

# **Lynn Woods Elementary School**

## **School Improvement Plan**

**May, 2011**

### **PIM Team Members**

**Ellen Fritz, Principal**

**Sue Hill, Special Education Teacher**

**Christine Kennedy, Teacher**

**Scott Staples, Teacher**

### **School Council**

**Ellen Fritz, Principal**

**Sue Hill, Special Education Teacher**

**Wendi Whitcomb-Parent**

**Shawna Hemenway-Parent**

### *Mission Statement*

*The Mission of The Lynn Woods School is to encourage high expectations for success through standards based instruction that allows for individual differences and learning styles. Our school promotes an environment that emphasizes effort, responsibility and pride in our accomplishments. We strive to encourage our students to become enthusiastic lifelong learners.*

## EXECUTIVE SUMMARY

### School Profile and Demographics

The Lynn Woods School is one of Lynn's smallest seventeen regular education elementary schools and has a student population of approximately 157 students. Demographically the student population is 5% African American, 4% Asian, 15% Hispanic, 1% Native American, 73% White, and 3% multi-race non-Hispanic. The student population is composed of 7% of students whose first language is not English, 3% who are Limited English Proficient, 38% who are low income, and 19% who receive services from the Special Education Department. The table below compares Lynn Woods's selected population statistics with those of the district and the state.

## Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Lynn Woods	157	5.1	3.8	14.6	1.3	72.6	2.5	7	2.5	38.2	18.5
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

### Background

The Lynn Woods School is a small, kindergarten through grade five-neighborhood school, settled on the edge of the Lynn Woods Reservation. We have two Language Delayed Classes, servicing Special Education students in grades two through five. There is a strong sense of family and community among the students, staff and parents. This is reflected immediately in the climate of the building. The educational vision at Lynn Woods is to create a learning environment where students can learn and grow in the most productive setting.

### NCLB Status

As reported in the 2011 AYP Report Card, the Lynn Woods School did not meet AYP targets in Math and ELA. The 2011 AYP data reports that Lynn Woods has a Composite Performance Index (CPI) of **77.8 in English Language Arts**. The **2011 Mathematics CPI is 74.7**. Currently, Lynn Woods School has an NCLB Accountability Status of **Improvement Year 1** with an Improvement Rating of **No Change** in Math. For ELA, the NCLB Accountability Status is **Corrective Action** with an Improvement Rating of **No Change**.

### MCAS Results

The following charts show the percentage of Lynn Woods students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for the past several years for the MCAS grade 4 math test, the grade 4 English language arts (ELA) test, and the grade 3 Reading test. It also includes the first years of scored MCAS for grades 3 and 5 Math, as well as grade 5 ELA.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		68	49	32	43	0	8
2003	NA		38	46	59	43	3	11
2004	NA		80	51	16	40	4	9
2005	NA		79	49	21	40	0	11
2006	27	10	50	30	23	47	0	13
2007	3	6	53	35	40	28	3	25
2008	0	6	36	33	50	41	14	20
2009	7	5	70	32	11	44	11	19
2010	0	7	54	38	42	43	4	13
2011	4	6	48	41	43	41	4	12

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	0	2	32	32	45	37	23	29
2007	10	12	40	35	37	28	13	25
2008	5	16	18	35	50	28	27	21
2009	11	9	67	35	7	30	15	26
2010	15	13	47	36	35	32	4	19
2011	4	8	48	47	35	31	13	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	0	1	36	33	57	49	7	16
2003	4	3	42	35	46	46	8	17
2004	6	3	43	36	51	47	0	13
2005	16	4	36	32	44	47	4	17
2006	9	4	43	35	43	46	4	15
2007	7	3	37	35	56	44	0	18
2008	6	3	36	26	48	49	9	22
2009	12	4	35	28	42	44	12	23
2010	0	2	45	29	45	50	10	20
2011	0	3	38	30	41	46	21	22

