

Cobbet Elementary School

School Improvement Plan 2014-2015

SIP Team Members

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Timothy Burt, Program Specialist
Geoffrey King, CIT
Sarah McIsaac, CIT
Peter Viselli, CIT
Alyson Serwacki, Grade 3 Teacher
Krista Riley, 1st Grade Teacher
Joan Gallo, 3rd Grade Teacher
Anthony Frye, Kindergarten Teacher
Tina Hoofnagle, School Social Worker

School Council Members

Ms. Susanne Garrity, Principal
Sarah McIsaac, CIT
Peter Viselli, CIT
Gale Thomas, Business Ed.
Anthony Frye, Kindergarten Teacher
Natasha Megie-Maddrey, Parent
Ashley Nash, Parent
Maria Pena, Parent
Blanca Hernandez, Parent

EXECUTIVE SUMMARY

School Profile and Demographics

Cobbet Elementary School is a K-5 school. We are one of the largest elementary schools in Lynn. School enrollment is relatively large at 594 students. Demographically, the student population is 9.6% African American, 9.6% Asian, 70.9% Hispanic, 0.7% Native American, 7.4% White, 1.9% Multi-Race, Non-Hispanic, 72.9% First Language Not English, 37.2% English Language Learners, 94.1% Low Income, 11.8% Special Ed, and 97.1% High Needs. The Cobbet Elementary School is a Title I school.

Enrollment Data 2013-2014

| School | Number of Students | % African American | % Asian | % Hispanic | % Native American | % White | % Multi Race, Non-Hispanic | % FLNE | % ELL | % Low Income | % Special Ed | % High Needs |
|--------|--------------------|--------------------|---------|------------|-------------------|---------|----------------------------|--------|-------|--------------|--------------|--------------|
| Cobbet | 594 | 9.6 | 9.6 | 70.9 | 0.7 | 7.4 | 1.9 | 72.9 | 37.2 | 94.1 | 11.8 | 97.1 |
| Lynn | 14,378 | 11 | 9.5 | 54.5 | 0.3 | 20.9 | 3.7 | 54 | 17.8 | 83 | 15.8 | 86.4 |
| State | 955,739 | 8.7 | 6.1 | 17 | 0.2 | 64.9 | 2.9 | 17.8 | 7.9 | 38.3 | 17 | 48.8 |

Cobbet is a K-5 Title I school with twenty-seven grade level classroom teachers, a school social worker, ten teacher aides, and a parent liaison. There are three reading teachers, four SPED resource teachers, three CIT's and three ESL Specialist who provide small group instruction in the classroom. Cobbet School has implemented small group instruction in ELA and math in order to address the needs of all 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 | 2013 CPI Target | 2013 CPI | PPI Points | Target Rating | Extra Credit Increase Advanced | Extra Credit Decrease Warning |
|---------------------------|----------|----------|-----------------|----------|------------|-----------------------|--------------------------------|-------------------------------|
| ELA | 67.1 | 59 | 72.6 | 56.5 | 25 | No Change | 0 | 0 |
| Math | 66.2 | 60.1 | 71.8 | 67.4 | 50 | Improved Below Target | 25 | 25 |
| Science | 58.6 | 53.7 | 65.5 | 48.3 | 0 | Declined | 0 | 0 |

| Student Growth (SPG) | 6 Yr Goal | 2011 SGP | 2012 SGP | 2013 SGP | PPI Points | Target Rating |
|----------------------|-----------|----------|----------|----------|------------|---------------|
| ELA | 51 | 37 | 25.5 | 36.5 | 75 | On Target |
| Math | 51 | 43 | 22 | 35.5 | 75 | On Target |

| |
|---|
| Accountability and Assistance Level- Level 3 |
| Cumulative PPI (all students)- 43 |

