

Washington Elementary School
2013-2014 School Improvement Plan
June 2013

PIM Team Members

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EXECUTIVE SUMMARY

School Profile and Demographics

Washington Elementary School is a new school in the district as of September 2012. Washington Elementary was reopened as a neighborhood elementary school due to increasing enrollment in Lynn and overcrowding in adjacent schools. It was decided that the Washington Elementary School also be reopened with a special focus on S.T.E.M. Exposing students to the S.T.E.M. disciplines of Science, Technology, Engineering and Mathematics at an early age was deliberate in the planning of the school. The district aims to interest female and minority students, who are typically underrepresented in S.T.E.M. careers, in these areas.

The Washington Elementary School is ranked fifteenth in size out of Lynn's eighteen elementary schools and has a student population of approximately 270 students. Demographically the student population is 15.9% African American, 7.6% Asian, 65.5% Hispanic, 0.4% Native American, 6.8% White, and 3.8% Multi-Race Non-Hispanic. The student population is composed of 61.4% of students whose first language is not English, 31.4% who are Limited English Proficient, 93.2% who are low income, and 9.1% who receive services from the Special Education Department. The following Table compares Washington'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
Washington	264	15.9	7.6	65.5	0.4	6.8	3.8	61.4	31.4	93.2	9.1	95.1
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

Washington Elementary is a K-3 Title I school with twelve grade level classroom teachers, five teacher aides, one ESL Specialist, one Science teacher, one Reading teacher, and one SPED teacher, who provides pull-out and inclusion services. Washington will expand the grade levels next year to include 4th grade and will grow to approximately 350 students.

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							
Math							
Science							

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA					
Math					

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

Because Washington Elementary School is new, there is no accountability status

MCAS Results

Because Washington Elementary School is new, there are no MCAS results

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2012								

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2012								

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.

Because Washington Elementary School is new, there are no Student Growth results

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.

Because Washington Elementary School is new, there are no DIBELS results

Implementation Summary of 2012-2013 School Improvement Plan

The following chart gives the goals from School Name current plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status/Results

Because Washington Elementary School is new, there is not a previous School Improvement Plan

Washington Elementary 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

In school year 2013-2014, the Washington STEM 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, RETELL and Second Language Acquisition.

Strengths in ELA:

- Phonemic Awareness in Kindergarten
- Third Grade Oral Reading Fluency high level of typical and ambitious gains

Strengths in math:

- Geometry
- Use of multiple strategies

Weaknesses in ELA:

- Writing – Access based results
- Students' inability to read on grade level prevents access to the curriculum.
 - Phonemic Awareness/ Phonics
 - Vocabulary
 - Fluency
 - Accuracy
 - Comprehension

Weaknesses in math:

- Automaticity and conceptual understanding of number sense
- Solving multi-step word problems and understanding the vocabulary used in such problems

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:

- Students will improve writing ability in all content areas.
- Students will improve phonemic awareness and decoding skills.
 - Students will be able to read fluently with increased accuracy.
 - Students will be able to comprehend a variety of text, increasing in length and difficulty.

- Students will be able to comprehend and solve multi-step word problems.
- Students will be able to use computation strategies /techniques to automatically recall basic math facts.

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Identified Student Weakness	Writing – Access based results
Student Objective	Students will improve writing ability in all content areas.

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
Select a scientifically research based writing program.	By August 2013	<ul style="list-style-type: none"> • Committee 	<ul style="list-style-type: none"> • Research for committee approval
Training for staff and faculty to improve instruction using the selected program. Training will include the August institute and work during common planning time and collaborative book talks.	Ongoing	<ul style="list-style-type: none"> • Faculty • Research based writing program 	<ul style="list-style-type: none"> • Minutes from August institute and common planning meetings
Teachers will provide instruction to improve writing ability across the curriculum.	Ongoing	<ul style="list-style-type: none"> • Notebooks • Graphic organizers • Writing program • Rubrics 	<ul style="list-style-type: none"> • Student writing samples • Rubrics
Teachers will read mentor texts to students to demonstrate writing characteristics and techniques. Teachers will encourage students to incorporate these techniques in their own writing.	Ongoing	<ul style="list-style-type: none"> • Mentor texts • Trophies' Selections 	<ul style="list-style-type: none"> • Shared writing posters • Student writing samples

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Identified Student Weakness	<p>Students' inability to read on grade level prevents access to the curriculum.</p> <ul style="list-style-type: none"> • Phonemic Awareness/ Phonics • Vocabulary • Accuracy • Fluency • Comprehension
Student Objective	<p>Students will improve phonemic awareness and decoding skills.</p> <ul style="list-style-type: none"> • Students will be able to read fluently with increased accuracy. • Students will be able to comprehend a variety of text, increasing in length and difficulty.

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	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.	Ongoing	<ul style="list-style-type: none"> • Partner and Silent reading opportunities • Fluency timers for student use • Trophies curriculum • Classroom libraries that include, but not limited to: high interest/low vocab books, leveled books, trade books, and periodicals • Book cases, browsing boxes, and take-home bags • Smartboard Materials 	<ul style="list-style-type: none"> • Lesson plans templates which include opportunities for teacher modeling and student practice • DIBELS Benchmarks progress monitoring • MAZE test • District ELA benchmark assessments • Walk through tools

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
Teachers will model and use appropriate strategies as they appear in fiction and nonfiction selections through read alouds, shared reading, and guided reading. They will present each strategy in depth, and will show how the strategies build on each other.	Ongoing	<ul style="list-style-type: none"> • Mentor texts • Trophies texts • National Geographic • Time for Kids 	<ul style="list-style-type: none"> • Student work • Anchor charts • Observations • Projects, story maps, graphic organizers, and small group anecdotal notes
Teachers' will continue daily phonemic awareness and phonics instruction in both whole and small group settings.	Ongoing	<ul style="list-style-type: none"> • Wilson cards • Magnetic journals • Smartboard • Phonics binders • FCRR resources 	<ul style="list-style-type: none"> • Student work • DIBELS • Progress monitoring • Observations

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Identified Student Weakness	Solving multi-step word problems and understanding the vocabulary used in such problems
Student Objective	Students will be able to comprehend and solve multi-step word problems.

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
Teachers will use a variety of activities and strategies to maximize student reading comprehension of mathematical text.	Ongoing	<ul style="list-style-type: none"> • Houghton Mifflin curriculum • Graphic organizers • Activators and summarizers • Effective questioning techniques • Continued training and discussion mathematical reading comprehension strategies during Common Planning Times and Staff meetings 	<ul style="list-style-type: none"> • Lesson plan templates which include explicit mathematical reading comprehension instruction • Student samples of comprehension activities • Anchor charts • District Benchmark testing • Samples of student writing in response to mathematical text
Teachers will use research based methods to improve student's use of Tier I, II and III vocabulary both orally and in written form.	Ongoing	<ul style="list-style-type: none"> • Training for faculty in tiered vocabulary instruction • Resources and texts on vocabulary development • Word walls with content vocabulary • Calendar Math • Math Journals 	<ul style="list-style-type: none"> • Lesson plan templates which include explicit mathematical vocabulary instruction • Word walls which include Tier I, II, and III vocabularies • Mathematical vocabulary anchor charts • Math Journals • Student work samples

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
<p>Teachers will incorporate problem solving strategies for multi-step math problems into their instruction.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Anchor charts for problem solving process • Anchor charts and posters for multi-step problem solving strategies • Graphic organizers • Post-its and highlighters to extract details from word problems • Rubrics and exemplars • Math journals • Math manipulatives • SmartBoard resources 	<ul style="list-style-type: none"> • Lesson plan templates which include explicit problem solving strategies instruction • Display of anchor charts and posters • District assessments • Examples of student work

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Identified Student Weakness	Automaticity and conceptual understanding of number sense
Student Objective	Students will be able to use computation strategies /techniques to automatically recall basic math facts. Students will strengthen their conceptual understanding of number sense.

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
Teachers will use best practices in mathematics to increase automaticity of math facts through conceptual understanding	Ongoing	<ul style="list-style-type: none"> • Student reference sheets • Math review sheets (Mad Minutes, etc) • Calendar math • Flashcards for all students 	<ul style="list-style-type: none"> • Lesson plan templates which include computation practice • Calendar math activities • Grade level assessment of basic math facts and data analysis
Teachers will incorporate daily practice of appropriate number sense standards and mathematical reasoning skills into all lessons.	Ongoing	<ul style="list-style-type: none"> • Houghton Mifflin curriculum • Calendar math • SmartBoard • Anchor charts • Math manipulatives 	<ul style="list-style-type: none"> • Samples of student work • Observation

Parent and Community Involvement

The Washington STEM School attempted to involve families and community partners in several ways in SY13. The following is a list of activities and partnerships that began in SY13 and will continue in SY14:

- Scholastic Book Fair
- Monthly PTO meetings
- Connect-Ed communication system
- Yankee Candle fundraiser
- Gingerbread house decorating
- Musical performances by students throughout the year
- Monthly community meetings
- Field Day
- Welcome to Kindergarten screening
- Kindergarten graduation
- Kindergarten open house
- Library and classroom volunteers
- Spring Clean Up day
- Parent-communication folders
- Monthly school wide announcements sent home in both English and Spanish
- Three open houses
 - Title I Meeting at first Open House
 - Parent – teacher conferences at second open house
 - Ice cream social, literacy and math activities, MCAS presentation at third open house
- School Store
- Required all parents, students and teachers to read, sign, and abide by the Title I Home/School Compact
- GE Science volunteers
- Lynn Community Connections
- LPS Family Engagement Alignment Team