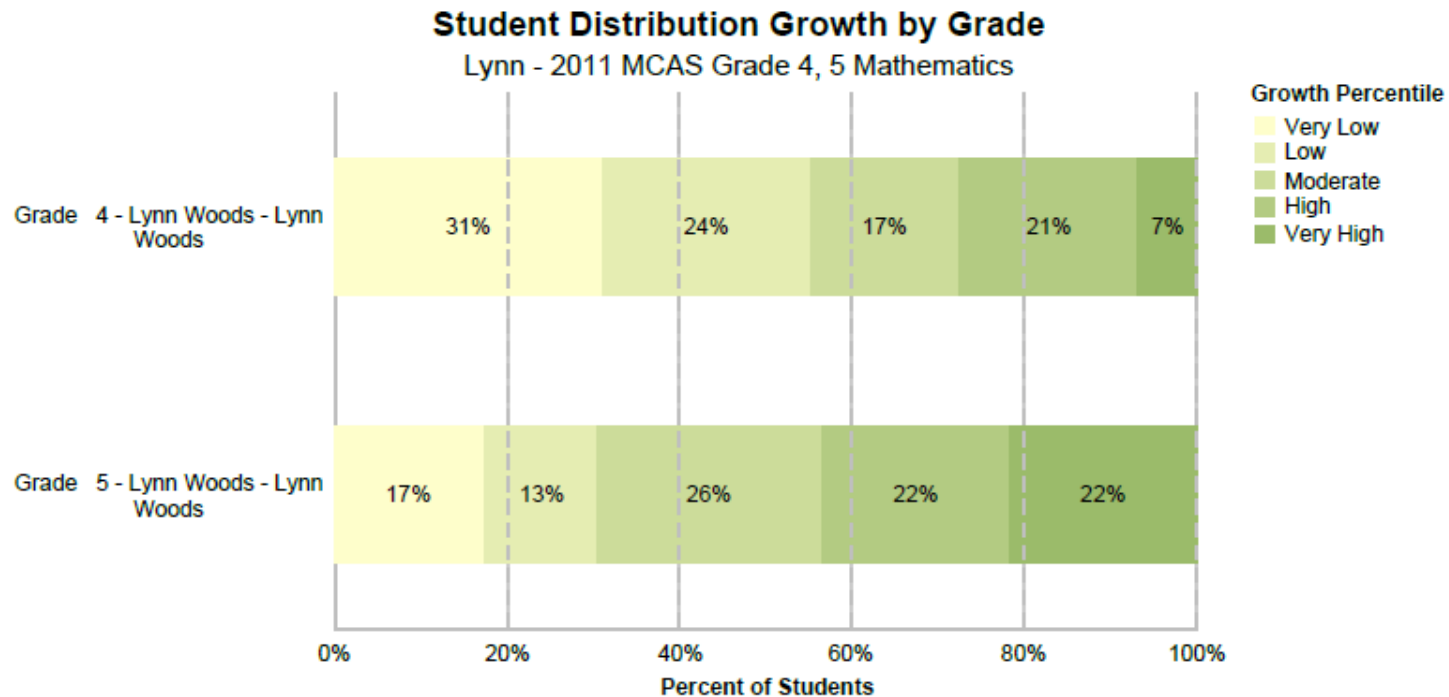
Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	4	5	25	19	50	46	21	31
2003	4	5	16	20	72	50	8	25
2004	9	6	40	22	49	54	3	18
2005	8	7	36	19	44	53	12	21
2006	9	8	13	19	74	52	4	20
2007	7	11	33	27	56	43	4	19
2008	6	10	15	24	67	44	12	22
2009	8	7	27	23	50	48	15	22
2010	3	9	21	26	52	48	24	17
2011	3	7	21	23	62	49	14	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	14	8	61	37	18	42	7	14
2007	8	6	52	46	36	35	4	12
2008	10	6	48	40	41	40	0	14
2009	12	6	53	36	26	40	9	18
2010	4	6	38	37	31	38	27	18
2011	4	7	56	44	15	34	26	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	21	9	25	23	36	35	18	33
2007	0	10	36	33	44	37	20	19
2008	0	13	24	25	62	37	14	25
2009	3	11	47	27	29	28	21	34
2010	0	12	31	24	31	37	38	27
2011	11	12	37	34	30	33	22	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.

