

**Hood Elementary School**  
**School Improvement Plan**  
**May/June 2014**

**PIM Team Members**

**Gayle Dufour, Principal**  
**Danielle Desilets – Math CIT**  
**Kate DeRoo – Reading Teacher**  
**Abigail Nelson - 3<sup>rd</sup> Grade Teacher**  
**Leah Parks - 3<sup>rd</sup> Grade Teacher**  
**Nicole Miserandino – 4<sup>th</sup> Grade Inclusion**  
**Julie Solimini – 4<sup>th</sup> Grade Teacher**  
**Sarah Rice – 5<sup>th</sup> Grade Teacher**  
**Annie Merritt – 5<sup>th</sup> Grade Teacher**  
**Katherine Rearick – 4<sup>th</sup> Grade Teacher**  
**Christine Hunkler – 3<sup>rd</sup> Grade Inclusion**  
**Helena Kaczenas - 2<sup>nd</sup> Grade Teacher**  
**Rebecca Coloma – 2<sup>nd</sup> Grade Teacher**

**School Council Members**

**Gayle Dufour, Principal**  
**Susan Boyd – Reading Teacher**  
**Robin Wolkiewicz – Behavior CIT**  
**Dawn Boulay – K Parent**  
**Nancy Vizcaino – 1<sup>st</sup> and 3<sup>rd</sup> Parent Co Chair**  
**Leanne McGuinness – 1 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 439 students. Demographically the student population is 11.4% Black, 9.8% Asian, 51% Hispanic, 0.5% Native American, 21.6% White and 5% Multi Race Non-Hispanic. Hood is a Title I school. The student population is composed of 45.8% of students whose first language is not English, 16.2% who are Limited English Proficient, 87.7% who are low income, and 10.9% who receive services from the Special Education Department. Hoods population consists of 89.5% high needs. The following table compares Hood's selected population statistics with those of the district and the state.

### 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
Hood	439	11.4	9.8	51	0.5	21.6	5	45.8	16.2	87.7	10.9	89.5
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

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 two classrooms of students with special needs: Grade 3-5 intellectually impaired/multi-handicapped and a 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	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	77.5	77.3	81.3	74.8	25	No Change	25	0
Math	74.2	74.1	78.5	81.3	100	Above Target	25	25
Science	77.6	72.6	81.3	77.3	50	Improved Below Target	25	25

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	49.5	44	37	25	Below Target
Math	51	54	65	72	100	Above Target

<b>Accountability and Assistance Level- Level 1</b>
<b>Cumulative PPI (all students)- 79</b>

## 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
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
2013	3	3	47	34	45	52	5	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2013	22	20	47	38	26	27	5	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2013	3	3	21	31	41	45	34	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2013	7	6	25	28	49	51	20	15

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
2013	14	9	42	44	33	32	12	15

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
2013	28	15	42	33	21	31	9	20

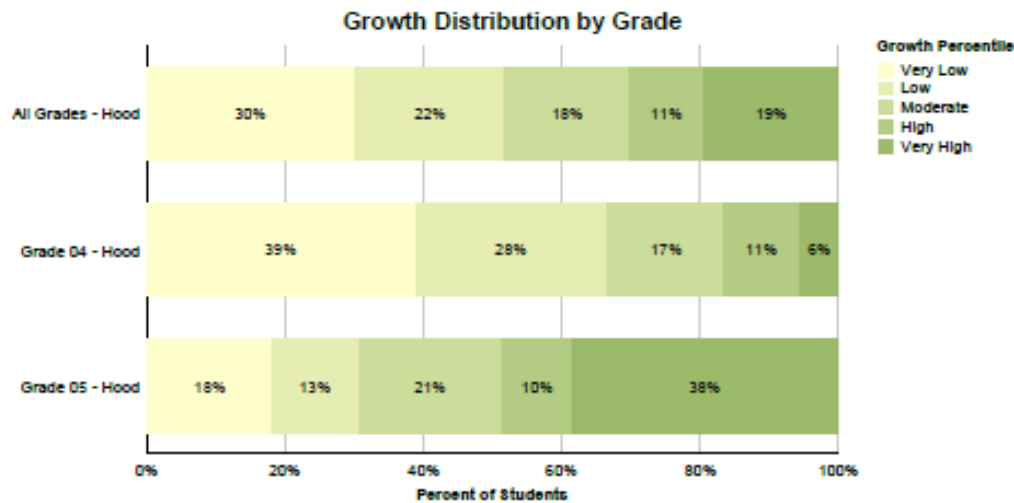
## Student Growth Percentile by School and Grade

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.



