

Washington S.T.E.M. Elementary School

2014-2015 School Improvement Plan

June 2014

PIM Team Members

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School Council Members

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EXECUTIVE SUMMARY

School Profile and Demographics

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

The Washington Elementary School is ranked eleventh in size out of Lynn's eighteen elementary schools and has a student population of approximately 357 students. Demographically the student population is 15.1% African American, 5.6% Asian, 68.9% Hispanic, 0.4% Native American, 6.8% White, and 3.8% Multi-Race Non-Hispanic. The student population is composed of 61.4% of students whose first language is not English, 31.4% who are Limited English Proficient, 93.2% who are low income, and 9.1% who receive services from the Special Education Department. The following Table compares Washington's selected population statistics with those of the district and the state.

Enrollment Data 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
Washington	357	15.1	5.6	68.9	0.4	6.8	3.8	61.4	31.4	93.2	9.1	96.4
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

Washington Elementary is a K-4 Title I school with sixteen grade level classroom teachers, five teacher aides, 2.5fte ESL Specialists, one CIT Science teacher, one Reading teacher, and two SPED teachers, who provides pull-out and inclusion services. Washington will expand the grade levels next year to include 5th grade and will grow to approximately 450 students.

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA							
Math							
Science							

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

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

Because Washington Elementary School is new, there is no accountability status. No CPI targets have been set yet.

MCAS Results

Because Washington Elementary School is new, there are only 3rd grade MCAS results for 2013

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2013	0	3	24	34	55	52	22	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2013	9	20	29	38	35	27	27	15

Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model” describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.

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

DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. DIBELS is administered three times a year: fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one; students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense Word and Oral Fluency are administered. Oral Reading Fluency is administered in grades three, four, and five.

The reporting categories are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

KINDERGARTEN

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
Letter Naming Fluency	Fall	43	27	30
	Winter	76	9	15
	Spring	90	8	2

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
Initial Sound Fluency	Fall	37	12	51
	Winter	76	10	14
	Spring			

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall			
	Winter	74	19	7
	Spring	87	8	5

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
Nonsense Words	Fall			
	Winter	84	11	5

Fluency CLS	Spring	84	16	0
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FIRST GRADE

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
Letter Naming Fluency	Fall	64	16	20
	Winter			
	Spring			

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	57	9	34
	Winter			
	Spring			

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall	52	16	32
	Winter			
	Spring			
		45	21	34
		50	4	46

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	33	11	56
	Winter			
	Spring			
		32	14	54

SECOND GRADE

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall Winter Spring	60	18	22

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	55	15	30
	Winter	52	17	31
	Spring	56	17	27

THIRD GRADE

Test	Testing Period	2013 Benchmark %		
		At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	64	9	27
	Winter	62	12	26
	Spring	67	7	26

Implementation Summary of 2013-2014 School Improvement Plan

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

Measurable Goals	Strategies	Implementation Status/Results
<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>Teachers provided instruction to improve writing ability across the curriculum. Most teachers participated in 6 Traits PD in August of 2013. Teachers across the school introduced students to the traits of good writing. Teachers completed various types of writing assignments with students.</p>	<ul style="list-style-type: none"> • Students and teachers used rubrics for writing assignments • Teachers used graphic organizers to help students organize their writing • Teachers used mentor texts to teach various traits of writing • Students and teachers followed the entire writing process for several of the writing assignments completed. Students
	<p>Teachers provided daily guidance and practice opportunities for students to increase fluency with increased accuracy during small group and whole group instruction.</p>	<ul style="list-style-type: none"> • Teachers (K-2) provided daily phonics instruction. • During small group instruction and center work, teachers provided students with lessons designed to develop phonemic awareness and increase fluency.

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>	<p>Teachers used a variety of strategies to maximize student understanding of mathematical text. Teachers used research based methods to improve students' use of Tier I, II, and III vocabulary orally and in written form.</p>	<ul style="list-style-type: none"> • Teachers and students used problem solving strategies with students to help students understand mathematical language in word problems. CUBES strategy was used in lower grades. UPSE (Understand / Plan / Solve / Explain) was used in upper grades. • Teachers used A.E.E. (answer / evidence / explain) in upper grades with open response math questions.
	<p>Teachers incorporated daily practice of appropriate number sense standards and mathematical reasoning skills into all lessons. Teachers used best practices to increase automaticity of math facts.</p>	<ul style="list-style-type: none"> • Teachers and students used flash cards, drills and other methods to help students with automaticity of facts. • Teachers used CBM Math data and district end of unit assessment data to inform instruction in math.

Washington Elementary 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.**

Data Analysis – Strengths and Weaknesses

In school year 2014-2015, the Washington STEM Elementary School focus will be to increase students' ability to access grade level curriculum through the use of a variety of best practices. Individual Professional Development Plans will incorporate Data Analysis, SIOP, RETELL and Second Language Acquisition.

Strengths in ELA:

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

Strengths in math:

- Geometry
- Use of multiple strategies

Weaknesses in ELA:

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

Weaknesses in math:

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

Student Learning Objectives

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

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

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

Washington Elementary 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	Writing – Access based results & 2013 MCAS O.R. results
Student Objective	Students will improve writing ability in all content areas.

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
Training for staff and faculty to improve writing instruction using the 6 Traits approach. Training will include the August Institute and work during common planning time and PLC book talks.	SY 2015	<ul style="list-style-type: none"> • Writing consultant • Composition notebooks for math & science journals • Writing rubrics & graphic organizers • MCAS questions • Mentor texts • Trophies' Selections • Six Trait Crates • Six Trait Posters • Scheduled Walk-to-Intervention Time • Student Study Team • CPT meetings • Data meetings 	<ul style="list-style-type: none"> • Minutes from August Institute and CPT meetings
Teachers will provide instruction to improve writing ability across the curriculum throughout the year and will use the writing process with students.			<ul style="list-style-type: none"> • Student writing samples <ol style="list-style-type: none"> 1. Math 2. Science 3. Informative 4. Persuasive 5. Sequential (K-2) 6. Research (3-5) 7. Narrative • Rubrics
Teachers will use mentor texts with students to teach the traits of good writing. Teachers will demonstrate writing characteristics and techniques. Teachers will encourage students to incorporate these techniques in their own writing.			<ul style="list-style-type: none"> • Shared writing posters • Lessons that include explicit teaching of the traits of good writing

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

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
Teachers will provide daily guidance and practice opportunities for students to increase fluency with increased accuracy during small group and whole group instruction.	SY 2015	<ul style="list-style-type: none"> • Partner and silent reading opportunities • Fluency timers for student use • Trophies curriculum • Classroom libraries that include, but not limited to: high interest/low vocab books, leveled books, trade books, and periodicals • Browsing boxes and take-home bags • Smartboard Materials • Independent reading homework system across grades • Walk to Intervention scheduled block • Wilson phonics 	<ul style="list-style-type: none"> • Lesson plans templates which include opportunities for teacher modeling and student practice • DIBELS benchmark & progress monitoring data • MAZE data • District ELA benchmark assessments • Principal walk-throughs

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
Teachers will model and use appropriate strategies as they appear in fiction and nonfiction selections through read alouds, shared reading, and guided reading. They will present each strategy in depth, and will show how the strategies build on each other.	SY 2015	<ul style="list-style-type: none"> • Mentor texts • Trophies texts • National Geographic • Time for Kids • Anchor Comprehension kits 	<ul style="list-style-type: none"> • Lesson Plans • Student work • Anchor charts • Observations • Effective questioning strategies • Projects, story maps, graphic organizers, and small group anecdotal notes
Teachers' will continue daily phonemic awareness and phonics instruction in both whole and small group settings. Teachers will use an RTI approach to reading intervention in all grades.		<ul style="list-style-type: none"> • Wilson cards • Magnetic journals • Smartboard • Phonics binders • FCRR resources 	<ul style="list-style-type: none"> • Student work • DIBELS data • Principal walk-throughs

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

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
<p>Teachers will use a variety of activities and strategies to maximize student-reading comprehension of mathematical text.</p> <p>Problem solving strategies such as CUBES (Circle / Underline/ Box / Eliminate / Solve) as well as UPSE (Understand/Plan/Solve/Explain) will be used.</p>	SY 15	<ul style="list-style-type: none"> • CCSS aligned curriculum resources • Graphic organizers • Activators and summarizers • Effective questioning techniques • Continued training and discussion around mathematical reading comprehension strategies • Training for faculty in tiered vocabulary instruction 	<ul style="list-style-type: none"> • Lesson plan templates which include explicit mathematical reading comprehension instruction • Student samples of comprehension activities • Anchor charts • District Benchmark testing • Samples of student writing in response to mathematical text
<p>Teachers will use research based methods to improve student's use of Tier I, II and III vocabulary both orally and in written form.</p>		<ul style="list-style-type: none"> • Math concept readers / leveled books • Word walls with content vocabulary • RETELL PD for staff 	<ul style="list-style-type: none"> • Lesson plan templates which include explicit mathematical vocabulary instruction • Word walls which include Tier I, II, and III vocabulary • Mathematical vocabulary anchor charts • Math Journals • Student work samples

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
<p>Teachers will incorporate problem-solving strategies for multi-step math problems into their instruction. Teachers will use the CUBES strategy at the lower grades. At upper grades, students will use UPSE (Understand / Plan / Solve / Explain) to solve word problems.</p>	<p>SY 15</p>	<ul style="list-style-type: none"> • Anchor charts for problem solving process • Anchor charts and posters for multi-step problem solving strategies • Graphic organizers • Rubrics and exemplars • Math journals • Math manipulatives • SmartBoard resources 	<ul style="list-style-type: none"> • Lesson plan templates which include explicit problem solving strategy instruction • Display of anchor charts and posters • District assessments • Examples of student work

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

Strategy/Action (What, Who, How)	Timeline (When... Beginning/end)	Resources Needed	Method of Collecting Evidence
Teachers will use best practices in mathematics to increase automaticity of math facts through conceptual understanding	SY 15	<ul style="list-style-type: none"> • Ten frames and other manipulatives • Math drill sheets (Mad Minutes, etc) • Calendar math • Flashcards • CCSS aligned curriculum resources • Calendar math • Anchor charts 	<ul style="list-style-type: none"> • Lesson plans which include computation practice • Calendar math activities • Grade level assessment of basic math facts and data analysis
Teachers will incorporate daily practice of appropriate number sense standards and mathematical reasoning skills into all lessons. Teachers will explicitly teach the Standards for Mathematical Practice throughout the year.			<ul style="list-style-type: none"> • Samples of student work • Observation

Parent and Community Involvement

The Washington STEM School attempted to involve families and community partners in several ways in SY13. The following is a list of activities and partnerships that began in SY14 and will continue in SY15:

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