

Aborn School
School Improvement Plan
2015-2016

School Improvement Team

Patricia Muxie
Sarah Drakopoulos
Jill Driscoll
Belinda Durgin
JoAnn Sweeney

School Council Members

Patricia Muxie
Donna Amico
Jonathan Eddy
Jennie Hennessey
Lauren Robichaud
Mary Beth Curley
Rosaria Encarnacion
Eliana Runyon

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School Vision and Mission

Lynn Public School’s Vision:

All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Lynn Public School’s Mission:

To continuously improve students’ social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

The Aborn School is a community where parents, students, and staff share responsibility for creating an inclusive, collaborative learning environment. We believe our students must possess cultural awareness, be able to work with others, think critically and creatively, communicate effectively, and apply knowledge and skills to real life experiences. Through perseverance and hard work, students will demonstrate high levels of academic achievement and growth as determined by our ongoing assessments which reflect the state’s common core standards and drive instruction.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

The Aborn Elementary School is the third smallest of Lynn’s eighteen elementary schools and has a student population of 258 students. Demographically, the student population is 12.4% African American, 3.1 % Asian, 36.4% Hispanic, 39.8% White, and 7.8% Multi-Race. The student population is composed of 25% of students whose first language is not English, 6.6% who are English Language Learners, 32.9% who are Economically Disadvantaged, and 7% who receive services from the Special Education Department. Aborn is a Title I school with inclusion SPED and ELL Programs. Our enrollment has been consistently increasing. Attendance rates are high. The majority of Aborn staff members have more than 10 years of experience. They are caring, work collaboratively, and incorporate both technology and effective teaching strategies promoted by Research for Better Teaching (RBT) into their instruction. Statistics show we have a low rate of suspension. The following tables compare Aborn’s selected population statistics with those of the district and the state.

Student Enrollment

	2013	2014	2015	2015 District
Kindergarten	45	48	33	1,222
Grade 1	39	45	58	1,479
Grade 2	37	45	44	1,379
Grade 3	43	38	51	1,275
Grade 4	40	44	37	1,155
Grade 5	33	28	35	1,086
Total	237	248	258	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	81.3	83.3	78.9	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	9%	5%	1%	7%	6%
26-56	45%	45%	60%	70%	75%
Over 56	45%	50%	39%	23%	19%
Median Yrs Experience	-	-	20	8	-
% ≥ 10 Yrs Experience	-	-	82%	45%	-

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Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	97.1	96.4	96.2	94.0	94.9
Absent 10 or more days (%)	14.1	18.5	23.1	38.2	30.4
Chronically Absent (% with < 90%)	3.2	7.2	6.7	19.1	12.3
Student Retention Rate	4.7	1.6	4.0	4.2	1.6
Out-of-School Suspension Rate	1.4	0.0	0.0	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	9.3	10.9	12.4	10.7	8.7
Asian	3.8	2.8	3.1	9.2	6.3
Hispanic	35.4	33.5	36.4	56.4	17.9
White	44.7	44.0	39.8	19.6	63.7
Multi-Race	6.8	8.5	7.8	3.8	3.1
Male	48	50	49	53	51
Female	52	50	51	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	27.0	25.0	25.2	54.1	18.5
English Language Learner	2.5	6.0	6.6	18.8	8.5
Special Education	3.0	3.2	7.0	15.4	17.1
Economically Disadvantaged	-	-	32.9	46.2	26.3

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

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School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

Core Instructional programs include: Houghton Mifflin's Go Math, National Geographic's Reach for Reading, Incorporation of Six Traits Writing into Writing Instruction, Next Generation Science Units, and MA Social Studies State Frameworks. Curriculum maps have been developed by the district's administrative team and teachers implement these maps in each content area. A subscription for Discovery Education supports all content area instruction. Our teachers also use the Second Steps Social Responsibility Program to promote healthy social and emotional skill development.