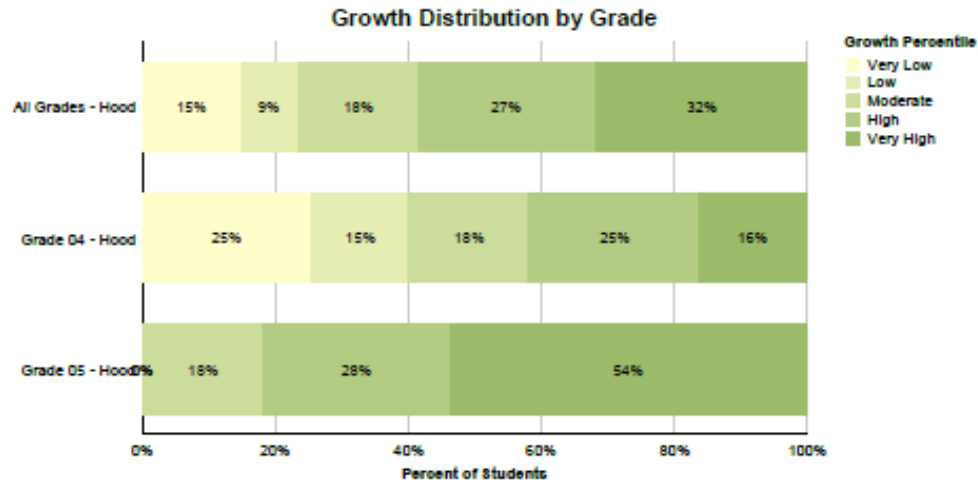
### Spring 2013 MCAS School Growth Distribution English Language Arts

District: Lynn  
Subject: English Language Arts



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 (Ach. Level)
All Grades - Hood	28	20	17	10	18	37.0	93	42	162
Grade 04 - Hood	21	15	9	6	3	28.5	54	25	61
Grade 05 - Hood	7	5	8	4	15	59.0	39	56	43



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 (Ach. Level)
All Grades - Hood	14	8	17	25	30	72.0	94	55	162
Grade 04 - Hood	14	8	10	14	9	55.0	55	31	61
Grade 05 - Hood	0	0	7	11	21	86.0	39	70	43

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

### Grade K

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	36	38	26	48	26	26	38	32	30	27	14	59	18	6	76
	Winter	21	58	21	31	51	18				65	18	17			
	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	43	31	26	64	27	9	75	14	11	54	28	18	60	24	16
	Winter	45	32	23	88	10	2	82	12	6	84	10	6	95	4	1
	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
Nonsense Words Fluency CLS	Fall	52	25	23	82	14	4	81	7	12	58	24	18	67	23	10
	Winter	57	25	18	83	12	6	80	15	5	72	24	4	68	31	1
	Spring															



## 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 Naming Fluency	Fall Winter Spring	64	25	11	67	24	9	70	17	13	72	21	7	65	25	10

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	74	20	6	54	26	20	70	19	11	34	52	14	72	16	12
	Winter	85	11	4	93	5	2	96	4	0	99	0	1			
	Spring	93	0	4	95	4	1	100	0	0	99	0	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
Nonsense Word Fluency CLS	Fall	64	21	15	60	31	9	67	18	15	64	18	17	60	24	16
	Winter	49	33	18	51	34	15	76	11	13	96	8	6	66	18	16
	Spring	62	19	19	75	20	5	64	11	25	79	10	11	77	12	11

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															
	Winter	38	49	13	60	34	6	63	32	5	61	26	13	48	15	37
	Spring	45	39	16	62	28	10	69	14	17	65	19	16	63	13	24

## 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 Winter Spring	58	25	17	66	19	15	71	20	9	65	17	18	71	19	10

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	59	21	20	51	38	11	60	31	9	64	17	19	58	16	26
	Winter	62	15	23	56	20	24	62	22	16	68	13	19	63	10	27
	Spring	43	26	31	46	16	38	57	24	19	51	30	19	68	13	19

