

Ingalls Elementary School School Improvement Plan

May/June 2014

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EXECUTIVE SUMMARY

School Profile and Demographics

The Ingalls Elementary School is one of Lynn's largest elementary schools and has a student population of approximately 733 students. Demographically the student population is 10% African American, 10.2% Asian, 66.7% Hispanic, 0.4 % Native American, 9.4% White, and 3.3% multi-race non-Hispanic.

The student population is composed of 81.4% of students whose first language is not English, 34.4% who are Limited English Proficient, 91.7% who are low income, and 11.2% who receive services from the Special Education Department. The High Needs population at Ingalls is 94.5%. Ingalls is a Title I school that provides Sheltered English Immersion (SEI) classrooms for grades 2-5. Ingalls has the TEAMS Program (Together Educating and Advancing Multi-Handicapped Students). This program services the most medically fragile students in the district. They are in three separate classrooms and span academically from grades Pre-K to Grade 5. Ingalls has two self-contained classes (DD and II) that service students in grades 1 to 5. Ingalls has five full-day kindergarten classes, four first grades, six second grades (one of which is SEI), five third grades (one of which is SEI), five fourth grades (one of which is SEI), and four fifth grades (one of which is SEI). During SY06-07, Ingalls departmentalized grades 3, 4, and 5 in ELA, Math, Science, and Social Studies to better implement standards-based instruction and have continued departmentalizing through School Year 13-14.

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
Ingalls	733	10	10.2	66.7	0.4	9.4	3.3	81.4	34.4	91.7	11.2	94.5
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

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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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	76.6	79.8	80.5	76.7	0	Declined	0	25
Math	78.1	76.5	81.8	78	50	Improved Below Target	0	25
Science	59	67.3	65.8	74.7	100	Above Target	0	25

Student Growth (SPG)	6 Yr. Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	58	47	44	50	Below Target
Math	51	69	58	64	100	Above Target

Accountability and Assistance Level - Level 2
Cumulative PPI (all students)- 76

MCAS Results

The following charts show the percentages for Ingalls' third, fourth and fifth grade students in ELA and Math in each of the reporting categories.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	NA		30	46	49	43	21	11
2004	NA		26	51	50	40	24	9
2005	NA		38	49	48	40	14	11
2006	1	10	11	30	59	47	29	13
2007	4	6	32	35	40	28	24	25
2008	4	6	24	33	45	41	27	20
2009	3	5	26	32	38	44	32	19
2010	6	7	34	38	43	43	16	13
2011	4	6	40	41	43	41	13	12
2012	5	6	35	35	38	45	22	14
2013	1	3	29	34	59	52	11	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003								
2004								
2005								
2006	0	2	4	32	39	37	57	29
2007	6	12	42	35	22	28	30	25
2008	12	16	39	35	27	28	22	21
2009	9	9	31	35	29	30	31	26
2010	6	13	32	36	33	32	29	19
2011	3	8	48	47	34	31	16	14
2012	7	13	26	33	40	35	28	19
2013	9	20	33	38	42	27	15	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	6	3	33	35	46	46	14	17
2004	1	3	24	36	49	47	26	13
2005	4	4	10	32	46	47	41	17
2006	1	4	16	35	57	46	26	15
2007	1	3	18	35	58	44	22	18
2008	1	3	13	26	45	49	40	22
2009	3	4	16	28	53	44	29	23
2010	0	2	15	29	42	50	43	20
2011	1	3	30	30	39	46	30	22
2012	0	4	36	34	44	40	20	22
2013	1	3	22	31	51	45	26	21
Grade 5	Advanced	Proficient	Needs		Warning			

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	11	5	17	20	49	50	24	25
2004	3	6	14	22	51	54	32	18
2005	2	7	7	19	52	53	38	21
2006	6	8	14	19	51	52	29	20
2007	6	11	21	27	47	43	26	19
2008	9	10	27	24	38	44	26	22
2009	3	7	16	23	53	48	29	22
2010	5	9	18	26	48	48	28	17
2011	10	7	28	23	35	49	27	21
2012	5	6	29	30	50	47	16	17
2013	6	6	25	28	52	51	18	15
Grade 5	Advanced	Proficient	Needs		Warning			

