

**Ingalls Elementary School
School Improvement Plan
May/June 2012**

PIM Team Members

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Erin Zukowski, District Math Coach
Deborah DeMala, ESL Teacher
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Brittany Falite, Grade 3
Patricia Hebert, Grade 4
Shannon Stevens, Grade 4
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School Improvement Council Members

Kimberlee Powers, Principal
Deborah DeMala, ESL Teacher
Janice Downey, Teacher
Heather Trainor, Teacher
Stephanie Franey, Teacher
Lisa Hynes, Teacher
Malynda Kidney, Teacher
Karen Barbuzzi, Teacher
Patricia Hebert, Teacher
Debra Ladderbush, Teacher
Jesse Jaeger, Parent

EXECUTIVE SUMMARY

School Profile and Demographics

The Ingalls Elementary School is one of Lynn's largest elementary schools and has a student population of approximately 639 students. Demographically the student population is 9.7 % African American, 9.9% Asian, 67.6% Hispanic, 0.5 % Native American, 9.1% White, and 3.3% multi-race non-Hispanic.

The student population is composed of 66% of students whose first language is not English, 34.6% who are Limited English Proficient, 93.1% who are low income, and 12.4% who receive services from the Special Education Department. Ingalls is a Title I school that provides Sheltered English Immersion (SEI) classrooms for grades 2-5. Ingalls has the TEAMS Program (Together Educating and Advancing Multi-Handicapped Students). This program services the most medically fragile students in the district. They are in two separate classrooms and span academically from grades Pre-K to Grade 8. Ingalls has two self-contained cognitively delayed classes that service students in grades 1 to 5. Ingalls has one integrated Pre-K class and five full-day kindergarten classes. There are five first grades, five second grades (one of which is SEI), four third grades (one of which is SEI), four fourth grades (one of which is SEI), and four fifth grades (one of which is SEI). During SY06-07, Ingalls departmentalized grades 3, 4, and 5 in ELA, Math, Science, and Social Studies to better implement standards-based instruction and has continued departmentalizing through School Year 11-12.

Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Ingalls	639	9.7	9.9	67.6	0.5	9.1	3.3	66	34.6	93.1	12.4
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

NCLB Status

Ingalls has a Composite Performance Index (CPI) of 76.6 In ELA and a CPI of 78.1 in mathematics. Ingalls made AYP in ELA and Math for the aggregate and all subgroups in 2011. The NCLB Accountability Status for ELA is **Restructuring Year 1** with an Improvement Rating of **On Target**. The NCLB Accountability Status for Mathematics is **Improvement Year 2** according to the regulations of the No Child Left Behind Act of 2001(NCLB).

MCAS Results

The following charts show the percentages for the past ten years of Ingalls' third, fourth and fifth grade students in ELA and Math. Because the third grade open response results are not factored into scoring, there has been no Advanced category for the past six years in Grade 3 Reading.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		35	49	55	43	10	8
2003	NA		30	46	49	43	21	11
2004	NA		26	51	50	40	24	9
2005	NA		38	49	48	40	14	11
2006	1	10	11	30	59	47	29	13
2007	4	6	32	35	40	28	24	25
2008	4	6	24	33	45	41	27	20
2009	3	5	26	32	38	44	32	19
2010	6	7	34	38	43	43	16	13
2011	4	6	40	41	43	41	13	12

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	0	2	4	32	39	37	57	29
2007	6	12	42	35	22	28	30	25
2008	12	16	39	35	27	28	22	21
2009	9	9	31	35	29	30	31	26
2010	6	13	32	36	33	32	29	19
2011	3	8	48	47	34	31	16	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	0	1	22	33	62	49	16	16
2003	6	3	33	35	46	46	14	17
2004	1	3	24	36	49	47	26	13
2005	4	4	10	32	46	47	41	17
2006	1	4	16	35	57	46	26	15
2007	1	3	18	35	58	44	22	18
2008	1	3	13	26	45	49	40	22
2009	3	4	16	28	53	44	29	23
2010	0	2	15	29	42	50	43	20
2011	1	3	30	30	39	46	30	22