## 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	60	30	10	48	26	26	52	28	20	58	33	9	51	20	29
	Winter	52	32	16	43	28	29	40	35	25	60	27	13	58	26	16
	Spring	51	32	17	37	34	29	44	34	22	51	41	8	50	32	18

## 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	58	21	21	43	20	37	58	23	19	55	19	26
	Winter	66	23	11	56	27	17	59	23	18	62	21	17
	Spring	63	26	11	54	21	25	57	23	20	58	23	19

## 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	46	19	35	65	21	14	54	23	23	42	18	40
	Winter	37	34	29	70	15	15	57	13	30	59	18	23
	Spring	58	20	22	67	18	15	51	22	27	54	23	23

**Implementation Summary of 2013/2014 School Improvement Plan  
Previous Goals and Results**

The following chart gives the goals from Hood’s SY 2013/2014 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies.

<b>Measurable Goals</b>	<b>Strategies</b>	<b>Implementation Status/Results</b>
<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,</p>	<ul style="list-style-type: none"> <li>• Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for English Language Arts</li>   <li>• Teachers will plan lessons incorporating Gradual Release of Responsibility (GROR)</li>   <li>• Teachers will incorporate Universal Design for Learning strategies when planning and teaching lessons.</li>   <li>• Teachers will teach vocabulary using context clues.</li>   <li>• Students will write daily using content and academic vocabulary</li>   <li>• Teachers will explicitly teach content vocabulary through the use of picture word walls.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC was provided every other week for 90 minutes and integrating standards-based template, deconstruction of standards, district support: ongoing.</li>   <li>• PLC was provided every other week for 90 minutes and integrating standards-based template, deconstruction of standards, district support: ongoing.</li>   <li>• PLCs, PIM, staff meeting with teacher modeling, school-wide implementation, PD walk through observations, ELA Standards based lesson planning.</li>   <li>• PLC was provided every other week for 90 minutes, teacher and student SMART goal.</li>   <li>• School wide implementation 2-3 times a week.</li>   <li>• School-wide implementation, walk through observations, ELA Standards based lesson planning.</li> </ul>

Measurable Goals	Strategies	Implementation Status/Results
	<ul style="list-style-type: none"> <li>• 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)</li>   <li>• Teachers will model and instruct how to explain evidence.</li>   <li>• Teachers will incorporate Framing Your Thoughts grammar program.</li>   <li>• Teachers will use leveled text on a weekly basis to improve oral reading fluency</li>   <li>• Teachers will model and instruct how to use punctuation to read with appropriate expression.</li>   <li>• Teachers will use guided group instruction to improve fluency through walk to read in grade K-2</li> </ul>	<ul style="list-style-type: none"> <li>• PLCs, PIM, staff meeting with teacher modeling, school-wide implementation, PD walk through observations, ELA Standards based lesson planning, and graphic organizers.</li>   <li>• School-wide implementation, walk through observations, ELA Standards based lesson planning.</li>   <li>• PLCs, PIM, UDL team, staff meeting with teacher modeling, school-wide implementation, PD walk through observations, ELA Standards based lesson planning.</li>   <li>• School wide implementation 2-3 times a week, Walk to Read.</li>   <li>• School wide implementation 2-3 times a week, Walk to Read.</li>   <li>• K-2 daily implementation, Walk to Read, reading teachers. PLC, based on DIBELS and progress monitoring:</li> </ul>

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,</p>	<ul style="list-style-type: none"> <li>● Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for Mathematics.</li>   <li>● Teachers will plan lessons incorporating Gradual Release of Responsibility (GROR)</li>   <li>● Teachers will incorporate Universal Design for Learning strategies when planning and teaching lessons.</li>   <li>● Teacher will explicitly teach math vocabulary through the use of picture word walls</li>   <li>● Teacher will incorporate Math centers in their lessons to reinforce math concepts/skills</li> </ul>	<ul style="list-style-type: none"> <li>● PLC was provided every other week for 90 minutes one day per week, deconstruction of standards, template implementation, district support: ongoing.</li>   <li>● PLC was provided every other week for 90 minutes one day per week, deconstruction of standards, template implementation, district support: ongoing.</li>   <li>● Picture word walls, PLC, Successful implementation ongoing daily</li>   <li>● Implementation based on common core standards, Math CIT modeling in classroom, implementation of UDL strategies</li>   <li>● PLC, implementation ongoing</li> </ul>

