

Cobbet Elementary School

School Improvement Plan

2016-2017

School Improvement Team

Susanne Garrity, Principal
Timothy Burt, Program Specialist
Brenda Pena, 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
Alyson Serwacki, Grade 3 Teacher
Kendwy Valdez, Grade 1 Teacher
Gale Thomas, Business Ed partner
Ana Padilla, Parent
Sandra Nolasco, Parent
Cornelio Lopez, Parent
Alejandro Zacarias, Parent

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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, including Universal Design for Learning in grades 3, 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). Almost 70% (69.9%) of Cobbet students' first language is not English; 54.7% are considered economically disadvantaged (see table and chart below). Our attendance rate is 96.1%, which is above the state average of 94.9%.

Student Enrollment

	2014	2015	2016	2016 District
Kindergarten	116	112	103	1,092
Grade 1	105	107	103	1,356
Grade 2	120	111	109	1,422
Grade 3	82	110	102	1,334
Grade 4	89	75	113	1,267
Grade 5	82	80	71	1,053
Total	594	595	601	7,524

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	54.5	75.0	63.8	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	11%	10%	10%	7%	6%
26-56	73%	77%	70%	72%	76%
Over 56	16%	13%	20%	21%	18%
Median Yrs Experience	-	4			
% ≥ 10 Yrs Experience	-	41%			

Performance Indicators

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	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	94.9	95.4	96.1	93.9	94.9
Absent 10 or more days (%)	34.4	28.2	25.0	38.1	30.5
Chronically Absent (% with < 90%)	16.7	11.3	9.9	19.6	12.3
Student Retention Rate	5.3	4.6	0.6	3.2	1.5
Out-of-School Suspension Rate	3.9	4.9	3.3	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	9.6	12.8	11.5	10.1	8.8
Asian	9.6	8.7	8.3	9.1	6.5
Hispanic	70.9	72.3	74.2	58.2	18.6
White	7.4	4.0	4.2	18.3	62.7
Multi-Race	1.9	1.7	1.8	3.9	3.2
Male	55	54	51	52	51
Female	45	46	49	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	72.9	69.6	69.9	54.0	19.0
English Language Learner	37.2	38.5	38.3	19.5	9.0
Special Education	11.8	10.9	9.8	15.4	17.2
Economically Disadvantaged	-	55.1	54.7	47.0	27.4

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 63.8% of the staff in 2015-16. The age of the staff is predominately 26-56 years of age. The median years of experience is 4 years. 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.

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 2015-2016 Core instructional programs that were implemented at Cobbet School are as follows:

Reach for Reading: Comprehensive reading program which includes whole group and small group instruction using the five components of reading aligned with Common Core.

Reach: Comprehensive reading program which layers and scaffolds essential skills and strategies to move all learners to independence. This program actively engages and immerses students in a connected, expanding, and dynamic language environment.

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.

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

District Science Curriculum K-5: The district developed science curriculum which engaged students with Power Point presentations and interactive activities that are aligned to the Common Core.

National Geographic K-3: *Exploring Science*, grade level textbooks from National Geographic. Also included are custom built material kits that contain supplies needed to support the activities in the textbook.

PlayWorks: A structured recess program where Cobbet has been a model for the district and nation. 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.

Second Step K-2: A social-emotional program that includes making friends, managing emotions, and solving problems.

Steps to Respect 3-5: Designed to decrease school bullying problems by increasing staff awareness and responsiveness, fostering socially responsible beliefs, and teaching social/emotional skills to counter bullying and promote healthy relationships.

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 in the classroom on a daily basis.

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, professional development and support throughout the school year.

Universal Design for Learning: Grades 3, 4 and 5 (one classroom in grades 3 and 5; 2 classrooms for grade 5) follow the Universal Design for Learning model to include special needs students. A classroom teacher and a special education teacher work together to provide all students with multiple means of representation, engagement, and action and expression. Classrooms are inclusive for most of our special needs students allowing students to be in the least restrictive environment. Additionally, students from SLD classrooms mainstream into the UDL classrooms for appropriate content learning.

Technology: Technology is used as a supplemental intervention. *iRead* is used in Grades K-2. *iRead* is a differentiated reading instruction program. "Comprehension Coach", vocabulary activities, phonics activities, along with other technology resources are available to students to help support the foundations of reading and their overall comprehension in reading. *First in Math* is used in all K-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.

Extended Learning Time: An opportunity for students to receive targeted help after school to improve their math skills and understanding of concepts. Students are selected based on their performance on the end of the unit assessments.

Additional Support: 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

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Throughout the school year, students are assessed by using unit assessments in *Reach for Reading*. In math, end of unit assessments are also consistently given throughout the school. New this year, district end of unit assessments are being used in science. *TestWiz* is used to analyze data in math and science. To assess reading fluency, *DIBELS* fall, winter, and spring benchmarks are being administered, along with either monthly or bimonthly progress monitoring and posted on data walls to drive instruction. "Cold/Hot" reads assess students on a weekly basis. This information is graphed by teacher and student to see progress being made. In grades 3, 4, and 5, "Comprehension Coach" (*REACH for Reading*) is used to assess students with their comprehension skills in reading. Formative assessments, for example, "Ticket to Leave", and various *Total Participation Techniques* assessments, are used in core subjects which are also used throughout the year to help drive instruction. Rubrics (K-5) from *Zaner-Bloser* are being used to help guide and support writing. In special education, the *Woodcock Johnson III* is used for assessing student skills in all areas of academics for determination of services. The *ACCESS* test is 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 PLTs, Learning Walks, and monthly faculty meetings.

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, *Open eBooks*, "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

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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.

VISTA Survey:

Strengths:

- 70% of the teachers report that the students understand the relevance of what they are learning in professional development.
- 70% of the teachers reported that Cobbet complies with state policies regarding the teacher evaluation system.
- 65% of the teachers report that the evaluation system promotes constructive conversations between teachers and their evaluators.

Areas for Improvement:

- 10% of the teachers report that students work together to solve challenging problems or tasks.
- 28% of the teachers report that students have opportunity to express their understanding beyond traditional means.

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:

- Student Growth Percentile increased by 6.0, which is above target, for all students.
- CPI increased by 3.6, improved but below target, for all students.
- Met target for advanced students, increased by 0.6
- Since 2012, we have increased SGP by 36.5 points.
- *DIBELS* growth was 'typical to high' in the following grade levels: Kindergarten: 80%; Grade One: 78%; Grade Two: 92%; and Grade Three: 86%

Areas of concern:

- Students in 'Warning' increased by 2.5, did not meet target
- Writing is an overall area of concern: Grade Three: 34% met expectations in 'Expressions' and 26% met expectations in 'Conventions'; Grade Four : 29% met expectations in 'Expressions' and 21% met expectations in 'Conventions'; Grade Five: 17% met expectations in 'Expressions' and 36% met expectations in 'Conventions'

Math:

CPI

- School CPI is up 2.4 points. Which is Improved/Below Target
- Since 2012 there has been a 51.4 percent decrease in 'Warning' and an 85.7 percent increase in 'Advanced'
- 2016 CPI: grade 3, 73.7; grade 4, 76.2; and grade 5, 71.5
- Since 2012, Grade 3 over 70% every year
- 'Students with Disabilities' CPI: grade 3, 41.7; grade 4, 52.8; and grade 5, 55.8
- Grade 5 male CPI: 60.8, female CPI: 80.9

SGP

- 4th grade increased 410% from 2012
- 5th grade increase 80% from 2012

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PARCC

Major Content	Did Not Meet	Partially Met/Approach	Met/Exceed
Grade 3	40	28	32
Grade 4	29	25	46
Grade 5	42	32	26
Supporting Content			
Grade 3	42	26	32
Grade 4	21	24	54
Grade 5	28	38	34
Reasoning			
Grade 3	41	24	35
Grade 4	22	26	51
Grade 5	45	22	34
Modeling			
	Did Not Meet	Partially Met/Approach	Met/Exceed
Grade 3	45	21	34
Grade 4	43	23	34
Grade 5	48	20	32

Science:

- Grade 5 Strengths
 - Grade 5 Cobbet students did not show any area of strength in science.
- Grade 5 Areas of Improvement
 - Cobbet students scored below 55% in the following areas in science: *Earth and Space Science, Life Science, Physical Sciences, and Technology/Engineering.*
 - CPI decreased 13.7- 'Declined'
 - Percentage of advanced scores (1.5) 'Did Not Meet the Target'
 - Percentage of 'Warning' (36.4) 'Did Not Meet the Target'

ELL Proficiency Growth

- Student Growth Data increased from 47 in 2015 to 73 in 2016, 'Meeting the Target'.

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.

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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: 11								
Cumulative PPI (all students) 70								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
ELA								
CPI	56.5	63.9	68.8	4.9	Improved Below Target	72.4	3.6	Improved Below Target
SGP	36.5	54.5	56	1.5	On Target	62	6.0	Above Target
% Advanced	0.4	2.6	1.6	-0.8	Not meeting target	2.2	0.6	Met target
% Warning	27.1	19.7	14.8	-4.9	Met Target	17.3	2.5	Not meeting target
Math								
CPI	67.4	72.0	71.8	-0.2	No Change	74.2	2.4	Improved Below Target
SGP	35.5	30	44	14	On Target	48	4.0	On Target
% Advanced	10.7	12.0	14.8	2.8	Met Target	12.5	-2.3	Not meeting target
% Warning	19.8	16.7	14.3	-2.4	Met Target	17.0	2.7	Not meeting target
Science								
CPI	48.3	50.0	65.6	15.6	Improved Below Target	51.9	-13.7	Declined
% Advanced	0.0	1.4	1.4	0.0	Not meeting target	1.5	0.1	Not meeting target
% Warning	43.0	35.1	13.9	-21.2	Met Target	36.4	22.5	Not meeting target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			47	60	Not meeting target	73	60	Met Target

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 3	School Percentile:	5 th %ile	Annual PPI = 75	Cumulative PPI = 66
2016	Level 3	School Percentile:	11 th %ile	Annual PPI = 65	Cumulative PPI = 70

Early Literacy Results

Kindergarten: DIBELS NWF Correct Letter Sequence (Winter to Spring – SAME Students)

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Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	18 (19%)	39 (42%)	High	50 (53%)	348 (35%)
Average	29 (31%)	34 (37%)	Moderate	20 (22%)	173 (18%)
Low Average	22 (24%)	11 (12%)	Typical	10 (11%)	218 (22%)
Below Average	14 (15%)	7 (8%)	Low/Declined	13 (14%)	246 (25%)
Well Below Average	10 (11%)	2 (2%)			
CPI	78.5	91.7	Total	93	985

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	16 (19%)	15 (18%)	High	16 (19%)	217 (17%)
Average	33 (40%)	39 (47%)	Moderate	19 (23%)	316 (25%)
Low Average	13 (16%)	12 (14%)	Typical	30 (36%)	393 (31%)
Below Average	10 (12%)	9 (11%)	Low/Declined	18 (22%)	325 (26%)
Well Below Average	11 (13%)	8 (10%)			
CPI	69.2	74.6	Total	83	1,251

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	16 (17%)	28 (30%)	High	33 (35%)	269 (19%)
Average	31 (33%)	33 (35%)	Moderate	37 (39%)	375 (27%)
Low Average	11 (12%)	15 (16%)	Typical	17 (18%)	426 (30%)
Below Average	21 (22%)	13 (14%)	Low/Declined	8 (8%)	331 (24%)
Well Below Average	16 (17%)	6 (6%)			
CPI	72.2	75.1	Total	95	1,401

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	10 (10%)	22 (23%)	High	21 (22%)	179 (15%)
Average	37 (39%)	35 (36%)	Moderate	30 (31%)	283 (23%)
Low Average	12 (13%)	6 (6%)	Typical	32 (33%)	389 (32%)
Below Average	24 (25%)	21 (22%)	Low/Declined	13 (14%)	363 (30%)
Well Below Average	13 (14%)	12 (13%)			
CPI	74.2	78.1	Total	96	1,214

ENGLISH LANGUAGE ARTS

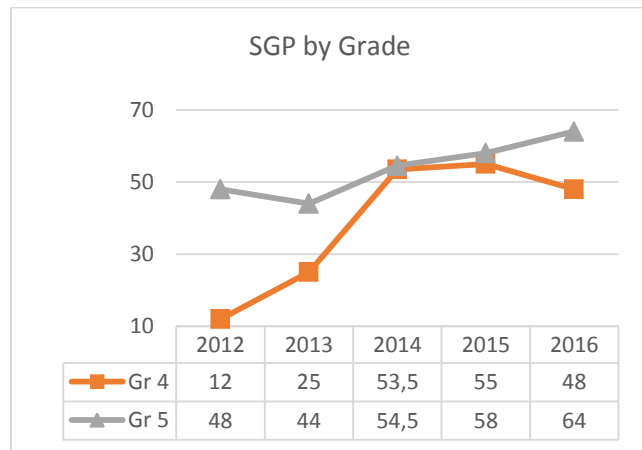
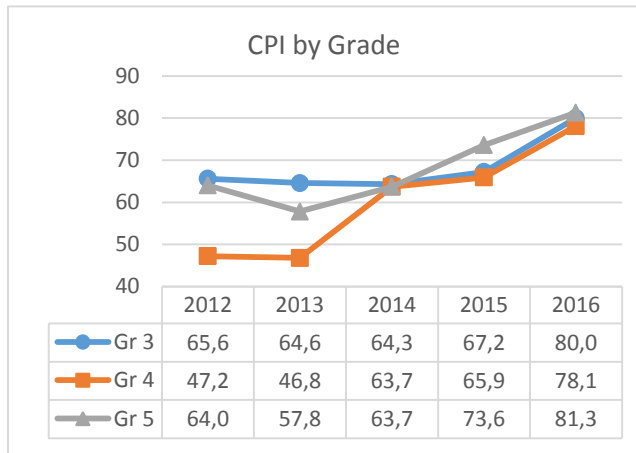
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Multi-Year MCAS ELA Results – All Students

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
School 2016	272	2	39	40	19	72.4	62
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE

Multi -Year MCAS ELA SGP Results by GRADE



PARCC/MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	272	2	39	40	19	72.4	62
Students with Disabilities	43	5	7	35	53	48.3	62
ELL	64	2	22	47	30	58.2	84
Former ELL	64	5	38	45	13	75.8	62
Economically Disadvantaged	166	2	39	42	18	72.6	65
Male	141	2	35	40	23	68.8	62
Female	131	2	44	40	14	76.1	60

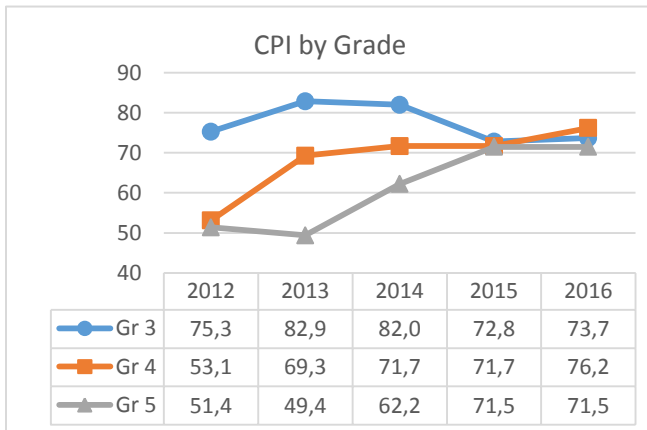
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MATHEMATICS

