

Lynn Woods Elementary School

School Improvement Plan

May, 2014

PIM Team Members

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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.

EXECUTIVE SUMMARY

School Profile and Demographics

The Lynn Woods School is one of Lynn's smallest seventeen regular education elementary schools and has a student population of approximately 175 students. Demographically the student population is 3% African American, 3% Asian, 15 % Hispanic, 1% Native American, 69% White, and 7% multi-race non-Hispanic. The student population is composed of 6% of students whose first language is not English, 2% who are Limited English Proficient, 34 % who are low income, and 18% who receive services from the Special Education Department. 42% of our students are deemed high needs. The table below compares Lynn Woods's selected population statistics with those of the district and the state.

Enrollment Data 2013-2014

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Lynn Woods	175	2.9	3.4	15.4	1.7	69.1	7.4	6.3	2.3	34.3	18.3	42.9
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

Background

The Lynn Woods School is a small, kindergarten through grade five-neighborhood school, settled on the edge of the Lynn Woods Reservation. We have two Language Delayed Classes, servicing Special Education students in grades two 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.

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	77.8	79.6	81.5	89.7	100	Above Target	0	25
Math	66.3	62.5	78.9	89.7	100	Above target	25	25
Science	60.2	67.7	66.8	79.3	100	Above Target	25	25

Student Growth (SPG)	6 Yr. Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	38	67.5	72	100	Above Target
Math	51	45.5	28	83	100	Above Target

Accountability and Assistance Level- Level 1
Cumulative PPI (all students)- 86

MCAS Results

The following charts show the percentage of Lynn Woods students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for the past several years for the MCAS grades 3, 4, and 5 math test, the grade 4 and 5 English language arts (ELA) test, and the grade 3 Reading test.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	NA		38	46	59	43	3	11
2004	NA		80	51	16	40	4	9
2005	NA		79	49	21	40	0	11
2006	27	10	50	30	23	47	0	13
2007	3	6	53	35	40	28	3	25
2008	0	6	36	33	50	41	14	20
2009	7	5	70	32	11	44	11	19
2010	0	7	54	38	42	43	4	13
2011	4	6	48	41	43	41	4	12
2012	4	6	44	35	37	45	15	14
2013	6	3	52	34	26	52	16	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003								
2004								
2005								
2006	0	2	32	32	45	37	23	29
2007	10	12	40	35	37	28	13	25
2008	5	16	18	35	50	28	27	21
2009	11	9	67	35	7	30	15	26
2010	15	13	47	36	35	32	4	19
2011	4	8	48	47	35	31	13	14
2012	4	13	37	33	52	35	7	19
2013	29	20	45	38	10	27	16	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	4	3	42	35	46	46	8	17
2004	6	3	43	36	51	47	0	13
2005	16	4	36	32	44	47	4	17
2006	9	4	43	35	43	46	4	15
2007	7	3	37	35	56	44	0	18
2008	6	3	36	26	48	49	9	22
2009	12	4	35	28	42	44	12	23
2010	0	2	45	29	45	50	10	20
2011	0	3	38	30	41	46	21	22
2012	7	4	43	34	20	40	30	22
2013	7	3	57	31	20	45	17	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	4	5	16	20	72	50	8	25
2004	9	6	40	22	49	54	3	18
2005	8	7	36	19	44	53	12	21
2006	9	8	13	19	74	52	4	20
2007	7	11	33	27	56	43	4	19
2008	6	10	15	24	67	44	12	22
2009	8	7	27	23	50	48	15	22
2010	3	9	21	26	52	48	24	17
2011	3	7	21	23	62	49	14	21
2012	0	6	20	30	63	47	17	17
2013	17	6	43	28	23	51	17	15

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	14	8	61	37	18	42	7	14
2007	8	6	52	46	36	35	4	12
2008	10	6	48	40	41	40	0	14
2009	12	6	53	36	26	40	9	18
2010	4	6	38	37	31	38	27	18
2011	4	7	56	44	15	34	26	15
2012	13	9	42	39	29	34	17	18
2013	10	9	48	44	14	32	28	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	21	9	25	23	36	35	18	33
2007	0	10	36	33	44	37	20	19
2008	0	13	24	25	62	37	14	25
2009	3	11	47	27	29	28	21	34
2010	0	12	31	24	31	37	38	27
2011	11	12	37	34	30	33	22	21
2012	17	13	17	28	38	33	29	26
2013	21	15	31	33	24	31	24	20