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 |
| 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 |
| 2013 | 1 | 3 | 15 | 34 | 72 | 52 | 12 | 11 |

| Grade 3 Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|--------------|----------|------|------------|------|-------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 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 |
| 2013 | 28 | 20 | 34 | 38 | 27 | 27 | 11 | 15 |

| Grade 4 ELA | Advanced | | Proficient | | Needs Improvement | | Warning | |
|-------------|----------|------|------------|------|-------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 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 |
| 2013 | 0 | 3 | 6 | 31 | 51 | 45 | 44 | 21 |

| Grade 4 Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|--------------|----------|------|------------|------|-------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 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 |
| 2013 | 2 | 6 | 26 | 28 | 56 | 51 | 15 | 15 |

| 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 |
| 2013 | 0 | 9 | 21 | 44 | 45 | 32 | 34 | 15 |

| 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 |
| 2013 | 1 | 15 | 13 | 33 | 45 | 31 | 41 | 31 |

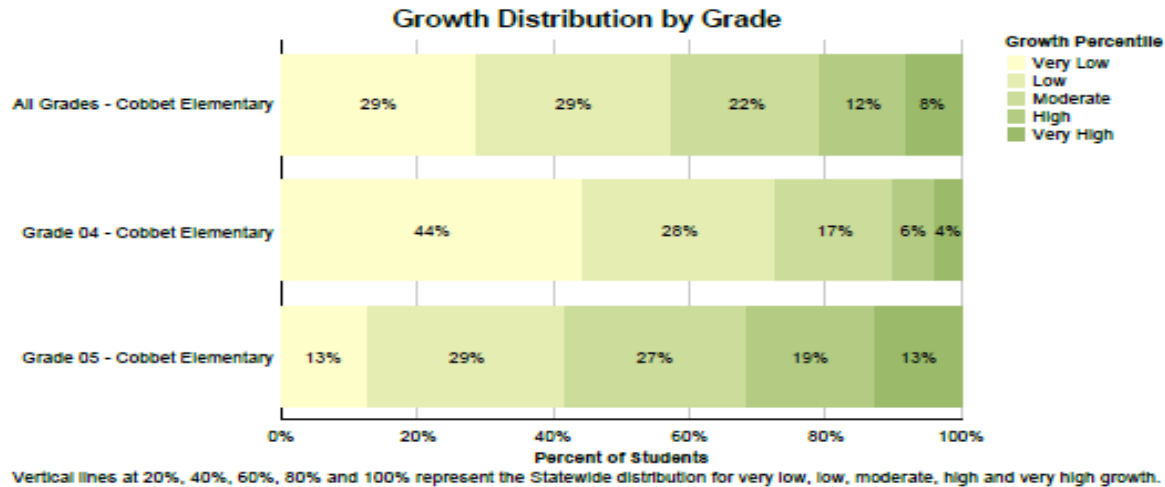
Student Growth Percentile by School and Grade

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.

