

Lincoln-Thomson Elementary School

School Improvement Plan

May 2013

PIM Team Members

Helen Psallidas Mihos, Principal
Mary Foster, ELA/Math Specialist
Stacey DeNino, Teacher
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School Council Members

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Mary Foster, ELA/Math Specialist
Gerald Belliveau, Grade 5 Teacher
Kelley Breen, Grade 5 Teacher
Linda Scotina, Grade 2 Teacher
Dena Domey, Parent
Michelle Pedro, Parent
Barbara Politano, Parent
Michele Washington, Parent
Lauren Harless, Family and Children's Services of Greater Lynn, Inc.
Karen Interbartolo, Vice President – Lending, St. Jean's Credit Union
Kelly O'Connor, Director of Gregg Neighborhood House
Francis Vigeant, CEO – KnowAtom, LLC.

Executive Summary

School Profile and Demographics

The Lincoln-Thomson Elementary School is a relatively small school, the 4th smallest of the 18 elementary schools, with a student population of approximately 275 students. Demographically the student population is 7.3% African American, 12% Asian, 42.2% Hispanic, .4% Native American, 33.5% White, and 4.7% Multi-Race non-Hispanic.

The student population is composed of 34.5% of students whose first language is not English, 9.1% who are Limited English Proficient, 71.6% who are low income, and 6.5% who receive services from the Special Education Department. Lincoln-Thomson is a Title I school with two Resource teachers functioning as inclusion/pull-out, an ELA/Math Coach and a certified Reading Teacher.

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
Lincoln Thomson	275	7.3	12	42.2	0.4	33.5	4.7	34.5	9.1	71.6	6.5	75.3
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

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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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	85.4	86.6	83.4	25	No Change	25	0
Math	87.4	88.5	78.5	0	Declined	25	0
Science	85.9	87.1	95.2	100	Above Target	25	0

Student Growth (SPG)	6 Yr. Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	63	62	100	Above Target
Math	51	49	47.5	50	Below Target

Accountability and Assistance Level- Level 2
Cumulative PPI (all students)- 75

MCAS Results

The following charts show the percentage of Lincoln-Thomson's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for the grades 3-5 MCAS Math, 4 and 5 English Language Arts (ELA), and the third grade Reading tests.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		60	49	37	43	3	8
2003	NA		69	46	31	43	0	11
2004	NA		58	51	40	40	2	9
2005	NA		50	49	44	40	6	11
2006	20	10	43	30	37	47	0	13
2007	13	6	50	35	34	28	3	25
2008	11	6	34	33	55	41	0	20
2009	11	5	54	32	30	44	4	19
2010	3	7	65	38	32	43	0	13
2011	7	6	50	41	39	41	5	12
2012	0	6	53	35	44	45	3	14

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	3	2	63	32	34	37	0	29
2007	26	12	50	35	24	28	0	25
2008	26	16	55	35	18	28	0	21
2009	26	9	52	35	20	30	2	26
2010	19	13	55	36	26	32	0	19
2011	5	8	70	47	26	31	0	14
2012	11	13	25	33	56	35	8	19

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	5	1	49	33	44	49	3	16
2003	3	3	46	35	48	46	3	17
2004	5	3	51	36	43	47	2	13
2005	4	4	37	32	41	47	20	17
2006	4	4	29	35	64	46	4	15
2007	6	3	46	35	49	44	0	18
2008	9	3	38	26	50	49	3	22
2009	3	4	39	24	53	44	5	23
2010	0	2	26	29	70	50	5	20
2011	7	3	57	30	37	46	0	22
2012	7	4	50	34	28	40	15	22

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	25	5	43	19	28	46	5	31
2003	3	5	35	20	43	50	19	25
2004	10	6	22	22	59	54	10	18
2005	8	7	20	19	53	53	18	21
2006	0	8	29	19	54	52	18	20
2007	9	11	44	27	41	43	6	19
2008	0	10	31	24	63	44	6	22
2009	13	7	29	23	53	48	5	22
2010	16	9	37	26	42	48	5	17
2011	3	7	27	23	63	49	7	21
2012	7	6	37	30	52	47	4	17

