

**Sewell-Anderson Elementary School
September 2014-June 2015**

PIM Team Members

**Patricia Mallett, Principal
Theresa Curtis, Grade 5
Richard Masters, Grade 4
Angela Maggs, Grade 3
Patricia Kelty, Grade 1
Julie O'Shea, Grade 2
Kathleen King, Title I Reading**

School Council Members

**Patricia Mallett, Principal
Patricia Kelty, Co-chair
Theresa Curtis, Grade 5 teacher
Maria Hamelers, SPED teacher
Colleen Baker, Parent
Jennifer Baez, Parent
Yasmene Driscoll, Parent
Gina Moreno, Parent
Diana Chakoutis, Community representative
Kathleen Kane, Retired teacher
Paula Mackin, Community representative**

EXECUTIVE SUMMARY

School Profile and Demographics

The Sewell-Anderson Elementary School is one of Lynn’s seventeen elementary schools and has a student population of approximately 289 students. Demographically the student population is 9% African American, 3% Asian, 43 % Hispanic, 38% White, and 7% multi-race non-Hispanic. Sewell-Anderson is a Title I school.

The student population is composed of 28% of students whose first language is not English, 10% who are Limited English Proficient, 66% who are low income, and 21% who receive services from the Special Education Department.

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Sewell-Anderson	289	8.7	2.8	43.3	0.7	38.1	6.6	28.4	10.4	66.1	21.1	70.2
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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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	79.4	84.6	82.8	87.7	100	Above Target	0	0
Math	76.7	84.2	80.6	88.6	100	Above Target	0	25
Science	66.4	73.3	72	82.1	100	Above Target	25	25

Student Growth (SGP)	6 Yr. Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	45	54	67	100	Above Target
Math	51	39	68	58	75	On Target

Accountability and Assistance Level- Level 1
Cumulative PPI (all students)- 92

MCAS Results

The following charts show the percentage of Sewell-Anderson's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning. The tables contain the results for the past eleven years for the MCAS grade 3 Reading and eight years for grade 3 Math. It also contains the results of the last eleven years for grade 4 Mathematics and English Language Arts (ELA) test, and eight years for Grade 5 ELA and Math.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	NA		49	46	41	43	10	11
2004	NA		48	51	37	40	15	9
2005	NA		64	49	29	40	7	11
2006	10	10	52	30	35	47	3	13
2007	8	6	43	35	41	28	8	25
2008	8	6	32	33	47	41	13	20
2009	2	5	36	32	41	44	20	19
2010	23	7	40	38	37	43	0	13
2011	10	6	33	41	40	41	17	12
2012	13	6	33	35	37	45	17	14
2013	5	3	47	34	35	52	14	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003								
2004								
2005								
2006	6	2	52	32	35	37	6	29
2007	24	12	43	35	27	28	5	25
2008	14	16	35	35	35	28	16	21
2009	5	9	39	35	30	30	27	26
2010	23	13	37	36	40	32	0	17
2011	2	8	43	47	29	31	26	14
2012	17	13	39	33	24	35	20	19
2013	19	20	60	38	5	27	16	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	3	3	23	35	46	46	28	17
2004	7	3	30	36	44	47	19	13
2005	9	4	42	32	45	47	3	17
2006	21	4	35	35	33	46	12	15
2007	0	3	64	35	36	44	0	18
2008	0	3	49	26	44	49	7	22
2009	6	4	24	28	53	44	18	23
2010	5	2	26	29	40	50	30	20
2011	8	3	33	30	45	46	14	22
2012	4	4	34	34	32	40	30	22
2013	9	3	39	31	33	45	20	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	4	5	11	20	52	50	33	25
2004	9	6	19	22	56	54	17	18
2005	33	7	21	19	45	53	0	21
2006	30	8	21	19	35	52	14	20
2007	24	11	36	27	36	43	3	19
2008	14	10	43	24	31	44	12	22
2009	21	7	24	23	44	48	12	22
2010	2	9	19	26	60	48	19	17
2011	10	7	20	23	59	49	12	21
2012	11	6	21	30	36	47	32	17
2013	11	6	37	28	35	51	17	15

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	15	8	44	37	29	42	12	14
2007	23	6	54	46	18	35	5	12
2008	13	6	56	40	31	40	0	14
2009	3	6	65	27	30	28	3	18
2010	14	6	38	37	34	38	14	18
2011	13	7	34	44	37	34	16	15
2012	14	9	47	39	28	34	12	18
2013	15	9	41	44	21	32	23	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	15	9	29	23	32	35	35	33
2007	29	10	37	33	29	37	5	19
2008	16	13	44	25	31	37	9	25
2009	24	11	30	27	38	28	8	34
2010	17	12	24	24	41	37	17	27
2011	8	12	37	34	42	33	13	21
2012	16	13	42	28	21	33	21	26
2013	15	15	26	33	31	31	28	20

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 grade three.