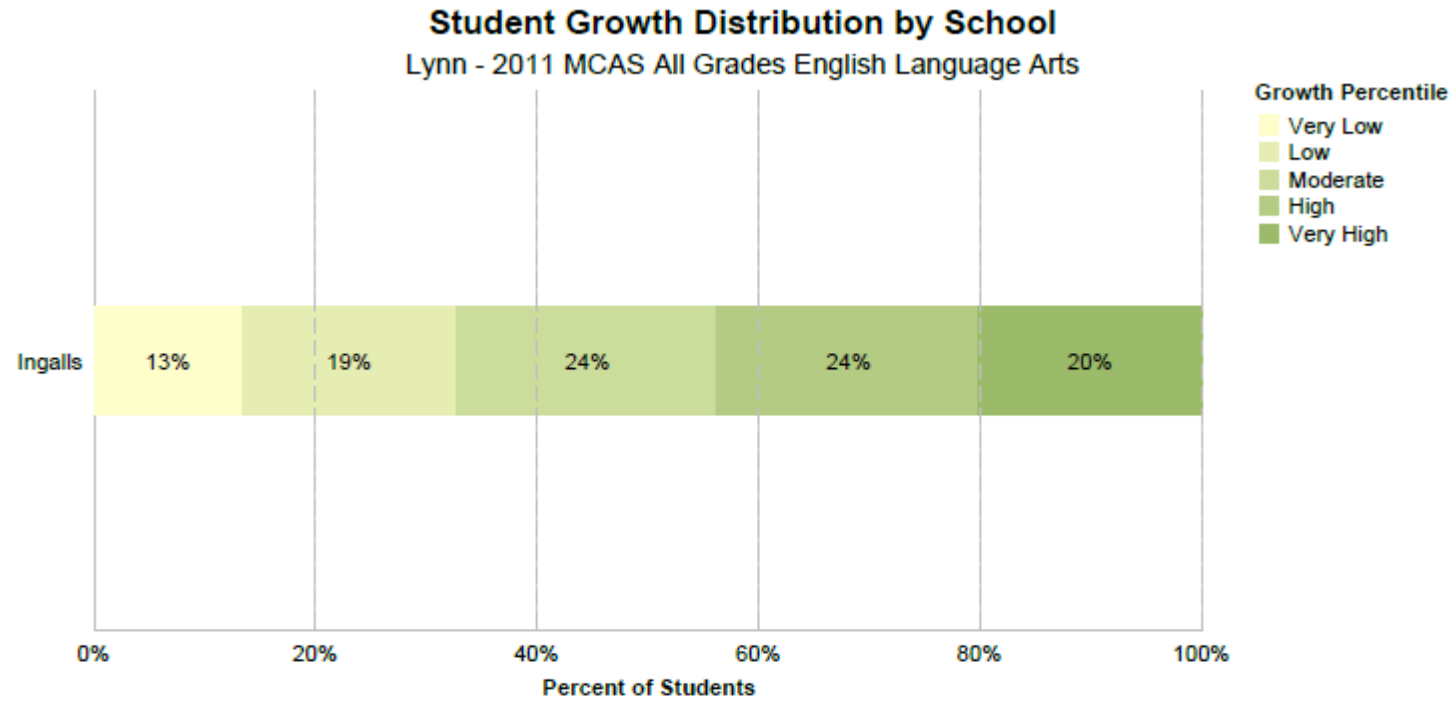
Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	3	5	11	19	50	46	36	31
2003	11	5	17	20	49	50	24	25
2004	3	6	14	22	51	54	32	18
2005	2	7	7	19	52	53	38	21
2006	6	8	14	19	51	52	29	20
2007	6	11	21	27	47	43	26	19
2008	9	10	27	24	38	44	26	22
2009	3	7	16	23	53	48	29	22
2010	5	9	18	26	48	48	28	17
2011	10	7	28	23	35	49	27	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	4	8	13	37	55	42	28	14
2007	4	6	39	46	39	35	17	12
2008	5	6	30	40	38	40	27	14
2009	4	6	34	36	35	40	27	18
2010	1	6	29	37	45	38	25	18
2011	3	7	31	44	42	34	23	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	6	9	23	23	25	35	46	33
2007	11	10	23	33	43	37	24	19
2008	5	13	25	25	35	37	35	25
2009	12	11	35	27	21	28	32	34
2010	9	12	23	24	30	37	38	27
2011	12	12	33	34	32	33	24	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
Ingalls	119	16	23	28	28	24	36%