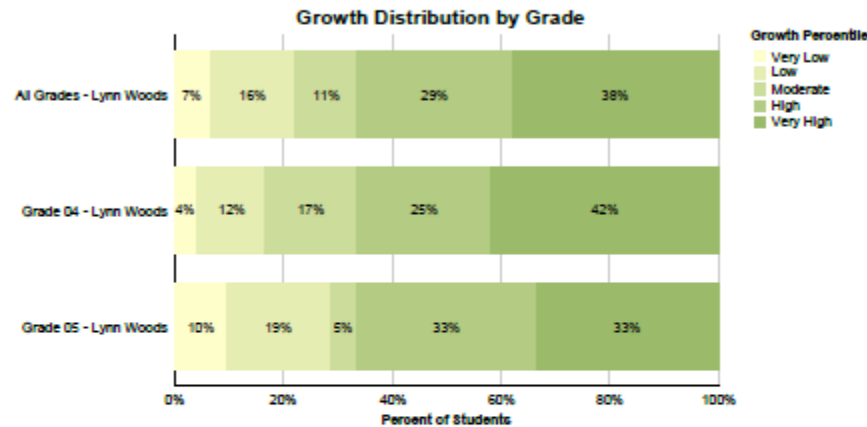
Student Growth Percentile by School and Grade

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.

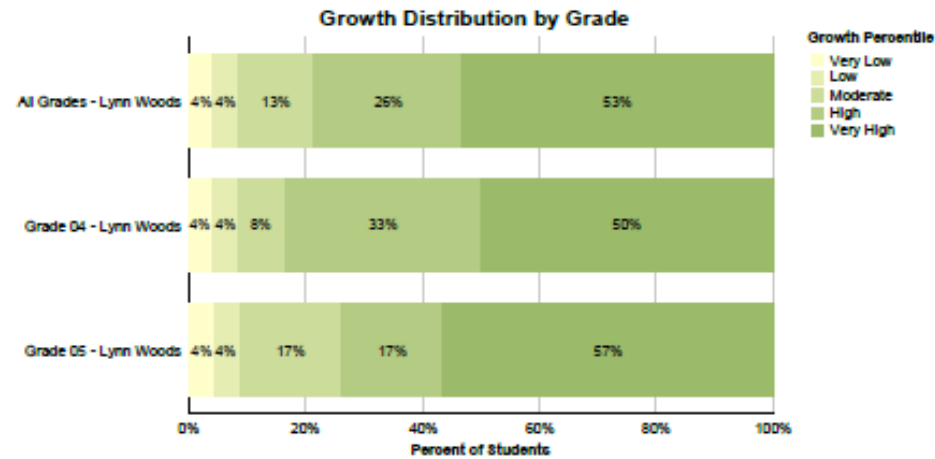


Spring 2013 MCAS School Growth Distribution
English Language Arts

District: Lynn
Subject: English Language Arts



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Lynn Woods	3	7	5	13	17	72.0	45	60	90
Grade 04 - Lynn Woods	1	3	4	6	10	75.5	24	63	30
Grade 05 - Lynn Woods	2	4	1	7	7	71.0	21	59	29



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Lynn Woods	2	2	6	12	25	83.0	47	62	90
Grade 04 - Lynn Woods	1	1	2	8	12	81.0	24	60	30
Grade 05 - Lynn Woods	1	1	4	4	13	85.0	23	52	29

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 grades three, four, and five.

The following charts show the percentage of students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2007-2008, 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

KINDERGARTEN

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall	67	21	12	77	4	19	80	12	8	87	9	4	96	4	0
	Winter	82	18	0	92	8	0	67	22	11	95	5	0	96	4	0
	Spring	68	27	5	81	15	4	74	11	15	77	23	0	100	0	0

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Initial Sound Fluency	Fall	68	18	14	69	23	8	60	28	12	74	4	22	69	8	23
	Winter	45	50	5	46	54	0				82	13	5			
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	59	32	9	77	15	8	48	7	45	50	45	5	75	21	4
	Winter	64	36	0	100	0	0	74	11	15	50	32	18	96	4	0
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Words Fluency CLS	Fall	73	22	5	77	15	8	41	33	26	91	9	0	100	0	0
	Winter	82	9	9	74	22	4	44	30	26	59	41	0	100	0	0
	Spring															

Grade 1

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall	86	14	0	88	8	4	77	15	8	75	14	11	92	4	4
	Winter															
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	86	9	5	79	17	4	81	15	4	57	32	11	77	8	15
	Winter	95	5	0	100	0	0	88	8	4	96	4	0			
	Spring	100	0	0	100	0	0	100	0	0	96	4	0			

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall	68	27	5	67	25	8	65	8	27	57	14	39	81	11	8
	Winter	91	9	0	52	48	0	85	4	11	64	18	18	77	15	8
	Spring	82	18	0	91	9	0	77	15	8	54	18	28	79	17	4

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	82	18	0	96	4	0	85	7	8	61	35	4	73	19	8
	Spring	86	14	0	86	14	0	85	7	8	82	18	0	75	17	8

Grade 2

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall	69	27	4	91	9	0	75	21	4	88	8	4	55	35	10
	Winter															
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	65	31	4	77	23	0	71	25	4	83	4	13	62	21	17
	Winter	73	8	19	91	9	0	88	12	0	87	4	9	72	3	25
	Spring	58	12	30	77	23	0	85	11	4	91	5	4	62	28	10

Grade 3

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	52	22	26	65	20	15	74	13	13	54	28	18	77	0	23
	Winter	56	11	33	62	15	23	68	16	16	61	21	18	80	3	17
	Spring	52	22	26	50	21	29	64	24	12	54	33	13	88	4	8

Grade 4

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	59	7	34	33	23	44	50	13	37	57	20	23
	Winter	62	14	24	53	7	40	63	10	27	60	20	20
	Spring	55	14	31	52	10	38	59	14	27	77	18	5

Grade 5

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	56	4	40	50	21	29	46	17	37	56	7	37
	Winter	54	12	34	61	7	32	58	17	25	63	7	30
	Spring	48	13	39	57	7	36	48	26	26	63	15	22

Implementation Summary of 2013-2014 School Improvement Plan

The following chart gives the goals from Lynn Woods’s SY 2013-2014 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
ELA: To Meet AYP	Teachers across all grade levels will use a variety of ways (mentor text, read aloud small group instruction, SSR) as prescribed by Common Core. Teachers will read a variety of texts with emphasis on nonfiction.	Teachers consistently read a variety of genre to students.
	Teachers will regularly use a structure to provide students with ample process time when learning difficult concepts. Teachers will create and use a learning partner’s structure for students to work with partners to gain deeper understanding of text, make judgments, critique and interpret and have more conversations about the content. This will honor 10-2 theory of processing new information.	We have seen increased use of cooperative strategies and as a result more student engagement.
	Teachers will use the essential questions, close reading and formative assessments to monitor comprehension.	Teachers have used the essential questions before, during and after each story in addition to open response questions. Many teachers have also begun to give feedback to increase the quality of answers.
	Teachers will instruct and provide opportunities to practice language conventions.	Teachers will continue to plan and implement a conventions lesson.
	Teachers will check for understanding more frequently using a variety of formative assessments. Involvement in the FAR initiative.	We continue to have many grade level discussions around formative assessment. Each teacher was given tools, white boards and color coded cards, to support the implementation of formative assessment on a regular basis. It is working well thus far in helping us gauge student understanding.
	Teachers will model how to thoroughly answer Open Response Questions by citing evidence in the text with highlighter using ACE (answer, cite evidence, explain answer) acronym used across grade levels to remind students of the steps necessary to answer open response prompts.	We have seen improvement in the quality of student responses since using open response questions with each chapter test. We have begun to issue specific feedback to students. Students are regularly and automatically locating and highlighting evidence located in the text.
	Study Island, Smart Board Lessons, Blogs, MCAS prep in computer lab.	Grades 3, 4 & 5 have visited the computer regularly. It has been a great tool for us to adapt instruction and tap into another learning style. We have used Symboloo to organize the various sites that we use regularly to focus the time together in the lab.
	Small group reading intervention (tier II) for students not meeting benchmarks. Night Back, Summer School	Our tiered reading instruction had been working wonderfully. The DIBELS data and our Progress Monitoring data reflect growth for all students.