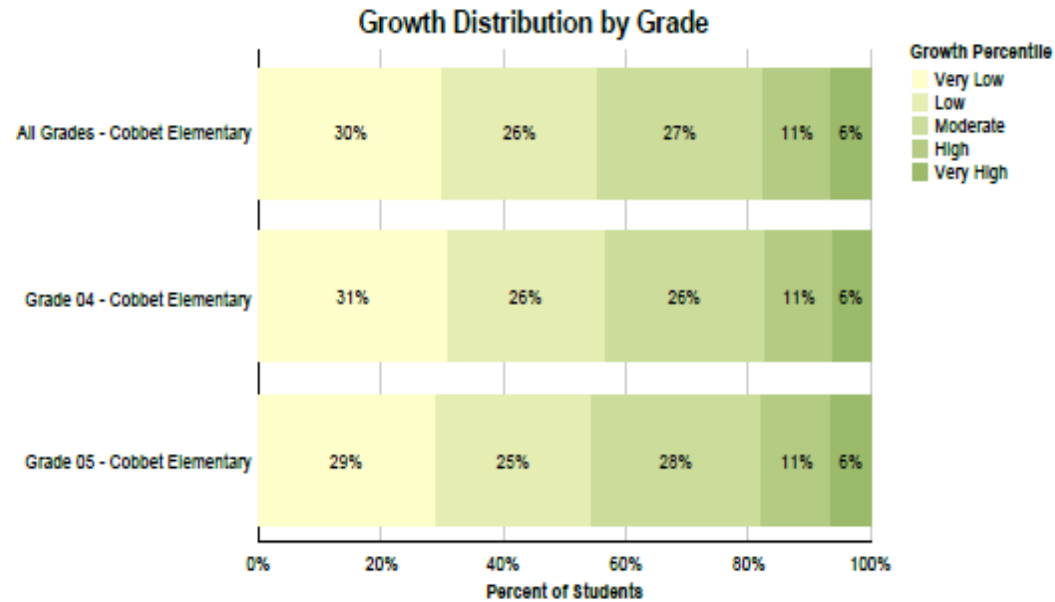


Spring 2013 MCAS School Growth Distribution English Language Arts

District: Lynn
Subject: English Language Arts



| | Very Low | Low | Moderate | High | Very High | Median SGP | N Students (SGP) | % Proficient or Higher | N Students (Ach. Level) |
|--------------------------------|----------|-----|----------|------|-----------|------------|------------------|------------------------|-------------------------|
| All Grades - Cobbet Elementary | 46 | 46 | 35 | 20 | 13 | 36.5 | 160 | 14 | 262 |
| Grade 04 - Cobbet Elementary | 36 | 23 | 14 | 5 | 3 | 25.0 | 81 | 6 | 87 |
| Grade 05 - Cobbet Elementary | 10 | 23 | 21 | 15 | 10 | 44.0 | 79 | 21 | 86 |



| | Very Low | Low | Moderate | High | Very High | Median SGP | N Students (SGP) | % Proficient or Higher | N Students (Ach. Level) |
|--------------------------------|----------|-----|----------|------|-----------|------------|------------------|------------------------|-------------------------|
| All Grades - Cobbet Elementary | 48 | 41 | 43 | 18 | 10 | 35.5 | 160 | 35 | 262 |
| Grade 04 - Cobbet Elementary | 25 | 21 | 21 | 9 | 5 | 35.0 | 81 | 29 | 87 |
| Grade 05 - Cobbet Elementary | 23 | 20 | 22 | 9 | 5 | 36.0 | 79 | 14 | 86 |

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 and after are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

KINDERGARTEN

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
|------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|------------------|-------|------------|------------------|-------|------------|
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| Letter Naming Fluency | Fall | 47 | 8 | 45 | 39 | 15 | 46 | 38 | 13 | 49 | 49 | 21 | 29 | 42 | 23 | 35 |
| | Winter | 53 | 17 | 30 | 69 | 13 | 18 | 62 | 17 | 21 | 74 | 15 | 11 | 67 | 15 | 18 |
| | Spring | 53 | 23 | 23 | 74 | 17 | 9 | 62 | 14 | 24 | 79 | 11 | 10 | 72 | 14 | 14 |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| Initial Sound Fluency | Fall | 24 | 19 | 57 | 24 | 22 | 54 | 21 | 25 | 54 | 20 | 5 | 75 | 25 | 12 | 63 |
| | Winter | 14 | 48 | 37 | 30 | 47 | 23 | | | | 59 | 16 | 25 | 51 | 20 | 29 |
| | Spring | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| Phoneme Segmentation Fluency | Fall | | | | | | | | | | | | | | | |
| | Winter | 16 | 46 | 38 | 42 | 35 | 23 | 35 | 24 | 41 | 37 | 32 | 31 | 32 | 29 | 39 |
| | Spring | 23 | 53 | 23 | 74 | 21 | 5 | 50 | 9 | 41 | 50 | 14 | 36 | 57 | 9 | 34 |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| Nonsense Words Fluency CLS | Fall | | | | | | | | | | | | | | | |
| | Winter | 58 | 8 | 34 | 67 | 17 | 16 | 42 | 20 | 38 | 58 | 20 | 22 | 52 | 26 | 22 |
| | Spring | 50 | 21 | 29 | 76 | 19 | 5 | 57 | 19 | 24 | 56 | 30 | 14 | 60 | 28 | 12 |