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



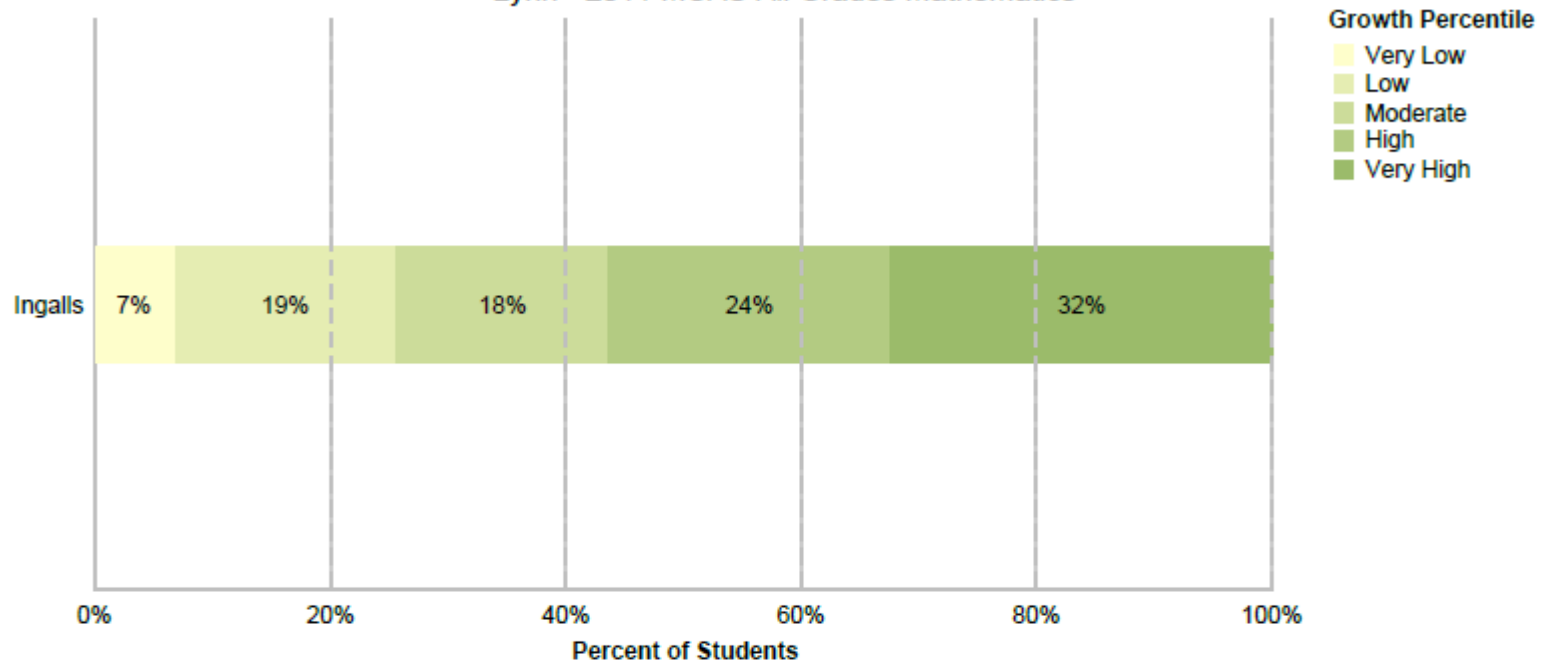
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Ingalls - Ingalls	49	7	15	14	8	5	31%
Grade 5 - Ingalls - Ingalls	70	9	8	14	20	19	35%

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
Ingalls	117	8	22	21	28	38	44%

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 - Ingalls - Ingalls	48	4	9	4	9	22	38%
Grade 5 - Ingalls - Ingalls	69	4	13	17	19	16	45%

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, four, and five.

The following charts show the percentage of the Ingalls Elementary School students in each of the reporting categories – At Risk, Some Risk, and Low Risk – for school years 2007 to 2011.

Ingalls K Grade

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	30	17	53	37	20	43	33	19	48	51	20	29	41	27	32
	Winter	69	17	14	58	16	27	61	12	27	86	9	5	71	18	11
	Spring	85	8	7	80	13	7	71	16	13	93	5	2	86	9	5

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	17	51	25	34	42	43	28	29	47	20	33	30	23	47
	Winter	52	39	8	46	39	16	29	52	19	59	28	13			
	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	30	55	15	40	37	23	22	44	34	72	21	7	56	17	27
	Spring	76	15	8	77	20	3	68	30	2	93	6	1	86	7	7

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	72	18	10	66	20	14	59	28	13	88	11	1	70	19	11
	Spring	86	7	7	89	8	3	74	19	7	92	6	2	84	9	7

Ingalls 1stGrade

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
32	28	40	60	19	21	67	18	15	54	23	23	72	18	10
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
31	39	30	56	28	17	53	36	11	52	37	11	60	26	14
82	9	9	92	5	2	86	11	3	86	13	1	85	11	4
90	6	4	96	4	0	91	8	1	97	2	1	97	2	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
38	28	34	60	22	18	63	24	13	57	22	21	64	18	18
36	47	16	56	37	8	65	25	10	50	38	12	73	10	17
81	11	8	81	17	2	79	17	4	78	14	8	77	5	18

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														
34	36	30	49	37	14	59	29	12	42	47	11	54	32	14
39	37	24	58	26	17	62	24	14	55	26	19	66	20	14

Ingalls 2nd Grade

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	55	32	13	51	26	24	68	18	14	78	18	4	73	16	11
	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	39	20	31	39	27	34	45	29	26	54	28	18	50	29	21
	Winter	39	18	30	45	17	39	65	10	25	60	21	19	59	13	28
	Spring	44	22	34	42	21	37	54	16	30	55	20	25	58	15	27

Ingalls 3rd Grade

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	16	59	25	49	27	24	32	30	38	49	27	24	49	34	17
	Winter	20	59	19	49	21	30	37	25	38	52	21	27	57	30	13
	Spring	39	35	26	39	24	37	33	29	38	49	19	32	63	27	10

Ingalls 4th Grade

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	39	27	34	48	15	37
	Winter	38	25	37	53	22	25
	Spring	33	27	40	53	12	35

Ingalls 5th Grade

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	44	20	36	39	21	40
	Winter	40	19	41	46	19	35
	Spring	38	26	36	44	21	35