The following charts show the percentage of Sewell-Anderson students in each of the reporting categories-At Risk, Some Risk, Low Risk-for the fall of 2008 to the spring of 2013.

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	65	12	23	50	18	32	83	7	10	86	14	0	75	15	10
	Winter	75	9	16	62	26	12	76	21	3	88	8	4	92	4	4
	Spring	46	40	14	67	15	18	66	27	7	84	16	0	87	9	4

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	32	41	27	54	25	21	66	27	7	64	9	27	46	8	46
	Winter	31	56	13	27	65	8				52	40	8	79	12	9
	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	50	44	6	55	31	15	66	14	20	72	16	12	79	12	9
	Winter	43	54	3	70	26	4	83	10	7	88	8	4	94	2	4
	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	72	12	16	62	19	19	59	17	24	88	8	4	89	4	7
	Winter	60	26	14	82	11	7	43	47	10	72	28	0	96	2	2
	Spring															

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	60	32	8	63	25	12	50	20	30	74	18	8	71	21	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
Phoneme Segmentation Fluency	Fall	55	37	8	56	23	21	52	16	32	49	33	18	44	33	23
	Winter	96	4	0	89	4	7	87	4	9	95	2	3			
	Spring	98	2	0	91	2	7	93	0	7	92	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 Word Fluency CLS	Fall	62	26	12	63	12	25	45	20	35	62	25	13	46	27	27
	Winter	82	13	5	59	28	13	67	13	20	90	5	5	68	13	19
	Spring	93	7	0	73	14	13	64	14	22	84	13	3	66	13	21

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	69	24	7	65	13	22	60	16	24	86	11	3	60	13	27
	Spring	67	26	7	64	11	25	61	18	21	92	8	0	57	15	28

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	64	24	12	76	13	11	61	14	25	60	16	24	77	9	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
CBM Reading (Oral Reading Fluency)	Fall	65	23	12	58	29	13	65	14	21	51	18	31	77	11	12
	Winter	69	10	21	62	24	14	72	10	18	60	15	25	77	9	14
	Spring	54	27	19	55	26	19	67	9	24	66	18	16	70	14	16

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	42	19	39	62	31	7	52	34	14	65	20	15	76	8	16
	Winter	33	33	34	76	15	9	59	23	18	68	21	11	57	23	20
	Spring	31	28	41	66	30	4	55	33	12	70	25	5	65	14	21

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	47	23	30	67	21	12	33	31	36	71	14	15
	Winter	42	30	28	73	21	6	51	27	22	72	11	17
	Spring	53	22	25	73	17	10	56	32	12	65	18	17

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	63	22	15	57	17	26	73	7	20	60	23	17
	Winter	82	7	11	55	23	22	70	16	14	59	13	28
	Spring	71	22	7	55	21	24	73	17	10	53	25	22

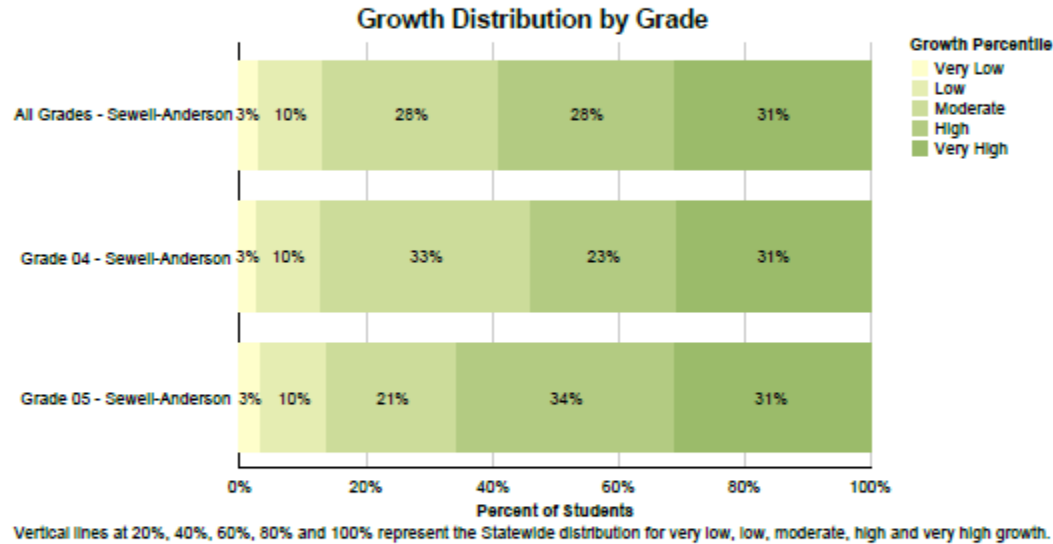
Student Growth Percentile by School and Grade

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.

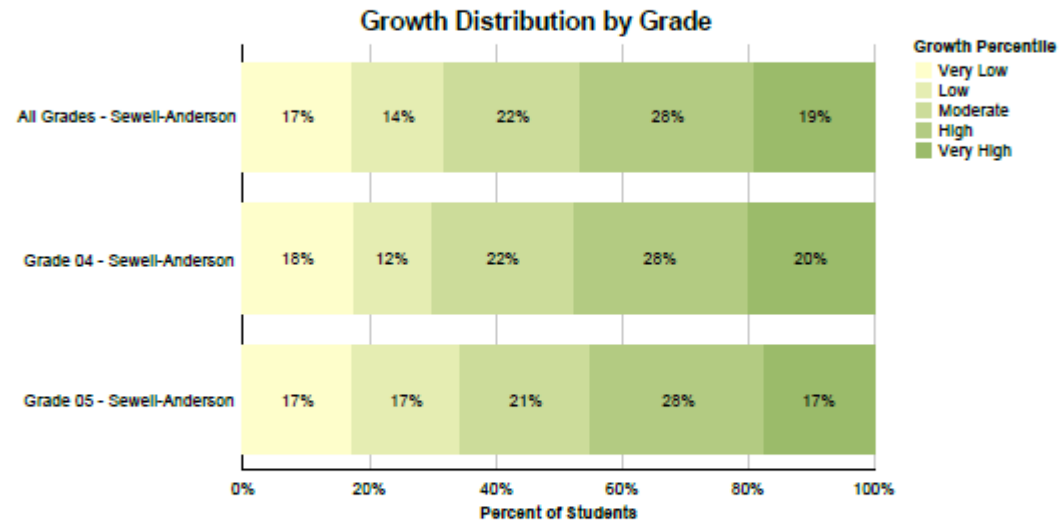


Spring 2013 MCAS School Growth Distribution English Language Arts

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 - Sewell-Anderson	2	7	19	19	21	67.0	68	52	128
Grade 04 - Sewell-Anderson	1	4	13	9	12	62.0	39	48	46
Grade 05 - Sewell-Anderson	1	3	6	10	9	72.0	29	56	39



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Sewell-Anderson	12	10	15	19	13	58.0	69	56	128
Grade 04 - Sewell-Anderson	7	5	9	11	8	59.5	40	48	46
Grade 05 - Sewell-Anderson	5	5	6	8	5	54.0	29	41	39

Implementation Summary of 2013-2014

The following chart gives the goals from Sewell-Anderson’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
<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>	<p>All teachers will model new content based vocabulary using a variety of strategies</p>	<p>Teachers have introduced, modeled and explained new vocabulary in daily lessons by utilizing smart boards and interactive word walls.</p>
	<p>Every classroom will have an interactive math word wall that is utilized during math instruction</p>	<p>All classrooms have a word wall. In about 90% of the classrooms the words are changed frequently and the wall is interactively used with the class.</p>
	<p>Teachers will utilize RTI strategies based on a variety of formative and summative assessments in both ELA and Math classes.</p>	<p>Teachers have analyzed data from district assessments, DIBELS and Maze benchmarks. Teachers have also targeted students in need of differentiated instruction and grouped students into small direct instruction groups.</p>
<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> <p>Mathematics</p>	<p>Every classroom will have 5-10 minute daily math computation exercises</p>	<p>Teacher created math computation exercises done on a daily basis in every classroom.</p>
	<p>Teachers will model specific strategies for answering open-ended questions.</p>	<p>Teachers have used exemplars from the DOE website to model effective strategies in answering open response questions.</p>
	<p>Every classroom will do a four square activity for review and a ticket to leave for all math lessons.</p>	<p>Teachers have used the four square activity to review previously learned concepts and to activate students prior knowledge of current lessons with success.</p>
	<p>Teachers will progress and monitor students fluency with math facts.</p>	<p>Teachers have tracked student’s progress on building math fluency and tracking their progress.</p>