Measurable Goals	Strategies	Implementation Status/Results
	<ul style="list-style-type: none"> <li>• Teachers will provide Tier 2 instruction during the math block.</li>   <li>• Teachers will use GROR to model and instruct how to analyze and answer open response questions 2-3 times a week using math journals.</li>   <li>• Teachers will model with mathematics (manipulatives, drawings, equations, and labeling).</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion teachers, UDL inclusion paraprofessionals, Math CIT</li>   <li>• PLC, creation and implementation of Math Journal Rubric, PD, anchor charts, MCAS, teacher developed open response questions, Successful implementation ongoing.</li>   <li>• Implementation based on common core standards, Math CIT modeling in classroom, implementation of UDL strategies</li> </ul>

## Hood SY 2014-2015 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 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, (6) Annual dropout rates, and (7) Cohort graduation rates.**

### Data Analysis – Strengths and Weaknesses

The 2013 PPI report attached with NCLB Report Card shows that Hood School's CPI index decreased in ELA and did not meet the target for all students and subgroups. In Math, Hood School increased in Math for all students and subgroups. This data indicates that Hood made PPI, however will continue to place a strong emphasis 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 (T/H-Chart) to answer open response
- Finding evidence to answer a prompt based on a text
- Test taking strategies such as rereading, underlining, and double checking
- Students' knowledge of sight words and high frequency phrases (through APTT)

#### Weaknesses in ELA:

- Students ability to explain their reasoning while answering a prompt
- Students' ability to transfer planning (T/H-Chart) into cohesive writing
- Students ability to use and apply academic vocabulary using RETELL strategies
- 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
- Resourcefulness in using classroom anchor charts/word walls to answer problems
- Identifying steps to be taken in solving 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 by using a plan (T/H-Chart) to create a cohesive answer that clearly explains thoughts
- Read fluently with accuracy appropriate rate and expression on successive readings.

**Math**

- Demonstrate application of numbers and operations in base ten
- Answering multistep word problems with TAGGING
- Utilize math journals to strengthen writing

### Hood SY 2014/2015 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.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Students ability to explain their reasoning while answering a prompt</li> <li>• Students ability to use and apply academic vocabulary using RETELL strategies</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Use academic and content vocabulary through class discussions and apply when writing in all content areas</li> </ul>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for English Language Arts.	PLC, Staff Meetings SY 14-15	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 14-15	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 Meetings SY 14-15	CIT/Reading Teacher, Funding, PLC Time, PD	PD attendance, ELA standards based lesson planning templates, walk through
Teachers will teach vocabulary using context clues and RETELL strategies.	PLC SY 14-15	CIT/Reading Teacher, Funding, PLC Time, PD	PD attendance, ELA standards based lesson planning templates, Picture Word Walls
Teachers will model and elicit from students daily writing using content and academic vocabulary through RETELL strategies.	PLC SY 14-15	CIT/Reading Teacher, PLC time, PD	Student writing, Walk through Observation
Teachers will explicitly teach content vocabulary through the use of picture word walls and RETELL strategies.	PLC, Staff Meetings SY 14-15	CIT/Reading Teacher, PLC time, PD	Walk Through Observation

### Hood SY 2014/2015 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.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Students ability to explain their reasoning while answering a prompt</li> <li>• Students’ ability to transfer planning (T/H-Chart) into cohesive writing</li> <li>• Students ability to use and apply academic vocabulary using RETELL strategies</li> <li>• Students ability to apply grammar rules to written work</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Write in all content areas by using a plan (T/H-Chart) to create a cohesive answer that clearly explains thoughts</li> </ul>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for English Language Arts.	PLC, Staff Meetings SY 14-15	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 SY 14-15	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 Meetings SY 14-15	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/H chart (Reading curriculum, MCAS, Teacher created).	PLC, Staff Meetings, School Support Meetings SY 14-15	CIT/Reading Teacher, Funding, PLC Time	Walk through Observation, Student Writing shows evidence of strategies
Teachers will model and instruct how to find evidence, explain evidence and transfer plan into cohesive writing.	PLC, Staff Meetings SY 14-15	CIT/Reading Teacher, Funding, PLC Time, PD	Walk through Observation, Student Writing shows evidence of strategies
Teachers will incorporate Framing Your Thoughts grammar program.	PLC, Staff Meetings SY 14-15	Funding, PLC Time, PD	Walk through Observation, Student writing