Implementation Summary of 2011-2012 School Improvement Plan

The following chart contains the goals from Ingalls' 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/Results
<p>1. To make AYP in ELA.</p>	<p>Teachers in grades K-5 will participate in collaborative common planning time to enhance instruction of standards and design of assessments.</p> <p>Faculty meetings will involve planning vertically in two groups (K-2) and (3-5).</p> <p>The focus of the vertical planning is to be determined (potentially writing, vocabulary, and small group instruction.)</p> <p>Teachers in grades K-5 will participate in PD after school (in-house PD in writing.)</p> <p>Teachers in grades K-5 will participate in common planning to develop deliberate lesson plans and authentic assessments.</p> <p>Teachers in grades 3-5 will continue to participate in curriculum team meetings to develop deliberate lesson plans and authentic assessments.</p> <p>Students in grades K-5 will apply and effectively demonstrate the knowledge and application of general standard 20.</p>	<p>Departmentalized instruction continued in SY11-12.</p> <p>Ingalls framed ELA instruction using the “Great Eight Template.” (e.g. Focus Skill, Focus Strategy, Vocabulary, Writing, Theme, Genre, Grammar/Phonics, Assessment).</p> <p>School-wide gradual release of responsibility instructional model continued to be implemented.</p> <p>Use of faculty meetings for teacher presentations of authentic assessments.</p> <p>Use of curriculum team meetings to continue developing deliberate lesson plans with a focus on assessment.</p> <p>MCAS was the model for creating authentic assessments using an ELA lens for assessing Social Studies and Science standards.</p> <p>Lesson planning, student work samples, and classroom assessment binders provided evidence of implementation.</p> <p>Common planning was facilitated during SY11-12 and focused on deliberate lesson planning and development of assessments.</p> <p>Three CIT’s and one ESL Teacher provided support for classroom teachers with the implementation of strategies listed.</p> <p>In-house PD was provided for teachers in grades K-5 to address strategies for teaching small group instruction.</p> <p>Professional development was provided in Six Traits Writing, to support the initial phase of implementation.</p> <p>A re-focus on vocabulary and grammar instruction.</p> <p>Afterschool ELA program for students in grades 3-4.</p>

Measurable Goals	Strategies	Implementation Status/Results
<p>2. To make AYP in Math.</p>	<p>Teachers will continue to participate in common planning time and monthly curriculum team meetings to develop deliberate lesson plans and summative assessments.</p> <p>Teachers in grades K-5 will use daily formative assessments to implement tiered intervention for specific re-teaching of standards previously taught.</p> <p>Teachers will implement engaging activities to ensure student mastery of vocabulary.</p> <p>Teachers will use math open response journals in grades K-5 and summative assessments to provide feedback to re-teach and to re-assess.</p> <p>Students will apply and effectively demonstrate the use of strategies for problem solving and basic math computation skills in all five strands.</p>	<p>Departmentalized instruction continued in SY11-12.</p> <p>School-wide gradual release of responsibility instructional model continued to be implemented.</p> <p>Use of faculty meetings for teacher presentations of authentic assessments.</p> <p>Use of curriculum team meetings to continue developing deliberate lesson plans with a focus on assessment.</p> <p>MCAS was the model for creating authentic assessments.</p> <p>Lesson planning, student work samples, and classroom assessment binders provided evidence of implementation.</p> <p>Common planning was facilitated during SY11-12 and focused on deliberate lesson planning and development of assessments.</p> <p>District math coach provided additional support as requested by principal or classroom teacher.</p> <p>Grades 3-5 continued implementing the RTI model.</p> <p>SEI students in grades 4-5 were integrated into the departmentalized math classrooms on a daily basis.</p> <p>Afterschool math program for students in grades 3-5.</p> <p>Use of district created math assessments in grades 3-5.</p>

SY 2012-2013 Ingalls 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 goals will be:

- **To make AYP in ELA**
- **To make AYP in Math**

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Ingalls made AYP in ELA and math in the aggregate and all subgroups. Ingalls met the target in participation and attendance for the aggregate and all subgroups in ELA and math. At the start of SY06-07, Ingalls restructured and departmentalized grades 3 -5 to support standards-based instruction levels in all content areas and continues to do so.

Data driven analysis reveals two overarching weaknesses in ELA: Students' ability to write for different audiences and purposes and students' ability to read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. Data indicates a weakness in students' ability to solve multi-step problems. They also lack basic math computation skills.

Student Learning Objectives

The action plan that follows outlines the student learning objectives that the entire staff will concentrate on for the following year.

- Students will be able to write opinion pieces, explanatory/informative texts, narratives, stories, poems, and scripts according to grade level expectations as cited by the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy.
- Students will be able to:
 - Use foundational skills to apply grade level phonics and access text.
 - Determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use.
 - Read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts.
- Students will be able to identify, use and apply problem solving strategies relating to all grade level standards.

