

**Lynn Woods School  
Improvement Plan  
2015-2016**

**School Improvement Team**

Cathy Carey, Special Education Teacher

Ellen Fritz, Principal

Christine Kennedy, Grade 5 Teacher

**School Council Members**

Ellen Fritz	Principal
Patti Cavanagh	Teacher
Christine Kennedy	Teacher
Lauren Melanson	Teacher
Deb Reece	Paraprofessional
Andrea Fila	Parent
Jennifer Mancaniello	Parent
Margaret Mannion	Parent
Mike Paragios	Parent
Scott Parker	Parent
Augie Sabia	Community Member

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**School Vision and Mission**

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

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

**Lynn Woods Mission Statement**

The Mission of The Lynn Woods School is to encourage high expectations for success through standards based instruction that allows for individual differences and learning styles. Our school promotes an environment that emphasizes effort, responsibility and pride in our accomplishments. We strive to encourage our students to become enthusiastic lifelong learners.

**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 Lynn Woods School is a small, kindergarten through grade five-neighborhood school, settled on the edge of the Lynn Woods Reservation. We have one Language Delayed Classes, servicing Special Education students in grades three through five. There is a strong sense of family and community among the students, staff and parents. This is reflected immediately in the climate of the building. The educational vision at Lynn Woods is to create a learning environment where students can learn and grow in the most productive setting.

**Student Enrollment**

	2013	2014	2015	2015 District
Kindergarten	26	21	26	1,222
Grade 1	26	25	22	1,479
Grade 2	29	28	24	1,379
Grade 3	31	32	26	1,275
Grade 4	30	38	38	1,155
Grade 5	29	31	32	1,086
<b>Total</b>	<b>171</b>	<b>175</b>	<b>168</b>	<b>7,861</b>

**Teacher Demographic**

	2012	2013	2014	2014 District	2014 State
Teacher Retention	53.3	50.0	80.0	79.8	84.6
Staff Age	2013	2014	2015	2015 District	2015 State
Under 26	0%	3%	0%	7%	6%
26-56	85%	71%	71%	70%	75%
Over 56	15%	26%	29%	23%	19%
Median Yrs Experience	-	-	17	8	-
% ≥ 10 Yrs Experience	-	-	75%	45%	-

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**Performance Indicators**

	2012	2013	2014	District 2014	State 2014
Student Attendance Rate	96.0	95.4	96.4	94.0	94.9
Absent 10 or more days (%)	23.5	30.5	21.1	38.2	30.4
Chronically Absent (% with < 90%)	8.6	8.6	6.1	19.1	12.3
Student Retention Rate	0.7	0.0	0.0	4.2	1.6
Out-of-School Suspension Rate	0.7	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	2.9	2.9	1.8	10.7	8.7
Asian	5.3	3.4	4.2	9.2	6.3
Hispanic	17.5	15.4	12.5	56.4	17.9
White	67.3	69.1	72.0	19.6	63.7
Multi-Race	5.8	7.4	7.7	3.8	3.1
Male	54	56	52	53	51
Female	46	44	48	47	49

**Enrollment by Special Population**

Demographic Group	2013	2014	2015	2015 District	2015 State
First Language Not English	8.8	6.3	6.0	54.1	18.5
English Language Learner	4.1	2.3	0.6	18.8	8.5
Special Education	19.9	18.3	17.9	15.4	17.1
Economically Disadvantaged	-	-	22.0	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.

**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.

For the past several years we have targeted instructional goals that are generalizable and transferable over content areas, and overtime those have become a regular practice at Lynn Woods. For instance, each teacher regularly submits assessments (formative and summative) to me, with visual data that has been closely analyzed. From this data, we target our students who will need remediation, thus included in tier II instruction and invited for night back. We have also incorporated into regular instructional practice opportunities for students to process the information. Teachers have been very clever creating opportunities and designing lessons that require students to discuss the material. At Lynn Woods School each class has a protected 120 minute literacy block and 90 minute minimum in Math instruction daily. Science and Social Studies is 90 minutes per week. All of our students on IEPs with the exception of the students in our SLD self-contained classroom are included in the regular education classroom with inclusion support. The students in the SLD class are mainstreamed when they are academically ready, which is monitored closely and regularly.

