

Cobbet Elementary School

School Improvement Plan

2015-2016

School Improvement Team

Susanne Garrity, Principal
Timothy Burt, Program Specialist
Tina Hoofnagle, Social Worker
Peter Viselli, CIT/Grades 3-5 ELA
Geoffrey King, CIT/Grades K-5 Math
Sarah McIsaac, CIT/Grades K-2 ELA
Lisa Cullivan, Grade 2 Teacher
Cindy Donovan, Grade 5 Teacher,
Kathy Hood, Head Special Education Teacher

School Council Members

Susanne Garrity, Principal
Peter Viselli, CIT
Sarah McIsaac, CIT
Gale Thomas, Business Ed partner
Natasha Megie-Maddrey, Parent
Blanca Hernandez, Parent
Ashley Nash, Parent
Yanieris Lopez, Parent

Cobbet Elementary School
2015-2016 School Improvement Plan

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.

Cobbet School Mission:

Our mission at Cobbet Elementary is to create a safe, affirming school environment for all students to thrive and become successful, engaged, life-long learners. School leaders, teachers, students, and families share rigorous expectations of quality of work, achievement, effort, and character in a diverse setting.

Cobbet School Vision:

Cobbet Elementary facilitates a culture of collaboration with teachers and families focused on standards-based instruction which leads to increased student achievement and growth. We also promote all students to value best effort, positive character development, and assume increased responsibility for their own learning through student discourse, problem solving and decision making.

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 Cobbet School has maintained its population of approximately 600 students. The primary grades typically have a higher population, than in intermediate grades. The classrooms include general education classrooms including ESL students, inclusion classrooms (piloting Universal Design for Learning in grades 4 and 5), and three self-contained classrooms. The percentage of students whose First Language is Not English and Economically Disadvantaged are above the percent of those students across the district and state (see chart below). Over half (69%) of Cobbet students' first language is not English; 55% are considered economically disadvantaged (see table and chart below). Our attendance rate is 95%, which is in line with the state average of 94.9%

Student Enrollment

	2013	2014	2015	2015 District
Kindergarten	113	116	112	1,222
Grade 1	132	105	107	1,479
Grade 2	91	120	111	1,379
Grade 3	91	82	110	1,275
Grade 4	93	89	75	1,155
Grade 5	87	82	80	1,086
Total	607	594	595	7,861

Teacher Demographic

	2012	2013	2014	2014 District	2014 State
Teacher Retention	79.5	54.5	75.0	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	12%	11%	10%	7%	6%
26-56	71%	73%	77%	70%	75%
Over 56	9%	16%	13%	23%	19%
Median Yrs Experience	-	-	4	8	-
% ≥ 10 Yrs Experience	-	-	41%	45%	-

Cobbet Elementary School
2015-2016 School Improvement Plan

Performance Indicators

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	95.2	94.9	95.4	94.0	94.9
Absent 10 or more days (%)	32.6	34.4	28.2	38.2	30.4
Chronically Absent (% with < 90%)	13.8	16.7	11.3	19.1	12.3
Student Retention Rate	3.8	5.3	4.6	4.2	1.6
Out-of-School Suspension Rate	4.0	3.9	4.9	12.0	3.9

Percent of students by race and gender

	% of Students				
	2013	2014	2015	2015 District	2015 State
African American	12.7	9.6	12.8	10.7	8.7
Asian	11.4	9.6	8.7	9.2	6.3
Hispanic	65.9	70.9	72.3	56.4	17.9
White	7.4	7.4	4.0	19.6	63.7
Multi-Race	2.0	1.9	1.7	3.8	3.1
Male	55	55	54	53	51
Female	45	45	46	47	49

Enrollment by Special Population

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	72.7	72.9	69.6	54.1	18.5
English Language Learner	39.0	37.2	38.5	18.8	8.5
Special Education	10.7	11.8	10.9	15.4	17.1
Economically Disadvantaged	-	-	55.1	46.2	26.3

The staff at Cobbet School is comprised of 48 educators including 1 principal, 1 Program Specialist, 44 teachers, 1 Social Worker, and 1 part time School Adjustment Counselor. All educators are certified and highly qualified in their content area. Cobbet School was able to retain 75% of the staff in 2014-15. The age of the staff is predominately 26-56 years of age. The median years of experience is 4 years. The percentage of equal to or more than 10 years' experience is 41%. The principal and program specialist take all the necessary steps to recruit and hire certified and highly qualified new teachers.