Ingalls SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA.
Identified Student Weakness	Students' ability to write for different audiences and purposes.
Student Learning Objective	Students will be able to write opinion pieces, explanatory/informative texts, narratives, stories, poems, and scripts according to grade level expectations as cited by the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers in grades K – 5 will participate in collaborative Common Planning Time to enhance writing instruction aligned with the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy. Faculty meetings will be the venue to share best instructional practices in writing.	Monthly	Common Planning Time, Principal, CITs/Coaches, Subs, Trait Crates and Six Trait book bundles	Lesson plans and student work samples
Teachers in grades K-5 will participate in in-house PD after school for writing. Teachers in grades 3 – 5 will continue to participate in Curriculum Team Meetings to develop lesson plans in writing.	Monthly	Principal, Instructors, materials, and funding	Lesson plans, student work samples, and attendance

Ingalls SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA.
Identified Student Weakness	Students' ability to read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts.
Student Learning Objective	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use foundational skills to apply grade level phonics and access text. • Determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use. • Read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Ingalls teachers in grades K-5 will increase the amount of time dedicated to small group instruction within their grade level literacy block.</p> <p>Ingalls teachers in grades 3-5 will make a deliberate attempt to link ELA with content-based social studies and science instruction to create a comprehensive three-hour literacy block.</p>	Daily	<p>Texts aligned with the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy, Common Planning Time, Curriculum Team Meetings in grades 3-5, Principal, CITs/Coaches, Interventionists, Teachers, Subs, Funding for mentor texts and differentiated text sets to support small group instruction</p>	<p>Walk-throughs, lesson plans, student work samples, assessment binders, and personnel schedules</p>
<p>Teachers in grades K-5 will have the opportunity to participate in in-house PD to develop early literacy skills to use during small group instruction.</p>	Ongoing	<p>Principal, Instructors, materials, and funding</p>	<p>Classroom-based projects from participants and attendance</p>

Ingalls SY 2012/2013 School Improvement Plan

Goal	To make AYP in Math.
Identified Student Weakness	Students' ability to solve multi-step problems; basic math computation skills.
Student Learning Objective	Students will be able to identify, use, and apply problem solving strategies relating to all grade level standards.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will continue to participate in Common Planning Time and monthly curriculum meetings to develop deliberate lesson plans and assessments.	Monthly	Principal, District Math Coach, Common Planning Time, Curriculum Meeting Time, Subs, materials, funding	Lesson plans, teacher assessment binders, and walk-throughs
Teachers in grades K-5 will identify student weaknesses using daily formative assessments to drive instruction.	Daily	Formative assessments	Lesson plans, examples of student work, and walk-throughs
Teachers will implement the use of picture word walls for math vocabulary.	Ongoing	Appropriate grade level vocabulary	Lesson plans and walk-throughs
Teachers will use the Standards for Mathematical Practice to drive instruction.	Daily	2011 Massachusetts Curriculum Framework for Mathematics	Lesson plans, examples of student work, formative and summative assessments

Parent Involvement

Ingalls School implemented the following parent involvement activities:

- School Improvement Council
- Kindergarten Orientation
- Three Open Houses- Parent /Teacher conferences, Family Literacy Night and Ice Cream Social
- Fall Community Resource Fair
- School Programs: Veterans' Day, Winter Fantasy, Memorial Day, Blue and Gold Day, Moving-On Ceremonies, After School Sports Activities
- Monthly PTO Meetings/Guest Speakers
- Monthly Newsletters and Calendar from Principal
- Translated notices and availability of on-site Spanish Interpreter
- Connect ED
- School Fundraisers
- Lynn Community Health
- Dental Services – Forsythe
- The Food Project/ Farmer's Market on site that accepts WIC and Food Stamps
- LEHS/LCHS ROTC Program-Bilingual Students interpret at Open Houses and PTO Meetings
- Spring Clean-Up Day
- Spring TEAMS Breakfast
- DIBELS/MAZE Report Cards
- Progress Reports/Report Cards