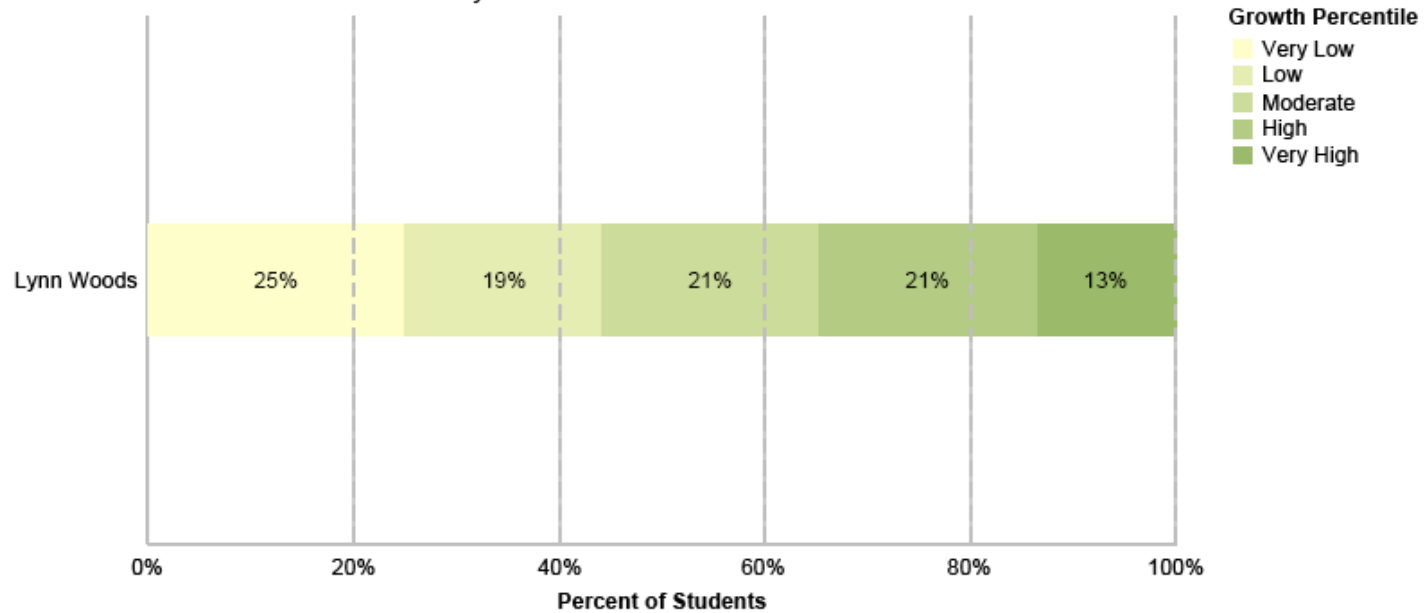


	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Lynn Woods - Lynn Woods	29	9	7	5	6	2	24%
Grade 5 - Lynn Woods - Lynn Woods	23	4	3	6	5	5	48%