ELA					Improvement			
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	4	8	13	37	55	42	28	14
2007	4	6	39	46	39	35	17	12
2008	5	6	30	40	38	40	27	14
2009	4	6	34	36	35	40	27	18
2010	1	6	29	37	45	38	25	18
2011	3	7	31	44	42	34	23	15
2012	7	9	35	39	27	34	32	18
2013	3	9	45	44	36	32	16	15

Math					Improvement			
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	6	9	23	23	25	35	46	33
2007	11	10	23	33	43	37	24	19
2008	5	13	25	25	35	37	35	25
2009	12	11	35	27	21	28	32	34
2010	9	12	23	24	30	37	38	27
2011	12	12	33	34	32	33	24	21
2012	16	13	20	28	36	33	28	26
2013	13	15	39	33	31	31	17	20

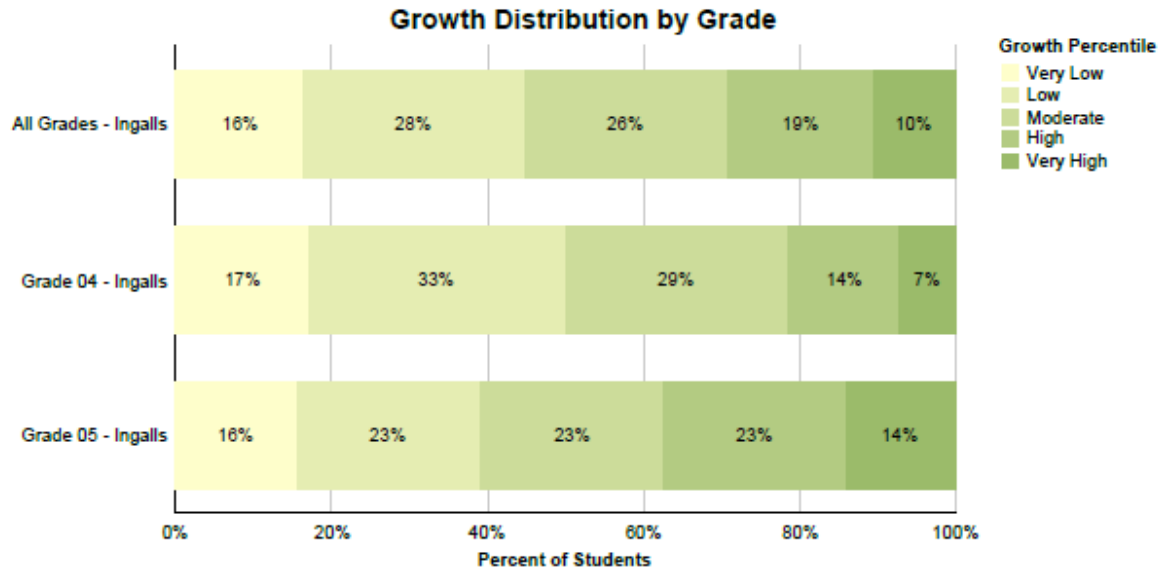
Student Growth Percentile by School and Grade

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.