GRADE 1

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
|---------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|------------------|-------|------------|------------------|-------|------------|
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| Letter | Fall | 47 | 27 | 26 | 52 | 25 | 23 | 66 | 16 | 18 | 45 | 26 | 29 | 72 | 13 | 15 |
| Naming | Winter | | | | | | | | | | | | | | | |
| Fluency | Spring | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| Phoneme | Fall | 22 | 39 | 38 | 19 | 44 | 37 | 37 | 29 | 34 | 40 | 27 | 33 | 28 | 30 | 41 |
| Segmentation | Winter | 50 | 42 | 8 | 52 | 35 | 12 | 74 | 16 | 10 | 72 | 15 | 13 | | | |
| Fluency | Spring | 76 | 17 | 7 | 70 | 26 | 4 | 86 | 9 | 5 | 80 | 12 | 8 | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| Nonsense | Fall | 48 | 23 | 29 | 44 | 26 | 30 | 51 | 21 | 28 | 42 | 24 | 34 | 48 | 22 | 30 |
| Word | Winter | 36 | 45 | 19 | 44 | 29 | 27 | 59 | 17 | 24 | 52 | 18 | 30 | 46 | 20 | 34 |
| Fluency CLS | Spring | 63 | 23 | 14 | 66 | 21 | 13 | 64 | 7 | 29 | 55 | 14 | 31 | 44 | 12 | 44 |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| CBM Reading | Fall | | | | | | | | | | | | | | | |
| (Oral Reading | Winter | 35 | 36 | 29 | 34 | 35 | 31 | 49 | 30 | 21 | 47 | 26 | 27 | 28 | 13 | 59 |
| Fluency) | Spring | 38 | 30 | 31 | 41 | 29 | 30 | 55 | 27 | 18 | 54 | 17 | 29 | 32 | 21 | 47 |

GRADE 2

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|------------------|-------|------------|------------------|-------|------------|
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| Nonsense Word Fluency CLS | Fall | 62 | 27 | 11 | 68 | 24 | 8 | 64 | 19 | 17 | 70 | 18 | 12 | 61 | 28 | 11 |
| | Winter | | | | | | | | | | | | | | | |
| | Spring | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| CBM Reading (Oral Reading Fluency) | Fall | 49 | 26 | 26 | 42 | 29 | 29 | 51 | 25 | 24 | 58 | 24 | 18 | 52 | 21 | 27 |
| | Winter | 52 | 21 | 27 | 51 | 21 | 28 | 57 | 15 | 28 | 64 | 18 | 18 | 51 | 20 | 29 |
| | Spring | 57 | 20 | 23 | 42 | 30 | 28 | 50 | 20 | 30 | 59 | 20 | 21 | 44 | 28 | 28 |

GRADE 3

| Test | Testing Period | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|------------------|-------|------------|------------------|-------|------------|
| | | Low | Some | At | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| CBM Reading (Oral Reading Fluency) | Fall | 45 | 29 | 26 | 51 | 32 | 17 | 42 | 39 | 19 | 52 | 31 | 17 | 66 | 11 | 23 |
| | Winter | 45 | 29 | 26 | 52 | 29 | 19 | 44 | 36 | 20 | 45 | 33 | 22 | 65 | 18 | 17 |
| | Spring | 48 | 34 | 18 | 45 | 33 | 22 | 42 | 39 | 19 | 41 | 44 | 15 | 58 | 22 | 20 |

GRADE 4

| Test | Testing Period | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|------------------|-------|------------|------------------|-------|------------|
| | | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| CBM Reading (Oral Reading Fluency) | Fall | 44 | 14 | 42 | 45 | 22 | 33 | 37 | 30 | 33 | 46 | 21 | 33 |
| | Winter | 36 | 27 | 37 | 49 | 29 | 22 | 39 | 36 | 25 | 31 | 56 | 13 |
| | Spring | 43 | 27 | 30 | 42 | 34 | 24 | 35 | 35 | 30 | 65 | 9 | 26 |

GRADE 5

| Test | Testing Period | 2010 Risk % | | | 2011 Risk % | | | 2012 Benchmark % | | | 2013 Benchmark % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|------------------|-------|------------|------------------|-------|------------|
| | | Low | Some | At | Low | Some | At | At/Above | Below | Well Below | At/Above | Below | Well Below |
| CBM Reading (Oral Reading Fluency) | Fall | 61 | 22 | 17 | 51 | 24 | 25 | 49 | 25 | 26 | 39 | 13 | 48 |
| | Winter | 54 | 24 | 22 | 56 | 21 | 23 | 59 | 17 | 24 | 22 | 18 | 60 |
| | Spring | 55 | 19 | 26 | 44 | 35 | 21 | 53 | 19 | 28 | 53 | 21 | 26 |

Implementation Summary of 2013-2014 School Improvement Plan

The following chart gives the goals from Cobbet’s SY 2013-2014 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/Results |
|--|--|--|
| 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 ELA | Teachers will incorporate systematic phonics instruction into their daily lessons to increase decoding skills. | Teachers successfully used district phonics binders in grades 1-3 to improve decoding skills. |
| | Teachers will provide daily guidance and practice opportunities for students to increase fluency with increased accuracy during small group instruction. | Teachers incorporated small group instruction daily to increase fluency. |
| | Teachers will utilize research-based methodology to improve student’s use of Tier I, II, and III vocabulary, both orally and in written form. | Teachers have begun to use the 7-step vocabulary strategy. |
| | Teachers will utilize a variety of text, activities, and strategies to maximize student reading comprehension. | Teachers have been using a variety of text, including Anchor Comprehension in order to maximize reading comprehension. |
| | Teachers will provide opportunities for students to access materials to build reading stamina. | Teachers are providing opportunities for students to increase stamina. |
| | Teachers will provide explicit instruction on grade level writing mechanics and skills so that the students will be able to accurately and completely answer open response prompts | Teachers do not use a consistent approach to teaching writing. |
| | Teachers will model analysis of a writing prompts and its key components | Teachers continue to model writing exemplars and their key components. |

| Measurable Goals | Strategies | Implementation Status/Results |
|---|--|--|
| 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 MATH | Teachers will utilize a variety of activities and strategies to maximize student reading comprehension of mathematical text. | Teachers continue to embed problem solving strategies into daily instruction. |
| | Teachers will utilize research-based methodology to improve student's use of Tier I, II, and III vocabulary both orally and in written form. | Teachers inconsistently teach content vocabulary. |
| | Teachers will incorporate problem solving strategies for all math problems including multi-step problems. | Teachers continue to implement problem solving strategies for solving multi step problems. |
| | Teachers will model analysis of mathematical open response prompts and its key components. | Teachers are beginning to model open response question strategies. |
| | Teachers will utilize best practices in math to increase automaticity of facts through conceptual understanding of computation. | Teachers are implementing math fluency. |

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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 2014-2015 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.**

Data Analysis – Strengths and Weaknesses

The 2013 PPI report (attached with NCLB Report Card) shows that Cobbet Elementary School's CPI increased by 3 points with a Proficiency Gap Narrowing rating of Improved Below Target. The CPI in the ELA aggregate decreased 2.5 points with a Proficiency Gap Narrowing rating of No Change. The Accountability and Assistance Level for Cobbet is Level 3.

In school year 2014-2015, 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, RETELL, and Student Engagement.