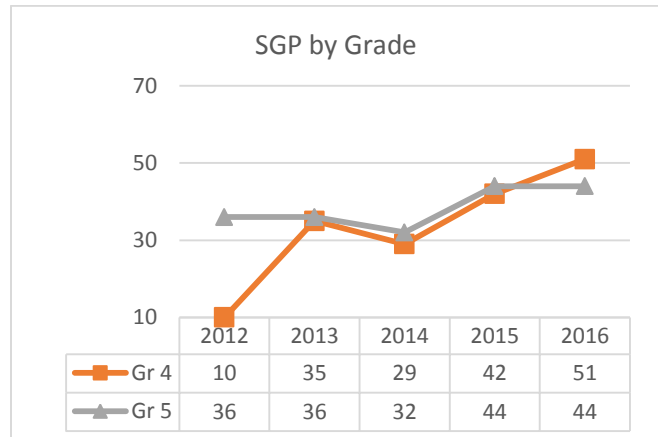
Multi -Year MCAS Math Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	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
School 2016	271	13	35	34	18	74.2	48
District 2016	7,546	15	34	30	21	74.6	50

Multi -Year MCAS MATH CPI Results by GRADE



Multi -Year MCAS MATH SGP Results by GRADE



PARCC / MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	271	13	35	34	18	74.2	48
Students with Disabilities	43	2	7	40	51	50.6	62
ELL	64	9	33	27	31	66.8	87.5
Former ELL	64	27	22	39	13	77.0	51
Economically Disadvantaged	165	8	37	35	19	73.6	44.5
Male	141	16	28	36	20	71.8	41
Female	130	8	43	32	16	76.7	57

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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	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
School 2016	66	2	9	52	38	51.9
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	66	2	9	52	38	51.9
Students with Disabilities	13	0	8	23	69	42.3
ELL	6					
Former ELL	28	0	11	50	39	54.5
Economically Disadvantaged	42	2	12	50	36	53.0
Male	31	0	13	45	42	50.0
Female	35	3	6	57	34	53.6

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ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	44	20%	45	20%	47	20%
Emerging	26	12%	33	14%	39	17%
Developing	61	28%	75	33%	61	26%
Expanding	45	21%	25	9%	59	25%
Bridging	34	16%	4	1%	24	10%
Reaching	7	3%	2	1%	6	3%
Total	217		267		236	

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%
2016	100	68%	24	16%	23	16%

ACCESS for ELLs change in proficiency level

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	3 (9%)	9 (27%)	20 (61%)		1 (3%)	
Emerging		1 (4%)	15 (58%)	10 (38%)		
Developing			12 (20%)	38 (63%)	9 (15%)	1 (2%)
Expanding			1 (4%)	8 (29%)	14 (50%)	5 (18%)
Bridging				1 (100%)		
Total (148)						

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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.
- K-2 ELA pacing guide and overview guide
- New Science Curriculum (Smart Board lessons, new text for K-3 students, hands on materials, unit assessments)

Areas of Need:

- Grade 3-5 ELA pacing guide
- Vertical alignment and expectations in curriculum across grades.
- Collaboration about assessments and looking at student work.
- Teacher Collaboration Time
- Established grade level writing expectations.

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:

- Planning well-structured standards based lessons for Tiers I and II.
- Analyzing data to drive instruction and increase student learning.
- Use of data walls in both ELA and math to communicate results and show student progress.
- Student engagement strategies
- 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:

- Structured and consistent instruction in science.
- Higher Order Thinking Skills
- Common understanding of effective instruction especially for new staff.
- Need to provide multi-model pedagogical techniques for all learners.
- Classroom structures that allow students to engage in student discourse that leads to higher-level thinking.
- Instructional practices that allows students to work together to solve challenging tasks.
- Teacher Collaboration Time

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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:

- “Hot/Cold” reads
- Progress monitoring- flexible grouping
- *ORID* Protocol
- Formative assessments
- Common end of unit assessments for math, ELA, and science.
- End of unit assessments in math support tiered instruction for Extended Learning Time.