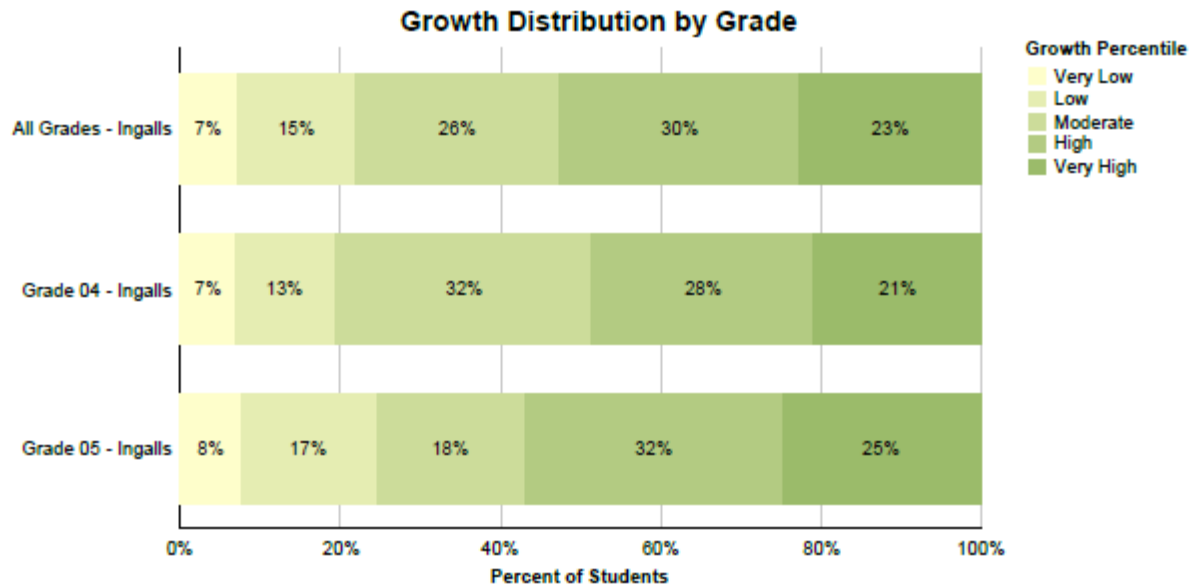


Spring 2013 MCAS School Growth Distribution English Language Arts

District: Lynn
Subject: English Language Arts



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Ingalls	22	38	35	25	14	44.0	134	33	273
Grade 04 - Ingalls	12	23	20	10	5	41.5	70	24	85
Grade 05 - Ingalls	10	15	15	15	9	46.0	64	48	77



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 - Ingalls	10	20	35	41	31	64.0	137	41	273
Grade 04 - Ingalls	5	9	23	20	15	59.5	72	31	85
Grade 05 - Ingalls	5	11	12	21	16	68.0	65	52	77

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 2008-2009, 2009-2010, 2010-2011, 2011 – 2012, and 2012-2013. The reporting categories for 2011-2012 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

Ingalls – 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	33	19	48	51	20	29	41	27	32	43	21	36	36	28	36
	Winter	61	12	27	86	9	5	71	18	11	79	14	7	79	11	10
	Spring	71	16	13	93	5	2	86	9	5	95	3	2	89	6	5

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	43	28	29	47	20	33	30	23	47	14	7	7	22	6	72
	Winter	29	52	19	59	28	13				79	8	13	78	12	10
	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	22	44	34	72	21	7	56	17	27	67	19	14	57	20	23
	Winter	68	30	2	93	6	1	86	7	7	89	6	5	89	4	7
	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	59	28	13	88	11	1	70	19	11	84	8	8	59	30	11
	Winter	74	19	7	92	6	2	84	9	7	88	10	2	81	17	2
	Spring															

Ingalls 1st Grade

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	67	18	15	54	23	23	72	18	10	72	19	9	76	15	9
	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
Phoneme Segmentation Fluency	Fall	53	36	11	52	37	11	60	26	14	68	18	14	73	18	9
	Winter	86	11	3	86	13	1	85	11	4	95	1	4			
	Spring	91	8	1	97	2	1	97	2	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	63	24	13	57	22	21	64	18	18	77	10	13	67	18	15
	Winter	65	25	10	50	38	12	73	10	17	87	7	6	75	13	12
	Spring	79	17	4	78	14	8	77	5	18	84	10	6	73	9	18

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	59	29	12	42	47	11	54	32	14	64	31	4	38	25	37
	Spring	62	24	14	55	26	19	66	20	14	68	23	9	52	21	27

Ingalls 2nd Grade

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	68	18	14	78	18	4	73	16	11	82	10	8	84	8	8
	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	45	29	26	54	28	18	50	29	21	68	18	14	57	22	21
	Winter	65	10	25	60	21	19	59	13	28	73	15	12	61	17	22
	Spring	54	16	30	55	20	25	58	15	27	65	18	17	64	17	19

Ingalls 3rd Grade

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	32	30	38	49	27	24	49	34	17	58	21	21	65	18	17
	Winter	37	25	38	52	21	27	57	30	13	57	26	17	63	16	21
	Spring	33	29	38	49	19	32	63	27	10	56	28	16	52	24	24

Ingalls 4th Grade

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	39	27	34	48	15	37	61	27	12	54	22	24
	Winter	38	25	37	53	22	25	64	22	14	64	17	19
	Spring	33	27	40	53	12	35	47	39	14	64	15	21

Ingalls 5th Grade

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	20	36	39	21	40	48	20	32	51	9	40
	Winter	40	19	41	46	19	35	51	19	30	58	27	15
	Spring	38	26	36	44	21	35	48	21	31	47	33	20

Implementation Summary of 2013-2014 School Improvement Plan

The following chart contains the goals from Ingalls’ 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
<p>1. To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, Mathematics and Science, (4-5) Growth in ELA and mathematics</p>	<p>Teachers in grades K – 5 will participate in collaborative Common Planning Time to enhance writing instruction.</p> <p>Teachers in grades K-5 will participate in in-house PD for writing.</p> <p>Ingalls teachers in grades K-5 will continue with the allotted time dedicated to small group instruction within their grade level literacy block.</p> <p>Ingalls teachers in grades 3-5 will make a deliberate attempt to link ELA with content-based social studies and science instruction to create a comprehensive three-hour literacy block.</p> <p>Teachers in grades K – 5, through deliberate lesson planning and instruction, will promote student engagement by incorporating Total Participation Techniques.</p> <p>Teachers in Grades K – 5 will incorporate questions that promote Higher Order Thinking (Bloom’s Taxonomy) in daily lessons to deepen student comprehension.</p>	<ul style="list-style-type: none"> • Departmentalized instruction continued in SY13-14. • Grade level/content teams attended in-house PD for writing. • Ingalls framed ELA instruction using the “Great Eight Template.”(e.g. Focus Skill, Focus Strategy, Vocabulary, Writing, Theme, Genre, Grammar/Phonics, Assessment). • School-wide gradual release of responsibility instructional model continued to be implemented. • Lesson planning, student work samples, and classroom assessment binders provided evidence of implementation. • Common planning (2.5 hours - grade level/content teams -one time per month) was facilitated during SY13-14 and focused on deliberate lesson planning. • Grades 3-5 continued implementation of the RTI model. • Afterschool MCAS Prep Boot Camp • Continued Imagine Learning/Literacy (SEI/SPED) • Professional development was provided in Six Traits/Zaner-Bloser Writing, to support on-going implementation. • Ingalls teachers in grades K-5 continued with the allotted time dedicated to small group instruction within their grade level literacy block. • Three CIT’s, 2.5 ESL Teachers, and Interventionists provided support for classroom teachers with the implementation of strategies listed. • KnowAtom implementation to support teachers in ELA/Science instruction in grades 3 – 5.

Measurable Goals	Strategies	Implementation Status/Results
<p>2. To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, Mathematics and Science, (4-5) Growth in ELA and mathematics.</p>	<p>Teachers will continue to participate in Common Planning Time and monthly curriculum meetings to develop deliberate lesson plans and assessments.</p> <p>Teachers in grades K-5 will identify student weaknesses using daily formative assessments to drive instruction.</p> <p>Teachers will implement the use of picture word walls for math vocabulary.</p> <p>Teachers will use the Standards for Mathematical Practice to drive instruction.</p> <p>Teachers in grades K – 5, through deliberate lesson planning and instruction, will promote student engagement by incorporating Total Participation Techniques.</p> <p>Teachers in Grades K – 5 will incorporate questions that promote Higher Order Thinking (Bloom’s Taxonomy) in daily lessons to deepen student comprehension.</p>	<ul style="list-style-type: none"> • Departmentalized instruction continued in SY13-14. • School-wide gradual release of responsibility instructional model continued to be implemented. • Lesson planning, student work samples, and classroom assessment binders provided evidence of implementation. • Common planning (2.5 hours - grade level/content teams -one time per month) was facilitated during SY13-14 and focused on deliberate lesson planning. • Grades 3-5 continued implementation of the RTI model. • SEI students in grades 3-5 were integrated into the departmentalized math classrooms on a daily basis. • Afterschool math program for students in grades 3-5. • Afterschool MCAS Prep Boot Camp • Implementation of First in Math in grades 1-5 • Use of district created math assessments in grades K-5.

SY 2014-2015 Ingalls 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 Report Card/PPI Indicator for Narrowing Proficiency Gap shows that Ingalls received a target rating of “Declined” for ELA and “Improved Below Target” for Math. The PPI Indicator for Student Growth shows that Ingalls received a rating of “Below Target” for ELA and “Above” for Math. Ingalls has received a Level 2 for the Accountability and Assistance Level.

Data driven analysis reveals two weaknesses in ELA: Students’ ability to write for different audiences and purposes and students’ ability to read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. Data indicates a weakness in students’ ability to solve multi-step problems. Analysis reveals a weakness with basic math computation skills.

Student Learning Objectives

The action plan that follows outlines the student learning objectives that the faculty will concentrate on for the following year.

- Students will be able to write opinion pieces, explanatory/informative texts, and narratives, including stories, poems, and scripts according to grade level expectations as cited by the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy Incorporating the Common Core State Standards.
- Students will be able to:
 - Use foundational skills to apply grade level phonics and access text.
 - Determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use.
 - Read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts.
- Students will be able to identify, use and apply problem solving strategies relating to all grade level standards.

Ingalls SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Students' ability to write for different audiences and purposes.
Student Learning Objective	Students will be able to write opinion pieces, explanatory/informative texts, and narratives, including stories, poems, and scripts according to grade level expectations as cited by the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy Incorporating the Common Core State Standards.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers in grades K – 5 will participate in collaborative Common Planning Time to enhance writing instruction.	Monthly	Common Planning Time, Principal, Program Specialist, CITs/Coaches, ESL Specialists, Interventionists, Subs, Zaner-Bloser materials/training	Lesson plans, student work samples, agendas, and notes
Teachers in grades K-5 will identify student weaknesses using daily formative assessments to drive instruction.	Daily	Formative assessments	Lesson plans, examples of student work, and walk-throughs
Teachers in grades K-5 will participate in in-house PD for writing.	On-Going	Principal, Instructors, materials, Zaner-Bloser PD Personnel, District Curriculum Department	Lesson plans, student work samples, and attendance
Teachers in grades K-5 will participate in District PD for Universal Design for Learning (UDL).	On-Going	District, Principal, Instructors, and materials	Lesson plans, student work samples, and attendance
Teachers in grades K-5 will participate in District PD for Formative Assessment for Results (FAR).	On-Going	District, Principal, Instructors, and materials	Lesson plans, student work samples, and attendance
Teachers will engage with parents in two-way meaningful communication about student learning and progress and provide regular opportunities for communication.	On-Going	Parents, Teachers, Principal, Program Specialist, School-based Family Engagement Action Team	Open Houses, Teacher Weekly Night Back, Call Logs, Email, Meeting Notes, Attendance Sheets, Progress Reports, Report Cards, Literacy/Math Night, Parent Café

Ingalls SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Students' ability to read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts.
Student Learning Objective	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Use foundational skills to apply grade level phonics and access text. • Determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use. • Read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Ingalls teachers in grades K-5 will continue with the allotted time dedicated to small group instruction within their grade level literacy block.</p> <p>Ingalls teachers in grades 3-5 will make a deliberate attempt to link ELA with content-based social studies and science instruction to create a comprehensive three-hour literacy block.</p>	Daily	<p>Texts aligned with the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy Incorporating the Common Core State Standards, Common Planning Time, Principal, Program Specialist, CITs/Coaches, ESL Specialists, Interventionists, Teachers, and Subs</p>	<p>Walk-throughs, lesson plans, student work samples, assessment binders, and personnel schedules</p>
<p>Teachers in grades K – 5 will participate in collaborative Common Planning Time to enhance literacy instruction.</p>	Monthly	<p>Common Planning Time, Principal, Program Specialist, CITs/Coaches, ESL Specialists, Interventionists, subs, and materials</p>	<p>Lesson plans, student work samples, agendas, and notes</p>
<p>Teachers in grades K-5 will identify student weaknesses using daily formative assessments to drive instruction.</p>	Daily	<p>Formative assessments</p>	<p>Lesson plans, examples of student work, and walk-throughs</p>

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers in grades K – 5, through deliberate lesson planning and instruction, will promote student engagement by incorporating Total Participation Techniques.	Daily	Principal, Program Specialist, CITs/Coaches, ESL Specialists, Interventionists, Teachers	Lesson plans and student work samples, walk throughs, formative and summative assessments
Teachers in Grades K – 5 will incorporate questions that promote Higher Order Thinking (Bloom’s Taxonomy) in daily lessons to deepen student comprehension.	Daily	Principal, Program Specialist, CITs/Coaches, ESL Specialists, Interventionists, Teachers	Lesson plans and student work samples, walk throughs, formative and summative assessments
Teachers in grades K-5 will participate in in-house PD for Close Reading/Text-Dependent Questioning.	On-Going	Principal, Instructors, materials, Zaner-Bloser PD Personnel, and District Curriculum Department	Lesson plans, student work samples, and attendance
Teachers in grades K-5 will participate in District PD for Universal Design for Learning (UDL).	On-Going	District, Principal, Instructors, and materials	Lesson plans, student work samples, and attendance
Teachers in grades K-5 will participate in District PD for Formative Assessment for Results (FAR).	On-Going	District, Principal, Instructors, and materials	Lesson plans, student work samples, and attendance
Teachers will engage with parents in two-way meaningful communication about student learning and progress and provide regular opportunities for communication.	On-Going	Parents, Teachers, Principal, Program Specialist, School-based Family Engagement Action Team	Open Houses, Teacher Weekly Night Back, Call Logs, Email, Meeting Notes, Attendance Sheets, Progress Reports, Report Cards, Literacy/Math Night, Parent Café

Ingalls SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Students' ability to solve multi-step problems; basic math computation skills.
Student Learning Objective	Students will be able to identify, use, and apply problem solving strategies relating to all grade level standards.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will continue to participate in Common Planning Time to develop deliberate lesson plans and assessments.	Monthly	Principal, Program Specialist, CITs, Common Planning Time, subs, and materials	Lesson plans, student work samples, agendas, and notes
Teachers in grades K-5 will identify student weaknesses using daily formative assessments to drive instruction.	Daily	Formative assessments	Lesson plans, examples of student work, and walk-throughs
Teachers will implement the use of picture word walls for math vocabulary.	On-going	Appropriate grade level vocabulary	Lesson plans and walk-throughs
Teachers will use the Standards for Mathematical Practice to drive instruction.	Daily	2011 Massachusetts Curriculum Framework for Mathematics Incorporating the Common Core State Standards	Lesson plans, examples of student work, walk throughs, and formative and summative assessments
Teachers in grades K – 5, through deliberate lesson planning and instruction, will promote student engagement by incorporating Total Participation Techniques.	Daily	Principal, Program Specialist, CITs/Coaches, ESL Specialists, Interventionists, Teachers	Lesson plans and student work samples, walk throughs, formative and summative assessments
Teachers in Grades K – 5 will incorporate questions that promote Higher Order Thinking (Bloom's Taxonomy) in daily lessons to deepen student comprehension.	Daily	Principal, Program Specialist, CITs/Coaches, ESL Specialists, Interventionists, Teachers	Lesson plans and student work samples, walk throughs, formative and summative assessments
Teachers in grades K-5 will participate in District PD for Universal Design for Learning (UDL).	On-Going	District, Principal, Instructors, and materials	Lesson plans, student work samples, and attendance

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers in grades K-5 will participate in District PD for Formative Assessment for Results (FAR).	On-Going	District, Principal, Instructors, and materials	Lesson plans, student work samples, and attendance
Teachers will engage with parents in two-way meaningful communication about student learning and progress and provide regular opportunities for communication.	On-Going	Parents, Teachers, Principal, Program Specialist, School-based Family Engagement Action Team	Open Houses, Teacher Weekly Night Back, Call Logs, Email, Meeting Notes, Attendance Sheets, Progress Reports, Report Cards, Literacy/Math Night, Parent Café

Parent Involvement

Ingalls School implemented the following parent involvement activities:

- Parent Council
- Kindergarten Orientation
- Three Open Houses- Parent /Teacher Conferences, Family Math Night/Art Exhibit and Ice Cream Social
- School Programs: Veterans' Day, Winter Fantasy, Memorial Day, Blue and Gold Day, Moving-On Ceremonies, After School Sports Activities
- PTO Meetings/Guest Speakers
- Monthly Newsletters and Calendar from Principal/Program Specialist
- Translated notices
- Connect ED
- School Fundraisers
- School-Based Health Center/Lynn Community Health Center
- Dental Services – Forsythe
- The Food Project/ Farmer's Market on site that accepts WIC and Food Stamps
- LEHS ROTC Program-Bilingual Students interpret at Open Houses and PTO Meetings
- Fall TEAMS Breakfast
- DIBELS/MAZE Report Cards
- Progress Reports/Report Cards
- Science Fair
- Family Engagement Alignment Team (FEAT)
- School-Based Action Team (FAT)
- Parent Café
- Grandparent Café
- Field Day Parent Volunteers
- Kick Off To Summer Reading (K-1)