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

**Student Growth Distribution by School**

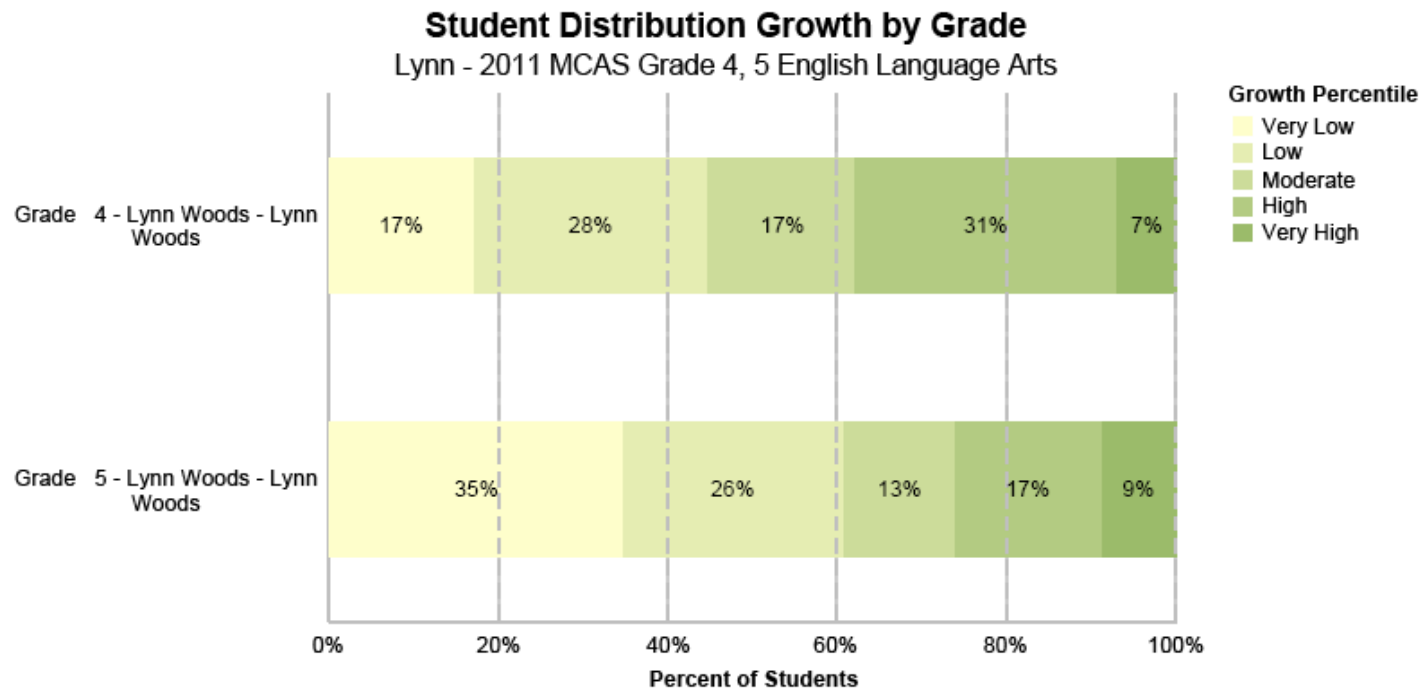
Lynn - 2011 MCAS All Grades Mathematics



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
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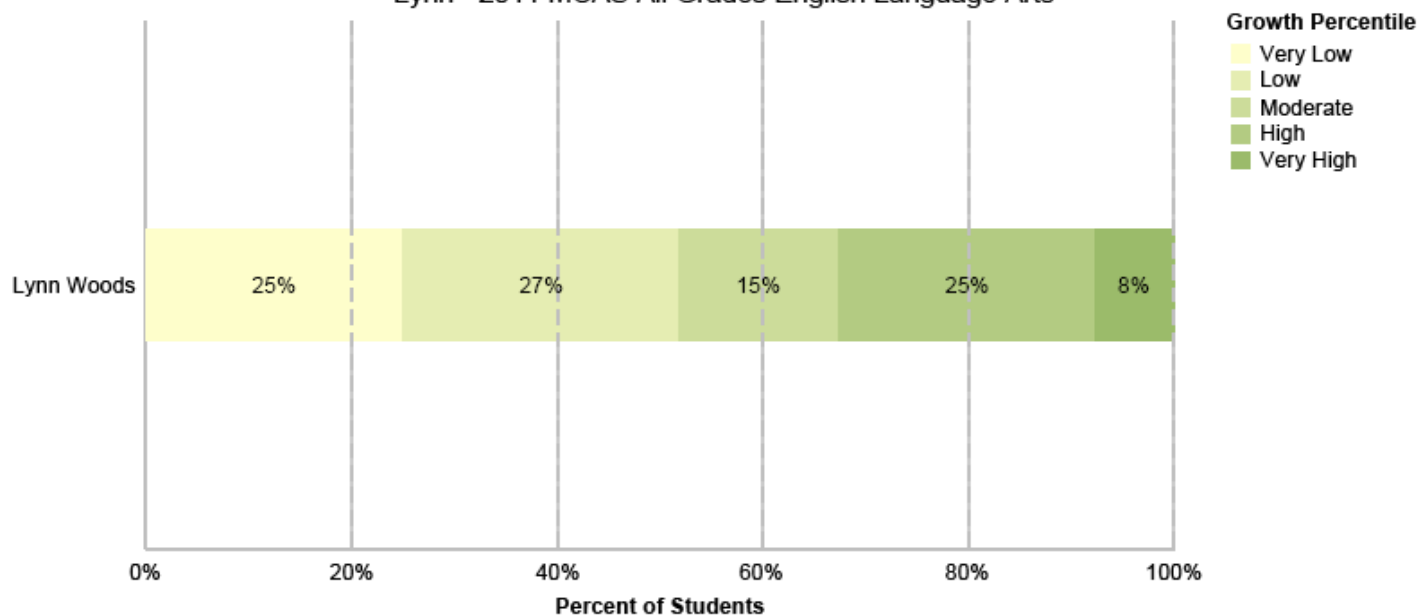
**District Growth Distribution**



N Students   Very Low   Low   Moderate   High   Very High   % Proficient or Higher



**Student Growth Distribution by School**  
 Lynn - 2011 MCAS All Grades 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
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### 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 Lynn Woods's students in each of the reporting categories-At Risk, Some Risk, Low Risk-for the fall, winter and spring of SY 2011-2012.

#### 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	100	0	0	68	16	16	67	21	12	77	4	19	80	12	8
	Winter	90	0	10	75	10	15	82	18	0	92	8	0	67	22	11
	Spring	75	25	0	90	10	0	68	27	5	81	15	4	74	11	15

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	95	5	0	32	42	26	68	18	14	69	23	8	60	28	12
	Winter	60	40	0	40	55	5	45	50	5	46	54	0			
	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	26	0	74	85	10	5	59	32	9	77	15	8	48	7	45
	Spring	85	10	0	95	0	5	64	36	0	100	0	0	74	11	15

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	86	9	5	71	29	0									
	Winter	NA						73	22	5	77	15	8	41	33	26
	Spring	NA						82	9	9	74	22	4	44	30	26

## 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
86	9	5	71	29	0	86	14	0	88	8	4	77	15	8
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
68	27	5	92	8	0	86	9	5	79	17	4	81	15	4
91	9	0	100	0	0	95	5	0	100	0	0	88	8	4
100	0	0	100	0	0	100	0	0	100	0	0	100	0	0

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
73	18	9	75	25	0	68	27	5	67	25	8	65	8	27
59	27	14	50	42	8	91	9	0	52	48	0	85	4	11
73	23	5	71	29	0	82	18	0	91	9	0	77	15	8

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														
73	18	9	67	29	4	82	18	0	96	4	0	85	7	8
77	9	14	71	25	4	86	14	0	86	14	0	85	7	8

## 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	73	13	13	47	25	28	69	27	4	91	9	0	75	21	4
	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	73	13	13	47	16	38	65	31	4	77	23	0	71	25	4
	Winter	69	12	19	64	8	28	73	8	19	91	9	0	88	12	0
	Spring	67	13	20	56	20	24	58	12	30	77	23	0	85	11	4

## 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				76	5	19	52	22	26	65	20	15	74	13	13
	Winter				57	9	35	56	11	33	62	15	23	68	16	16
	Spring				61	9	30	52	22	26	50	21	29	64	24	12

## Grade 4

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	59	7	34	33	23	44
	Winter	62	14	24	53	7	40
	Spring	55	14	31	52	10	38

## Grade 5

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	56	4	40	50	21	29
	Winter	54	12	34	61	7	32
	Spring	48	13	39	57	7	36

### Implementation Summary of 2011-2012 School Improvement Plan

The following chart gives the goals from Lynn Woods’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
<p><b>1. ELA: To Meet AYP</b></p>	Teachers across all grade levels will do daily read alouds using different genres.	Teachers consistently read to their students. The graph remains up-dated in front of the library.
	Teachers will regularly use a structure to provide students with ample process time when learning difficult concepts. Teachers will create and use a learning partners structure for students to work with partners to gain deeper understanding of text, make judgments, critique and interpret and have more conversations about the content.	We have seen increased use of cooperative strategies and as a result more student engagement.
	Teachers will use the <i>Think and Respond</i> at the end of each Trophies story or teacher designed comprehension questions.	Teachers have used the questions after each story in addition to open response questions. Many teachers have also begun to give feedback to increase the quality of answers.
	Teachers will instruct and provide opportunities to practice language conventions.	Teachers will continue to plan and implement a conventions lesson weekly
	Teachers will check for understanding more frequently using a variety of formative assessments. Professional Development on the power of formative assessment and monthly share sessions	We continue to have many grade level discussions around formative assessment. Each teacher was given tools, white boards and color coded cards, to support the implementation of formative assessment on a regular basis. It is working well thus far in helping us gauge student understanding.
	Teacher will model how to thoroughly answer Open Response Questions by citing evidence in the text with highlighter	We have seen improvement in the quality of student response since using open response questions with each chapter test. We have begun to issue specific feedback to students. Students are regularly and automatically locating and highlighting evidence located in the text.
	Study Island, Smart Board Lessons, Blogs. MCAS prep in computer lab	Grades 3, 4 & 5 have visited the computer regularly. It has been a great tool for us to adapt instruction and tap into another teacher style. We have used Symboloo to organize the various sites that we use regularly to focus the time together in the lab.
	ACE (answer, cite evidence, explain answer) acronym used across grade levels to remind students of the steps necessary to answer open response prompts	Teachers will continue to use this acronym as it serves as a successful reminder for many students. This strategy has not been internalized by all students yet.
	Small group reading intervention (tier II) for students not meeting benchmarks. ELA coach	Our tiered reading instruction had been working wonderfully. The DIBELS data and our Progress Monitoring data reflects growth for all students.