Measurable Goals	Strategies	Implementation Status
<p>To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics</p>	<p>Teachers will model how to solve multistep problems involved in solving math problems and use release MCAS student samples to display quality work in grades 3, 4, 5.</p>	<p>We will continue to select an open response question that matches the skills assessed on each topic test because we have seen an increased comfort level as well as increased levels of accuracy.</p>
	<p>Teachers will design a series of learning activities that target long term memorization of grade level facts—flash cards, drills, games, incentives, etc..</p>	<p>Teachers will continue to plan and implement a math facts activity weekly</p>
	<p>BUS (bracket, underline, show your work) acronym used across grade levels to remind students of the steps necessary to answer math word problems.</p>	<p>BUS modeled, practiced consistently, required in homework and assessments.</p>
	<p>Teachers will coach students in effective test-taking strategies using supplemental materials such as MCAS release items.</p>	<p>Teachers used highlighters; students maintained notebooks, students worked toward making thinking visible. We will proceed with all of the above.</p>
	<p>Small group math intervention (tier II) for students not meeting benchmarks when needed</p>	<p>Teachers will use formative data to identify students not meeting benchmarks.</p>
	<p>District Assessments</p>	<p>Graded and analyzed by teacher and principal</p>
	<p>Standard based lessons</p>	<p>Focused lesson targeting specific standards</p>
	<p>First in Math</p>	<p>Teachers will use the First in Math computer program extra practice.</p>
	<p>New math workbook On Core</p>	<p>Use as a supplement</p>
	<p>Interactive Smart Board Activities</p>	<p>Teachers will use this tool to implement interactive learning</p>
<p>I do-We do-You do</p>	<p>Teachers will pace lessons so they are balanced and honor the gradual release model</p>	

Lynn Woods SY 2014-2015 School Improvement Plan

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). Therefore, the goal for this School Year 2014-2015 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.**

Data Analysis – Strengths and Weaknesses

The 2013 NCLB Report Card shows that the Lynn Woods School exceeded PPI targets in Mathematics and ELA. **Our Composite Performance Index (CPI) for ELA is currently 89.7 Our Mathematics CPI is 89.7. The Lynn Woods Community was recognized as 1 of 48 commendation schools selected by DESE across the Commonwealth of Massachusetts.** However, we recognize the importance and value of examining data and, setting goals and working toward those common goals.

Weaknesses in ELA:

According to our ELA data, open response questions cause our students the most difficulty, with a focus on higher order thinking skills.

Weaknesses in math:

According to our MATH data, open response questions cause our students the most difficulty, with a focus on higher order thinking skills.

Student Learning Objectives

The action plan that follows outlines the student learning objectives and the strategies related to those objectives that the entire staff will concentrate on for the following year. Our team goal is to increase the number of students in the Proficient and Advanced category at all grade levels in ELA and Mathematics, while decreasing the number of students reported in the warning category. Our improvement goals were designed to increase the number of students in this scoring category, by helping students gain the necessary skills to project and maintain our number of students in Advanced and Proficient category.

Those objectives are:

ELA: Student will be able to identify the main idea, important details and narrative elements as a basis for understanding fiction and nonfiction as listed in the Common Core Standards.

- Students will be able to think, write and respond critically about the text.
- Students will be able to identify, analyze and apply knowledge of the structure and elements of non-fiction and provide evidence from the text to support their understanding.
- Students will be able to make inferences by analyzing text for critical details.

Strategies:

Mandatory Summer Reading
Safety Net---Consistent Night Back
Implementation of 7 Keys to Comprehension
Close Reading
Alternative Assessment for certain individuals
ACE acronym
Use of Technology (Lab, Smart boards, Study Island, Blogs) i Pads, Document Cameras
Consistent use of open response questions related to classroom objectives
Parent Communication
Small group testing for some individuals
Higher Order Thinking Skills

MATH:

- Students will be able to solve number sense math problems with confidence, ease and accuracy.
- Students will be able to explain or show how to complete both basic and more complicated math concepts.
- Students will be able to apply, understand and select one of several appropriate strategies necessary to solve math problems.
- Students will attend to all parts of the problem in order to be considered complete.