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Core Instructional programs:

DESE Model Units/WGBH standards based lessons in grade 3 (partial in grade 2)

REACH grades K-2

GO MATH K-5

Science Map

6 Traits Writing

Grades 3 & 4 are now switching for Math and ELA instruction. (decision based on MCAS 2015 data)

Grade 5 Teachers uses a novel based approach.

Tiered Instruction / supports and interventions:

Invitational Night Back for Extra Help

Level II & III intervention

Math Coach

ELA CIT

Assessment practices:

Regularly employ formative and summative assessments

Regular data an analysis of the assessment data

Collaboration with peers regarding assessment data

Submit assessment & data to principal regularly.

School based Professional Development time

FAR initiative

PLC weekly

School based Practices

Daily use of a structure that allows students ample process time. Some form of learning partners, turn and talk. Lessons/conversations/questions around text that requires students to think critically about text. (make judgment, critique, analyze and interpret text for deeper meaning)

BUS & ACE Using these acronyms helps children to focus on working thoroughly to complete open response questions

First in Math player of the day recognitions

Dojos for behavior

Summer Reading Recognition

American Heart Association Jump-a-thon

Box Tops contest incentives

Nature's Classroom

Drama club

Field Day

Family Dances 3X year

Open House Ice Cream Social

STEM night

Walk to School Day Weekly

Student Council

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*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.

*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.

**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.

- Teacher Survey- First trimester of SY 2015-16
- Parent Survey- Distributed to and analyzed by School Improvement Council second trimester

Lynn Woods

Survey Data Results -September 2015

- Most teachers feel fairly or completely confident in the content area they are responsible for teaching.
- 100% of our teachers feel they put structures in place in September to ensure a climate for learning.

**\*\*\*We will check back in on the status of those structures in January \*\*\*\***

- 50% of the staff feels very confident incorporating higher order thinking
- \*\* We will go further into how we can increase this so teachers feel more confident in this area\*\*\*\***
- 75% of the staff felt their colleagues input was very important in terms of improving teaching
- Most of our staff felt very confident helping our most challenging students learn
- Most of our staff felt fairly confident helping our most advanced learners.
- 100% of the staff felt totally supported by the principal

Parent survey will be distributed in November

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**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).

**ELA**

- CPI is currently 91.1 and remains above target
- Our current student growth is at 62 and remains above target
- Our percentage of students scoring in the advanced category has doubled
- Our percentage of students scoring in the warning category is at 0%

**MATH**

- Our Math CPI has increased consistently to 93.9 and is above target in terms of meeting our goal
- Our student growth is currently 56 and on target
- 30% of our students are scoring advanced
- 0% of our students are performing in the warning category
- 100% of our 3<sup>rd</sup> grade students are proficient or advanced

**SCIENCE**

- Our CPI has steadily increased 85.2 and is currently above target
- Our percentage of students in the warning category is 0% and has met target

**Currently we have no students failing in any tested content area.**

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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, 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.

<b>Accountability and Assistance Level: Level 1</b>										
<b>School Percentile: 61<sup>st</sup></b>										
<b>Cumulative PPI (all students) 96</b>										
<b>Proficiency Gap Narrowing</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2014 Change</b>	<b>2014 %ile</b>	<b>2014 Rating</b>	<b>*2015</b>	<b>2015 Change</b>	<b>2015 Rating</b>	
<b><u>ELA</u></b>										
<b>CPI</b>	79.6	89.7	91.5	1.8	82 <sup>nd</sup>	Above Target	91.1	-0.4	Above Target	
<b>SGP</b>	67.5	72	58	-14	72 <sup>nd</sup>	On Target	62	4	Above Target	
<b>% Advanced</b>	7.4	7.8	8.0	0.2	28 <sup>th</sup>	Not meeting target	18.8	10.8	Met Target	
<b>% Warning</b>	12.3	0.0	2.0	2.0	85 <sup>th</sup>	Not meeting target	0.0	-2.0	Met Target	
<b><u>Math</u></b>										
<b>CPI</b>	71.0	89.7	91.0	1.3	80 <sup>th</sup>	Above Target	93.9	2.9	Above Target	
<b>SGP</b>	28	83	55	-28	59 <sup>th</sup>	On Target	56	1	On Target	
<b>% Advanced</b>	6.2	22.2	24.0	1.8	45 <sup>th</sup>	Not meeting target	30.2	6.2	Met Target	
<b>% Warning</b>	12.3	1.1	1.0	0.1	95 <sup>th</sup>	Not meeting target	0.0	-1.0	Met Target	
<b><u>Science</u></b>										
<b>CPI</b>	67.7	79.3	84.7	5.4	57 <sup>th</sup>	Above Target	85.2	0.5	Above Target	
<b>% Advanced</b>	8.3	13.8	12.9	-0.9	37 <sup>th</sup>	Not meeting target	8.0	-4.9	Not meeting target	
<b>% Warning</b>	20.8	3.4	0.0	-3.4	95 <sup>th</sup>	Met Target	0.0	0.0	Met Target	

*\*2015 Accountability Data are Preliminary.*

**Historical Accountability Data**

2012	Level 3	School Percentile:	20 <sup>th</sup> %ile	Annual PPI = 70	Cumulative PPI = 63
2013	Level 1	School Percentile:	40 <sup>th</sup> %ile	Annual PPI = 125	Cumulative PPI = 86
2014	Level 1	School Percentile:	61 <sup>st</sup> %ile	Annual PPI = 95	Cumulative PPI = 96
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	6 (22%)	10 (37%)	High	9 (33%)	276 (24%)
Average	15 (56%)	10 (37%)	Moderate	7 (26%)	221 (19%)
Low Average	3 (11%)	4 (15%)	Typical	3 (11%)	176 (15%)
Below Average	2 (7%)	2 (7%)	Low/Declined	8 (30%)	472 (41%)
Well Below Average	1 (4%)	1 (4%)			
<b>CPI</b>	<b>90.7</b>	<b>89.8</b>	<b>Total</b>	<b>27</b>	<b>1,145</b>

1<sup>st</sup> 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	6 (26%)	7 (30%)	High	1 (4%)	144 (11%)
Average	10 (43%)	5 (22%)	Moderate	3 (13%)	299 (22%)
Low Average	3 (13%)	6 (26%)	Typical	9 (39%)	487 (36%)
Below Average	2 (9%)	2 (9%)	Low/Declined	10 (43%)	439 (32%)
Well Below Average	2 (9%)	3 (13%)			
<b>CPI</b>	<b>85.9</b>	<b>79.3</b>	<b>Total</b>	<b>23</b>	<b>1,369</b>

2<sup>nd</sup> 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	13 (56%)	12 (52%)	High	3 (13%)	236 (19%)
Average	6 (26%)	9 (39%)	Moderate	5 (22%)	264 (21%)
Low Average	2 (9%)	0 (0%)	Typical	11 (48%)	367 (29%)
Below Average	1 (4%)	1 (4%)	Low/Declined	4 (17%)	379 (30%)
Well Below Average	1 (4%)	1 (4%)			
<b>CPI</b>	<b>92.4</b>	<b>94.6</b>	<b>Total</b>	<b>23</b>	<b>1,246</b>

3<sup>rd</sup> 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 (30%)	4 (16%)	High	3 (12%)	136 (12%)
Average	10 (38%)	16 (62%)	Moderate	6 (23%)	271 (24%)
Low Average	2 (8%)	1 (4%)	Typical	7 (27%)	300 (27%)
Below Average	5 (19%)	5 (19%)	Low/Declined	10 (38%)	416 (37%)
Well Below Average	1 (4%)	0 (0%)			
<b>CPI</b>	<b>85.6</b>	<b>89.4</b>	<b>Total</b>	<b>26</b>	<b>1,123</b>