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	5	8	43	37	48	42	5	14
2007	10	6	55	46	31	35	3	12
2008	9	6	66	40	25	40	0	14
2009	17	6	53	36	31	40	0	18
2010	19	6	56	37	25	38	0	18
2011	15	7	50	44	35	34	0	15
2012	35	9	48	39	13	34	3	18

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	7	9	33	23	31	35	29	33
2007	17	10	48	33	31	37	3	19
2008	41	13	38	25	19	37	3	25
2009	14	11	50	27	22	28	14	34
2010	38	12	44	24	19	37	0	27
2011	15	12	61	34	22	33	2	21
2012	23	13	45	28	29	33	3	26

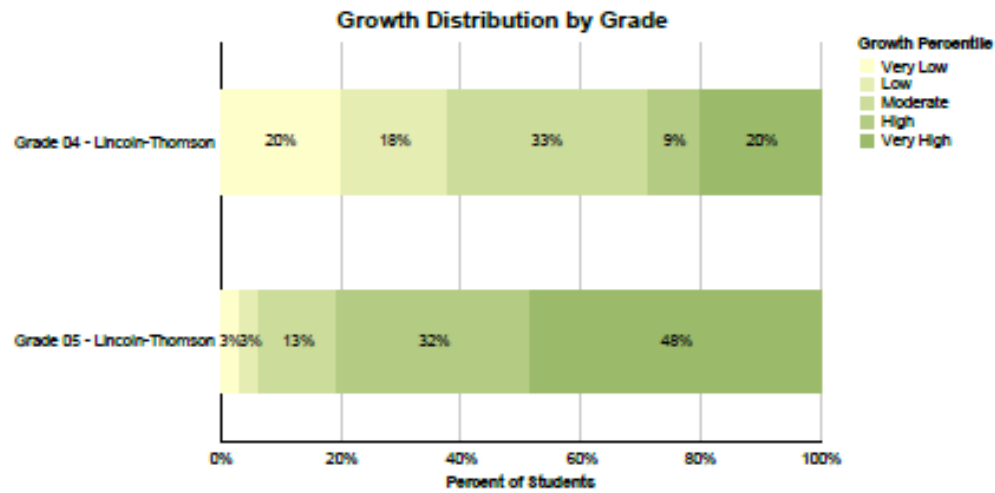
Student Growth Percentile by School and Grade

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 Distribution Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. The District Growth Distribution 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. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.



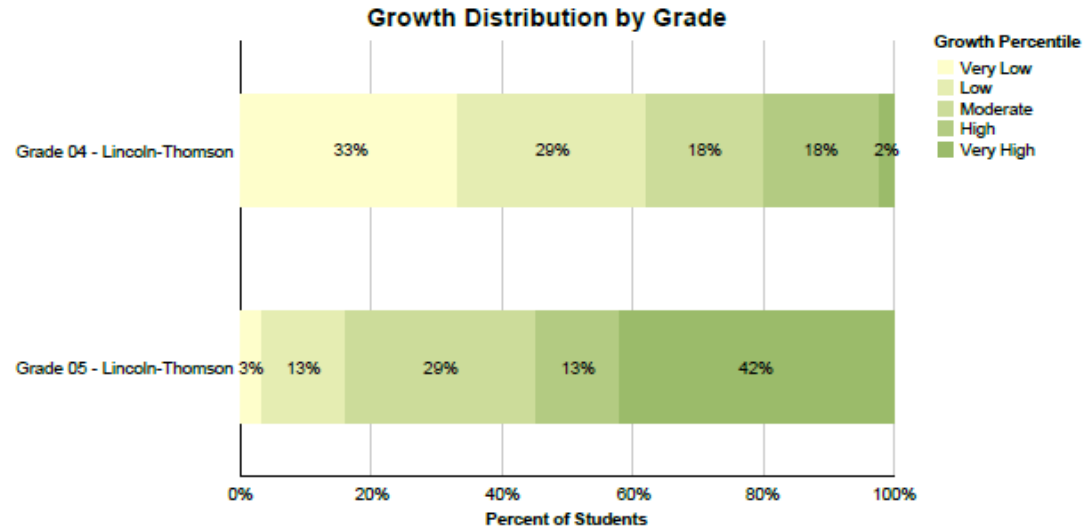
Spring 2012 MCAS School Growth Distribution English Language Arts

District: Lynn
Subject: English Language Arts



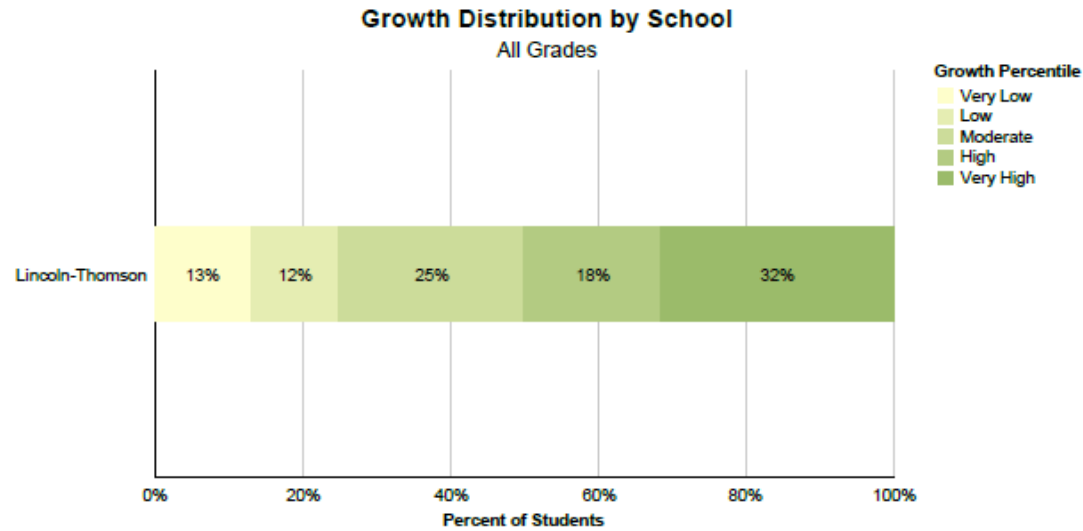
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Lincoln-Thomson	9	8	15	4	9	47.0	45	57	46
Grade 05 - Lincoln-Thomson	1	1	4	10	15	75.0	31	84	31



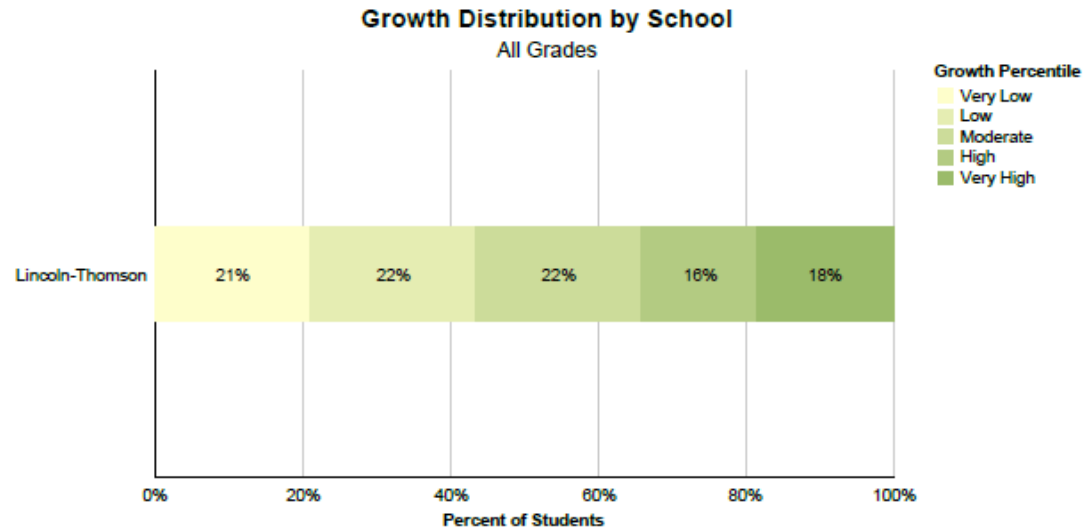
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Lincoln-Thomson	15	13	8	8	1	30.0	45	43	46
Grade 05 - Lincoln-Thomson	1	4	9	4	13	67.0	31	68	31



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)
Lincoln-Thomson	10	9	19	14	24	62.0	78	63	113



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)
Lincoln-Thomson	16	17	17	12	14	47.5	76	48	113

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	65	19	16	56	17	28	60	15	25	54	22	24	44	30	26
	Winter	87	8	5	69	13	18	51	31	18	52	17	31	39	24	37
	Spring	97	3	0	58	32	10	58	21	21	54	25	21	65	22	13

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	46	49	5	39	25	36	55	30	15	39	22	39	32	3	65
	Winter	35	65	0	18	54	28	21	65	14				64	18	18
	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	65	16	19	36	31	33	45	35	20	58	15	27	33	43	24
	Winter	90	7	3	61	37	3	60	28	12	75	10	15	48	3	49
	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	72	14	14	66	23	10	47	31	22	46	21	33	36	30	34
	Winter	82	13	5	68	24	8	60	23	17	58	19	23	61	32	7
	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	79	12	9	60	26	14	66	32	2	61	21	18	49	32	19
	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	76	18	6	84	10	6	66	27	7	53	23	24	62	25	13
	Winter	97	0	3	94	4	2	85	15	0	86	10	4	96	2	2
	Spring	94	6	0	96	4	0	98	2	0	94	6	0	90	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
Nonsense Word Fluency	Fall	73	21	6	76	18	6	61	34	5	63	21	16	51	19	30
	Winter	47	37	17	52	24	14	48	37	15	55	37	8	55	25	20
	Spring	66	25	9	78	20	2	58	34	8	67	15	18	59	16	25

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	63	30	7	68	28	4	62	28	10	65	33	2	55	35	10
	Spring	59	19	22	67	27	6	60	28	12	73	23	4	57	25	18

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	57	38	5	62	24	15	73	21	6	64	21	15	50	28	22
	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	29	2	50	24	26	75	10	15	59	36	5	66	24	10
	Winter	66	26	8	71	18	12	74	14	12	87	5	8	76	16	8
	Spring	59	27	14	60	29	11	65	19	16	69	23	8	75	13	12

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	64	28	8	41	29	10	55	26	19	65	18	17	62	30	8
	Winter	58	29	13	67	22	11	62	19	19	62	16	22	71	24	5
	Spring	45	47	8	54	41	4	55	35	10	64	22	14	61	34	5

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	53	31	16	53	13	34	60	25	15
	Winter	62	23	15	65	19	16	69	21	10
	Spring	59	26	15	58	29	13	69	19	12

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	79	21	0	67	23	10	61	20	19
	Winter	70	24	6	79	13	8	61	21	18
	Spring	82	9	9	72	22	6	65	15	20

Implementation Summary of 2012-2013 School Improvement Plan

The following chart contains the goals from Lincoln-Thomson’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
<p>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.</p>	<ul style="list-style-type: none"> • Teachers will develop a toolkit of strategies to use when analyzing both literary and informational text to understand and draw conclusions using the <i>7 Keys to Comprehension</i> by Susan Zimmerman. • Teachers will attend professional development in using all ELA materials including diagnostic and assessment pieces. • As a Data Team, teachers will work collaboratively, using the data process, RTI and Progress Monitoring, with other teachers and school leaders to develop documented patterns of evidence of student learning in ELA, and to identify areas needing improvement as a means to reach pre-identified targets. • District coach for support in all identified areas of weakness. • Teachers will create standards based lessons in ELA. 	<p>All teachers focused on modeling, practicing, identifying and using common textual features of informational and literary text. Increased use of Library Media, mentor/anchor text, and classroom materials to enhance informational and literary lessons and activities.</p> <p>District wide professional development in using ELA materials including diagnostic and assessment pieces.</p> <p>Formative and summative assessments as well as student work samples and Progress Monitoring data were analyzed during monthly staff meetings and weekly Common Planning time to drive instruction and improve pre-identified targets. Professional Development for RTI, Ideal Consulting, Scott Foresman and Sidewalks Intervention material.</p> <p>Faculty attended staff run book club using <i>Integrating Differentiated Instruction & Understanding by Design</i> by Carol Ann Tomlinson and Jay McTighe that focused on backward design and differentiated instruction.</p> <p>Regional Grade Level PLC monthly meetings.</p>
<p>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.</p>	<ul style="list-style-type: none"> • Teachers will develop a toolkit of strategies to use when solving problems in both mathematical and everyday context. • Teachers will attend professional development in using standards based math instruction. • As a Data Team, teachers will work collaboratively, using the data process with other teachers and school leaders to develop documented patterns of evidence of student learning in Mathematics, and to identify areas needing improvement as a means to reach pre-identified targets. • District coach for support in all identified areas of weakness. • Teachers will create standards based lessons in mathematics. 	<p>All teachers modeled and practiced the tools needed to solve mathematical problems. Teachers used Problem Solvers daily, and Calendar Math as part of their strategies toolkit.</p> <p>Teachers attended grade level Professional Development in mathematics, offered by the District.</p> <p>Formative and summative assessments as well as student work data samples were analyzed during the two Professional Development days, monthly staff meetings and weekly Common Planning time to drive instruction and improve pre-identified targets.</p> <p>Regional Grade Level PLC monthly meetings.</p>

Lincoln-Thomson 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 Lincoln-Thomson's CPI target in the English Language Arts aggregate is unchanged; however in Mathematics our target declined in the aggregate, but our Hispanic/Latino subgroup is On Target. In Grade 5 Science, the aggregate is Above Target. With the continued increase in our population for whom English is not their first language as well as the steady continued increase in our low income population, we will continue to emphasize English Language Arts across all content areas, with special emphasis as it applies to subject content vocabulary. Due to the above mentioned demographic increase, reading comprehension and vocabulary development across all content areas, coupled with RTI and Progress Monitoring, will continue to be the major focus at Lincoln-Thomson.

Weaknesses in ELA:

- Vocabulary development
- Reading comprehension

Weaknesses in Math:

- Measurement
- Number Sense
- Problem solving

Student Learning Objectives

The action plan that follows outlines the two student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Those objectives are:

ELA Objective:

All students will read and comprehend complex literary and informational texts independently and proficiently, that have been specifically written to correlate to their reading level and word knowledge.

Math Objective:

All students will be able to acquire conceptual understanding, procedural skill and fluency, and the ability to apply Mathematics to solve problems.

Lincoln-Thomson 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	Identifying the basic facts and main ideas in a text and use them as a basis for understanding.
Student Learning Objective	Students will read and comprehend complex literary and informational texts independently and proficiently, that have been specifically written to correlate to their reading level and word knowledge.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will model and practice the tools necessary to understand grade level text, as well as increasing the use and understanding of grade level vocabulary via the Common Core alignment, ELL strategies and Standards Based Lessons, for both literary and informational text.	Ongoing, September to May.	Trophies, graphic organizers, <i>7 Keys to Comprehension</i> , Retell training, PLC meetings, Mentor/Anchor texts, KnowAtom Science, LT Library, released MCAS questions, classroom libraries, Understanding by Design professional development, highlighters, etc.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.
Teachers will develop a toolkit of strategies, using anchor/mentor texts, including the <i>7 Keys to Comprehension</i> , for students to understand and comprehend text. Teachers will receive professional development in ELA Common Core alignment, writing Standards Based Lessons, using ELL strategies, as well as using data analysis of diagnostic, formative and summative assessments, to respond to intervention.	Ongoing, September to May.	Trophies, PLC meetings, graphic organizers, <i>7 Keys to Comprehension</i> , Retell training, Mentor/Anchor texts, PLC meetings, KnowAtom Science, LT Library, released MCAS questions, Understanding by Design professional development, classroom libraries, highlighters, etc.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.
As a Data Team, teachers will work collaboratively, using the data process and Progress Monitoring, with other teachers and school leaders to develop documented patterns of evidence of student learning in ELA, and to identify areas needing improvement as a means to reach pre-identified targets for RTI.	Ongoing, September to May.	Professional Development, PLC meetings, Retell training, staff meetings, common planning, District ELA coach and Ideal Consulting and Understanding by Design professional development.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.

Lincoln-Thomson 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	Solving problems in math and everyday context.
Student Learning Objective	Students will be able to acquire conceptual understanding, procedural skill and fluency, and the ability to apply mathematics to solve problems.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will develop a toolkit of strategies for use when solving problems in both mathematical and every day contexts as well as increasing the use and understanding of grade level math vocabulary as it aligns to the Common Core Curriculum.	Ongoing, September to May.	graphic organizers, released MCAS questions, <i>7 Keys to Comprehension</i> , PLC meetings, Mentor/ Anchor texts, Calendar Math, LT Library, Problem Solvers, classroom libraries, Understanding by Design professional development, highlighters, etc.	Formative, summative, school and district assessments, KnowAtom Science Program assessments and student work samples.
Teachers will model and practice the tools necessary to solve number sense and mathematical problems. Teachers will receive professional development in Math as it aligns to the Common Core Curriculum, writing Standards Based Lessons, as well as data analysis of diagnostic, formative and summative assessments, to respond to intervention.	Ongoing, September to May.	graphic organizers, released MCAS questions, math vocabulary, Problem Solvers, <i>7 Keys to Comprehension</i> , Mentor/Anchor texts, PLC meetings, Calendar Math, highlighters, LT Library, Understanding by Design professional development, classroom libraries, etc.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.
As a Data Team, teachers will work collaboratively, using the data process, with other teachers and school leaders to develop documented patterns of evidence of student learning in Math, and to identify areas needing improvement as a means to reach pre- identified targets.	Ongoing, September to May.	Professional Development, common planning, PLC meetings, staff meetings, Understanding by Design professional development, and District Math Coach.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.

Parent Involvement

This year the Lincoln-Thomson School implemented the following parent involvement activities:

- PTO sponsored:
 - Kindergarten Welcome Breakfast
 - Open PTO Meeting for all Parents/Guardians
 - Enrichment Programs
 - Fall Craft Fair
 - Holiday Craft Fair
 - Classroom supplies
 - Buses and tickets for field trips
 - Reading Night – Grades K-2
 - Roller World Family Night
 - Field Day
 - Fifth Grade Celebration
 - Box Tops for Education

- Annual Guest Reader Program celebrating “Reading Night” literacy event
- Weekly guest readers from business partner St. Jean’s Credit Union
- St. Jean’s Credit Union – Financial Education Curriculum for Grades 4 and 5
- KnowAtom Science Program
- GE Volunteers Council
- Dominion Power – Science Grant
- Playworks
- Translated notices, progress reports and report cards
- Weekly classroom newsletter sent home and posted on the Lincoln-Thomson web site at http://www.lynnschools.org/ourschools_thomson.shtml to keep parents informed of all weekly instructional goals and objectives, as well as specific classroom information
- Parent staffed Library, 5 days per week
- School Advisory Council

During SY13/14 Lincoln-Thomson School will continue to implement the above initiatives.