<b>Measurable Goals</b>	<b>Strategies</b>	<b>Implementation Status</b>
<b>2. MATH: To Meet AYP</b>	Teachers will model how to solve multistep directions involved in solving math problems and use release MCAS student samples to display quality work.	We will continue to select an open response question that matches the skills assessed on each topic test because we have seen an increased comfort level as well as increased levels of accuracy.
	Teachers will design a series of learning activities that target long term memorization of grade level facts—flash cards, drills, games, incentives, etc..	Teachers will continue to plan and implement a math facts activity weekly
	BUS (bracket, underline, show your work)) acronym used across grade levels to remind students of the steps necessary to answer math word problems.	We will continue to select an open response question that matches the skills assessed on each topic test because we have seen an increased comfort level as well as increased levels of accuracy.
	Teachers will coach students in effective test-taking strategies using supplemental materials such as MCAS release items.	Teachers used highlighters; students maintained notebooks, students worked toward making thinking visible. We will proceed with all of the above.
	Small group math intervention (tier II) for students not meeting benchmarks	Teachers will use formative data to identify students not meeting benchmarks.

## **Lynn Woods SY 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 goals have been revised to just one:

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

### **Data Analysis – Strengths and Weaknesses**

The 2011 AYP report (attached with NCLB Report Card) shows that the **Lynn Woods School** did not meet AYP in Mathematics or ELA. **Our Composite Performance Index (CPI) for ELA is currently 77.8. Our Mathematics CPI is 74.7.** The Lynn Woods Community recognizes the need to meet these targets, and continues to be a community where teachers work hard with students to set data driven goals. Our team was able to identify gaps in performance, as we did a close analysis of the data. We recognize the importance and value of examining data, setting goals and working toward those common goals.

#### **Weaknesses in ELA:**

According to our ELA data, open response questions cause our students the most difficulty.

#### **Weaknesses in math:**

According to our MATH data, open response questions cause our students the most difficulty.

### **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. Our team goal is to increase the number of students in the Proficient and Advanced category at all grade levels in ELA and Mathematics. It is important to note that many of these students are exceptionally close, in terms of points, to the proficient category. Our improvement goals were designed to increase the number of students in this scoring category, by helping students gain the necessary skills to project them into the proficient category. A goal we find very realistic.

Those objectives are:

**ELA:** Student will be able to identify the main idea, important details and narrative elements as a basis for understanding fiction and nonfiction as listed in the Common Core Standards.

- Students will be able to think, write and respond critically about the text.
- Students will be able to identify, analyze and apply knowledge of the structure and elements of non-fiction and provide evidence from the text to support their understanding.
- Students will be able to make inferences by analyzing text for critical details.

### **Strategies:**

Daily Read Alouds/Various Genres  
Mandatory Summer Reading  
Safety Net---Consistent Night Back  
Implementation of 7 Keys to Comprehension  
Alternative Assessment for certain individuals  
ACE acronym  
Use of Technology (Lab, Smart boards, Study Island, Blogs)  
Consistent use of open response questions related to classroom objectives  
Reference Sheets  
Parent Communication  
Small group testing for some individuals



**MATH:**

- Students will be able to solve number sense math problems with confidence, ease and accuracy.
- Students will be able to mentally access grade level facts with ease in order to complete both basic and more complicated math concepts.
- Students will be able to apply, understand and select one of several appropriate strategies necessary to solve math problems. Students will attend to all parts of the problem in order to be considered complete.