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.

Cobbet Elementary School
2015-2016 School Improvement Plan

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

The 2014-2015 Core instructional programs that were implemented at Cobbet School are as follows:

I Read: K-2 computer instructional program where students worked at their own pace using a pre- assessment. Here, students work at their own reading level, giving students tier three instructions.

Reach for Reading: Comprehensive reading program which includes whole group and small group instruction using the five components of reading aligned with Common Core. COACH is a comprehensive technology tool where students read a story and answer comprehension questions and receive immediate feedback.

Go Math: A math program that is designed for the gradual release of responsibility with whole group, small group and tiered instruction. Students are able to use technology through interactive learning.

KnowAtom is a science based curriculum that engages students through hands on activities that are aligned with the Common Core. We also used the district developed science curriculum which engaged students with power point presentations and interactive activities.

PlayWorks: A structured recess program were Cobbet has been a model for the district and nationally. Here, faculty and students are engaged in organized core games and activities that are rotated throughout the year.

Character Ed: Each month a new character trait is introduced, modeled, and discussed by the classroom teacher. The principal reinforces the trait during morning announcements. Students self-assess their progress along with teacher assessment. A brief meeting takes place between student and teacher to discuss if they exceeded, met, or needed improvement. Students who have met the goal received a charm to add to their chain.

Tiered Instruction / Supports and Interventions

Small Group Instruction: All classrooms at Cobbet implement small group instruction daily in Reading. Each small group lesson incorporates the 5 components of reading. Students are assessed and flexible groups are assigned based on needs. EL, Reading, and Special Education groups are provided tier-2 intervention daily.

Newcomer Program: Three times a year, 3 Newcomer EL small groups run for intense 10 week EL intervention program.

Teacher Leaders: CIT's are available for in-class and out-of-classroom support. They provide small group instruction, curriculum support, and professional development & support throughout the school year.

Universal Design for Learning: Classrooms are inclusive for most of our special needs students. Grades 4 and 5 follow the Universal Design for Learning model to include students from the SLD classroom and to meet the needs of other special needs students without removing them from the classroom.

Technology: Technology was used as a supplemental intervention. iRead was used in Grades K-2. iRead is a differentiated reading instruction program. Comprehension Coach (Reach for Reading) was used in Grades 3-5. First in Math was used in all 1-5 classrooms as a supplemental math support. A variety of apps are being used with iPads in the classrooms to provide reinforcement of skills.

Small Group Math: Some classrooms are implementing small group instruction in Math. After whole group instruction, children break into small groups to perform independent tasks or receive Tier-2 intervention from the classroom teacher, a CIT, or an interventionist.

Extra Help: Every teacher provides at least one hour a week before or after school for extra help. Students are chosen based on need to receive this added support.

Assessment practices

Throughout the school year, the use of unit assessments in Reach for Reading was implemented. In math, end of unit assessments were also implemented and at the end of the year, TEST WIZ was being used to analyze math data in most classrooms. KNOW ATOM end of unit assessments were used in science. Fall, winter, and spring benchmarks using DIBELS along with either monthly or bimonthly progress monitoring, posted on data walls, assessed reading fluency which drove further instruction. Cold/Hot reads assessed students on a weekly basis. This

Cobbet Elementary School
2015-2016 School Improvement Plan

information was graphed by teacher and student to see progress being made. In grades 3, 4, and 5, Comprehension Coach (REACH) was used to assess students with their comprehension skills in reading. Formative assessments in core subjects were also used throughout the year to help drive instruction. District assessments were given in ELA and math to assess students' progress and growth. Rubrics with Six Traits of Writing were introduced to help support writing skills. In Special Education, the Woodcock Johnson III was used for assessing student skills in all areas of academics for determination of services. The ACCESS test was given to all ELLs to assess in areas of listening/speaking, reading, and writing.

School based Professional Development time

School Culture: Cobbet has had a focus of building a place of belonging and an opportunity for growth for students, faculty and community/family members. Our students have participated in activities connected with academic growth and character development. Such activities include First in Math, PlayWorks, and Cobbet Character Counts. Celebrations associated with these efforts are trophies for top performers, token monthly badges for character achievements, and assignment to student leadership roles for recess.

In an effort to build faculty morale, teachers have participated in social gatherings sponsored by the Faculty Climate and Culture Team to celebrate various holidays, life events and their professional growth during Teachers Appreciation Week and throughout the year. The administration has welcomed the faculty into decision making and has maintained an open door policy. The culture of professional collaboration is evidenced by PLCs, Learning Walks, Teacher Collaboration Time, and monthly faculty meetings. All of this work has begun with weeklong summer retreats for team building and training.

To engage our families and to help them take a key role in their children's education we have sponsored community events to showcase our diversity as well as to strengthen their understanding of school wide expectations. We have done this by creating a multicultural celebration, Books for Bingo event, Literacy Skills Parent Events and the year- long Conversational ESL class. Much of this work was done via the Family and Community Engagement Team which meets monthly and plans opportunities for learning.

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 and who inspire 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.

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. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Coordinate and integrate Federal, State, and local services and programs; and meet 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.

Cobbet Elementary School
2015-2016 School Improvement Plan

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.

The Cobbet Faculty Climate and Culture Team conducted Fall/Spring surveys with all staff members. Positive results concluded that the staff feels the administration is approachable, supportive, and gives constructive feedback. A point of concern amongst the faculty is the site and grounds. Teacher perceptions of grade level teams collaborative work showed variability.

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).

Accountability Data:

English Language Arts:

Strengths:

- K-3 reading fluency was above district in most achievement levels.
- Since 2012, the CPI has increased by 9.8 points and SGP has increased by 30.5 in ELA for all students.
- Standard R.3. seems to represent the most often in grades 3-5.
- Former ELL subgroup had the highest CPI of 73.7.

Areas of concern:

- Integration of knowledge and ideas in grades 3, 4, and 5.
- Conventions of standard English
- Key ideas and details
- Explicit Reading Comprehension

Math:

- CPI
 - Grade 3 over 70% points every year
 - Grade 4 has improved 20 % pts. since 2012
 - Grade 5 has improved 20% pts. Since 2012
- SGP
 - Grade 4 improved 14% pts. From 2014
 - Grade 5 improved 12% pts. Since 2014
- Grade 3 Areas of improvement
 - Fractions
 - Geometric measurement (distinguish linear and area measures)
 - Geometry
- Grade 3 Strengths
 - Multiply and divide within 100
 - Solving problems involving all 4 operations
 - Identify and explain fractions
- Grade 4 Areas of improvement
 - Comparing and ordering fractions
 - Place value
 - Data-represent and interpret

Cobbet Elementary School
2015-2016 School Improvement Plan

- Grade 4 Strengths
 - Draw and Identify lines and angles
 - Classifying shapes
 - Understanding concepts of angles
 - Use place value understanding properties of operations

- Grade 5 areas of improvement
 - Converting measurement
 - Data represent and interpret
 - Number and operations in base 10-decimals perform operations
 - Fractions

- Grade 5 strengths
 - Graphing points on a coordinate planes
 - Understanding concepts of volume
 - Analyze patterns and relationships

Cobbet Elementary School
2015-2016 School Improvement Plan

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 3										
School Percentile: 2nd										
Cumulative PPI (all students) 54										
Proficiency Gap Narrowing	2012	2013	2014	2014 Change	2014 %ile	2014 Rating	*2015	2015 Change	2015 Rating	
<u>ELA</u>										
CPI	59.0	56.5	63.9	7.4	5 th	Improved Below Target	68.8	4.9	Improved Below Target	
SGP	25.5	36.5	54.5	18	61 st	Above Target	57	2.5	On Target	
% Advanced	2.2	0.4	2.6	2.2	8 th	Met Target	1.7	-0.9	Not meeting target	
% Warning	27.6	27.1	19.7	-7.4	10 th	Met Target	15.2	-4.5	Met Target	
<u>Math</u>										
CPI	60.1	67.4	72.0	4.6	13 th	Improved Below Target	72.1	0.1	Improved Below Target	
SGP	22	35.5	30	-5.5	3 rd	Below Target	44	14	On Target	
% Advanced	7.4	10.7	12.0	1.3	13 th	Met Target	14.9	2.9	Met Target	
% Warning	32.8	19.8	16.7	-3.1	16 th	Met Target	14.1	-2.6	Met Target	
<u>Science</u>										
CPI	53.7	48.3	50.0	1.7	3 rd	Improved Below Target	65.6	15.6	Improved Below Target	
% Advanced	1.1	0.0	1.4	1.4	7 th	Met Target	1.4	0.0	Not meeting Target	
% Warning	40.9	43.0	35.1	-7.9	6 th	Met Target	14.3	-20.8	Met Target	

**2015 Accountability Data are Preliminary.*

Historical Accountability Data

2012	Level 3	School Percentile:	5 th %ile	Annual PPI = 10	Cumulative PPI = 40
2013	Level 3	School Percentile:	3 rd %ile	Annual PPI = 55	Cumulative PPI = 43
2014	Level 3	School Percentile:	2 nd %ile	Annual PPI = 80	Cumulative PPI = 54
2015	Level	School Percentile:	%ile	Annual PPI =	Cumulative PPI =

Cobbet Elementary School
2015-2016 School Improvement Plan

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	15 (15%)	28 (27%)	High	40 (39%)	276 (24%)
Average	25 (24%)	30 (29%)	Moderate	19 (19%)	221 (19%)
Low Average	20 (20%)	15 (15%)	Typical	19 (19%)	176 (15%)
Below Average	19 (19%)	21 (21%)	Low/Declined	24 (23%)	472 (41%)
Well Below Average	23 (23%)	8 (8%)			
CPI	68.9	80.1	Total	102	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	15 (14%)	14 (13%)	High	18 (17%)	144 (11%)
Average	32 (30%)	39 (36%)	Moderate	23 (21%)	299 (22%)
Low Average	17 (16%)	15 (14%)	Typical	39 (36%)	487 (36%)
Below Average	19 (18%)	16 (15%)	Low/Declined	28 (26%)	439 (32%)
Well Below Average	25 (23%)	24 (22%)			
CPI	69.9	72.5	Total	108	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	8 (8%)	11 (11%)	High	30 (30%)	236 (19%)
Average	22 (22%)	34 (34%)	Moderate	26 (26%)	264 (21%)
Low Average	22 (22%)	20 (20%)	Typical	21 (21%)	367 (29%)
Below Average	22 (22%)	20 (20%)	Low/Declined	23 (23%)	379 (30%)
Well Below Average	26 (26%)	15 (15%)			
CPI	64.0	73.8	Total	100	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	14 (14%)	24 (24%)	High	15 (15%)	136 (12%)
Average	32 (31%)	29 (28%)	Moderate	40 (39%)	271 (24%)
Low Average	23 (23%)	20 (20%)	Typical	22 (22%)	300 (27%)
Below Average	15 (15%)	20 (20%)	Low/Declined	24 (24%)	416 (37%)
Well Below Average	17 (17%)	8 (8%)			
CPI	74.3	79.2	Total	101	1,123

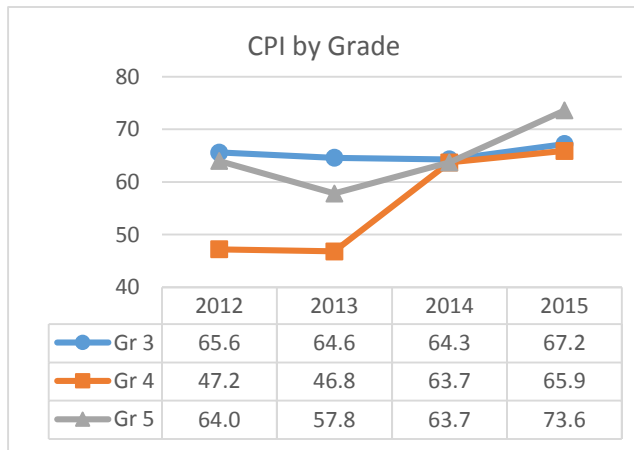
Cobbet Elementary School
2015-2016 School Improvement Plan

ENGLISH LANGUAGE ARTS

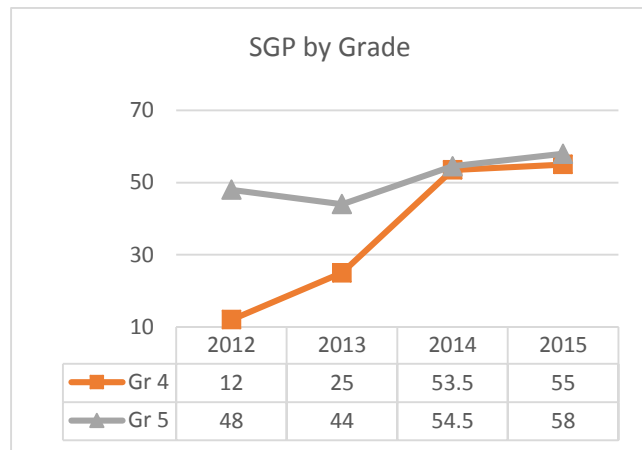
Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	272	2	20	48	30	59.0	25.5
School 2013	262	0	14	56	30	56.5	36.5
School 2014	234	3	22	54	21	63.9	54.5
School 2015	244	2	30	51	17	68.8	56
District 2015	7,228	8	43	33	15	78.8	46

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	244	2	30	51	17	68.8	56
Students with Disabilities	43	0	7	40	53	48.8	55
ELL	54	0	7	59	33	50.5	-
Former ELL	56	0	34	61	5	73.7	57
Economically Disadvantaged	127	2	33	51	14	68.9	58
African American /Black	32	0	41	44	16	71.1	-
Asian	28	7	21	54	18	67.9	-
Hispanic	165	1	31	53	16	68.8	56
White	11	0	9	55	36	61.4	-
Male	132	3	25	52	20	65.3	52
Female	112	0	36	50	14	72.8	61

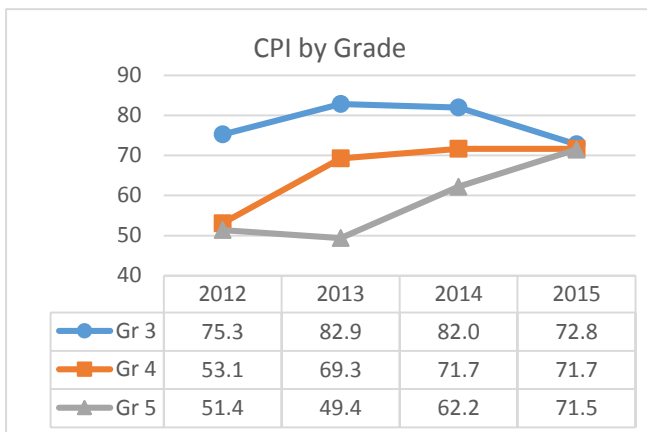
Cobbet Elementary School
2015-2016 School Improvement Plan

MATHEMATICS

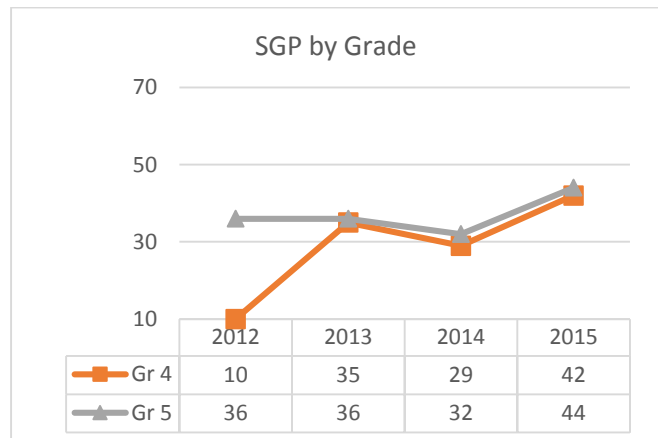
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	271	7	23	35	35	60.1	22
School 2013	262	11	24	43	22	67.4	35.5
School 2014	233	12	28	41	19	72.0	30
School 2015	244	15	26	43	16	72.1	44
District 2015	7,231	15	28	32	24	71.4	45

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	244	15	26	43	16	72.1	44
Students with Disabilities	44	5	9	48	39	57.4	62
ELL	54	4	19	50	28	59.3	-
Former ELL	56	12	23	55	9	72.3	41
Economically Disadvantaged	158	15	27	41	17	72.9	51
African American /Black	33	9	27	42	21	68.2	-
Asian	28	21	21	43	14	74.1	-
Hispanic	165	16	28	42	14	73.2	44
White	11	0	18	45	36	68.2	-
Male	132	16	27	41	17	72.7	52.5
Female	112	13	26	46	15	71.4	40