Strategies:

Implementation of Calendar Math in primary grades
Safety Net---Consistent Night Back
Maintain Math Notebooks
Implement Acronyms to aid student memory BUS
Consistent use of open response questions related to classroom objectives
Use of Technology (Lab, Smart boards, Study Island, Blogs) First In Math, i Pads
Alternative Assessment for certain individuals
Reference Sheets
Parent Communication
Small group testing for some individuals
Masters of Multiplication Club
Club 4
Higher Order Thinking Skills

MATH
Lynn Woods SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics
Identified Student Weakness	Open Response
Student Learning Objective	Students will be able to completely answer open response prompts by showing or explaining all math work.

Strategy/Action (What, Who, How)	Timeline	Resources Needed	Method of Collecting Evidence
Teachers will integrate higher order thinking skills.	Daily	Teacher made	Student work samples, observations, discussions
Calendar Math: All primary classroom teachers will use Calendar Math daily to generate discussion around math.	Daily Sept 2014-June 2015	Calendar Math Program	Observations
Safety Net –Consistent Night Back Each teacher will stay one day per week after school for an hour for students who need extra help. Students who are identified for intervention/remediation will be required to stay one day per week for an hour for extra help.	One night per week Sept 2014-June 2015	Intervention materials that support the classroom lessons/standards	Weekly attendance Student Work samples
Math Notebooks: Teachers in grade, 4 & 5 will require students to take notes during instruction. This will serve as an instructional attention tool, and provide them a resource to support homework.	Daily	Notebooks	Periodic observation of student notebooks
BUS: All students will be required to use BUS on all open response questions as a tool to support making thinking visible. B:Bracket the important information U:Underline the question S:Show all your work	Regularly		Observations and student application
Alternative Assessment for certain individuals	On going data collection		
Use of Technology (Lab, Smart boards, Study Island, Blogs) All classrooms will visit the computer lab at least once a week to use technology to support classroom lessons. First in Math, I Pads			

Reading
Lynn Woods SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Open Response Questions
Student Learning Objective	Students will be able to complete open response prompts including details and citing evidence from the text.

Strategy/Action (What, Who, How)	Timeline	Resources Needed	Method of Collecting Evidence
Teachers will plan and target higher order thinking skills.	Daily	Teacher made	Student work samples, observations, discussions
Reading Teacher will provide small group instruction, tier II, in grades 1-5.	Year round	Reading Teacher	Student work samples, observations, discussions
Mandatory Summer Reading	Summer		
Safety Net-Consistent Night Back Each teacher will stay one day per week after school for an hour with students who need extra help.	One night per week Sept 2013-June 2014	Intervention materials that support the classroom lessons/standards	Weekly attendance Student Work Samples
7 Keys to Comprehension – Close Reading Grades 4 & 5: All 7 strategies will be explicitly taught in September and then application of the skills will be expected all year.	September 2013-2014	Teacher Made Materials	Student work samples, observations, discussions
Alternative Assessment for certain individuals	On going data collection		
MCAS ELA release Questions 3-5 and FAST-R. Teachers will use the released questions as a tool to help student prepare answering complex questions. Students will be given feedback so they can improve their current performance.	Year Round	MCAS Questions	Student work samples, observation, conversations, application of skills—score samples using OR 1-4

Parent Involvement/Community Builders

The Lynn Woods School is one of Lynn's smaller elementary schools. It is a neighborhood school that is largely characterized by family involvement. We are fortunate to have parents who play an integral part of the daily sense of community. Listed below are a few of the family activities at the Lynn Woods.

- 100 days Projects K-2
- 5K Wolf Trot
- After School Program
- Annual Family STEM Night
- Box Tops for Education
- Boys & Girls Basketball Team
- Connect Ed Communication
- DCR Ranger Program
- Drama Club
- Family Dances
- Field Day
- Food Drive
- Holiday Fair
- Holiday Sing Along
- Ice Cream Social
- Item Santa Collections
- Lynn Woods Clean Up
- Movie Night
- Moving on Celebrations K,5
- Museum Of Science
- Nature's Classroom
- Parent Operated Library
- PTO room mothers
- Red Sox Night @ Fenway
- Saugus Watershed
- School Spirit Day
- Spring Sing
- Student Council
- Talent Show
- Top Secret Science
- Walk to School Day 2X year
- WGBH DESE Grant