Weaknesses in ELA:

- Student's lack phonological awareness, which limits their ability to read on grade level.
- Student's ability to comprehend complex texts.
- Students are not able to present information or provide evidence to support their thinking.

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Weaknesses in Mathematics:

- Students are not automatically recalling Basic Math Facts.
- Students lack the ability to correctly analyze and justify their logic algebraically when using mathematical operations.
- Students are unable to express understanding concepts in writing Open Response questions.

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 2014-2015. Those objectives are:

- Students will be able to apply the phonological skills to read a grade level text fluently.
- Students will be able to comprehend fiction and non-fiction text (text complexity).
- Students will be able to present their thinking and reasoning and provide evidence to support their thinking.

- Students will become fluent in their grade level basic math facts expectation.

K-Fluently add and subtract to 5

1-Fluently add and subtract within 10

2-Fluently add and subtract within 20

3-Fluently add and subtract within 1000; multiply and divide within 100

4-Fluently add and subtract multi-digit whole numbers; know multiplication and division facts

5-Fluently multiply multi digit whole numbers

- Students will analyze math problems to correctly apply one of the four math operations.
- Students will be able to demonstrate and apply the qualities of a healthy relationship.

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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 |
| Identified Student Weakness | Student's lack phonological awareness, which limits their ability to read on grade level. |
| Student Learning Objective | Students will be able to apply the phonological skills to read a grade level text fluently. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|----------------------------|---|--|
| Students will receive daily instruction whole class, followed by differentiated small group and independent practice using the district phonic map. | SY 2014/2015 | <ul style="list-style-type: none"> • Phonics binder • Wilson materials • Quick Phonic screener (QPS) • Reading Specialists/CITs • PLCs • <i>Words Their Way</i> | <ul style="list-style-type: none"> • DIBELS data • Benchmarks • Progress Monitoring • QPS data • Small Group Lesson Plans |
| Students will practice cold/hot fluency passages on weekly basis. Data will be posted so students will monitor their progress. | SY 2014/2015 | <ul style="list-style-type: none"> • Reading passages • Fluency Graphs • Reading Specialists/CITs | <ul style="list-style-type: none"> • Fluency Folders • Data Walls-Monthly |
| Students will engage in the five components of reading during daily small group instruction. | SY 2014/2015 | <ul style="list-style-type: none"> • PLCs • Fluency Centers • Reading Specialists/CITs | <ul style="list-style-type: none"> • Standards Based Lesson Plans |

Cobbet Elementary School SY 2014/2015 School Improvement Plan

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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 |
| Identified Student Weakness | Student's ability to comprehend complex texts. |
| Student Learning Objective | Students will be able to comprehend fiction and non-fiction text (text complexity). |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|----------------------------|---|--|
| Teachers will participate in school based professional development in the ELA Common Core reading expectations. | SY 2014/2015 | Faculty Meetings PLCs Anchor comprehension DESE Model Curriculum Units Grades 2/3 | Faculty Meeting Agenda Minutes of the PLC |
| The staff will establish a schedule for the ELA block including the Gradual Release of Responsibility. (Direct instruction, guided and independent practice). | SY 2014/2015 | District Map Common Core | Standards Based Lesson Plans Formative and Summative Assessments |
| Teachers will use close read strategy to build student understanding of complex text. | SY 2014/2015 | Professional Development Selected Common Core Texts PLC meetings to assess student work | PLC minutes Student work samples |
| Students will be required to read for extended periods of time and respond independently on weekly basis to build stamina. | SY 2014/2015 | Common Core Selected Texts Student Journals | Assessments |