Tiered Instruction / supports and interventions: The Aborn staff is well versed in differentiating and tailoring instruction to meet the needs of all students. We have the support of a full-time Reading Specialist, Math CIT, and two Special Education Inclusion staff. We also have the support of a part-time ELL teacher, Occupational Therapist, Physical Therapist, Speech and Language Therapist, School Adjustment Counselor, Social Worker, and access to a Behavioral Specialist and School Psychologist. Student Study Teams provide all classroom teachers with suggestions and support on a monthly basis.

Assessment practices: We utilize district-wide assessments, DIBELS, DAZE, the DRA, formative and summative assessments, teacher-created assessments, and state mandated assessments to monitor students' progress, provide remediation, and tailor instruction.

School-based Professional Development Time: We currently have two Professional Learning Time (PLT) blocks per month to provide teachers with opportunities for professional development, data review, and collaboration. We have a Professional Book Study Group and incorporate training into Staff meetings. Teachers participate in 2 district-wide Professional Development Days each year. Teachers are also invited to attend many PD offerings sponsored by the Lynn Public Schools and other regional professional development collaboratives such as the Northeast Consortium for Staff Development.

Celebrations: At Aborn we celebrate many events as a community of learners. We have social as well as academic events. We strongly encourage families to be an active part of our learning community. Examples of Social events include: Meet and Greet Morning, Spring Dance, Halloween Parade, Ice Cream Social, Field Day, Holiday Fair, Pajama Day, as well as Holiday and Spring Concerts. Examples of academic events include: Math Night, Literacy Night, Book Fair, First in Math Recognition, Curriculum Open House Nights, Parent/Teacher Conferences, Grade 1 Patriotic Program, Green Eggs and Ham Day, In-school Curriculum Related Presentations, Grade 3 Safe Program, Grade 4 Owl Pellet Program and Peer Proof Program, Grade 5 Science Fair, Grade 5 Vision Program, Nature's Classroom, and Family Night at the Peabody Essex Museum. Our teachers, along with parent chaperones, take students on academic fieldtrips to reinforce the curriculum being taught. All of these events celebrate the complexity and interesting nature of life itself.

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs. Any teachers who are new to the district participate in a highly structured mentoring program.

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Teacher Evaluation

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be “in need of improvement” are monitored as they work towards improving their instruction. Our Curriculum Instruction Teacher works to model lessons for teachers in the spirit of collaboration.

We coordinate and integrate Federal, State, and local services and programs; and meet the intent and purposes of each program whose funds are consolidated, if applicable.

Our school submits budget requests directly to the Superintendent’s Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school, students, and staff. Teachers take an active role in requesting the materials they need in order for effective instruction to take place.

Perception Data: Provide any formal or informal information regarding the perception of the school’s learning environment by district and school leaders, students, teachers, parents and community members.

Based on a parent survey administered in 2013, the Aborn School is seen as a friendly learning community where families feel valued and respected (100% of respondents). There was a concern raised in regard to providing additional translations in printed materials. We increased our amount of translated documents and the opportunities to have presentations and parent conferences translated in the 2014-15 school year. We will continue to put forth additional efforts in this area. We have an active PTO that provides both financial and social support for students and staff. Staff members work closely together and enjoy the learning process themselves as indicated by their active participation in professional development offerings supported by the district.

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

Pertinent data observations:

Student Proficiency- When looking at the total percent of Proficient and Advanced students and comparing our school’s scores vs. the district, our school’s scores are consistently above the district’s scores. When looking at students in the Warning category, our school consistently has a significantly lower percentage in this category. When looking at ACCESS data, 10 out of 11 students in Grades 1-5 moved up at least one proficiency level in 2015. Looking at *longitudinal* data however, our CPI scores are trending down and SGP scores are below the average of 51. We will be focusing on reversing this trend, especially in areas measured by statistical data, and especially for students in at-risk subgroups (e.g., students with disabilities, males).