### Hood SY 2014/2015 School Improvement Plan

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.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Students ability to read fluently at grade level</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Read fluently with accuracy appropriate rate and expression on successive readings.</li> </ul>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Teachers will use grade level text on a weekly basis to improve oral reading fluency.	PLC SY 14-15	PLC, funding for books	DIBELS testing (benchmark and progress monitoring)
Teachers will model and instruct how to use punctuation to read with appropriate expression.	PLC SY 14-15	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.	PLC SY 14-15	CIT/Reading Teacher, Funding, PLC Time	Observation, informal teacher assessment, data collection
Teachers will work with parents through APTT (1-3) to improve student oral reading and sight word fluency.	SY 14-15	District Funding, WestED	Parent attendance, data collection, observation

### Hood SY 2014/2015 School Improvement Plan

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.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Number Sense               <ul style="list-style-type: none"> <li>○ Place Value</li> <li>○ Basic Facts</li> <li>○ Fractions</li> </ul> </li> <li>• Solving multistep word problems</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Demonstrate application of numbers and operations in base ten</li> </ul>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for Mathematics.	SY 14-15	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 14-15	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 14-15	CIT/Reading Teacher, Funding, PLC time, PD	PD attendance, standards based lesson planning templates, walk through
Teachers will model math concepts using manipulatives.	SY 14-15	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 14-15	Math CIT, Funding, PLC time, PD	Math standards based lesson planning templates, Picture Word Walls, Walk through Observation
Teachers will incorporate math centers in their lessons to reinforce math concepts/skills.	SY 14-15	Math CIT, PLC time	Math standards based lesson planning , observation
Teachers will provide Tier 2 instruction during the math block.	SY 14-15	Math CIT, Funding, PLC time	Math standards based lesson planning templates, observation assessment

### Hood SY 2014/2015 School Improvement Plan

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.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Students ability to answer multistep word problems</li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Answering multistep word problems with TAGGING</li> </ul>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for Mathematics.	SY 14-15	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 14-15	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 tag and answer multistep word problems 2-3 times a week.	PLC SY 14-15	Math CIT, Funding, PLC time	Student Work/Journals, Walk Through Observations
Teachers will model with mathematics (drawings, equations, labeling answers).	PLC SY 14-15	Math CIT, Funding, PLC time	Student Work/Journals, Walk Through Observations

### Hood SY 2014/2015 School Improvement Plan

Math 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.
Identified Student Weakness	<ul style="list-style-type: none"> <li>• Students ability to write in math               <ul style="list-style-type: none"> <li>○ Math journals</li> <li>○ Open response</li> </ul> </li> </ul>
Student Learning Objective	<ul style="list-style-type: none"> <li>• Utilize math journals to strengthen writing of mathematical definitions and explanations of how and why</li> <li>• Solve and explain open response prompts</li> </ul>

<b>Strategy/Action (What, Who, How)</b>	<b>Timeline (When)</b>	<b>Resources Needed</b>	<b>Method of Collecting Evidence</b>
Hood School will provide professional development in the new Common Core Standards based lesson planning and instruction for Mathematics.	SY 14-15	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 14-15	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 tag and answer open response prompts 2-3 times a week.	PLC SY 14-15	Math CIT, Funding, PLC time	Student Work/Journals, Walk Through Observations
Teachers will model with mathematics (drawings, equations, labeling answers).	PLC SY 14-15	Math CIT, Funding, PLC time	Student Work/Journals, Walk Through Observations
Teachers use GROR to strengthen writing of mathematical definitions and explanations of how and why using math journals.	PLC SY 14-15	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; Museum of Science: Animal Habitats and Star Lab, Mass Cultural Council Parts of Speech through movement and dance, Eden's Edge, Stone Zoo, Franklin Park Zoo, Handel and Hayden
- 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
- Black Board Connect Ed
- Universal Design for Learning
- Positive Behavior Intervention Supports (golden feather, golden plunger, pause at the claws)
- Webpage
- Gordon College student teachers
- Academic Parent Teacher Teams
- Hawk Academy
- J-Serve
- First in Math