Cobbet Elementary School
2015-2016 School Improvement Plan

SCIENCE/TECHNOLOGY & ENGINEERING

Multi -Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	88	1	16	41	42	53.7
School 2013	86	0	9	45	45	48.3
School 2014	74	1	9	54	35	50.0
School 2015	72	1	21	60	18	65.6
District 2015 (Grade 5)	1,064	8	32	43	17	74.8
State 2015 (Grade 5)	70,861	16	35	37	13	78.2

MCAS STE 2015 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	72	1	21	60	18	65.6
Students with Disabilities	15	0	0	47	53	53.3
ELL	10	0	0	30	70	40.0
Former ELL	21	0	14	81	5	61.9
Economically Disadvantaged	46	2	17	65	15	66.3
African American /Black	9	-	-	-	-	-
Asian	9	-	-	-	-	-
Hispanic	47	0	19	62	19	62.2
White	3	-	-	-	-	-
Male	43	2	26	58	14	70.3
Female	29	0	14	62	24	58.6

Cobbet Elementary School
2015-2016 School Improvement Plan

ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2013 ELL Students		2014 ELL Students		2015 ELL Students	
	#	%	#	%	#	%
Entering	40	26%	44	20%	45	20%
Emerging	23	15%	26	12%	33	14%
Developing	55	36%	61	28%	75	33%
Expanding	34	22%	45	21%	25	9%
Bridging	2	1%	34	16%	4	1%
Reaching	0	0%	7	3%	2	1%
Total	154		217		267	

ACCESS for ELLs Growth

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	64	50%	24	19%	41	32%
2015	46	34%	36	27%	52	39%

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	2 (5%)	12 (29%)	26 (63%)	1 (2%)	-	-
Emerging	-	2 (9%)	18 (78%)	3 (13%)	-	-
Developing	-	-	18 (35%)	33 (65%)	-	-
Expanding	-	-	1 (3%)	14 (45%)	14 (45%)	2 (6%)
Bridging	-	-	-	-	1 (100%)	-
Reaching	-	-	-	-	-	-
Total (147)	2	14	63	51	15	2

Cobbet Elementary School
2015-2016 School Improvement Plan

Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

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.

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.

Strengths:

- Instructional materials and technologies that aligned to curriculum maps are available and used in all classrooms.
- Instructional staff receives support in creating and refining curriculum and lesson development
- Reach for Reading supports concepts in social studies and science

Areas of Need:

- ELA pacing guide
- Vertical alignment and expectations in curriculum across grades
- Instructional technology is not available kindergarten classrooms
- Collaboration about assessments and looking at student work

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.

Strengths:

- Student Engagement through the use of “Turn and Talks” “Think-pair-Share”
- Monitoring instructional practice on a daily basis with timely feedback to faculty
- Administrative walkthroughs with timely feedback
- LPS/DESE Teacher Evaluation System
- UDL Inclusion Model
- Co-Teaching

Areas of Need:

- Higher Order Thinking Skills
- Common understanding of effective instruction
- Need to provide multi-model pedagogical techniques for all learners

Cobbet Elementary School
2015-2016 School Improvement Plan

Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)

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.

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.

Strengths:

- Differentiated hot/cold reads
- Progress monitoring- flexible grouping
- ORID Protocol
- Formative assessments
- Assessments support tiered instruction

Areas of need:

- Feedback to students
- Teachers need to collaborate about student work

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:

- PD is embedded as an integral part of daily routines
- When external trainers/partners are needed, leaders enlist their assistance
- PLCs & TCTs: PD is provided by CIT's
- Faculty meetings
- TCT for staff collaboration
- Student engagement is an ongoing focus of PD through all content areas
-

Areas of need:

- All District PDs are not all relevant
- More training for roles and time management strategies for planning during TCT

Cobbet Elementary School
2015-2016 School Improvement Plan

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:

- PLC and TCT times are built into the school schedule for staff collaboration which serves as PD
- Faculty meetings
- Grade level teams have the same common planning times

Areas of need:

- Time to share techniques and ideas to fellow colleagues

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:

- Fluency screening and monitoring in ELA
- Tier 2 flexible groups for ELL, SPED, and struggling learners
- Staff utilizes resources to support students with a range of academic needs
- ELL newcomer groups three times for ten weeks
- After before school support
- Progress monitoring

Areas of need:

- Differentiated instruction
- Academic support in specific areas
- Summer school
- small/flexible groups in math
- Testing schedule impacts adequate learning time

Cobbet Elementary School
2015-2016 School Improvement Plan

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:

Cobbet has created a learning environment where students are safe and supported and there are established safety and behavioral expectations throughout the building.

- School-wide classroom management system:- Stop-Light
- Character Education: Cobbet Character Counts
- Morning Meeting-Responsive Classroom
- PlayWorks Recess Program
- Pro Social Skill Building Program-Second Step (K-2) and Steps to Respect Bully Prevention (3-5)
- Office referral support
- Universal breakfast and lunch
- UMass Nutrition Class
- Forsythe Dental Clinic
- Full time nursing support
- Healthy Brain Break
- Annual vision and hearing screening
- Full-time School Social Worker
- Part-time School Adjustment Counselor
- Part-time Behavior Specialist
- Lynn Community Health Center School-based Behavioral Health Clinic
- Monthly Clinical Review
- Bullying Monitor
- Homeless Liaison
- Right Move Girls Group-Asset Building Girls Group for Fifth Grade
- Social Skills Groups such as Friendship, Bully-Proofing, etc.

Areas of need:

- Targeted PD in social/emotional interventions for high risk students
- Trauma sensitive classroom
- Assessment and when to refer
- Responsive Classroom/morning meeting

Cobbet Elementary School
2015-2016 School Improvement Plan

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:

- Family Community Engagement Team-met monthly with strong attendance to plan educational opportunities, for example Multi-Cultural Holiday Fair, Bingo for Books Night, Early Literacy Support, Conversational ESL Class
- Full-time Parent Liaison
- ConnectEd Communication System
- Monthly Newsletter and Calendar
- Title One Meeting
- Beginning of Year Open House
- Parent/Teacher Conferences
- Parent/Teacher Meetings can be scheduled at any time upon request

Areas of need:

- Academic buy in for families
- Communication of SIP
- FCET needs more parent leadership
- Under-represented groups
- Overall increase engagement of families

Cobbet Elementary School
2015-2016 School Improvement Plan

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: Student Assessment: The School uses a balanced system of formative and benchmark assessments.

Priority 1 Teachers will develop and implement effective and constructive feedback strategies to help improve students' performance in writing.

Strategies/Actions

- Teachers will use a growth mindset approach in guiding their feedback.
- Teachers will be encouraged to participate in Six Traits Writing professional development.
- Teachers will conference and give timely, constructive feedback to students orally and in writing in regards to meeting rubric expectations.
- Teachers will collaborate in grade level teams during PLC to look at student work samples and discuss effective feedback on student work.
- CIT's and administrators will provide coaching opportunities in giving effective, constructive feedback.
- Administrators will monitor oral and written feedback from teachers during observations.

Expected Outcome(s)

- Students will be able to articulate their goals, errors, and how to improve their performance.
- Students will take an active role in their learning and be provided with multiple opportunities to practice their writing across all content areas.
- Students will be able to monitor their growth in writing by using Power Writing and rubrics.

Timeline for Actions

- PD in Growth Mindset: October 2015
- Teachers collaborate in grade level teams during PLC-4 times a year.
- CIT's will provide coaching blocks once a week.

Cobbet Elementary School
2015-2016 School Improvement Plan

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: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Priority 2 Educate teachers and implement Cognitively Guided Instruction (CGI) in Mathematics.

Strategies/Actions

- Teachers will participate in professional development using the text: Children’s Mathematics.
- Teachers will include Accountable Talk when planning their math lessons.
- Teachers will observe videos of Cognitively Guided Instruction during faculty and PLC meetings.
- Teachers will respond to guiding questions in a reflective journal.
- During professional development, teachers will have opportunities to share best practices.
- Teachers will develop questioning techniques to improve cognition in mathematics.

Expected Outcome(s)

- Students will develop strategies for mathematical practices.
- Student discourse will increase in the classroom setting.
- Students will be able to articulate how they solve mathematical problems and justify their reasoning.
- Students will be encouraged to ask each other questions when solving math problems.

Timeline for Actions

- Professional Development:
- School year 2015-2016-Monthly PD during faculty meetings and various PLC’s
- Implementation:
- Progressively ongoing throughout the school year

Cobbet Elementary School
2015-2016 School Improvement Plan
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: