Lincoln-Thomson Elementary School

School Improvement Plan

May 2012

PIM Team Members

Helen Psallidas Mihos, Principal
Mary Foster, ELA/Math Specialist
Stacey DeNino, Teacher
Amy Terrio, Teacher
Jill Weiner, Reading Specialist

School Council Members

Helen Psallidas Mihos, Principal
Mary Foster, ELA/Math Specialist
Gerald Belliveau, Grade 5 Teacher
Kelley Breen, Grade 5 Teacher
Linda Scotina, Grade 2 Teacher
Dena Domey, Parent
Michelle Pedro, Parent
Barbara Politano, Parent
Michele Washington, Parent
Lauren Imke, Family and Children's Service of Greater Lynn, Inc.
Emily Straus, Family and Children's Service of Greater Lynn, Inc.
Karen Interbartolo, Vice President – Lending, St. Jean's Credit Union
Kelly O'Connor, Director of Gregg Neighborhood House
Francis Vigeant, CEO – KnowAtom, LLC.

Executive Summary

School Profile and Demographics

The Lincoln-Thomson Elementary School is a relatively small school, the 4th smallest of the 17 elementary schools, with a student population of approximately 248 students. Demographically the student population is 6% African American, 12.1% Asian, 40.3% Hispanic, .4% Native American, 36.3% White, and 4.8% Multi-Race non-Hispanic.

The student population is composed of 32.3% of students whose first language is not English, 15.7% who are Limited English Proficient, 69% who are low income, and 7.3% who receive services from the Special Education Department. Lincoln-Thomson is a Title I school with two Resource teachers functioning as inclusion/pull-out, an ELA/Math Coach and a certified Reading Teacher.

Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Lincoln-Thomson	248	6	12.1	40.3	0.4	36.3	4.8	32.3	15.7	69	7.3
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

NCLB Status

Lincoln-Thomson has a Composite Performance Index (CPI) of 87.4 in Mathematics and a CPI in ELA of 85.4. Lincoln-Thomson did make AYP for the Aggregate and subgroups in ELA, but did not make AYP for the Aggregate or subgroups in Mathematics. According to the regulations of the No Child Left Behind Act of 2001 (NCLB), Lincoln-Thomson's NCLB Accountability Status for ELA is **Corrective Action** with an Improvement Rating of **On Target.** For Mathematics the NCLB Accountability Status is **No Status** with an Improvement Rating of **No Change**.

MCAS Results

The following chart shows the percentage for the past nine years of Lincoln-Thomson's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for the fourth grade MCAS Math and English Language Arts (ELA) tests and the third grade Reading test, also for Math and English Language Arts in fifth grade beginning in 2006. The third grade open response results were not factored into scoring in the past. Therefore, there was no Advanced category for the years 2002-2005 in third grade Reading test.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		60	49	37	43	3	8
2003	NA		69	46	31	43	0	11
2004	NA		58	51	40	40	2	9
2005	NA		50	49	44	40	6	11
2006	20	10	43	30	37	47	0	13
2007	13	6	50	35	34	28	3	25
2008	11	6	34	33	55	41	0	20
2009	11	5	54	32	30	44	4	19
2010	3	7	65	38	32	43	0	13
2011	7	6	50	41	39	41	5	12

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	3	2	63	32	34	37	0	29
2007	26	12	50	35	24	28	0	25
2008	26	16	55	35	18	28	0	21
2009	26	9	52	35	20	30	2	26
2010	19	13	55	36	26	32	0	19
2011	5	8	70	47	26	31	0	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	5	1	49	33	44	49	3	16
2003	3	3	46	35	48	46	3	17
2004	5	3	51	36	43	47	2	13
2005	4	4	37	32	41	47	20	17
2006	4	4	29	35	64	46	4	15
2007	6	3	46	35	49	44	0	18
2008	9	3	38	26	50	49	3	22
2009	3	4	39	24	53	44	5	23
2010	0	2	26	29	70	50	5	20
2011	7	3	57	30	37	46	0	22

