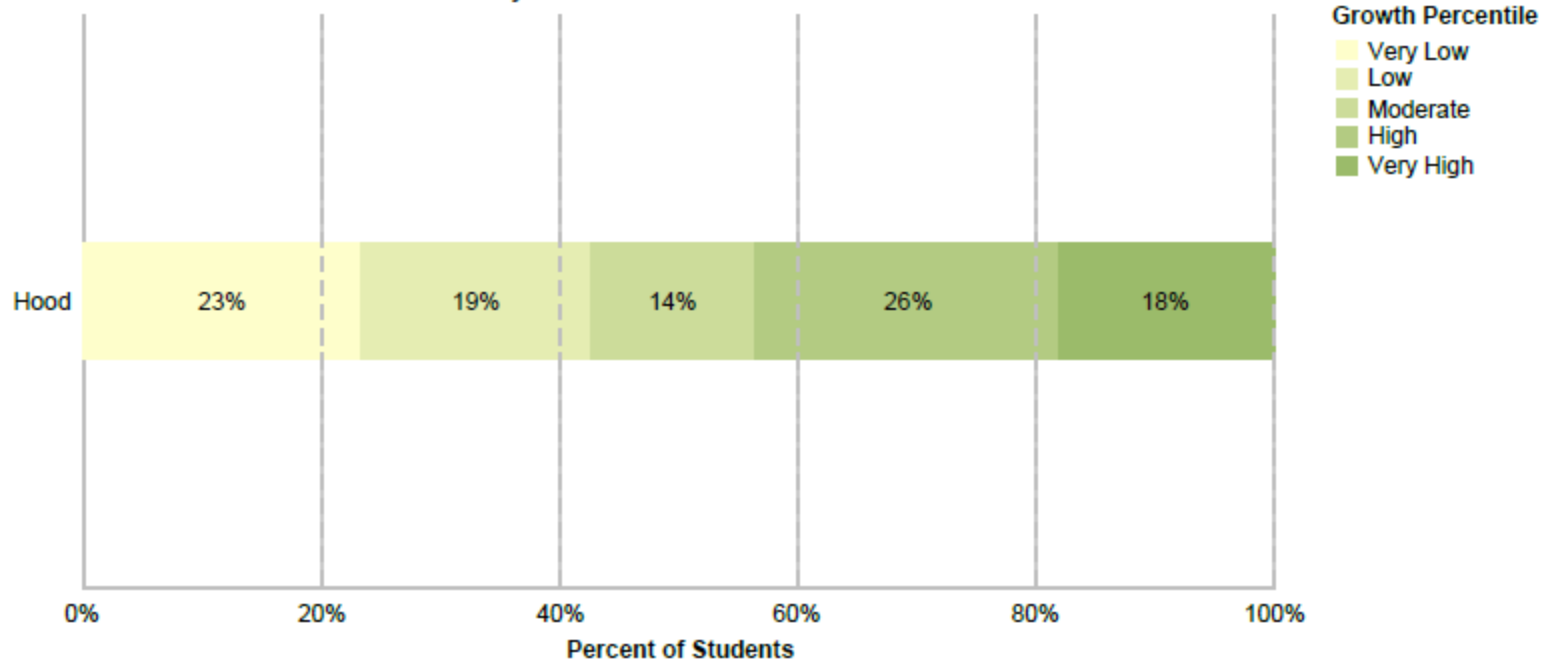


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Hood - Hood	50	10	11	13	13	3	33%
Grade 5 - Hood - Hood	44	6	12	12	12	2	50%

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

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
Hood	94	22	18	13	24	17	43%

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 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 - Hood - Hood	50	19	14	6	8	3	22%
Grade 5 - Hood - Hood	44	3	4	7	16	14	62%

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 Hood students in each of the reporting categories At Risk, Some Risk, and Low Risk for the fall, winter, and spring of years 2011 and 2012.

Grade K DIBELS

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	29	23	48	43	35	21	47	31	22	58	18	24	55	12	33
	Winter	60	8	31	69	10	21	57	22	21	79	12	9	75	12	13
	Spring	48	17	35	59	20	21	53	20	27	70	21	9	72	17	11

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	31	39	31	45	26	28	36	38	26	48	26	26	38	32	30
	Winter	23	58	19	23	64	13	21	58	21	31	51	18			
	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	52	29	19	53	27	20	43	31	26	64	27	9	75	14	11
	Spring	38	46	16	71	22	7	45	32	23	88	10	2	82	12	6

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	31	22	47	53	16	31	52	25	23	82	14	4	81	7	12
	Spring	48	15	38	61	25	14	57	25	18	83	12	6	80	15	5

Grade One DIBELS

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	51	28	21	52	23	25	64	25	11	67	24	9	70	17	13
	Winter	NA														
	Spring															

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	47	35	18	71	24	5	74	20	6	54	26	20	70	19	11
	Winter	90	10	0	95	5	0	85	11	4	93	5	2	96	4	0
	Spring	91	9	0	100	0	0	93	0	4	95	4	1	100	0	0

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	44	32	24	54	31	15	64	21	15	60	31	9	67	18	15
	Winter	47	47	6	42	47	10	49	33	18	51	34	15	76	11	13
	Spring	46	24	30	58	42	0	62	19	19	75	20	5	64	11	25

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	NA														
	Winter	41	46	13	17	41	46	38	49	13	60	34	6	63	32	5
	Spring	59	31	10	51	32	17	45	39	16	62	28	10	69	14	17

Grade 2 DIBELS

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	61	26	14	69	28	3	58	25	17	66	19	15	71	20	9
	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	53	29	18	69	23	8	59	21	20	51	38	11	60	31	9
	Winter	77	7	16	67	23	10	62	15	23	56	20	24	62	22	16
	Spring	4	9	87	61	25	14	43	26	31	46	16	38	57	24	19

Grade 3 DIBELS

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				59	27	14	60	30	10	48	26	26	52	28	20
	Winter				44	29	27	52	32	16	43	28	29	40	35	25
	Spring				34	43	23	51	32	17	37	34	29	44	34	22

Grade 4 DIBELS

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	58	21	21	43	20	37
	Winter	66	23	11	56	27	17
	Spring	63	26	11	54	21	25

Grade 5 DIBELS

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	46	19	35	65	21	14
	Winter	37	34	29	70	15	15
	Spring	58	20	22	67	18	15

**Implementation Summary of 2011/2012 School Improvement Plan
Previous Goals and Results**

The following chart gives the goals from Hood’s SY 2011/2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies.

Measurable Goals	Strategies	Implementation Status/Results
<p>To make AYP in ELA.</p>	<ul style="list-style-type: none"> • Hood School will provide professional development in standards based lesson planning and instruction for English Language Arts • Hood School will provide professional development in content and academic vocabulary instruction • Teachers will plan lessons incorporating Gradual Release of Responsibility (GROR) • Students will write in their journals 2-3 times a week using content and academic vocabulary • Teachers will model and instruct how to analyze and answer the open response questions 2-3 times a week (Reading curriculum, MCAS, Teacher created) • Hood Schools will incorporate Framing Your Thought grammar 	<ul style="list-style-type: none"> • Common planning was provided every other week for 90 minutes. Summer 2011 PD integrating standards-based template. • Common planning was provided every other week for 90 minutes. Vocabulary development was on template. Implementation of Picture Word Walls school-wide. • Common planning, staff meeting with teacher modeling, school-wide implementation. • School wide implementation 2- 3 times a week. • PD provided during common planning, staff meetings, and professional development day: ongoing implementation school wide. • No PD and no implementation.

Measurable Goals	Strategies	Implementation Status/Results
	<ul style="list-style-type: none"> • Students will use leveled text on a weekly basis to improve oral reading fluency • Teachers will use GROR to instruct students in the use of reading comprehension skills and strategies in fiction and nonfiction text. • Teachers will use guided group instruction to improve the five components of reading. 	<ul style="list-style-type: none"> • PD during common planning based on progress monitoring: Ongoing implementation. • PD during common planning: Ongoing implementation. • PD during common planning and professional development during the summer: template implementation: Ongoing
<p>To make AYP in Math.</p>	<ul style="list-style-type: none"> • Hood School will provide professional development in standards based lesson planning and instruction for mathematics • Teachers will plan lesson incorporating GROR. • Teachers will provide instruction daily in Calendar Math • Teachers will explicitly teach math vocabulary using content vocabulary through the use of picture word walls • Teacher will use GROR to model and instruct how to analyze and answer open response questions 2-3 times week (Problem Solvers) 	<ul style="list-style-type: none"> • Common planning was provided every other week for 90 minutes one day per week. • Professional development provided during summer, common planning. • Successful implementation ongoing daily. • Successful implementation ongoing daily. • Successful implementation ongoing daily: problem solvers not implemented

Hood SY 2012-2013 School Improvement Plan

Because of NCLB and given that AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goals have been revised:

- **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 Hood School's CPI index increased in both ELA and Math. The CPI did not meet the State target for subgroups. This data indicates that because Hood has not made AYP there should still be a continuously strong emphasis placed on the implementation of strategies to meet ELA and Math goals. We are well aware that the strategies are constantly subject to reevaluation and revision in order to improve instructional practices to meet the goal of improvement in student performance in the aggregate as well as in all subgroups.

Strengths in ELA:

- Identifying and Understanding Different Types of Genre
- Phonemic awareness

Weaknesses in ELA:

- Students' ability to analyze, comprehend, and cite evidence from Fiction and Non-Fiction texts
- Students' ability to answer Open-Response type questions
- Students' ability to read fluently at grade level
- Students' ability to apply phonics to daily practice
- Students' ability to apply grammar rules to written work
- Students' ability to use and apply academic vocabulary

Weaknesses in Math:

- Number Sense
 - Basic facts
 - Fractions
- Determine which operation to use to solve word problems
- Students' ability to answer open response type questions.

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 concentrate on for the following year. Those objectives are:

English Language Arts

Students will be able to:

- Demonstrate comprehension through reading and writing in both Fiction and Non-Fiction texts
- Apply phonics rules to decode text to increase reading fluency
- Apply grammar rules when speaking and writing
- Apply academic and content vocabulary in all content areas

Math

Students will be able to:

- Represent and solve problems involving addition, subtraction, multiplication and division
- Demonstrate automaticity with basic math facts
- Develop and apply an understanding of fractions
- Answer open response questions accurately

Hood SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA.
Identified Student Weakness	<ul style="list-style-type: none"> • Students' ability to analyze, comprehend, and cite evidence from Fiction and Non-Fiction texts • Students' ability to answer Open-Response type questions
Student Learning Objective	<ul style="list-style-type: none"> • Demonstrate comprehension through reading and writing in both Fiction and Non-Fiction texts

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Hood School will provide professional development in standards based lesson planning and instruction for English Language Arts	Common Planning SY 12-13	Reading Coach, CIT/Reading Teacher, Funding, Common Planning Time	ELA standards based lesson planning templates
Teachers will plan lessons incorporating Gradual Release of Responsibility (GROR)	PD: Summer/Fall SY 12-13	Reading Coach, CIT/Reading Teacher, Funding, Common Planning Time, PD/book talk	PD attendance, Walk through Observation, ELA standards based lesson planning templates/scripted GROR
Teachers will use GROR to model and instruct how to analyze and answer open response questions and students will write 2-3 times a week using content, and academic vocabulary (Analyze/Tag the prompt, make a plan, write)	SY 12-13	Funding, Common Planning Time	Walk through Observation, writing samples

Hood SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA.
Identified Student Weakness	<ul style="list-style-type: none"> • Students' ability to use and apply academic vocabulary
Student Learning Objective	<ul style="list-style-type: none"> • Apply academic and content vocabulary in all content areas

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will continue to develop lessons using Picture Word walls	SY 12-13	Common planning	Walk through observation, lesson plans
Teachers will continue to select vocabulary based on standards and develop through GROR model	Summer PD SY 12-13	Common planning, funding, summer PD	Lesson plans

Hood SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA.
Identified Student Weakness	<ul style="list-style-type: none"> • Students' ability to apply grammar rules to written work
Student Learning Objective	<ul style="list-style-type: none"> • Apply grammar rules when speaking and writing

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will plan grammar lessons incorporating Gradual Release of Responsibility (GROR)	PD: Summer/Fall SY 12-13	Reading Coach, CIT/Reading Teacher, Funding, Common Planning Time, PD	PD attendance, Walk through Observation, ELA standards based lesson planning templates/scripted GROR
Hood School will incorporate Framing Your Thoughts grammar initiative	PD: Summer/Fall 2012 SY 12-13	Funding, Common Planning Time, PD	PD attendance, Walk through Observation, Student writing

Hood SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA.
Identified Student Weakness	<ul style="list-style-type: none"> • Students' ability to read fluently at grade level • Students' ability to apply phonics to daily practice
Student Learning Objective	<ul style="list-style-type: none"> • Apply phonics rules to decode text to increase reading fluency

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Students will continue to use leveled text on a weekly basis to improve oral reading fluency	SY 12-13	District Curriculum, Common planning	DIBELS testing (benchmark and progress monitoring)
Teachers will continue to implement daily phonics instruction	SY 12-13	Wilson materials, phonics binders, CIT/reading teachers, regular and special educators, common planning	DIBELS, progress monitoring
Teachers will continue to use guided group instruction and literacy stations to improve the five components of reading	SY 12-13	Reading Coach, CIT/Reading Teacher, Funding, Common Planning Time, PD, IDEAL consultants, FCR materials	DIBELS testing (benchmark and progress monitoring), MAZE, Formative assessments, graphic organizers

Hood SY 2012/2013 School Improvement Plan

Goal	To make AYP in Math
Identified Student Weakness	<ul style="list-style-type: none"> • Number Sense <ul style="list-style-type: none"> ○ Basic facts • Determine which operation to use to solve word problems • Students' ability to answer open response type questions.
Student Learning Objective	<ul style="list-style-type: none"> • Represent and solve problems involving addition, subtraction, multiplication and division • Demonstrate automaticity with basic math facts • Answer open response questions accurately

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Hood School will provide professional development in standards based lesson planning and instruction for mathematics	SY 12-13	Math Coach, Math CIT, Funding, Common Planning Time, PD	PD attendance, Math standards based lesson planning templates
Teachers will plan lessons incorporating Gradual Release of Responsibility (GROR)	SY 12-13	Math Coach, Funding, Math CIT, Common Planning Time, PD/Book Talk	PD attendance, Walk through Observation, Math standards based lesson planning templates/scripted GROR
Teacher will explicitly teach math vocabulary using content vocabulary through the use of picture word walls	SY 12-13	Math Coach, Funding, Math CIT, Common Planning Time, PD	PD attendance, Math standards based lesson planning templates, Picture Word Walls
Teachers will use GROR to model and instruct how to analyze and answer open response questions 2-3 times a week (MCAS, Houghton Mifflin)	SY 12-13	Math Coach, Math CIT, Funding, Common Planning Time, PD	PD attendance, Student Work
Teachers will incorporate differentiated games/centers to reinforce basic math facts.	SY 12-13	Math Coach, Math CIT, Common Planning	Walk through. Lesson plans

Hood SY 2012/2013 School Improvement Plan

Goal	To make AYP in Math
Identified Student Weakness	<ul style="list-style-type: none"> • Number Sense <ul style="list-style-type: none"> ○ Fractions
Student Learning Objective	<ul style="list-style-type: none"> • Develop and apply an understanding of fractions

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Hood School will provide professional development in standards based lesson planning and instruction for mathematics	SY 12-13	Math Coach, Funding, Common Planning Time, PD	PD attendance, Math standards based lesson planning templates
Teachers will plan lessons incorporating Gradual Release of Responsibility (GROR)	SY 12-13	Math Coach, Funding, Common Planning Time, PD/Book Talk	PD attendance, Walk through Observation, Math standards based lesson planning templates/scripted GROR
Teacher will explicitly teach math vocabulary using content vocabulary through the use of picture word walls	SY 12-13	Math Coach, Funding, Common Planning Time, PD	PD attendance, Math standards based lesson planning templates, Picture Word Walls
Teachers will incorporate differentiated games/centers to reinforce basic math facts.	SY 12-13	Math Coach, Math CIT, Common Planning	Walk through. Lesson plans

Parent and Community Involvement

This year the Hood School implemented the following parent involvement activities;

Strategies: The following strategies to encourage community and parent involvement are used throughout the school year.

- Extra-Curricular Activities
- Cultural Enrichment Student Programs; Historical Perspectives, Helen Keller, Museum of Science: Animal Habitats and Star Lab, Mass Cultural Council: Parts of Speech through movement and dance and Lynn Woods school wide field trip
- Parent Handbook
- Spanish interpreter is available for all parental meetings if needed
- PTO
- Title One Annual Meeting
- School Improvement Council/ Clarendon Street one way/ school clean-up/
- Open Houses/Parent Information Night
- PTO movie night
- Offer and provide translation of notices/handouts in primary languages
- Require that all parents, students and teachers read, sign and abide by the Hood Title I Home School Compacts
- School Publications (Calendar, event notices, and newsletters)
- Invite and encourage parents of varied ethnic backgrounds to become actively involved in PTO
- School Wide Math Night
- Business partnership with *Something Sweet*, Peabody, MA
- Marian Court Student Tutors
- Black Board Connect Ed
- Music at Eden's Edge
- Fall Dance
- Mc Teacher's Night
- Hood school newspaper: Hood Happenings written and published by students
- Peer council/ social skills group grade 2 and 5