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ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school’s relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, and high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 1										
School Percentile: 74th										
Cumulative PPI (all students) 84										
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating	
<u>ELA</u>										
CPI	90.5	88.9	88.1	-0.8	65 th	No Change	86.8	-1.3	No Change	
SGP	67	50	39	-11	12 th	Below Target	45	6	Below Target	
% Advanced	21.4	15.5	13.1	-2.4	49 th	Not meeting target	12.8	-0.3	Not meeting target	
% Warning	3.2	0.0	2.8	2.8	76 th	Not meeting target	3.4	0.6	Not meeting target	
<u>Math</u>										
CPI	87.3	92.5	90.9	-1.6	80 th	On Target	85.0	-5.9	Declined	
SGP	57	59	35	-2.4	6 th	Below Target	30	-5	Declined	
% Advanced	20.6	26.4	28.0	1.6	56 th	Not meeting target	28.2	0.2	Not meeting target	
% Warning	4.0	2.7	0.0	-2.7	99 th	Met Target	6.0	6.0	Not meeting target	
<u>Science</u>										
CPI	92.9	96.2	96.4	0.2	97 th	Above Target	86.4	-10	Declined	
% Advanced	45.7	42.4	28.6	-13.8	73 rd	Not meeting target	11.4	-17.2	Not meeting target	
% Warning	0.0	0.0	0.0	0.0	95 th	Met Target	2.9	2.9	Not meeting target	

**2015 Data are Preliminary.*

Historical Accountability Data

2012	Level 1	School Percentile:	75 th %ile	Annual PPI = 105	Cumulative PPI = 95
2013	Level 1	School Percentile:	80 th %ile	Annual PPI = 100	Cumulative PPI = 99
2014	Level 1	School Percentile:	74 th %ile	Annual PPI = 60	Cumulative PPI = 84
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

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Early Literacy Results

Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	8 (25%)	9 (28%)	High	10 (31%)	276 (24%)
Average	11 (34%)	12 (38%)	Moderate	9 (28%)	221 (19%)
Low Average	8 (25%)	7 (22%)	Typical	6 (19%)	176 (15%)
Below Average	2 (6%)	4 (13%)	Low/Declined	7 (22%)	472 (41%)
Well Below Average	3 (9%)	0 (0%)			
CPI	83.6	88.3	Total	32	1,145

1st Grade: DIBELS Oral Reading Fluency (Winter to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	22 (37%)	21 (35%)	High	1 (2%)	144 (11%)
Average	24 (40%)	23 (38%)	Moderate	10 (17%)	299 (22%)
Low Average	6 (10%)	5 (8%)	Typical	26 (43%)	487 (36%)
Below Average	3 (5%)	6 (10%)	Low/Declined	23 (38%)	439 (32%)
Well Below Average	5 (8%)	5 (8%)			
CPI	88.8	86.7	Total	60	1,369

2nd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	11 (25%)	8 (19%)	High	4 (9%)	236 (19%)
Average	13 (30%)	15 (34%)	Moderate	6 (14%)	264 (21%)
Low Average	5 (11%)	7 (16%)	Typical	16 (36%)	367 (29%)
Below Average	5 (11%)	4 (9%)	Low/Declined	18 (41%)	379 (30%)
Well Below Average	10 (23%)	10 (23%)			
CPI	74.4	74.4	Total	44	1,246

3rd Grade: DIBELS Oral Reading Fluency (Fall to Spring – SAME students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2014	Spring 2015		School	District
Above/Well Above Avg	6 (13%)	7 (15%)	High	2 (4%)	136 (12%)
Average	15 (32%)	12 (26%)	Moderate	10 (21%)	271 (24%)
Low Average	11 (23%)	9 (19%)	Typical	16 (34%)	300 (27%)
Below Average	8 (17%)	13 (28%)	Low/Declined	19 (40%)	416 (37%)
Well Below Average	7 (15%)	6 (13%)			
CPI	74.5	71.8	Total	47	1,123

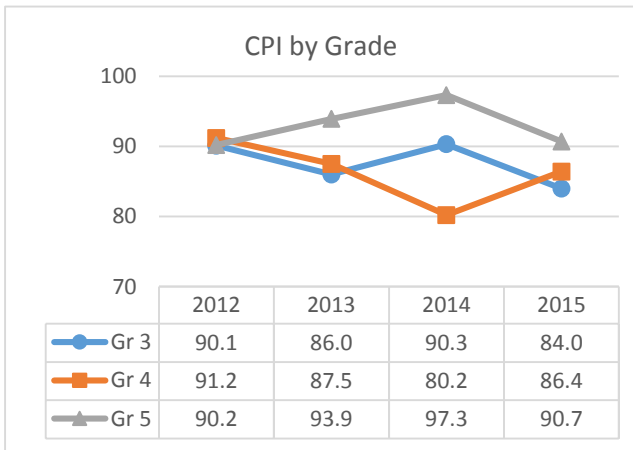
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ENGLISH LANGUAGE ARTS

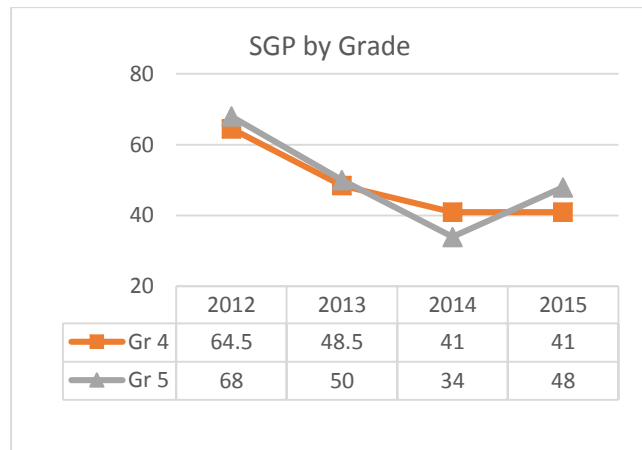
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	126	21	53	21	5	90.5	67
School 2013	110	15	55	30	0	88.9	50
School 2014	107	13	54	30	3	88.1	39
School 2015	117	13	51	32	3	86.8	45
District 2015	7,227	8	44	33	15	79.0	46
State 2015							

Multi -Year MCAS ELA CPI Results by GRADE



Multi -Year MCAS ELA SGP Results by GRADE



MCAS ELA 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	117	13	51	32	3	86.8	45
Students with Disabilities	10	0	0	80	20	62.5	-
ELL	3	-	-	-	-	-	-
Former ELL	3	-	-	-	-	-	-
Economically Disadvantaged	36	11	44	42	3	85.4	51.5
African American /Black	10	10	60	20	10	87.5	-
Asian	1	-	-	-	-	-	-
Hispanic	45	9	42	42	7	81.7	45
White	50	16	58	26	0	90.5	40.5
Male	60	7	43	45	5	81.7	38
Female	57	19	60	19	2	92.1	50

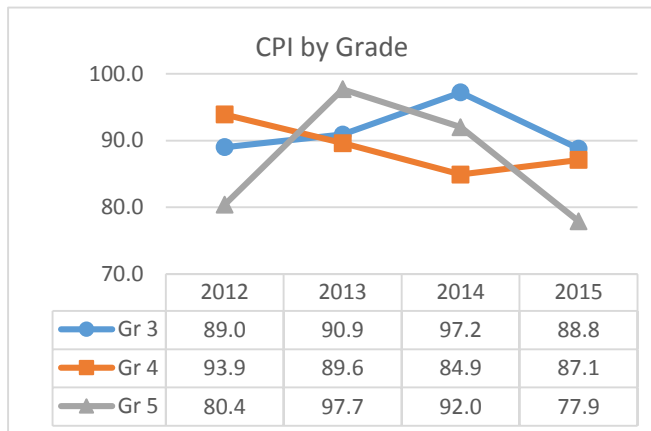
MATHEMATICS

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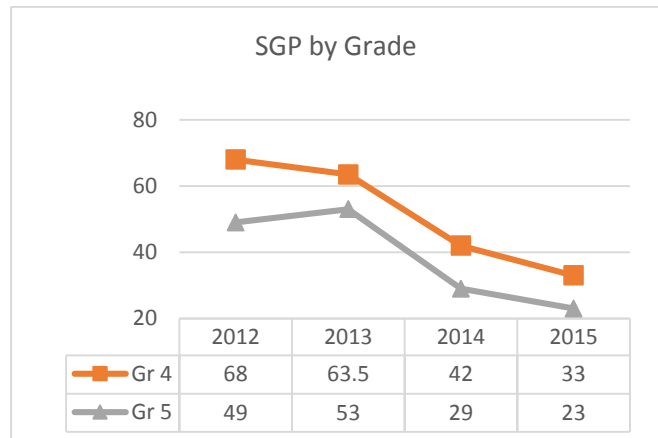
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	126	21	47	26	6	87.3	57
School 2013	110	26	54	17	3	92.5	59
School 2014	107	28	46	26	0	90.9	35
School 2015	117	28	37	29	6	85.0	30
District 2015	7,231	15	28	32	24	71.4	45
State 2015							

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



MCAS Math 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	117	28	37	29	6	85.0	30
Students with Disabilities	10	0	10	40	50	50.0	-
ELL	3	-	-	-	-	-	-
Former ELL	3	-	-	-	-	-	-
Economically Disadvantaged	44	16	34	41	9	77.3	33
African American /Black	10	20	30	30	20	72.5	-
Asian	1	-	-	-	-	-	-
Hispanic	45	18	33	42	7	79.4	30
White	50	40	36	22	2	91.0	29
Male	60	27	35	30	8	83.3	26
Female	57	30	39	28	4	86.8	34

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SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	46	46	35	20	0	92.9
School 2013	33	42	45	12	0	96.2
School 2014	28	29	57	14	0	96.4
School 2015	35	11	51	34	3	86.4
District 2015 (Grade 5)	1,064	8	32	43	17	74.8
State 2015 (Grade 5)						

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	35	11	51	34	3	86.4
Students with Disabilities	3	-	-	-	-	-
ELL	-	-	-	-	-	-
Former ELL	1	-	-	-	-	86.8
Economically Disadvantaged	11	0	36	55	9	70.5
African American /Black	4	-	-	-	-	-
Asian	1	-	-	-	-	-
Hispanic	6	-	-	-	-	-
White	21	19	52	24	5	89.3
Male	16	12	56	31	0	89.1
Female	19	11	47	37	5	84.2

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	3	25%	4	24%	4	27%
Emerging	2	17%	1	6%	0	0%
Developing	3	25%	7	41%	2	13%
Expanding	3	25%	3	18%	8	53%
Bridging	1	8%	1	6%	1	7%
Reaching	0	0%	1	6%	0	0%
Total	12		17		15	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	3	27%	3	27%	5	45%
2015	4	36%	3	27%	4	36%

ACCESS for ELLs change in proficiency level (ELL Students with 2014 and 2015 Results).

2014 ACCESS Proficiency Levels	2015 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	-	-	-	1 (100%)	-	-
Emerging	-	-	1 (100%)	-	-	-
Developing	-	-	1 (13%)	7 (88%)	-	-
Expanding	-	-	-	-	1 (100%)	-
Bridging	-	-	-	-	-	-
Reaching	-	-	-	-	-	-
Total (11)	0	0	2	8	1	0

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)
<p>Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.</p>
<p>Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district’s curricula/mapping. The school’s taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • Staff members consistently use and follow the district’s curriculum maps which are aligned to the state’s frameworks.
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Increased awareness of vertical and horizontal articulation (perhaps through the creation of charts/tables/graphs) by grade level teachers • Taking time to look at student work samples or other data either during PLT or Faculty meeting time to ensure adequate progressive growth and to address areas that need increased instructional focus to promote mastery
<p>Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • Our teachers incorporate instructional activities that appeal to students with a wide variety of learning styles. Hands-on activities, visual supports, manipulatives, and digital media are used whenever possible. Students are taught that effort is key to success. Teachers’ instructional practices reflect the principles contained in the state’s rubric for effective teaching. This rubric is used to monitor instructional practice and promote improvement if needed.
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Scheduling collaborative time for Special Education and Regular Education staff to meet together to share ideas to address content area needs for students on IEPs.

Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
<p>School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.</p>
<p>Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • Our school has a strong SIP team that enjoys looking at data to find trends, strengths, and areas of need. • Our school’s Student Study Team is another vehicle for looking at individual student data (assessment scores, work samples, observation data) to design action plans to ensure student success.
<p>Areas of need:</p> <ul style="list-style-type: none"> • Designate a specific number of PLT meetings per year for data review to ensure that all grade level teams are actively involved in data review on a consistent basis.

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Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
Strengths: <ul style="list-style-type: none"> • Staff members avail themselves of the many PD offerings planned and implemented by the Lynn Public Schools. These are relevant to their instruction and conveniently located.
Areas of need: <ul style="list-style-type: none"> • Offer on-site professional development focused on higher order thinking skills and addressing the needs of students who have the specific disabilities of ADHD, Autism, and NVLD.
Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
Strengths: <ul style="list-style-type: none"> • Teachers utilize their Professional Learning Time (PLT) and prep time to collaborate
Areas of need: <ul style="list-style-type: none"> • Professional development and structures for collaboration are evaluated for their effect on raising student achievement. • Keep PLT focused on lesson planning and data review.

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)
Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.
Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
Strengths: <ul style="list-style-type: none"> • We have the support of a full time Math CIT and Reading Specialist who can model effective tiered/differentiated instruction and provide extra support for students who need it. • We have a part-time ESL Specialist to support our ELL students and assist us with ACCESS testing. • We have an active SIP Team to review data looking for trends, gaps, and individual students who need extra support. • We screen incoming Kindergarten students for potential learning problems so that we can provide early intervention as soon as possible. • We have an active school-based Student Study Team which meets on a monthly basis to assist teachers who need suggestions and support for individual students experiencing learning, social, and emotional difficulties. • We make conscious efforts to minimize disruptions to the school day by making all announcements at the beginning or end of the school day.
Areas of need: <ul style="list-style-type: none"> • Increased review and use of data to drive instruction • Increased Social Worker and School Adjustment Time for students who experience behavioral challenges or are dealing with family situations that interfere with learning

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Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- All staff members consistently enforce behavioral expectations listed in the LPS Code of Conduct.
- We take advantage of community resources that support the social, emotional, and health needs of students (e.g., LEO, Lynn Community Health, Campfire Peer Proof Program)

Areas of need:

- **Full time nursing staff**
- Increased Social Worker and School Adjustment Counselor Time

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- We have an active PTO that works collaboratively with us to promote both academic and social goals
- We use the Connect Ed message system and Google calendar (on our website which is translatable) to communicate information about events that support students' academic progress and social/emotional well-being.

Areas of need:

- Increased Social Worker and School Adjustment Counselor time/support

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Define Priorities and Describe the Strategies/Actions

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Develop higher order thinking skills in all students.

Priority 1 Professional development in higher order thinking skills

Actions Offer on-site professional development focused on developing higher order thinking skills in all students.

Expected Outcome(s) Staff members will demonstrate increased ability to incorporate higher order thinking skills into instruction.
Students will demonstrate increased ability to utilize higher order thinking skills.

Timeline for Actions November 2015-June 30, 2016

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

- **Identified Area of Need:** Increased awareness of vertical articulation of state standards to ensure adequate progressive growth and mastery for all students.

Priority 2

Standards-based lesson plans aligned with vertical articulation and essential standards at each grade level in ELA and Math.

Actions

- 1) With the support of the Reading Specialist and Math CIT, create vertical articulation charts in ELA and Math.
- 2) Limit activities other than lesson planning and data review when creating PLT agendas.

Expected Outcome(s)

- 1) Majority of PLT agendas will reflect time focused on lesson planning.
- 2) Vertical articulation chart in Math and ELA is created and utilized by staff.

Timeline for Actions

- 1) November 2015-June 2016

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection: