

## **Cobbet Elementary School**

### **School Improvement Plan 2013-2014**

#### **PIM Team Members**

**Dr. Brian Fay, Principal**  
**Tim Burt, Program Specialist**  
**Geoffrey King, CIT**  
**Sarah McIsaac, CIT**  
**Peter Viselli, CIT**  
**Alyson Serwacki, Grade 3 Teacher**  
**Amanda Gullage, Reading Specialist**  
**Sean Morris, 3<sup>rd</sup> Grade Teacher**  
**Lisa Jaime, 4<sup>th</sup> Grade Teacher**

#### **School Council Members**

**Dr. Brian Fay, Principal**  
**Tim Burt, Program Specialist**  
**Geoffrey King, CIT**  
**Sarah McIsaac, CIT**  
**Peter Viselli, CIT**  
**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 607 students. Demographically, the student population is 13% African American, 11% Asian, 66% Hispanic, 1% Native American, 7% White, and 2% Multi-Race, Non-Hispanic.

### Enrollment Data 2012-2013

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Cobbet	607	12.7	11.4	65.9	0.7	7.4	2.0	72.7	39	91.6	10.7	96.5
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

The student population is composed of 73% of students whose first language is not English, 39% who are Limited English Proficient, 92% who are low income, and 11% who receive services from the Special Education Department. The Cobbet Elementary School is a Title I school.

### Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

**PPI Indicators (all students)**

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	67.1	69.8	59	0	Declined	0	0
Math	66.2	69	60.1	0	Declined	25	0
Science	58.6	62.1	53.7	0	Declined	25	0

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	37	25.5	0	Below Target
Math	51	43	22	0	Below Target

<b>Accountability and Assistance Level- Level 3</b>
<b>Cumulative PPI (all students)- 40</b>

## MCAS Results

The following charts show the percentage for the past eleven years of Cobbet's students in each of the reporting categories: Advanced, Proficient, Needs Improvement, and Warning, for the MCAS grades three, four, and five English Language Arts (ELA) and Math tests.

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
2012	3	6	23	35	57	45	17	14

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
2012	17	13	31	33	35	35	16	19

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
2012	0	4	13	34	36	40	51	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
2012	2	6	14	30	43	47	40	17

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
2012	3	9	24	39	52	34	21	18

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
2012	2	13	22	28	26	33	50	26

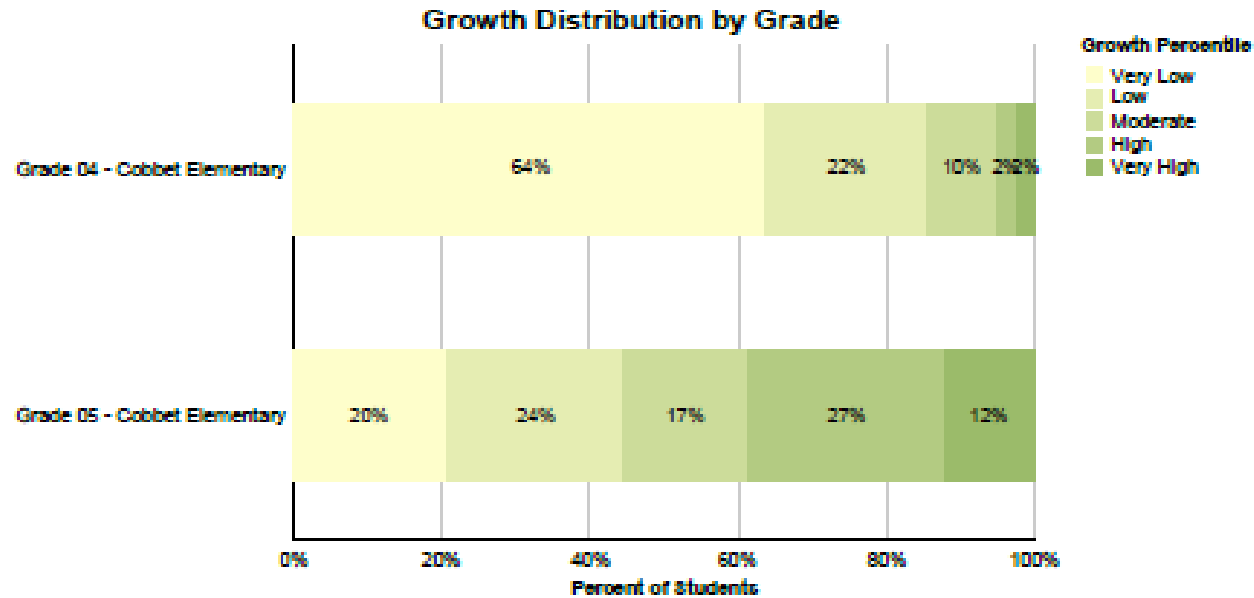
### Student Growth Percentile by School and Grade

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.



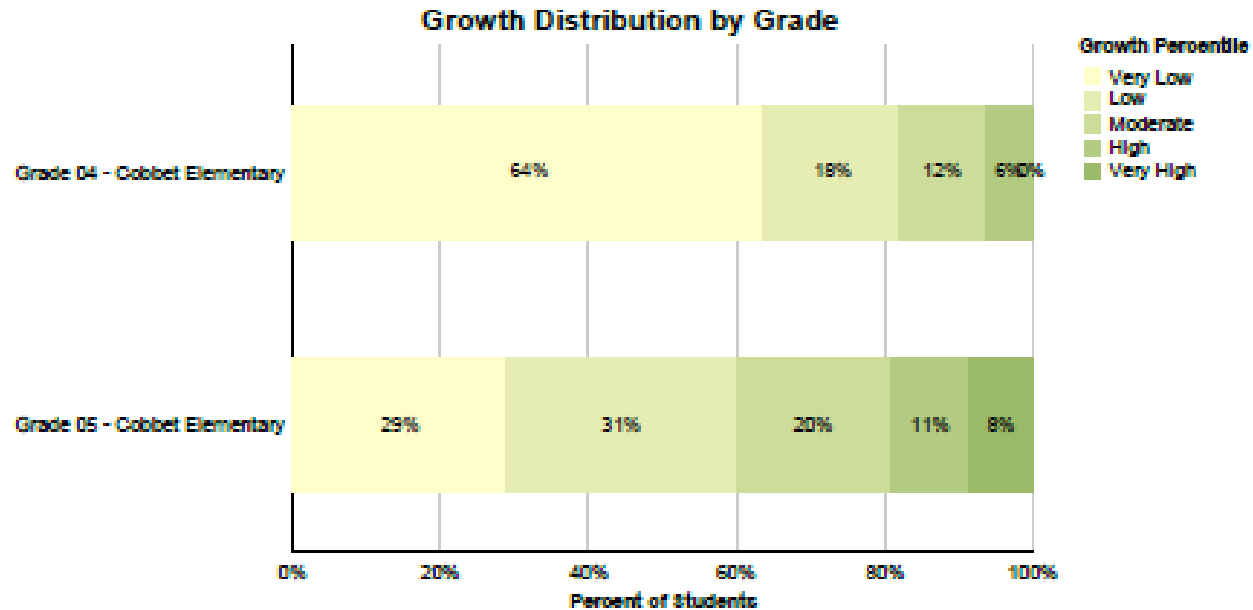
#### Spring 2012 MCAS School Growth Distribution English Language Arts

District: Lynn  
Subject: English Language Arts



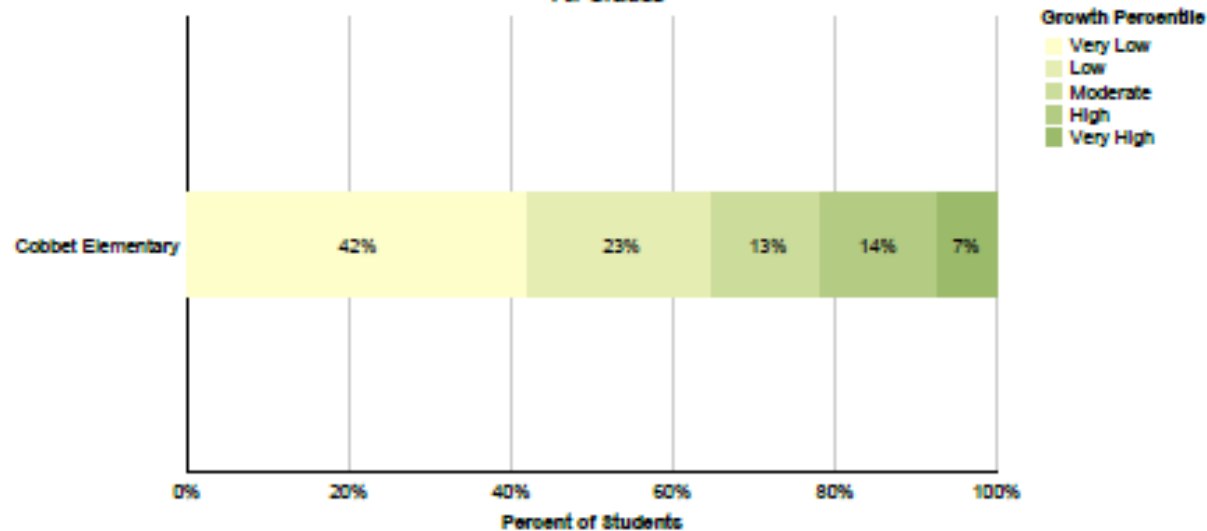
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Cobbet Elementary	53	18	8	2	2	12.0	83	13	90
Grade 05 - Cobbet Elementary	17	20	14	22	10	48.0	83	27	89



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Cobbet Elementary	53	15	10	5	0	10.0	83	17	90
Grade 05 - Cobbet Elementary	24	26	17	9	7	36.0	83	24	88

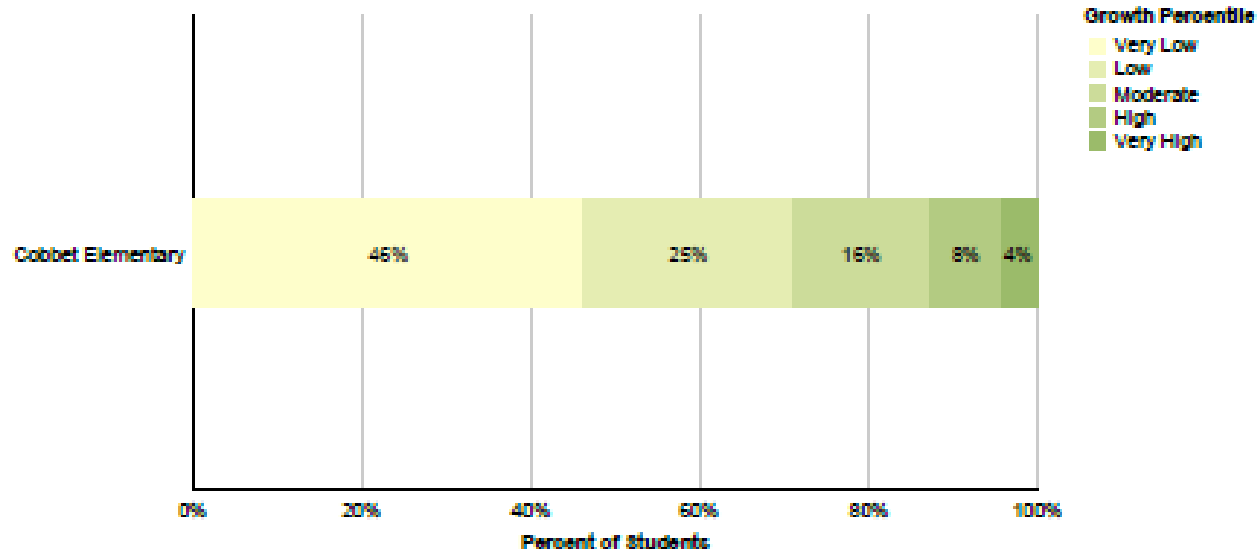
**Growth Distribution by School**  
 All Grades



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Cobbet Elementary	70	38	22	24	12	25.5	166	22	272



**Growth Distribution by School**  
**All Grades**



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Cobbet Elementary	77	41	27	14	7	22.0	166	30	271

### 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 grades three, four, and five. The following charts show the percentage of students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2007-2008, 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

#### KINDERGARTEN

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Letter Naming Fluency	Fall	21	6	74	47	8	45	39	15	46	38	13	49	49	21	29
	Winter	49	25	26	53	17	30	69	13	18	62	17	21	74	15	11
	Spring	47	23	30	53	23	23	74	17	9	62	14	24	79	11	10
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Initial Sound Fluency	Fall	6	15	79	24	19	57	24	22	54	21	25	54	20	5	75
	Winter	13	55	33	14	48	37	30	47	23				59	16	25
	Spring															
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall															
	Winter	27	20	49	16	46	38	42	35	23	35	24	41	37	32	31
	Spring	35	38	27	23	53	23	74	21	5	50	9	41	50	14	36
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Words Fluency	Fall															
	Winter	52	16	31	58	8	34	67	17	16	42	20	38	58	20	22
	Spring	53	17	30	50	21	29	76	19	5	57	19	24	56	30	14

**GRADE 1**

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Letter	Fall	35	28	38	47	27	26	52	25	23	66	16	18	45	26	29
Naming	Winter															
Fluency	Spring															
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme	Fall	22	27	51	22	39	38	19	44	37	37	29	34	40	27	33
Segmentation	Winter	52	35	13	50	42	8	52	35	12	74	16	10	72	15	13
Fluency	Spring	71	25	4	76	17	7	70	26	4	86	9	5	80	12	8
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense	Fall	29	19	51	48	23	29	44	26	30	51	21	28	42	24	34
Word	Winter	32	35	34	36	45	19	44	29	27	59	17	24	52	18	30
Fluency	Spring	61	28	10	63	23	14	66	21	13	64	7	29	55	14	31
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading	Fall															
(Oral Reading	Winter	28	35	37	35	36	29	34	35	31	49	30	21	47	26	27
Fluency)	Spring	39	23	39	38	30	31	41	29	30	55	27	18	54	17	29

**GRADE 2**

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Word Fluency	Fall	58	27	15	62	27	11	68	24	8	64	19	17	70	18	12
	Winter															
	Spring															
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
CBM Reading (Oral Reading Fluency)	Fall	33	32	36	49	26	26	42	29	29	51	25	24	58	24	18
	Winter	43	16	41	52	21	27	51	21	28	57	15	28	64	18	18
	Spring	40	25	35	57	20	23	42	30	28	50	20	30	59	20	21

**GRADE 3**

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	47	29	24	45	29	26	51	32	17	42	39	19	52	31	17
	Winter	56	20	24	45	29	26	52	29	19	44	36	20	45	33	22
	Spring	46	29	25	48	34	18	45	33	22	42	39	19	41	44	15

**GRADE 4**

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	44	14	42	45	22	33	37	30	33
	Winter	36	27	37	49	29	22	39	36	25
	Spring	43	27	30	42	34	24	35	35	30

**GRADE 5**

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	61	22	17	51	24	25	49	25	26
	Winter	54	24	22	56	21	23	59	17	24
	Spring	55	19	26	44	35	21	53	19	28

## Implementation Summary of 2012-2013 School Improvement Plan

The following chart gives the goals from Cobbet’s SY 2012-2013 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
<b>1. To make AYP in English Language Arts for the aggregate and all subgroups</b>	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 2012- 2013 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 2012- 2013 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.
<b>2. To make AYP in Mathematics for the aggregate and all subgroups</b>	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 2013-2014 School Improvement Plan**

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

Therefore, the goal for this School Year 2013-2014 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**

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

The 2012 PPI report (attached with NCLB Report Card) shows that Cobbet Elementary School's CPI decreased by 6.1 points with a Proficiency Gap Narrowing rating of Declined. The CPI in the ELA aggregate decreased 8.1 points with a Proficiency Gap Narrowing rating of Declined. The Accountability and Assistance Level for Cobbet is Level 3.

In school year 2013-2014, 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.

## **Cobbet Elementary 2013-2014 School Improvement Plan**

### **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

### **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 2013-2014. 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 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	<ul style="list-style-type: none"> <li>Students' inability to read on grade level prevents access to the curriculum.</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>Students will use word attack skills to decode words</li> <li>Students will be able to read fluently with increased accuracy</li> <li>Students will be able to use Tier I, II, III vocabulary, both orally and in written form</li> <li>Students will be able to comprehend a variety of text</li> </ul>

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 2013-2014	<ul style="list-style-type: none"> <li>District based binders</li> <li>Trophies</li> <li>ERI, Foundations, Lively Letters, My Sidewalks</li> <li>Phonics manipulatives (i.e. Elkonin boxes, magnetic letters)</li> <li><i>Phonics program for Grades 4 &amp; 5</i></li> <li><i>Smartboard Software</i></li> <li>Common Planning time</li> <li><i>Additional Grade Level CIT/Reading coach/interventionists</i></li> <li><i>Continued Relationship with Ideal Consulting</i></li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans templates include explicit phonics instruction.</li> <li>Student samples of phonics instruction reviewed during CPT</li> <li>Walk through tools</li> <li>DIBELS results</li> </ul>



Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will provide daily guidance and practice opportunities for students to increase fluency with increased accuracy during small group and whole group instruction.	SY 2013-2014	<ul style="list-style-type: none"> <li>• Partner and Silent reading opportunities</li> <li>• Specific Drill Text (Ex Rasinski, Fischer)</li> <li>• Fluency Timers for student use.</li> <li>• Trophies</li> <li>• Classroom Libraries that include, but not limited to High Interest/Low Vocab books, Leveled books, trade books, periodicals</li> <li>• Book cases, browsing boxes, take-home bags</li> <li>• Smartboard Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include opportunities for teacher modeling and student practice</li> <li>• DIBELS Benchmarks progress monitoring</li> <li>• MAZE test</li> <li>• District ELA benchmark assessments</li> <li>• Walk through tools</li> <li>•</li> </ul>
Teachers will utilize research-based methodology to improve student's use of Tier I, II, III vocabulary, both orally and in written form.	SY 2013-2014	<ul style="list-style-type: none"> <li>• Continued Training for faculty in Tiered Vocabulary Instruction.</li> <li>• Resources/ texts on vocabulary development (I. Beck Model) for staff professional development</li> <li>• “Click and Clunk” Strategy for utilizing context clues.</li> <li>• Use of “embedded” and “targeted” vocabulary instruction.</li> <li>• Personal Dictionaries for students</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include explicit vocabulary instruction</li> <li>• Word wall that include Tier I, II, &amp; III vocabulary</li> <li>• Student samples of vocabulary activities reviewed during CPT</li> <li>• Walk through tools</li> <li>•</li> </ul>

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will utilize a variety of text, activities, and strategies to maximize student reading comprehension.	SY 2013-2014	<ul style="list-style-type: none"> <li>• Trophies</li> <li>• My Sidewalks</li> <li>• Classroom Libraries that include, but not limited to High Interest/Low Vocab books, Leveled books, trade books, periodicals</li> <li>• 7 Keys to Comprehension (Zimmerman and Hutchins)</li> <li>• Elements of Reading</li> <li>• Graphic Organizers</li> <li>• Activators/Summarizers</li> <li>• <i>Anchor Reading Program</i></li> <li>• Reciprocal Teaching (Soar to Success)</li> <li>• Effective questioning techniques</li> <li>• Continued Training and Discussion of reading comprehension strategies at CPT and Faculty Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include explicit reading comprehension instruction</li> <li>• Student samples of comprehension activities reviewed during CPT</li> <li>• MAZE Test</li> <li>• District Benchmark Testing</li> <li>• Samples of Student Writing in response to Text</li> <li>• Walk through tools</li> </ul>

## Cobbet Elementary School SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Students' lack of reading stamina interferes with their ability to read and comprehend lengthy text.</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Students will be able to comprehend a variety of text, increasing in length and difficulty.</li> </ul>

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 2013-2014	<ul style="list-style-type: none"> <li>• Trophies</li> <li>• Partner and Silent reading opportunities</li> <li>• Classroom Libraries that include, but not limited to High Interest/Low Vocab books, Leveled books, trade books, periodicals</li> <li>• Book cases, browsing boxes, take-home bags</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include opportunities for teacher modeling and student practice</li> <li>• Teacher Observation</li> <li>• Progress Monitoring</li> <li>• Walk through tools</li> <li>• District Benchmark Testing</li> </ul>

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Identified Student Weakness	<ul style="list-style-type: none"> <li>• Students' inability to accurately and thoroughly answer open response questions</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Students will be able to accurately and completely answer open response prompts</li> </ul>

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 2013-2014	<ul style="list-style-type: none"> <li>• Materials for Grammar Instruction (i.e. Daily Oral Language)</li> <li>• Writing Prompts from Trophies and Binders</li> <li>• Journals</li> <li>• Previously released MCAS Writing Prompts</li> <li>• Graphic Organizers</li> <li>• Rubrics</li> <li>• Highlighters and Post It notes to extract details.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include explicit writing and grammar instruction</li> <li>• Walk through tools</li> <li>• District Benchmark Testing</li> <li>• Writing Folders</li> <li>• Journal</li> <li>• Samples of Student Writing reviewed at CPT</li> <li>•</li> </ul>
Teachers will model analysis of a writing prompts and it's key components		<ul style="list-style-type: none"> <li>• Writing Prompts from Trophies and Binders</li> <li>• Journals</li> <li>• Previously released MCAS Writing Prompts</li> <li>• Graphic Organizers</li> <li>• Rubrics</li> <li>• Highlighters and Post It notes to extract details.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include explicit writing instruction</li> <li>• Walk through tools</li> <li>• Writing Folders</li> <li>• Journal</li> <li>• Samples of Student Writing reviewed at CPT</li> </ul>

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Identified Student Weakness	<ul style="list-style-type: none"> <li>• Students' inability to read on grade level makes it difficult to comprehend and solve math problems                             <ul style="list-style-type: none"> <li>○ Reading for detail in Mathematical text</li> <li>○ Comprehension of Content Vocabulary and Mathematical Language</li> </ul> </li> <li>• Students' inability to accurately and thoroughly answering Multi-Step Open Response Questions</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Students will be able to comprehend and solve multi-step word problems</li> </ul>

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 2013-2014	<ul style="list-style-type: none"> <li>• Houghton Mifflin</li> <li>• 7 Keys to Comprehension (Zimmerman and Hutchins)</li> <li>• Graphic Organizers</li> <li>• Activators/Summarizers</li> <li>• Effective questioning techniques</li> <li>• Continued Training and Discussion of reading comprehension strategies at CPT and Faculty Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include explicit reading comprehension instruction</li> <li>• Student samples of comprehension activities reviewed during CPT</li> <li>• District Benchmark Testing</li> <li>• Samples of Student Writing in response to Text</li> <li>• Walk through tools</li> </ul>

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will utilize research-based methodology to improve student's use of Tier I, II, III vocabulary, both orally and in written form.	SY 2013-2014	<ul style="list-style-type: none"> <li>• Continued Training for faculty in Tiered Vocabulary Instruction.</li> <li>• Resources/ texts on vocabulary development (I. Beck Model) for staff professional development</li> <li>• Word walls with Content Vocabulary</li> <li>• Use of “embedded” and “targeted” vocabulary instruction.</li> <li>• Calendar Math</li> <li>• Math Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include explicit vocabulary instruction from both HMM and Calendar Math</li> <li>• Word wall that include Tier I, II, &amp; III vocabulary</li> <li>• Math Journals</li> <li>• Student samples of vocabulary activities reviewed during CPT</li> <li>• Walk through tools</li> </ul>

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Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Students' inability to accurately and thoroughly answering Multi-step Open Response Questions</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Students will be able to accurately and thoroughly answering Multi Step Open Response Questions</li> </ul>

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 2013-2014	<ul style="list-style-type: none"> <li>• Posters for 4 Part Problem Solving Process</li> <li>• Posters for multi-step problem solving strategies</li> <li>• Rubrics and Exemplars</li> <li>• Math Manipulatives</li> <li>• Additional resources for math writing.</li> <li>• Smartboard Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include explicit problem solving strategies instruction</li> <li>• Evidence of 4 step process</li> <li>• Lists of strategies useful in math</li> <li>• Displaying of classroom posters for problem solving</li> <li>• District Assessments</li> </ul>
Teachers will model analysis of a mathematical open response prompt and it's key components	SY 2013-2014	<ul style="list-style-type: none"> <li>• Writing Prompts from Houghton Mifflin</li> <li>• Journals</li> <li>• Previously released MCAS Open Response Prompts</li> <li>• Graphic Organizers</li> <li>• Rubrics</li> <li>• Highlighters and Post It notes to extract details.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans templates include explicit writing instruction</li> <li>• Walk through tools</li> <li>• District Assessments</li> <li>• Writing Folders</li> <li>• Journal</li> <li>• Samples of Student Writing reviewed at CPT</li> </ul>

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Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	<ul style="list-style-type: none"> <li>Students' are not automatically recalling Basic Math Facts</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>Students will be able to use computation strategies /techniques to automatically recall basic math facts.</li> </ul>

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 2013-2014	<ul style="list-style-type: none"> <li>Student reference sheets</li> <li>Computer assisted reinforcement (i.e. Study Island, smartboard, etc.</li> <li>Adoption of math review program (Daily mathematics, math minutes, etc)</li> <li>Calendar math</li> <li>Flashcards for all students</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans templates include computation practice</li> <li>Calendar Math activities reflected/displayed in classroom</li> <li>Walkthrough Tools</li> <li>Charting/Graphing of Progress by the students</li> </ul>



## Cobbet Elementary 2013-2014 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