Areas of need:

- Teacher experience of analyzing science data.
- Time to collaborate and analyze science data.
- Feedback to students.
- Teachers need to collaborate about student work and assessments.

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.
- PLTs & PD is provided by CIT’s.
- Faculty meetings
- Student engagement and student discourse is an ongoing focus of PD through all content areas.

Areas of need:

- Training new hires and new building staff.
- Lack of teacher collaboration time.
- Insufficient time for teachers to lead and make instructional decisions

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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:

- PLT times are built into the school schedule for professional growth.
- Faculty meetings
- Two professional development days built into school calendar.

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
- Tier III *Extended Learning Time*
- School-based full time social worker
- Partnership with Lynn Community Health behavioral services

Areas of need:

- Differentiated instruction
- Academic support in specific areas
- Summer school
- Small/flexible groups in math
- Testing schedule impacts adequate learning time
- Assessment of incoming kindergarteners

Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective

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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
- Full time parent liaison
- 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 training for new staff

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'-meet 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

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- Monthly Newsletter and Calendar
- Title One Meeting
- Open Houses
- Parent/Teacher Conferences
- Parent/Teacher Meetings can be scheduled at any time upon request
- “Raising-a-Reader” – parent reading support

Areas of need:

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

Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

- The school leadership team leads intentional, strategic efforts to ensure the effectiveness of the school’s program and the sustainability of the organization
- School leaders ensure that the school-wide focus remains on established academic goals and school priorities
- School leaders ensure effective communication and inclusive, transparent decision making across the organization

Areas of need:

- More opportunities for teachers to observe one another
- Provide more opportunities for teachers to become instructional leaders

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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 English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: The School uses a balanced system of formative and benchmark assessments.

Alignment to District Priority(s): Standards based instruction, Data informed decision making

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 PLT 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.
- Teachers and students will use the *Zaner-Bloser* writing rubrics and website.
- Grade level teams will create a common feedback form for unit writing projects in ELA and selected math writing assignments.

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

- During the month of October, teachers create a feedback form for students and parents.
- Looking at student writing samples three times a year at PLT
- CIT's will provide a coaching block, one block a week.

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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: Effective Instruction and Assessment in Science

Alignment to District Priority(s): Standards-Based Instruction; To raise student achievement in Math, Science, and ELA.

Priority 2

K-5 teachers will implement and instruct all science lessons to increase student achievement on the end of unit assessments and CPI targets.

Strategies/Actions

- Mandatory science block aligned with district expectations (use of Smartboard lessons, hands on activities, guided notes, vocabulary, and textbooks)
- Mandatory use of end of unit assessments through *Test Wiz*.
- Teachers will address two weaknesses from the end of unit assessment to review with students.
- Collaborate with Assistant Director of Curriculum in Science to lead the school in science instruction and to model lessons.
- During PLT, introduce the science practices.
- *Science A-Z* is available as a resource to teachers and students.
- Administrators will monitor assessments and observe and evaluate science lessons.

Expected Outcome(s)

- A sharp increase in CPI performance.
- Students will develop science vocabulary.
- Students will engage in science discourse to increase higher order thinking.

Timeline for Actions

- Schedules are established in September.
- Assessments will be administered throughout the year.
- Teachers will address weaknesses after every end of unit assessment.
- Administration and teachers will collaborate with Assistant Director of Curriculum in Science on an ongoing basis.
- CIT's will introduce science practices in December during PLT.

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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:

At the first professional development day the principal presented the PARCC/MCAS data to the entire staff. Strengths and areas for improvement were noted at this time. Teams of teachers discussed instructional practices to sustain Cobbet strengths and actions to improve Cobbet weaknesses. We continue to work on improving writing across all content areas and in response to the MCAS science data, instruction in science is a major priority for SY 16-17.

Priority One:

- At the first professional development day grade level teachers planned writing lessons for the Reach writing projects.
- During PLT, grade level teachers created a feedback form for the writing projects for each unit in Reach.

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

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