Cobbet Elementary School SY 2014/2015 School Improvement Plan

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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 |
| Identified Student Weakness | Students are not able to present information or provide evidence to support their thinking. |
| Student Learning Objective | Students will be able to present their thinking and reasoning and provide evidence to support their thinking. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|----------------------------|---|---|
| Students will engage in Accountable Talk structures and conversation stems to process their thinking and learn from others. | SY 2014/2015 | Professional Development Retreat | Anchor Charts Accountable Talk stems Observations |
| Students will be required to provide evidence from text to support their opinions. | SY 2014/2015 | RETELL | Lesson Plans Formative Assessments |
| Teachers will implement the RETELL vocabulary strategy-The Seven Step Process and students will be expected to speak in complete sentences using appropriate academic and content vocabulary. | SY 2014/2015 | RETELL | Lesson Plans Assessments Observations |
| Students will be required to respond to text prompt and questions in writing. Students will have anchor charts and exemplars available for them to reference. Students will receive explicit feedback from teachers to improve the quality of their responses. | SY 2014/2015 | Anchor Charts Student Response Journals/Folders | Anchor Charts Student Response Journals/Folders |

Cobbet Elementary School SY 2014/2015 School Improvement Plan

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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 |
| Identified Student Weakness | <ul style="list-style-type: none"> • Students are not automatically recalling Basic Math Facts |
| Student Learning Objective | <p>Students will become fluent in their grade level basic math facts expectation.</p> <ul style="list-style-type: none"> • K-Fluently add and subtract to 5 • 1-Fluently add and subtract within 10 • 2-Fluently add and subtract within 20 • 3-Fluently add and subtract within 1000; multiply and divide within 100 • 4-Fluently add and subtract multi-digit whole numbers; know multiplication and division facts • 5-Fluently multiply multi digit whole numbers |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|----------------------------|---|--------------------------------------|
| Students will engage in fluency exercises daily. | SY 2014-2015 | Group Counting Activities Fluency Drills | Lesson Plans |
| Student fluency rates will be posted so students can monitor their own progress. | SY 2014-2015 | Class chart | Class Chart |
| Students will be assigned appropriate levels in First in Math. | SY 2014-2015 | First in Math program | Data from First in Math |

Cobbet Elementary School SY 2014/2015 School Improvement Plan

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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 |
| Identified Student Weakness | <ul style="list-style-type: none"> • Students lack the ability to correctly analyze and justify their logic algebraically when using mathematical operations. • Students are unable to express understanding concepts in writing Open Response questions. |
| Student Learning Objective | <ul style="list-style-type: none"> • Students will analyze math problems to correctly apply one of the four math operations. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|----------------------------|--|--|
| Students will use visual models and manipulatives to make sense of mathematical operations. | SY 2014-2015 | <ul style="list-style-type: none"> • SmartBoard© • Manipulatives (base ten blocks, linking cubes, etc.) • Anchor Chart • Poster Maker • First In Math | <ul style="list-style-type: none"> • Lesson plans • Displayed anchor charts • Student work • District assessments |
| Students will respond to questions using academic and content vocabulary and construct viable arguments and critique the reasoning of others. | SY 2014-2015 | <ul style="list-style-type: none"> • Seven-Step vocabulary model • District maps • Curriculum overviews • MCAS release questions • Graphic organizers | <ul style="list-style-type: none"> • Lesson plans • Math journals • Word walls • Student work • Walk-throughs |
| Teachers will use informal and formative assessments to guide whole group instruction and differentiate within small groups. | SY 2014-2015 | <ul style="list-style-type: none"> • Support staff • PLC's • Data analysis • White boards and markers • PD | <ul style="list-style-type: none"> • Lesson plans • Unit assessments • Activators/summarizers |
| Students will have opportunities to work in small groups to analyze, solve problems and justify their answers using Total Participation Techniques. | SY 2014-2015 | <ul style="list-style-type: none"> • Continued PD • Faculty meetings • PLC's • Open response prompts • Rubrics and exemplars | <ul style="list-style-type: none"> • Lesson plans • Pictures • Student work • Math journals |

Cobbet Elementary School SY 2014/2015 School Improvement Plan

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| Goal | Students will build and maintain healthy peer relationships. |
| Identified Student Weakness | Students have difficulty making friends and respectfully resolve conflicts. |
| Student Learning Objective | Students will be able to demonstrate and apply the qualities of a healthy relationship. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|----------------------------|---|---|
| Students will actively participate in the pro social skill building programs, Second Step, Steps to Respect, and PlayWorks. | SY 2014-2015 | <ul style="list-style-type: none"> • Second Step/Steps to Respect curriculum • Health teacher • PlayWorks initiative | <ul style="list-style-type: none"> • Pre/Post tests • PlayWorks observations and evaluations. |
| Students will participate daily in morning meeting using Accountable Talk to discuss and promote student talk. | SY 2014-2015 | <ul style="list-style-type: none"> • Morning meeting PD | <ul style="list-style-type: none"> • Informal observations |
| The Cobbet School will implement a character education initiative to foster positive social interactions throughout our community. | SY 2014-2015 | <ul style="list-style-type: none"> • character curriculum • Monthly character trait anchor charts | <ul style="list-style-type: none"> • Personal Character assessment • Teacher observations |

Cobbet Elementary 2014-2015 School Improvement Plan
Cobbet Elementary School Wraparound Partners and Community Resources:

- Catholic Charities-ESL classes for parents
- Gordon College-Art project, student resources, and Oh, the Places You'll Go! College Day
- Girl's INC.
- Lynn Business Ed Foundation-Representative serves on the School Improvement Council
- Lynn Teacher's Union- Formed a leadership team (School leaders, district leaders, school committee member, Lynn Business Ed representative)
- Cradles to Crayons-Backpack and coats/hats/mittens donations
- PlayWorks-Recess initiative, teacher leadership
- Professional Development-District Content meetings
- School Social Worker-Clinical Consultation Meetings
- Professional Development/ Clinical Trainings offered via LPS for teachers, administrators, student support staff
- Two teacher led groups: Faculty Climate and Culture Team and Family and Community Engagement Team
- Right Moves Girls Group-Family and Children's Services of Greater Lynn
- Lynn Rotary Club-Donation of dictionaries to the third grade students
- Centerboard, Inc. (Tutoring Classes)
- Lynn Community Health Care-School Based Behavioral Clinic
- Mass Coalition for the Homeless-A Bed for Every Child Program
- TIP-Tutorial in Place
- Lynn Community Connections –Grandparents Group
- Salem State University-School of Social Work Intern
- Peabody Essex Museum
- Camp Fire/Bully Proof Program
- Raw Arts

Cobbet Elementary 2014-2015 School Improvement Plan
Cobbet Elementary School Parent Involvement:

- Full-time Parent Liaison (Spanish)
- Translated notices and Connect Ed calls. Contacts made with the New American Center for additional translations
- Meet the Principal Night
- Scheduled Title I Meeting at the first Open House.
- Scheduled three Open House meetings for parents, the first one held in September as an Informational/Meet the Teacher Night with a Powerpoint presentation: Why is Homework Important? Parent/Teacher meetings were scheduled for the second Open House. The third Open House was a Math/Science Fair. Lynn English ROTC provided extra translation services
- Family and Community Engagement Team-Monthly Meetings
- ESL Classes on Tuesday and Thursdays (morning @ Cobbet and evening @ Catholic Charities)
- Poetry Night for Fifth Grade Parents
- Poetry Night with Jeff Nathan-Entire School
- Multicultural Holiday Night
- Bingo for Books-Families play bingo for books and Cobbet faculty models how to read aloud to their children.
- Fine Art Night-Art and Music Presentation
- Bullying Policies and Tips Brochure for Parents
- Provide all students with Communication Folders/Agendas to facilitate communication between the school and home.
- School Website
- Utilized Connect-Ed to inform parents of upcoming events and share information in English and Spanish.
- Homelessness Liaison
- Lynn Community Behavioral Health
- Bullying Monitor
- Holiday Assemblies for Veterans Day, Winter Holiday, Memorial Day
- Kindergarten Open House
- 5th grade Moving On Ceremony