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	25	5	43	19	28	46	5	31
2003	3	5	35	20	43	50	19	25
2004	10	6	22	22	59	54	10	18
2005	8	7	20	19	53	53	18	21
2006	0	8	29	19	54	52	18	20
2007	9	11	44	27	41	43	6	19
2008	0	10	31	24	63	44	6	22
2009	13	7	29	23	53	48	5	22
2010	16	9	37	26	42	48	5	17
2011	3	7	27	23	63	49	7	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	5	8	43	37	48	42	5	14
2007	10	6	55	46	31	35	3	12
2008	9	6	66	40	25	40	0	14
2009	17	6	53	36	31	40	0	18
2010	19	6	56	37	25	38	0	18
2011	15	7	50	44	35	34	0	15

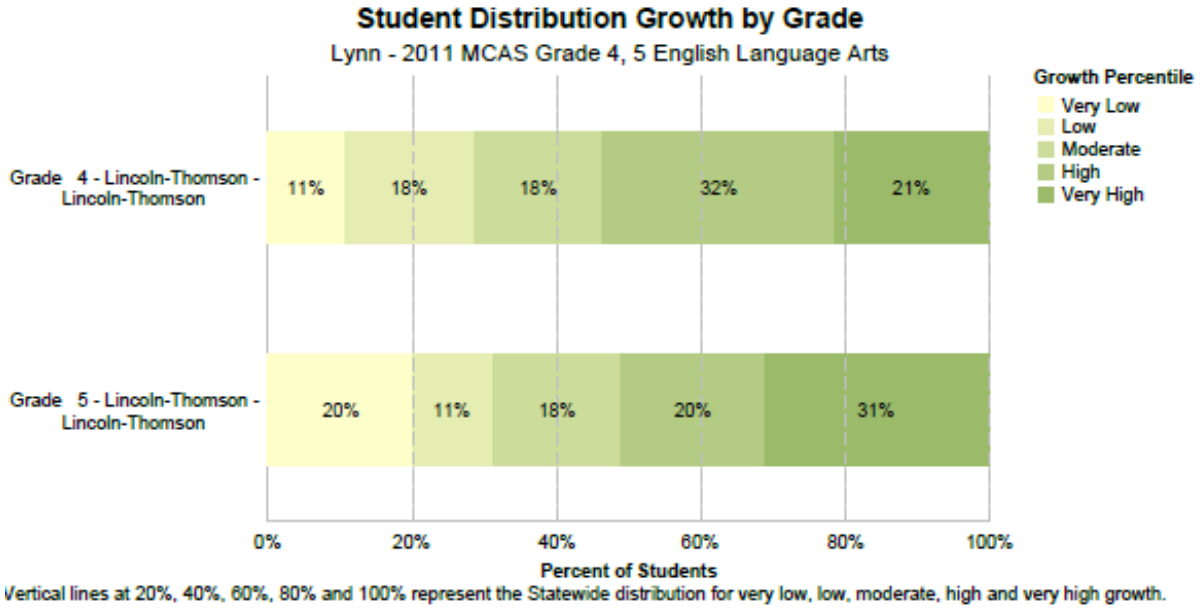
Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	7	9	33	23	31	35	29	33
2007	17	10	48	33	31	37	3	19
2008	41	13	38	25	19	37	3	25
2009	14	11	50	27	22	28	14	34
2010	38	12	44	24	19	37	0	27
2011	15	12	61	34	22	33	2	21

Student Growth Percentile by School and Grade

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

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

District Growth Distribution



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Lincoln-Thomson - Lincoln-Thomson	28	3	5	5	9	6	63%
Grade 5 - Lincoln-Thomson - Lincoln-Thomson	45	9	5	8	9	14	65%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

District Growth Distribution

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 Mathematics

Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Lincoln-Thomson - Lincoln-Thomson	28	10	5	7	4	2	30%
Grade 5 - Lincoln-Thomson - Lincoln-Thomson	45	5	10	12	11	7	76%

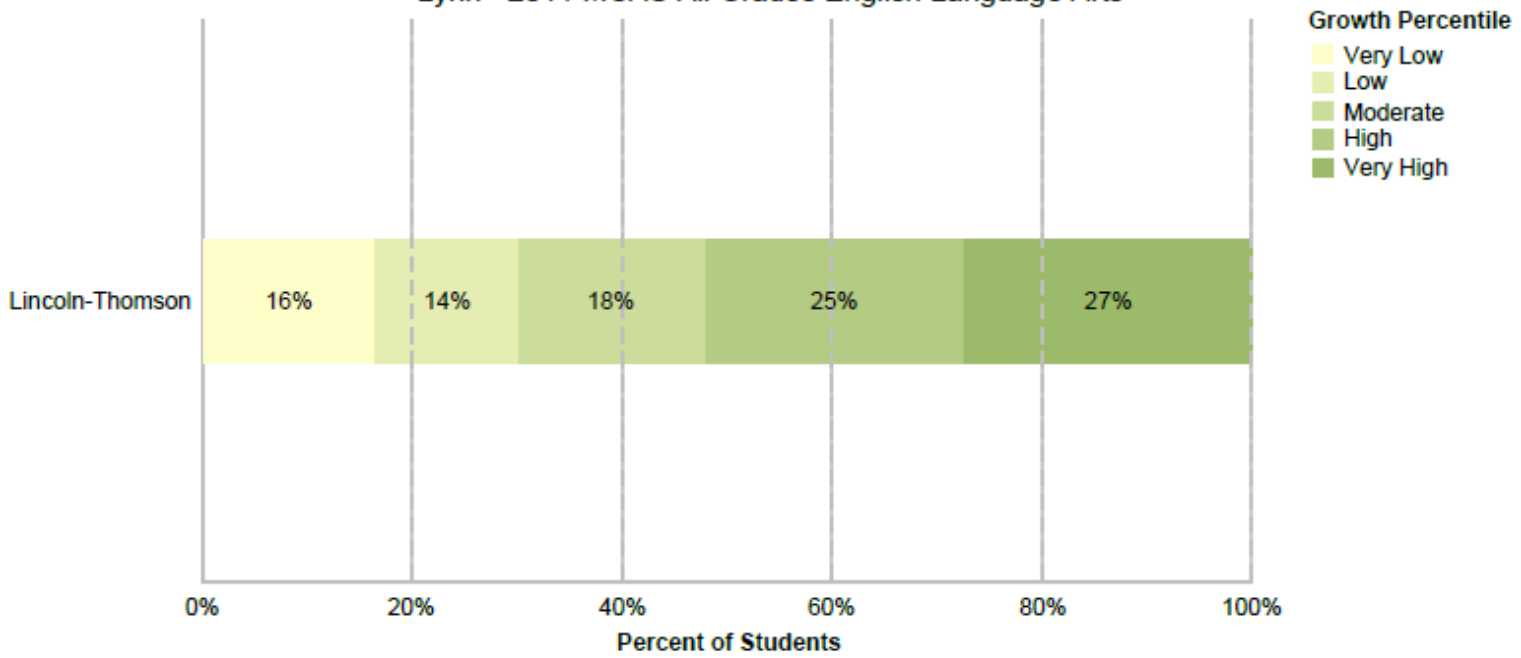
Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

District Growth Distribution

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades English Language Arts



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Lincoln-Thomson	73	12	10	13	18	20	62%

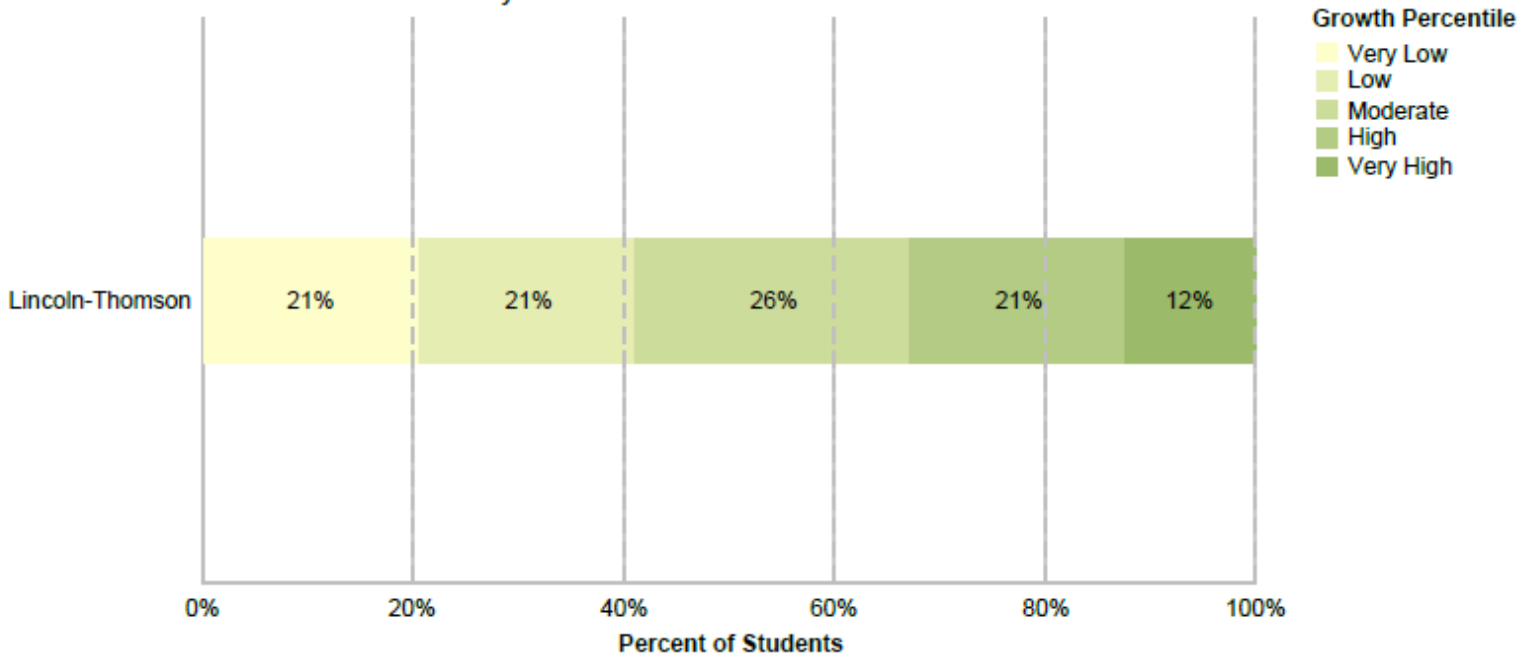
Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

District Growth Distribution

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Lincoln-Thomson	73	15	15	19	15	9	64%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

DIBELS is administered three times a year-fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one; students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grade three.

The following charts show the percentage of the Lincoln-Thomson Elementary School students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2007-2011.

Grade K Dibels Data

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	62	24	14	65	19	16	56	17	28	60	15	25	54	22	24
	Winter	61	29	11	87	8	5	69	13	18	51	31	18	52	17	31
	Spring	75	11	14	97	3	0	58	32	10	58	21	21	54	25	21

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Initial Sound Fluency	Fall	45	41	14	46	49	5	39	25	36	55	30	15	39	22	39
	Winter	25	54	21	35	65	0	18	54	28	21	65	14			
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	NA														
	Winter	50	25	25	65	16	19	36	31	33	45	35	20	58	15	27
	Spring	82	11	7	90	7	3	61	37	3	60	28	12	75	10	15

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Words Fluency	Fall	NA														
	Winter	54	14	32	72	14	14	66	23	10	47	31	22	46	21	33
	Spring	79	14	7	82	13	5	68	24	8	60	23	17	58	19	23

Grade 1 Dibels Data

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	58	17	25	79	12	9	60	26	14	66	32	2	61	21	18
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	29	46	25	76	18	6	84	10	6	66	27	7	53	23	24
	Winter	82	18	0	97	0	3	94	4	2	85	15	0	86	10	4
	Spring	84	16	0	94	6	0	96	4	0	98	2	0	94	6	0

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	38	35	27	73	21	6	76	18	6	61	34	5	63	21	16
	Winter	24	49	27	47	37	17	52	24	14	48	37	15	55	37	8
	Spring	59	35	6	66	25	9	78	20	2	58	34	8	67	15	18

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	NA														
	Winter	47	31	22	63	30	7	68	28	4	62	28	10	65	33	2
	Spring	49	31	20	59	19	22	67	27	6	60	28	12	73	23	4

Grade 2 Dibels Data

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	70	16	14	57	38	5	62	24	15	73	21	6	64	21	15
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	68	22	11	69	29	2	50	24	26	75	10	15	59	36	5
	Winter	76	16	8	66	26	8	71	18	12	74	14	12	87	5	8
	Spring	62	26	13	59	27	14	60	29	11	65	19	16	69	23	8

Grade 3 Dibels Data

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall				64	28	8	41	29	10	55	26	19	65	18	17
	Winter				58	29	13	67	22	11	62	19	19	62	16	22
	Spring				45	47	8	54	41	4	55	35	10	64	22	14

Grade 4 Dibels Data

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	53	31	16	53	13	34
	Winter	62	23	15	65	19	16
	Spring	59	26	15	58	29	13

Grade 5 Dibels Data

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	79	21	0	67	23	10
	Winter	70	24	6	79	13	8
	Spring	82	9	9	72	22	6

Implementation Summary of 2011-2012 School Improvement Plan

The following chart contains the goals from Lincoln-Thomson's SY 2011/2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status
1. To meet or exceed AYP in ELA.	• Teachers will develop a toolkit of strategies to use when analyzing both fiction and nonfiction text to understand and draw conclusions using the *7 Keys to Comprehension* by Susan Zimmerman. • Teachers will attend professional development in using all ELA materials including diagnostic and assessment pieces. Gr. 4 teacher trained in WEX. • As a Data Team, teachers will work collaboratively, using the data process, RTI and Progress Monitoring, with other teachers and school leaders to develop documented patterns of evidence of student learning in ELA, and to identify areas needing improvement as a means to reach pre-identified targets. • District coach support for RTI.	All teachers focused on modeling, practicing, identifying and using common textual features of informational / nonfiction text. Increased use of Library Media and classroom materials to enhance nonfiction / fiction lessons and activities. District wide professional development in using ELA materials including diagnostic and assessment pieces, as well as WEX training for Grade 4 and Six Traits Writing Program. Formative and summative assessments as well as student work samples and Progress Monitoring data were analyzed during the two Professional Development days, monthly staff meetings and weekly Common Planning time to drive instruction and improve pre-identified targets. Professional Development for RIT, Ideal Consulting, Scott Foresman and Sidewalks Intervention material.
2. To meet or exceed AYP in Math.	• Teachers will develop a toolkit of strategies to use when solving problems in both mathematical and everyday context. • Teachers will attend professional development in using standards based math instruction. • As a Data Team, teachers will work collaboratively, using the data process with other teachers and school leaders to develop documented patterns of evidence of student learning in Mathematics, and to identify areas needing improvement as a means to reach pre-identified targets. • District coach for support in all identified areas of weakness.	All teachers modeled and practiced the tools needed to solve mathematical problems. Teachers used Problem Solvers daily, and Calendar Math as part of their strategies toolkit. ELA/Math Specialist modeled lessons and collaborated with, and for, classroom teachers to expand their repertoire in math instruction. Formative and summative assessments as well as student work data samples were analyzed during the two Professional Development days, monthly staff meetings and weekly Common Planning time to drive instruction and improve pre-identified targets.

Lincoln-Thomson SY 2012-2013 School Improvement Plan
Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Lincoln-Thomson has met our target in the English Language Arts aggregate in all subgroups; however in Mathematics our target was met in the aggregate, but not in the low income subgroup. With the continued increase in our population for whom English is not their first language as well as the steady continued increase in our low income population, we will continue to emphasize English Language Arts across all content areas, with special emphasis as it applies to Mathematics. Due to the above mentioned demographic increase, reading comprehension and vocabulary development across all content areas, coupled with RTI and Progress Monitoring, will continue to be the major focus at Lincoln-Thomson.

Weaknesses in ELA:

Vocabulary development
Reading comprehension

Weaknesses in Math:

Measurement
Number Sense
Problem solving

Student Learning Objectives

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

ELA Objective:

All students will identify, analyze, and apply knowledge of the purpose, structure, characteristics and elements of written text both fiction and nonfiction, to identify the basic facts and main ideas in a text and use them as a basis for understanding.

Math Objective:

All students will be able to engage in problem solving, communicating, reasoning, connecting, and representing as they solve problems in both mathematical and everyday contexts.

Lincoln-Thomson SY 2012-2013 School Improvement Plan

Goal	To meet or exceed the state requirements for AYP in ELA.
Identified Student Weakness	Identifying the basic facts and main ideas in a text and use them as a basis for understanding.
Student Learning Objective	Students will identify, analyze and apply knowledge of the purpose, structure, characteristics and elements of written text, both fiction and nonfiction, to support their understanding to draw conclusions.

Strategy/Action (What, Who, How)	**Timeline (When)**	**Resources Needed**	**Method of Collecting Evidence**
Teachers will model and practice the tools necessary to understand grade level text, as well as increasing the use and understanding of grade level vocabulary via the Six Traits Writing Program, and Common Core Alignment for both fiction and informational text.	Ongoing, September to May.	Trophies, Graphic organizers, *7 Keys to Comprehension*, Anchor Texts, Six Traits Writing Program, KnowAtom Science, LT Library, released MCAS questions, classroom libraries, highlighters, etc.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.
Teachers will develop a toolkit of strategies, including the *7 Keys to Comprehension*, for teachers to use when analyzing grade level fiction and informational text, to understand and comprehend text. Teachers will receive professional development in ELA, Common Core Alignment, including diagnostic, formative and summative assessments, as well as data analysis to respond to intervention.	Ongoing, September to May.	Trophies, Graphic organizers, *7 Keys to Comprehension*, Anchor Texts, KnowAtom Science, Library, released MCAS questions, classroom libraries, highlighters, etc.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.
As a Data Team, teachers will work collaboratively, using the data process and Progress Monitoring, with other teachers and school leaders to develop documented patterns of evidence of student learning in ELA, and to identify areas needing improvement as a means to reach pre-identified targets for RTI.	Ongoing, September to May.	Professional Development, Staff Meetings, Common Planning, District ELA Coach and Ideal Consulting.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.

Lincoln-Thomson SY 2012-2013 School Improvement Plan

Goal	To meet or exceed the state requirements for AYP in Math.
Identified Student Weakness	Solving problems in math and everyday context.
Student Learning Objective	Students will be able to engage in number sense, problem solving, communication, reasoning, connecting and representing as they solve problems in both math and everyday contexts.

Strategy/Action (What, Who, How)	**Timeline (When)**	**Resources Needed**	**Method of Collecting Evidence**
Teachers will develop a toolkit of strategies for use when solving problems in both mathematical and every day contexts as well as increasing the use and understanding of grade level math vocabulary as it aligns to the Common Core Curriculum Frameworks.	Ongoing, September to May.	Graphic organizers, released MCAS questions, math vocabulary, *7 Keys to Comprehension*, Anchor Texts, Calendar Math, LT Library, Problem Solvers, classroom libraries, highlighters, etc.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.
Teachers will model and practice the tools necessary to solve number sense and mathematical problems. Teachers will receive professional development in Math as it aligns to the Common Core Curriculum Frameworks, including diagnostic, formative and summative assessments, as well as data analysis to respond to intervention.	Ongoing, September to May.	Graphic organizers, released MCAS questions, math vocabulary, Problem Solvers, *7 Keys to Comprehension*, Anchor Texts, Calendar Math, highlighters, LT Library, classroom libraries, etc.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.
As a Data Team, teachers will work collaboratively, using the data process, with other teachers and school leaders to develop documented patterns of evidence of student learning in Math, and to identify areas needing improvement as a means to reach pre-identified targets.	Ongoing, September to May.	Professional development, Common Planning, Staff Meetings, and District Math Coach.	Formative, summative, school and district assessments, KnowAtom Science assessments and student work samples.

Parent Involvement

This year the Lincoln-Thomson School implemented the following parent involvement activities:

- PTO sponsored:
  - Kindergarten Welcome Breakfast
  - Fall Craft Fair
  - Holiday Craft Fair
  - Classroom supplies
  - Buses for field trips
  - Movie Night
  - Field Day
  - Fifth Grade Celebration
  - Box Tops for Education

- Annual Guest Reader Program celebrating “Reading Night" literacy event.
- Weekly guest readers by business partner St. Jean’s Credit Union.
- St. Jean’s Credit Union – Financial Education Curriculum for Grades 4 and 5.
- KnowAtom Science Program.
- GE Volunteers Council.
- Dominion Power – Science Grant.
- Translated notices, progress reports and report cards.
- Weekly classroom newsletter sent home and posted on the Lincoln-Thomson web site at http://www.lynnschools.net to keep parents informed of all instructional goals and objectives, as well as specific classroom information.
- Continue to include a parent on the District PIM team.
- Parent run Library, 5 days per week.
- School Advisory Council

During SY12/13 Lincoln-Thomson School will continue to implement the above initiatives.