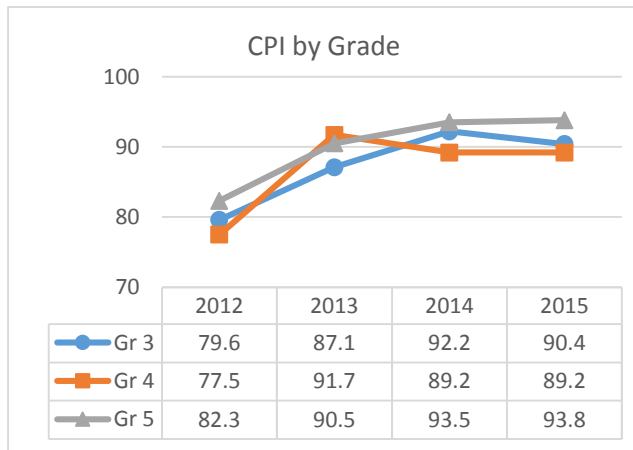
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**ENGLISH LANGUAGE ARTS**

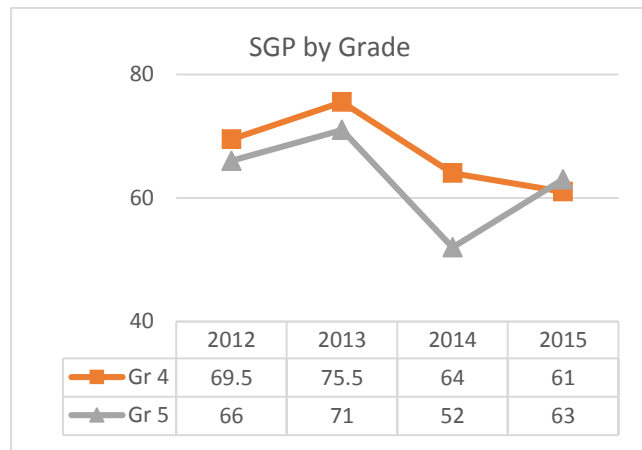
**Multi-Year MCAS ELA Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	81	7	43	28	21	79.6	67.5
School 2013	90	8	52	20	20	89.7	72
School 2014	100	8	62	15	15	91.5	58
School 2015	95	17	52	21	11	91.1	62
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	95	17	52	21	11	91.1	62
Students with Disabilities	25	8	28	24	40	81.0	-
ELL	1	-	-	-	-	-	-
Former ELL	2	-	-	-	-	-	-
Economically Disadvantaged	19	5	58	37	0	89.5	-
African American /Black	2	-	-	-	-	-	-
Asian	4	-	-	-	-	-	-
Hispanic	16	6	14	31	19	85.9	-
White	64	20	58	14	8	94.1	64
Male	51	10	55	22	14	89.7	61.5
Female	44	25	48	20	7	92.6	64

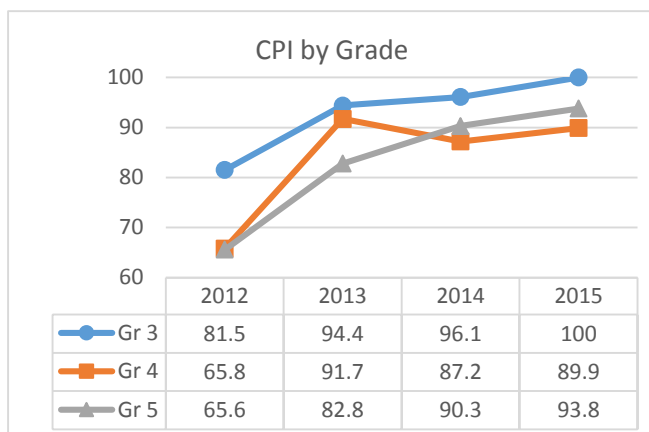
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**MATHEMATICS**

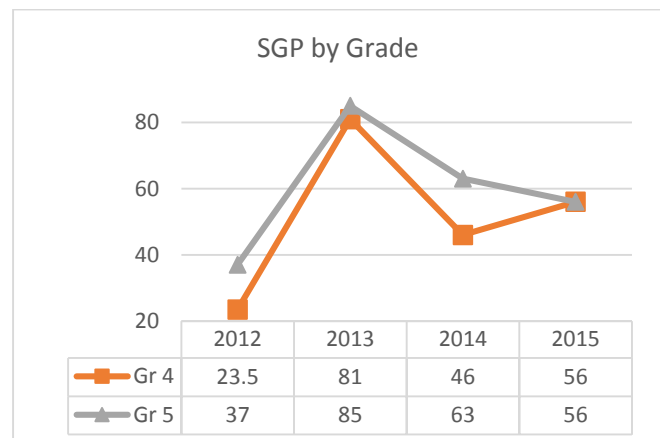
**Multi -Year MCAS Math Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	81	6	25	52	17	71.0	28
School 2013	90	22	40	35	28	89.7	83
School 2014	100	24	47	17	12	91.0	55
School 2015	95	27	51	13	9	93.9	56
District 2015	7,312	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	95	27	51	13	9	93.9	56
Students with Disabilities	25	12	44	8	36	89.0	-
ELL	1	-	-	-	-	-	-
Former ELL	2	-	-	-	-	-	-
Economically Disadvantaged	32	19	47	19	16	91.4	-
African American /Black	2	-	-	-	-	-	-
Asian	4	-	-	-	-	-	-
Hispanic	16	31	31	12	25	89.1	-
White	64	28	56	11	5	96.1	56
Male	51	25	49	14	12	93.6	60
Female	44	30	52	11	7	94.3	42

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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	24	8	25	38	29	67.7
School 2013	29	14	24	31	31	79.3
School 2014	31	13	29	42	16	84.7
School 2015	32	6	44	28	22	85.2
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	32	6	44	28	22	85.2
Students with Disabilities	14	0	21	29	50	76.8
ELL	-	-	-	-	-	-
Former ELL	2	-	-	-	-	-
Economically Disadvantaged	9	-	-	-	-	-
African American /Black	1	-	-	-	-	-
Asian	-	-	-	-	-	-
Hispanic	7	-	-	-	-	-
White	23	9	43	35	13	84.8
Male	16	0	31	38	31	79.7
Female	16	12	56	19	12	90.6

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<b>Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)</b>
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.
<b>Indicator 1: Aligned and Consistently Delivered Curriculum:</b> 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>Strengths:</p> <ul style="list-style-type: none"> <li>Tracking mechanism for future MCAS predictability using MCAS released assessments on bi weekly basis and analyzing the results gleamed from those assessments.</li> <li>School wide data assessment and analysis on regularly basis</li> <li>Higher Order Thinking skills are embedded in reading instruction though the use of Newbury Award winning novels and WGBH grant.</li> <li>Use of Learning targets and concept maps to plan units</li> <li>Uninterrupted Math and Reading blocks</li> <li>Formative and Summative assessments</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>Use of Smart Board Interactively</li> <li>Sharpen Open Response Skills</li> </ul>
<b>Indicator 2: Effective Instruction:</b> 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>Strengths:</p> <ul style="list-style-type: none"> <li>Staff has a common understanding of assessment analysis.</li> <li>Classroom teachers submit assessments with analysis to principal weekly for review and discussion</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>Due to personnel changes, we anticipate the need to acclimate/train 2 new members of our team through the use of common planning , district coaches, observations, peer observations and dialogue.</li> <li>All students need instruction in thinking deeply about text</li> <li>Smart board interactively</li> <li>Share test wiz data with parents</li> <li>Use of feedback to improve quality of student work</li> </ul>

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<b>Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)</b>
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.
<b>Indicator 3: Data-based Decision-Making:</b> 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>Strengths:</p> <ul style="list-style-type: none"> <li>• Regular use of formative assessment ( white boards, post it notes, ticket to leave, plickers, response clickers etc....)</li> <li>• Use formative assessment to deliver remedial instruction as well as invites for night back</li> <li>• Classroom teachers submit assessments with analysis to principal weekly for review and discussion</li> <li>• Use DIBELS data to create reading groups and tiered instruction</li> <li>• Meet with Leadership regularly to discuss and reflect on school practices</li> </ul>
<p>Areas of need:</p> <ul style="list-style-type: none"> <li>• Using common planning time in the first weeks of school to have vertical meetings to share student learning profile</li> <li>• Using common planning time encourage the use of Test Wiz to produce data</li> <li>• Increase amount of data shared with parents</li> </ul>

<b>Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)</b>
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.
<b>Indicator 4: Professional Development:</b> 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.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• FAR school initiative</li> <li>• Virtual training with FAR re: feedback</li> <li>• REACH grade K-2</li> <li>• 6 Traits</li> <li>• Science</li> <li>• Planning, mentoring, modeling lessons in house to ensure that all students receive instruction in thinking deeply about text</li> </ul>
<p>Areas of need:</p> <ul style="list-style-type: none"> <li>• Due to personnel changes, we anticipate the need to acclimate/train 2 new members of our team through the use of common planning , district coaches, observations, peer observations and dialogue.</li> <li>• Feedback to students</li> </ul>

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**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:

- Common Planning Time.
- Faculty Meetings (1 x a month)
- School Support Meetings (New Teachers and Mentors) to share school initiatives

Narrative or bullets here.

Areas of need:

- Vertical alignment of social norms coordinated by CIT

**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:

- Night Back
- Tiered instruction
- Reading intervention
- Closely protected uninterrupted instructional time
- Each individual student academic performance is looked at closely and frequently throughout the year
- Monthly Student Study Team meetings
- 

Areas of need:

- Opportunities for teachers to discuss what skills and strategies are available to use in remediation

**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:

- SAC 1 ½ per week
- Full time nurse
- Team approach to social emotional individual cases.
- Regular parent communication and involvement with parents (phone calls, meetings, resources)

Areas of need:

- Create clubs that include some of the less involved students

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**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**

- Emails to parents
- School web page
- School blog
- American Heart Association Jump-a-thon
- Box Tops contest incentives
- Community Building @ Nature's Classroom
- Drama club
- Field Day
- Family Dances 3X year
- Open House Ice Cream Social
- STEM night
- Walk to School Day Weekly
- Student Council
- School Improvement Council
- Active PTO
- Annual 5K Wolf Trot in our Lynn Woods
- Visit to Pond view senior day center 2X per year
- Memorial Day and Veterans Day Celebrations
- 5<sup>th</sup> Grade Brunch
- Kindergarten orientation

**Areas of need:**

- Data will be updated pending the parental survey results in November

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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: Instruction**

**Priority 1** Increase Higher Order Thinking Skills (HOTS) into daily lessons

**Strategies/Actions**

- Sharing of lessons/ideas at staff meeting that reflect HOTS, specifically questioning and activity development.
- Deconstruct lessons during Professional Learning Time to identify areas where HOTS was or could be incorporated
- While observing in classes, examine language that requires students to use HOTS.

**Expected Outcome(s)**

Students will be required to think at high levels; as evidenced by results on locally developed assessments.

**Timeline for Actions**

December will be first check in; ongoing during SY2015-2016.



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**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: Assessment, Instruction**

**Priority 2**

Increase effective feedback to students.

**Strategies/Actions**

- Use Professional Learning Time to analyze student samples with a colleague and provide helpful feedback to students.
- Use Professional Learning Time to generate examples of effective feedback to learners.
- Teachers will provide oral feedback during student/teacher conferences.
- With colleagues, analyze student work together, using rubrics, to create a common understanding of feedback expectations and language.
- Compare quality of student samples using pre and post feedback.

**Expected Outcome(s)**

Quality of student work will improve as evidenced with pre and post assessments.

**Timeline for Actions**

Begin winter 2016; continue to strengthen through June.

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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: