

Hood Elementary School
School Improvement Plan
May/June 2013

PIM Team Members

Gayle Dufour, Principal
Mary Jane Thielhelm, CIT and Reading Specialist
Danielle Desilets – Math CIT
Myriam Rosen, 3rd Grade Teacher
Robin Wolkiewicz, Special Education Teacher
Nicole Miserandino – 4th Grade Inclusion
Julie Solimini – 4th Grade Teacher
Sarah Rice – 5th Grade Teacher
Maria Zaklin – ESL Teacher
Annie Merritt – 5th Grade Teacher
Christine Hunkler – 3rd Grade Inclusion
Jennifer Hart – 3rd Grade Teacher
Helena Paputseanos- 2nd Grade Teacher

School Council Members

Gayle Dufour, Principal
Robin Wolkiewicz, Special Education Teacher
Mary Jane Thielhelm – ELA CIT
Susan Boyd – Reading Teacher
Christine Hunkler – 3rd Grade Teacher
Mr. Lessard – 3rd Grade Parent
Darlene Mulcahy – 3rd Grade Parent
Leanne McGuinness – K Parent
Dawn D-Parent

EXECUTIVE SUMMARY

School Profile and Demographics

The Hood Elementary School is the tenth largest of Lynn's eighteen elementary schools and has a student population of approximately 410 students. Demographically the student population is 11.7% Black, 9% Asian, 51.5% Hispanic, 0.02% Native American, 22.7% White and 4.9% Multi Race Non-Hispanic. Hood is a Title I school. The student population is composed of 47.1% of students whose first language is not English, 18.3% who are Limited English Proficient, 86.8% who are low income, and 14.1% 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 Data 2012-2013

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Hood	410	11.7	9	51.5	.02	22.7	4.9	47.1	18.3	86.8	14.1	89
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 Hood School has three All Day Kindergarten classes, four first grades, three second grades, three 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.

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	77.5	79.4	77.3	25	No Change	0	0
Math	74.2	76.4	74.1	25	No Change	25	0
Science	77.6	79.5	72.6	0	Declined	0	0

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	49.5	44	50	Below Target
Math	51	54	65	100	Above Target

Accountability and Assistance Level- Level 2
Cumulative PPI (all students)- 74

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
2012	5	6	47	35	39	45	10	14

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
2012	10	13	31	33	37	35	23	19

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
2012	2	4	34	34	46	40	18	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
2012	8	6	28	30	46	47	18	17

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
2012	9	9	36	39	30	34	25	18

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
2012	15	13	34	28	28	33	23	26

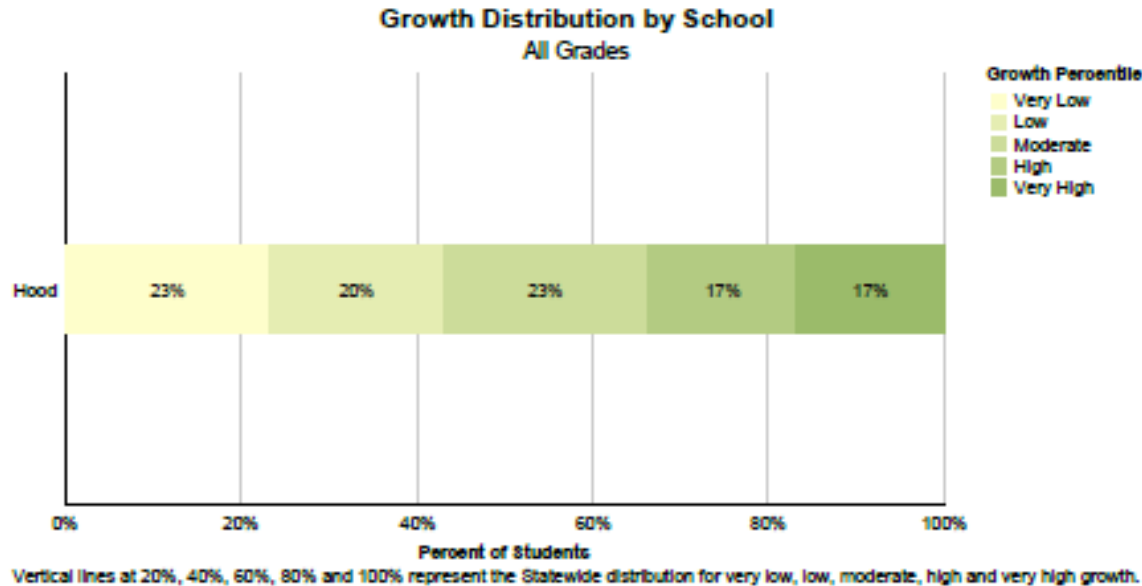
Student Growth Percentile by School and Grade

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.

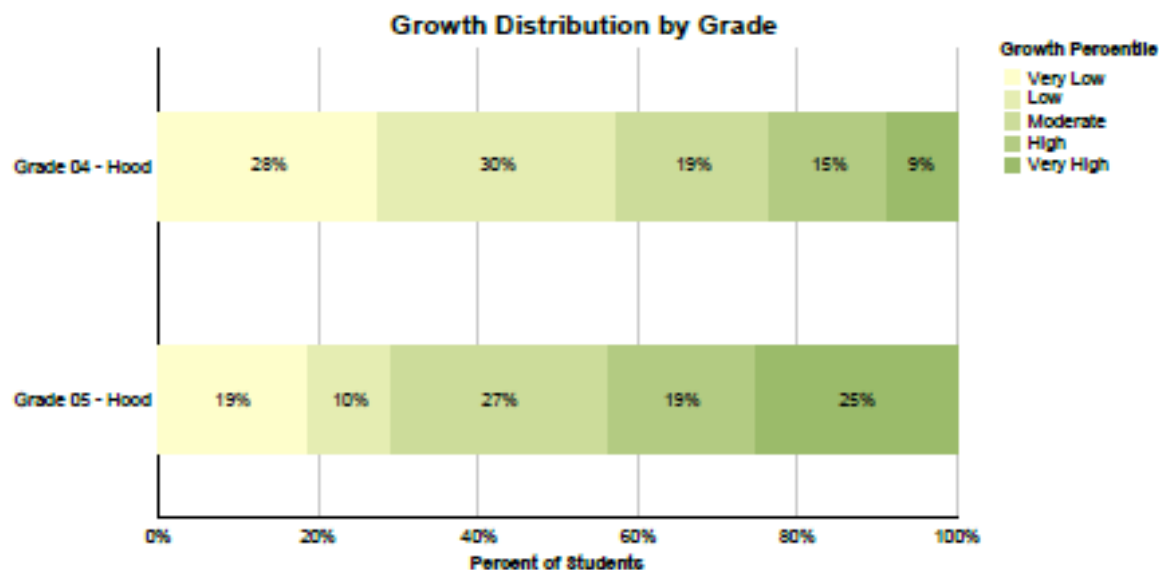


**Spring 2012 MCAS School Growth Distribution
English Language Arts**

District: Lynn
Subject: English Language Arts



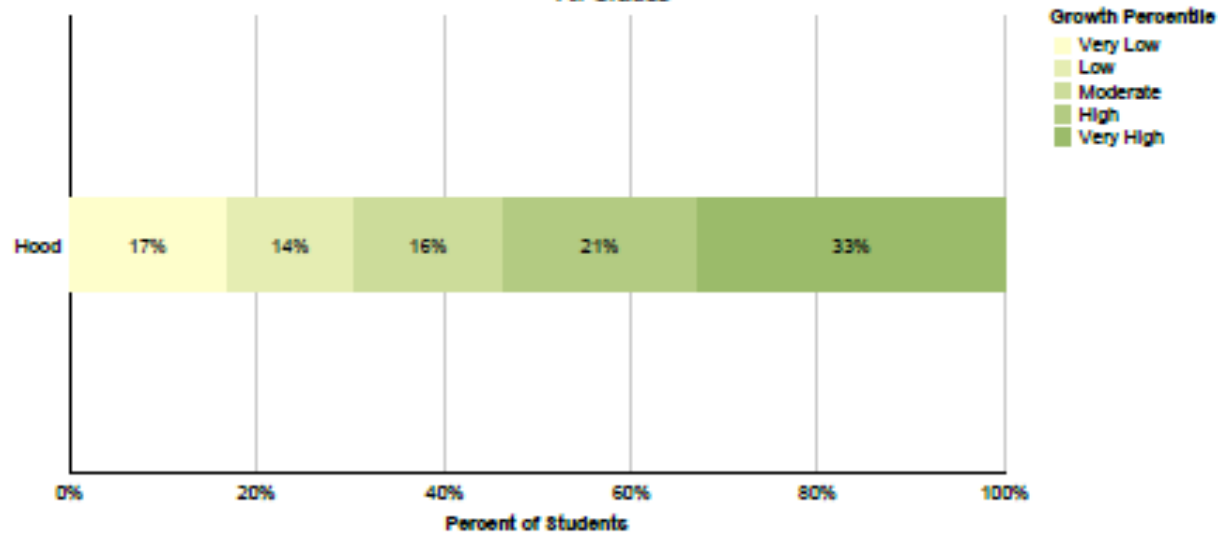
	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Hood	22	19	22	16	16	44.0	95	45	165



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

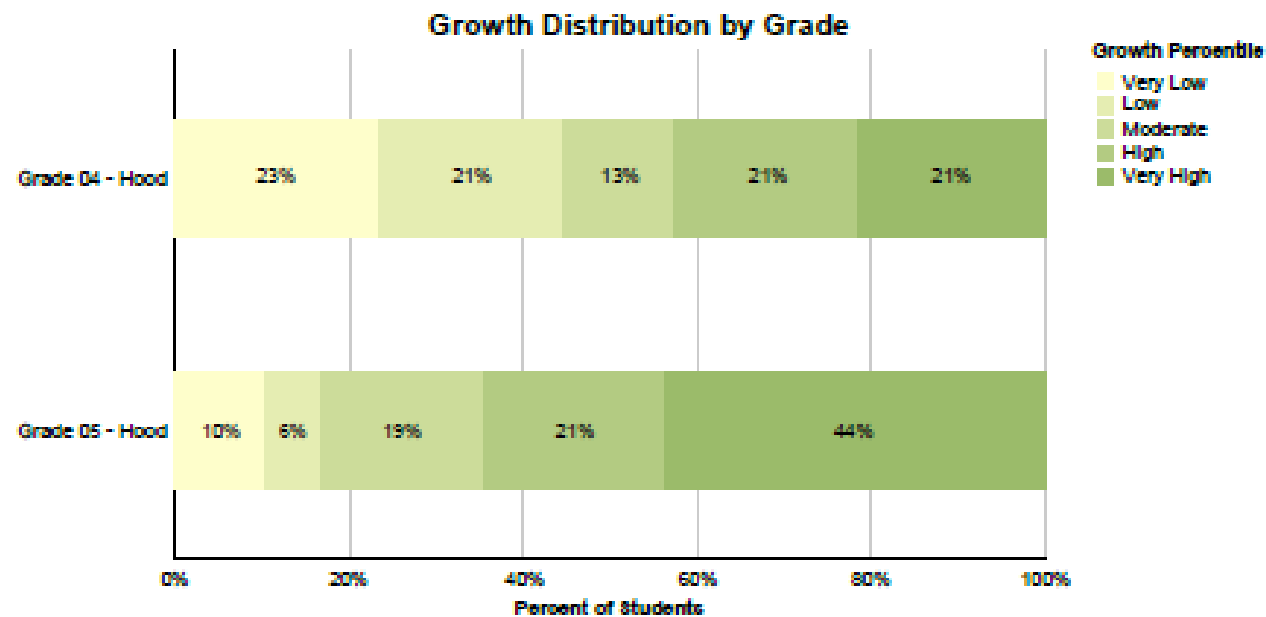
	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Hood	13	14	9	7	4	33.0	47	36	50
Grade 05 - Hood	9	5	13	9	12	54.0	48	45	53

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)
Hood	16	13	15	20	31	65.0	95	42	165



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 - Hood	11	10	6	10	10	51.0	47	36	50
Grade 05 - Hood	5	3	9	10	21	74.5	48	49	53

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.

Grade K

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	43	35	21	47	31	22	58	18	24	55	12	33	52	20	28
	Winter	69	10	21	57	22	21	79	12	9	75	12	13	78	11	11
	Spring	59	20	21	53	20	27	70	21	9	72	17	11	80	13	7

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	45	26	28	36	38	26	48	26	26	38	32	30	27	14	59
	Winter	23	64	13	21	58	21	31	51	18				65	18	17
	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	53	27	20	43	31	26	64	27	9	75	14	11	54	28	18
	Winter	71	22	7	45	32	23	88	10	2	82	12	6	84	10	6
	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
Nonsense Words Fluency	Fall	53	16	31	52	25	23	82	14	4	81	7	12	58	24	18
	Winter	61	25	14	57	25	18	83	12	6	80	15	5	72	24	4
	Spring															

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 Naming Fluency	Fall	52	23	25	64	25	11	67	24	9	70	17	13	72	21	7
	Winter															
	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	71	24	5	74	20	6	54	26	20	70	19	11	34	52	14
	Winter	95	5	0	85	11	4	93	5	2	96	4	0	99		1
	Spring	100	0	0	93	0	4	95	4	1	100	0	0	99		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
Nonsense Word Fluency	Fall	54	31	15	64	21	15	60	31	9	67	18	15	64	18	17
	Winter	42	47	10	49	33	18	51	34	15	76	11	13	96	8	6
	Spring	58	42	0	62	19	19	75	20	5	64	11	25	79	10	11

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															
	Winter	17	41	46	38	49	13	60	34	6	63	32	5	61	26	13
	Spring	51	32	17	45	39	16	62	28	10	69	14	17	65	19	16

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	69	28	3	58	25	17	66	19	15	71	20	9	65	17	18
	Winter															
	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
CBM Reading (Oral Reading Fluency)	Fall	69	23	8	59	21	20	51	38	11	60	31	9	64	17	19
	Winter	67	23	10	62	15	23	56	20	24	62	22	16	68	13	19
	Spring	61	25	14	43	26	31	46	16	38	57	24	19	51	30	19

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	59	27	14	60	30	10	48	26	26	52	28	20	58	33	9
	Winter	44	29	27	52	32	16	43	28	29	40	35	25	60	27	13
	Spring	34	43	23	51	32	17	37	34	29	44	34	22	51	41	8

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	58	21	21	43	20	37	58	23	19
	Winter	66	23	11	56	27	17	59	23	18
	Spring	63	26	11	54	21	25	57	23	20

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	46	19	35	65	21	14	54	23	23
	Winter	37	34	29	70	15	15	57	13	30
	Spring	58	20	22	67	18	15	51	22	27

**Implementation Summary of 2012/2013 School Improvement Plan
Previous Goals and Results**

The following chart gives the goals from Hood’s SY 2012/2013 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 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.</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 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) 	<ul style="list-style-type: none"> • PLC was provided every other week for 90 minutes and integrating standards-based template, deconstruction of standards, district support: ongoing. • Vocabulary development was on template. Continuation of Picture Word Walls School wide. Summer 2012 PD. • PLCs, PIM, staff meeting with teacher modeling, school-wide implementation, PD walk through observations, ELA Standards based lesson planning. • School wide implementation 2- 3 times a week. • PD provided, staff meetings, PIM, and professional development day: ongoing implementation school wide.

Measurable Goals	Strategies	Implementation Status/Results
	<ul style="list-style-type: none"> • Hood School will incorporate Framing Your Thought grammar • 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"> • Summer PD, student writing. • PLC, based on DIBELS and progress monitoring: Ongoing implementation. • PLC Formative assessments, graphic organizers, written and oral responses to literature, ELA standards based lesson planning templates: Ongoing implementation. • DIBELS testing (benchmark and progress monitoring), MAZE, Formative assessments, graphic organizers, PLC, template implementation: Ongoing

Measurable Goals	Strategies	Implementation Status/Results
<p>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.</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 (MCAS and Houghton Mifflin) 	<ul style="list-style-type: none"> • PLC was provided every other week for 90 minutes one day per week, deconstruction of standards, template implementation, district support: ongoing. • PD during summer, PLC, staff meetings, template implementation, Math CIT modeling in classrooms: ongoing. • Implementation based on common core standards. • Picture word walls, PLC, Successful implementation ongoing daily. • PLC, anchor charts, MCAS, teacher developed open response questions, Successful implementation ongoing.

Hood SY 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 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 PPI 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
- TAGGING the prompt and making a plan to answer open response
- Test taking strategies such as rereading, underlining, and double checking

Weaknesses in ELA:

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

Strength in Math:

- Solving single step word problems

Weaknesses in Math:

- Number Sense
 - Place value
 - Basic facts
 - Fractions
- Students ability to answer multistep word problems
- Students ability to write in math
 - Math journals
 - Open response

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

- Use academic and content vocabulary through class discussions and apply when writing in all content areas
- Write in all content areas
- Read fluently with accuracy appropriate rate and expression on successive readings.

Math

- Demonstrate application of numbers and operations in base ten
- Utilize math centers and tier 2 support to reinforce math concepts
- Utilize math journals to strengthen writing

Hood SY 2013/2014 School Improvement Plan

ELA Goal 1	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"> • Students ability to comprehend, analyze and cite evidence from Fiction and Non-Fiction texts • Students ability to use and apply academic vocabulary
Student Learning Objective	Use academic and content vocabulary in class discussions and apply when writing in all content areas

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for English Language Arts	PLC SY 13-14	CIT/Reading Teacher, Funding, PLC time, PD	PD attendance, ELA standards based lesson planning templates, deconstruction of standards
Teachers will incorporate Gradual Release of Responsibility (GROR) when planning and teaching lessons.	PLC, Staff Meetings, School Support Meetings SY 13-14	CIT/Reading Teacher, Funding, PLC Time, PD	PD attendance, Walk through Observation, ELA standards based lesson planning templates/scripted GROR
Teachers will incorporate Universal Design for Learning strategies when planning and teaching lessons.	PLC, Staff meeting SY 13-14	CIT/Reading Teacher, Funding, PLC Time, PD	PD attendance, ELA standards based lesson planning templates, walk through
Teachers will teach vocabulary using context clues.	PLC SY 13-14	CIT/Reading Teacher, Funding, PLC Time, PD	PD attendance, ELA standards based lesson planning templates, Picture Word Walls
Students will write daily using content and academic vocabulary	PLC SY 13-14	PLC time	Student writing, Walk through Observation
Teachers will explicitly teach content vocabulary through the use of picture word walls.	PLC, CITS, Staff Meetings SY 13-14	PLC time	Walk Through Observation

Hood SY 2013/2014 School Improvement Plan

ELA Goal 2	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"> • Students ability to comprehend, analyze and cite evidence from Fiction and Non-Fiction texts • Students ability to use and apply academic vocabulary • Students ability to answer Open-Response type questions
Student Learning Objective	<ul style="list-style-type: none"> • Write in all content areas

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for English Language Arts	PLC SY 13-14	CIT/Reading Teacher, Funding, PLC time, PD	PD attendance, ELA standards based lesson planning templates, deconstruction of standards
Teachers will incorporate Gradual Release of Responsibility (GROR) when planning and teaching lessons.	PLC SY 13-14	CIT/Reading Teacher, Funding, PLC Time, PD	PD attendance, ELA standards based lesson planning templates, walk through
Teachers will incorporate Universal Design for Learning strategies when planning and teaching lessons.	PLC, Staff meeting SY 13-14	CIT/Reading Teacher, Funding, PLC Time, PD	PD attendance, ELA standards based lesson planning templates, walk through
Teachers will model and instruct how to analyze and answer open response questions by tagging the prompt and using a T chart (Reading curriculum, MCAS, Teacher created)	PLC, Staff Meetings, School Support Meetings SY 13-14	CIT/Reading Teacher, Funding, PLC Time	Walk through Observation, Student Writing shows evidence of strategies
Teachers will model and instruct how to explain evidence.	PLC, CITS, Staff Meetings SY 13-14	CIT/Reading Teacher, Funding, PLC Time, PD	Walk through Observation, Student Writing shows evidence of strategies
Teachers will incorporate Framing Your Thoughts grammar program.	SY 13-14	Funding, PLC Time	Walk through Observation, Student writing

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ELA Goal 3	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"> Students ability to read fluently at grade level
Student Learning Objective	<ul style="list-style-type: none"> Students will read fluently with accuracy, appropriate rate, and expression on successive readings.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will use leveled text on a weekly basis to improve oral reading fluency	SY 13-14	PLC, funding for books	DIBELS testing (benchmark and progress monitoring)
Teachers will model and instruct how to use punctuation to read with appropriate expression.	SY 13-14	PLC, small group, before and after school programs	Observation
Teachers will use guided group instruction to improve fluency through walk to read in grade K-2	SY 13-14	CIT/Reading Teacher, Funding, PLC Time	Observation, informal teacher assessment, data collection

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Math Goal 1	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"> • Number Sense <ul style="list-style-type: none"> ○ Place Value ○ Basic Facts ○ Fractions • Solving multistep word problems
Student Learning Objective	Students will demonstrate application of numbers and operations in base ten.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for Mathematics.	SY 13-14	Math CIT, Funding, PLC time, PD	PD attendance, Math standards based lesson planning templates, deconstruction of math standards
Teachers will plan lessons incorporating Gradual Release of Responsibility (GROR)	SY 13-14	Math CIT, PLC Time	Walk through Observation, Math standards based lesson planning templates/scripted GROR
Teachers will incorporate Universal Design for Learning strategies when planning and teaching lessons.	SY 13-14	CIT/Reading Teacher, Funding, PLC Time, PD	PD attendance, standards based lesson planning templates, walk through
Teachers will model math concepts using manipulatives.	SY 13-14	Math CIT, PLC Time	Math standards based lesson planning templates/scripted GROR, observation
Teacher will explicitly teach math vocabulary through the use of picture word walls	SY 13-14	Math CIT, Funding, PLC Time, PD	Math standards based lesson planning templates, Picture Word Walls, Walk through Observation

Strategy/Action Cont. (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will incorporate math centers in their lessons to reinforce math concepts/skills.	SY 13-14	Math CIT, PLC Time	Math standards based lesson planning , observation
Teachers will provide Tier 2 instruction during the math block.	SY 13-14	Math CIT, Funding, PLC Time	Math standards based lesson planning templates, observation assessment

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Math Goal 2	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"> • Students ability to write in math <ul style="list-style-type: none"> ○ Math journals ○ Open response
Student Learning Objective	Students will utilize math journals to strengthen writing

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for Mathematics.	SY 13-14	Math CIT, Funding, PLC time, PD	PD attendance, Math standards based lesson planning templates, deconstruction of math standards
Teachers will plan lessons incorporating Gradual Release of Responsibility (GROR)	SY 13-14	Math CIT, PLC Time	Walk through Observation, Math standards based lesson planning templates/scripted GROR
Teachers will use GROR to model and instruct how to analyze and answer open response questions 2-3 times a week using math journals.	SY 13-14	Math CIT, Funding, PLC Time	Student Work/Journals, Walk Through Observations
Teachers will model with mathematics (drawings, equations, labeling)	SY 13-14	Math CIT, Funding, PLC Time	Student Work/Journals, Walk Through Observations

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, Museum of Science: Animal Habitats and Star Lab, Mass Cultural Council Parts of Speech through movement and dance, Lynn Woods school wide field trip, Eden's Edge, Stone Zoo
- Parent Handbook
- Spanish interpreter is available for all parental meetings if needed
- PTO
- Title One Annual Meeting
- School Improvement Council
- Open Houses/Parent Information Night
- Require that all parents, students and teachers read, sign and abide by the Hood Title I Home School Compacts
- School Publications (Calendar, event notices, newsletters, and specialist 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
- Library Card enrollment through Lynn Public Library
- Center board- book distribution
- Universal Design for Learning
- Positive Behavior Intervention Supports (golden feather, golden plunger, Pause at the claws)
- Webpage
- Gordon College student teachers