Implementation of Calendar Math  
Safety Net---Consistent Night Back  
Maintain Math Notebooks  
Increased Math Block  
Implement Acronyms to aid student memory  
Math Coach to assist in realigning to the Common Core Standards  
Consistent use of open response questions related to classroom objectives  
Use of Technology (Lab, Smart boards, Study Island, Blogs)  
Alternative Assessment for certain individuals  
Reference Sheets  
Parent Communication  
Small group testing for some individuals

**MATH**  
**Lynn Woods SY 2012/2013 School Improvement Plan**

Goal	To meet AYP
Identified Student Weakness	Open Response
Student Learning Objective	Students will be able to completely answer open response prompts by showing or explaining all math work.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Calendar Math: All classroom teachers will use Calendar Math daily to generate discussion around math.	Daily Sept 2012-June 2013	Calendar Math Program	Observations
Safety Net –Consistent Night Back Each teacher will stay one day per week after school for an hour for students who need extra help. Students who are identified for intervention/remediation will be required to stay one day per week for an hour for extra help.	One night per week Sept 2012-June 2013	Intervention materials that support the classroom lessons/standards	Weekly attendance Student Work samples
Math Notebooks: Teachers in grade 3, 4 & 5 will require students to take notes during instruction. This will serve as an instructional attention tool, and provide them a resource to support homework.	Daily	Notebooks	Periodic observation of student notebooks
BUS: All students will be required to use BUS on all open response questions as a tool to support making thinking visible. B:Bracket the important information U:Underline the question S:Show all your work	Regularly		Observations and student application
Alternative Assessment for certain individuals	On going data collection		
Use of Technology (Lab, Smart boards, Study Island, Blogs) All classrooms will visit the computer lab at least once a week to use technology to support classroom lessons.			

**Reading  
Lynn Woods SY 2012/2013 School Improvement Plan**

Goal	To meet AYP
Identified Student Weakness	Open Response Questions
Student Learning Objective	Students will be able to complete open response prompts including details and citing evidence from the text.

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Daily Read Aloud/various genres. Teachers will be required to read aloud to students daily from various genres.	Year-Round, Daily	Quality Literature	Genre Graph
Reading Teacher will provide small group instruction, tier II, in grades 1-5.	2-3X per week	Reading Teacher	Student work samples, observations, discussions
Mandatory Summer Reading	Summer		
Safety Net-Consistent Night Back Each teacher will stay one day per week after school for an hour with students who need extra help.	One night per week Sept 2011-June 2012	Intervention materials that support the classroom lessons/standards	Weekly attendance Student Work Samples
7 Keys to Comprehension Grades 4 & 5: All 7 strategies will be explicitly taught in September and then application of the skills will be expected all year.	September 2011-2012	Teacher Made Materials	Student work samples, observations, discussions
Alternative Assessment for certain individuals	On going data collection		
MCAS ELA release Questions 3-5 and FAST-R. Teachers will use the released questions as a tool to help student prepare answering complex questions. Students will be given feedback so they can improve their current performance.	Year Round	MCAS Questions	Student work samples, observation, conversations, application of skills—score samples using OR 1-4

### **Parent Involvement/Community Builders**

The Lynn Woods School is one of Lynn's smaller elementary schools. It is a neighborhood school that is largely characterized by family involvement. We are fortunate to have parents who play an integral part of the daily sense of community. Listed below are a few of the family activities at the Lynn Woods.

- 100 days Projects K-2
- After School Program
- Box Tops for Education
- Boy's & Girl's Basketball Team
- Annual Family Math or Science Night
- Drama Club
- Family Dances
- Field Day
- Holiday Fair
- Holiday Song Night
- Ice Cream Social
- Top Secret Science
- Item Santa Collections
- Food Drive
- Museum Of Science
- Nature's Classroom
- Parent Operated Library
- Plays
- School Spirit Day
- Spring Sing
- Talent Show
- Connect Ed Communication
- Healthy Snack Campaign
- Southwick Traveling Zoo
- GE Partnership
- DCR Ranger Program
- Saugus Watershed
- Northeast Animal Shelter Fundraiser
- Moving on Celebrations K,5