Sewell-Anderson 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 NCLB report card shows

Weaknesses in All Content Areas:

- Students do not demonstrate or apply knowledge of grade appropriate vocabulary.
- Students lack the ability to independently answer open response questions.

Weaknesses in Math:

- Students lack the ability to demonstrate and apply knowledge of basic math facts.

Weaknesses in ELA:

- Students do not use reading comprehension strategies effectively.

Student Learning Objectives

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

- Students will know and be able to read fluently and comprehend text across all content areas.
- Students will develop and demonstrate mathematical fluency in all activities.

Sewell-Anderson 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 do not demonstrate or apply knowledge of grade appropriate vocabulary, fluency, and reading comprehension.
Student Learning Objective	Students will know and be able to read fluently and comprehend text across all content areas.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
All teachers will model new content based vocabulary using a variety of strategies such as realia, power points, demonstrations, illustrations, seven steps of vocabulary, and diagrams.	Sept. 2014-June 2015	SMART boards Bulletin boards models	Observation/Walk Through
Every classroom will have an interactive math word/picture wall that is utilized during math instruction	Sept. 2014-June 2015	Bulletin Board Eduplace.com website	Observation/Walk Through
Teachers will utilize principles of Understanding by Design for unit lesson plans.	Sept. 2014-June 2015	Staff development, Common planning time, and Mentoring	Schedules and lesson templates Minutes from grade level meetings

Sewell-Anderson 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	<p>Students lack the ability to demonstrate and apply knowledge of</p> <ul style="list-style-type: none"> • Math facts • Math vocabulary • Open response and short answer strategies
Student Learning Objective	Students will develop and demonstrate mathematical fluency.

Strategy/Action (Who, What, Where)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Every classroom will have a 5-10 minute math computation exercise.	Sept. 2014-2015	Flash cards and teacher designed exercises	Sample of student work placed in binder once a week.
Every classroom will complete a daily review activity, such as, a four square.	Sept. 2014-2015	Teacher designed exercises.	Sample of student's work.
Teachers will progress monitor students' fluency in math facts.	Sept. 2014-2015	Teacher designed assessments First in Math website	Progress chart of student gains.
Teachers will model specific strategies for answering open-ended questions	Sept, 2014-2015	Samples of open-ended questions	Sample of student's work and appropriate grade level rubrics.

Parent Involvement

- **PTO** : To support the educational goals of parent/teacher/student
- **APTT**: to promote parental investment in academics as well as building a school community
- **Friends of the Sewell-Anderson Library**: To support the school's library program
- **Parent/Child Reading Book Club**: To encourage reading comprehension and a love of reading together
- **PTO Tea**: To introduce and welcome kindergarten parents to the school
- **State of the School**: To explain procedures and expectations of MCAS and to address parents' concerns
- **PTO Ice Cream Social/Seasonal Craft Activity for parents and students**: To encourage school spirit
- **PTO Family Dance**: To encourage school spirit
- **PTO Field Day**: To encourage school spirit
- **Walkathon**: To encourage school and community spirit
- **Family Night at Restaurants**: To encourage school spirit
- **Room Parents**: To provide support in the classroom
- **Back to School**: To give parents the opportunities to visit school and meet their child's teacher
- **Grade Level Assemblies for Parents**: To encourage parents' interest in our school by having every grade perform a grade level assembly
- **MCAS rally**
- **Sewell Anderson Student of the month**
- **School Newspaper**: to build community awareness
- **Holiday Musical Assembly**: to celebrate diversity and culture
- **Parent Email**: to keep parents informed of events taking place at school
- **School improvement council**: to plan and organize events for the school year
- **Homework/Basketball club**: to promote work habits and teamwork
- **Chess club**: to develop critical thinking skills
- **Father/Daughter dance**: to build school spirit
- **Mother/Son bowling**: to build school spirit
- **Red Sox night**: to develop school spirit