

**Aborn School**  
**School Improvement Plan**  
**2016-2017**

**School Improvement Team**

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**Narrative Description of the School**

**School Vision and Mission**

**Lynn Public School’s Vision:**

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

**Lynn Public School’s Mission:**

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

The Aborn School is a community where parents, students, and staff share responsibility for creating an inclusive, collaborative learning environment. We believe our students must possess cultural awareness, be able to work with others, think critically and creatively, communicate effectively, and apply knowledge and skills to real life experiences. Through perseverance and hard work, students will demonstrate high levels of academic achievement and growth as determined by our ongoing assessments which reflect the state’s common core standards and drive instruction.

**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 Aborn Elementary School is the third smallest of Lynn’s eighteen elementary schools and has a student population of 255 students. Demographically, the student population is 12.2% African American, 2.4 % Asian, 38% Hispanic, 38.8% White, and 7.8% Multi-Race. The student population is composed of 21% of students whose first language is not English, 5.1% who are English Language Learners, 43.9% who are Economically Disadvantaged, and 9% who receive services from the Special Education Department. Aborn is a Title I school with inclusion SPED and ELL Programs. Attendance rates are high. The majority of Aborn staff members have more than 10 years of experience. They are caring, work collaboratively, and incorporate both technology and effective teaching strategies promoted by Research for Better Teaching (RBT) into their instruction. Teacher retention rates are high. Statistics show we have a low rate of suspension. The following tables compare Aborn’s selected population statistics with those of the district and the state.

Student Enrollment

	2014	2015	2016	2016 District
Kindergarten	48	33	34	1,092
Grade 1	45	58	38	1,356
Grade 2	45	44	55	1,422
Grade 3	38	51	44	1,334
Grade 4	44	37	48	1,267
Grade 5	28	35	36	1,053
<b>Total</b>	<b>248</b>	<b>258</b>	<b>255</b>	<b>7,524</b>

Teacher Demographic

	2013	2014	2015	2015 District	2015 State
Teacher Retention	83.3	78.9	94.4	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	5%	1%	0%	7%	6%
26-56	45%	60%	72%	72%	76%
Over 56	50%	39%	28%	21%	18%
Median Yrs Experience	-	20			
% ≥ 10 Yrs Experience	-	82%			

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**Performance Indicators**

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	96.4	96.2	96.6	93.9	94.9
Absent 10 or more days (%)	18.5	23.1	18.0	38.1	30.5
Chronically Absent (% with < 90%)	7.2	6.7	5.6	19.6	12.3
Student Retention Rate	1.6	4.0	1.8	3.2	1.5
Out-of-School Suspension Rate	0.0	0.0	0.0	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	10.9	12.4	12.2	10.1	8.8
Asian	2.8	3.1	2.4	9.1	6.5
Hispanic	33.5	36.4	38.0	58.2	18.6
White	44.0	39.8	38.8	18.3	62.7
Multi-Race	8.5	7.8	7.8	3.9	3.2
Male	50	49	50	52	51
Female	50	51	50	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	25.0	25.2	21.2	54.0	19.0
English Language Learner	6.0	6.6	5.1	19.5	9.0
Special Education	3.2	7.0	9.0	15.4	17.2
Economically Disadvantaged	-	32.9	43.9	47.0	27.4

*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.

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**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 include:** Houghton Mifflin's Go Math, National Geographic's Reach for Reading, Incorporation of Six Traits Writing into Writing Instruction, Next Generation Science Units, and MA Social Studies State Frameworks. Curriculum maps have been developed by the district's administrative team and teachers implement these maps in each content area. Subscriptions for Discovery Education and First in Math support content area instruction as do our partnerships with the Northeastern University Marine Science Center, the Museum of Science and the UMass Extension Nutrition Program. Our teachers also use the Second Steps Social Responsibility Program to promote healthy social and emotional skills development.

**Tiered Instruction / supports and interventions:** The Aborn staff is well versed in differentiating and tailoring instruction to meet the needs of all students. We have the support of a full-time Reading Specialist, Math CIT, and two Special Education Inclusion staff. We also have the support of a part-time ELL teacher, Occupational Therapist, Physical Therapist, Speech and Language Therapist, School Adjustment Counselor, Social Worker, and access to a Behavioral Specialist, School Psychologist, and Vision Specialist. We collaborate with the Department for Children and Families. Student Study Teams provide all classroom teachers with suggestions and support on a monthly basis. Title I funds provide opportunities for students who need Tier III intervention to get the after-school support they need to increase achievement in ELA and Math.

**Assessment practices:** We utilize district-wide assessments, DIBELS, DAZE, the DRA, formative and summative assessments, teacher-created assessments, and state mandated assessments to monitor students' progress, provide remediation, and tailor instruction.

**School-based Professional Development Time:** We currently have two Professional Learning Time (PLT) blocks per month to provide teachers with opportunities for professional development, data review, and collaboration. Teachers participate in 2 district-wide Professional Development Days each year. Teachers are also invited to attend many PD offerings sponsored by the Lynn Public Schools and other regional professional development collaboratives such as the Northeast Consortium for Staff Development.

**Celebrations:** At Aborn we celebrate many events as a community of learners. We have social as well as academic events. We strongly encourage families to be an active part of our learning community. Examples of Social events include: Meet and Greet Morning, Spring Dance, Halloween Parade, Ice Cream Social, Field Day, Holiday Fair, Pajama Day, as well as Holiday and Spring Concerts. Examples of academic events include: Math Night, Literacy Night, Book Fair, First in Math Recognition, Curriculum Open House Nights, Parent/Teacher Conferences, Grade 1 Patriotic Program, Green Eggs and Ham Day, In-school Curriculum Related Presentations, Grade 3 Safe Program, Grade 4 Owl Pellet Program and Peer Proof Program, Grade 5 Science Fair, Grade 5 Vision Program, Nature's Classroom, and collaboration with the Peabody Essex Museum culminating in a Family Night celebration. Our teachers, along with parent chaperones, take students on academic fieldtrips to reinforce the curriculum being taught. All of these events celebrate the complexity and interesting nature of life itself.

### Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned co-op programs with

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Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs. Any teachers who are new to the district participate in a highly structured mentoring program.

### *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. Our Curriculum Instruction Teacher works to model lessons for teachers in the spirit of collaboration.

*We coordinate and integrate Federal, State, and local services and programs; and meet the intent and purposes of each program whose funds are consolidated, if applicable.*

Our school submits budget requests directly to the Superintendent’s Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school, students, and staff. Teachers take an active role in requesting the materials they need in order for effective instruction to take place.

**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.

Based on the Vista Survey administered in 2016, the majority of teachers feel that they have made the instructional shifts necessary to ensure that students meet academic expectations. They feel overall that the district provides the resources and professional development necessary to implement the required standards. The majority of staff feel that the Aborn is a collaborative learning environment. Staff members work closely together and enjoy the learning process themselves as indicated by their active participation in professional development offerings supported by the district.

We continue to have an active PTO that provides both financial and social support for students and staff. In order to promote an even more inclusive environment, during the 2016-2017 school year Room Parents will be added to provide additional support to staff and PTO officers.

**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).

### **Pertinent data observations:**

Please Note: In Spring of 2016, Aborn students took the PARCC test for the first time.

Student Proficiency- Aborn students are still above the district in ELA, Math, and Science when analyzing our Composite Performance Index scores. Since 2014, when looking at students in the Warning Category, our school consistently has a significantly lower percentage of students in this category. Looking at ACCESS data, 80% our students moved up 1-2 levels in their proficiency. Last year, when we looked at *longitudinal* data, we noticed that our CPI scores were trending down and SGP scores were below the average of 51. We said that we would be focusing on reversing this trend, especially for students in at-risk subgroups including students with disabilities. When we reviewed the 2016 data we found that our CPI and SGP scores in Math increased. In ELA, our overall CPI

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scores decreased but SGP scores increased. Statistics for students in the High Needs categories showed an increase in both CPI and SGP in Math. In ELA for our students in the High Needs category, our CPI scores decreased while their SGP scores increased. Data indicates we need to focus additional attention on the area of ELA and continue to focus efforts on increasing CPI and SGP scores to meet intended state targets.

In looking at DIBELS data, 3 out of 4 grades significantly increased the percentage of students in the Average or Above Average categories from Fall/Winter to Spring. In terms of Growth, 2 out of 4 grades (K and Grade 3) showed growth higher than the district.

Percentage of males vs. females in the Warning category is still higher as noted in the review of 2015 data.

**ACCOUNTABILITY DATA**

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school’s relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, and high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

<b>Accountability and Assistance Level: Level 2</b>									
<b>School Percentile: 58</b>									
<b>Cumulative PPI (all students) 55</b>									
<b>Proficiency Gap Narrowing</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2015 Change</b>	<b>2015 Rating</b>	<b>2016</b>	<b>2016 Change</b>	<b>2016 Rating</b>	
<b><u>ELA</u></b>									
<b>CPI</b>	88.9	88.1	86.8	-1.3	No change	82.9	-3.9	Declined	
<b>SGP</b>	50	39	45	6	Below Target	46	1.0	Below Target	
<b>% Advanced</b>	15.5	13.1	12.8	-0.3	Not Meeting Target	11.1	-1.7	Not Meeting Target	
<b>% Warning</b>	0.0	2.8	3.4	0.6	Not Meeting Target	6.3	2.9	Not Meeting Target	
<b><u>Math</u></b>									
<b>CPI</b>	92.5	90.9	85.0	-5.9	Declined	87.1	2.1	Improved Below Target	
<b>SGP</b>	59	35	30	-5	Below Target	40	10.0	On Target	
<b>% Advanced</b>	26.4	28.0	28.2	0.2	Not Meeting Target	27.8	-0.4	Not Meeting Target	
<b>% Warning</b>	2.7	0.0	6.0	6.0	Not Meeting Target	4.0	2.0	Met Target	
<b><u>Science</u></b>									
<b>CPI</b>	96.2	96.4	86.4	-10	On Target	88.2	1.8	On Target	
<b>% Advanced</b>	42.4	28.6	11.4	-17.2	Not Meeting Target	19.4	8.0	Met Target	
<b>% Warning</b>	0.0	0.0	2.9	2.9	Not Meeting Target	5.6	2.7	Not Meeting Target	

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**Historical Accountability Data**

2012	Level 1	School Percentile:	75 <sup>th</sup> %ile	Annual PPI = 105	Cumulative PPI = 95
2013	Level 1	School Percentile:	80 <sup>th</sup> %ile	Annual PPI = 100	Cumulative PPI = 99
2014	Level 1	School Percentile:	74 <sup>th</sup> %ile	Annual PPI = 60	Cumulative PPI = 84
2015	Level 2	School Percentile:	62 <sup>nd</sup> %ile	Annual PPI = 30	Cumulative PPI = 61
2016	Level 2	School Percentile:	58 <sup>th</sup> %ile	Annual PPI = 65	Cumulative PPI = 55

**Early Literacy Results**

Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	9 (27%)	13 (39%)	High	15 (46%)	348 (35%)
Average	9 (27%)	12 (36%)	Moderate	8 (24%)	173 (18%)
Low Average	4 (12%)	4 (12%)	Typical	7 (21%)	218 (22%)
Below Average	7 (21%)	3 (9%)	Low/Declined	3 (9%)	246 (25%)
Well Below Average	4 (12%)	1 (3%)			
<b>CPI</b>	<b>77.3</b>	<b>90.2</b>	<b>Total</b>	<b>33</b>	<b>985</b>

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	6 (17%)	8 (22%)	High	3 (8%)	217 (17%)
Average	18 (50%)	15 (42%)	Moderate	8 (22%)	316 (25%)
Low Average	4 (11%)	6 (17%)	Typical	11 (31%)	393 (31%)
Below Average	6 (17%)	4 (11%)	Low/Declined	14 (39%)	325 (26%)
Well Below Average	2 (6%)	3 (8%)			
<b>CPI</b>	<b>84.7</b>	<b>84.0</b>	<b>Total</b>	<b>36</b>	<b>1,251</b>

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	21 (39%)	16 (29%)	High	9 (16%)	269 (19%)
Average	18 (33%)	28 (51%)	Moderate	9 (16%)	375 (27%)
Low Average	8 (15%)	4 (7%)	Typical	21 (38%)	426 (30%)
Below Average	4 (7%)	4 (7%)	Low/Declined	16 (29%)	331 (24%)
Well Below Average	4 (7%)	3 (5%)			
<b>CPI</b>	<b>87.3</b>	<b>90.5</b>	<b>Total</b>	<b>55</b>	<b>1,401</b>

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

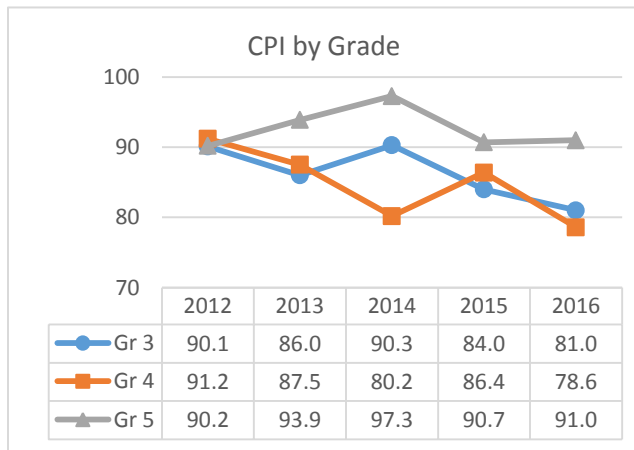
Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	6 (14%)	11 (25%)	High	13 (30%)	179 (15%)
Average	14 (33%)	19 (44%)	Moderate	18 (42%)	283 (23%)
Low Average	5 (12%)	4 (9%)	Typical	7 (16%)	389 (32%)
Below Average	10 (23%)	3 (7%)	Low/Declined	5 (12%)	363 (30%)
Well Below Average	8 (19%)	6 (14%)			
<b>CPI</b>	<b>71.5</b>	<b>83.7</b>	<b>Total</b>	<b>43</b>	<b>1,214</b>

**ENGLISH LANGUAGE ARTS**

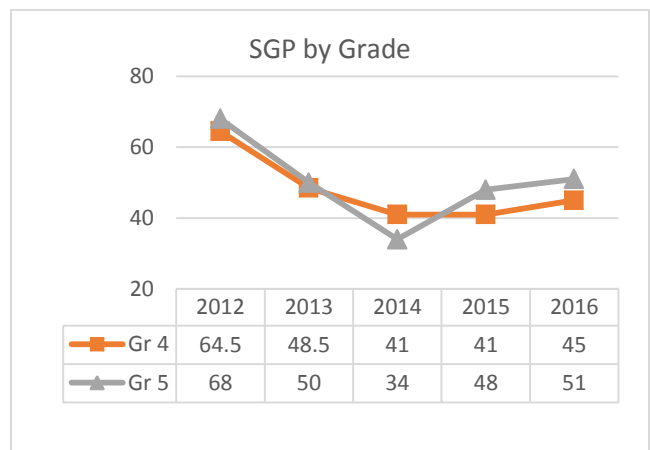
**Multi-Year MCAS ELA Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	126	21	53	21	5	90.5	67
School 2013	110	15	55	30	0	88.9	50
School 2014	107	13	54	30	3	88.1	39
School 2015	117	13	51	32	3	86.8	45
School 2016	126	11	48	34	6	82.9	46
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**





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**PARCC/ MCAS ELA 2016 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	126	11	48	34	6	82.9	46
Students with Disabilities	16	0	6	56	38	48.4	58
ELL	6						
Former ELL	1						
Economically Disadvantaged	53	9	55	32	4	85.4	54
Male	63	6	46	37	11	77.4	52.5
Female	63	16	51	32	2	88.5	43

**MATHEMATICS**

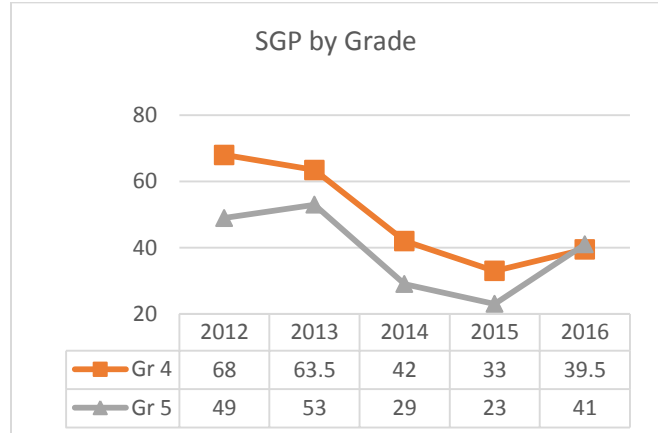
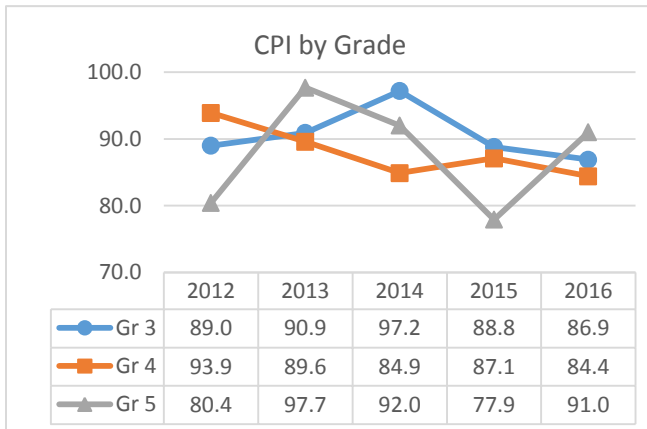
**Multi -Year MCAS Math Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	126	21	47	26	6	87.3	57
School 2013	110	26	54	17	3	92.5	59
School 2014	107	28	46	26	0	90.9	35
School 2015	117	28	37	29	6	85.0	30
School 2016	126	28	39	29	4	87.1	40
District 2016	7,546	15	34	30	21	74.6	50

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**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	126	28	39	29	4	87.1	40
Students with Disabilities	16	0	13	63	25	59.4	45
ELL	6						
Former ELL	1						
Economically Disadvantaged	53	23	47	26	4	88.2	45
Male	63	19	37	37	8	82.1	37.5
Female	63	37	41	22	0	92.1	41

**SCIENCE/TECHNOLOGY & ENGINEERING**

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

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	46	46	35	20	0	92.9
School 2013	33	42	45	12	0	96.2
School 2014	28	29	57	14	0	96.4
School 2015	35	11	51	34	3	86.4
School 2016	36	19	50	25	6	88.2
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

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**MCAS STE 2016 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	36	19	50	25	6	88.2
Students with Disabilities	2					
ELL	-					
Former ELL	1					
Economically Disadvantaged	17	6	65	24	6	86.8
Male	19	11	53	26	11	84.2
Female	17	29	47	24	0	92.6

**ACCESS for ELLs 3-Year Results on Overall Score.**

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	4	24%	4	27%	2	15%
Emerging	1	6%	0	0%	0	0%
Developing	7	41%	2	13%	2	15%
Expanding	3	18%	8	53%	4	31%
Bridging	1	6%	1	7%	3	23%
Reaching	1	6%	0	0%	2	15%
<b>Total</b>	<b>17</b>		<b>15</b>		<b>13</b>	

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**ACCESS for ELLs Growth**

Year	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	3	27%	3	27%	5	45%
2015	4	36%	3	27%	4	36%
2016	4	44%	2	17%	3	33%

**ACCESS for ELLs change in proficiency level**

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	-	-	2 (100%)	-	-	-
Emerging		-	-	-	-	-
Developing			-	1 (50%)	1 (50%)	-
Expanding				2 (33%)	2 (33%)	2 (33%)
Bridging						
<b>Total (10)</b>						

**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:

- Staff members consistently use and follow the district’s curriculum maps which are aligned to the state’s frameworks. They also find and willingly share resources that are aligned to the standards.

Areas of Need:

- Modeling by District or Reach for Reading Coaches of **realistic** 120-minute ELA block with high priority and focused activities to achieve mastery of standards
- Professional development in newly adopted district-wide programs that is not optional
- Use information from Math vertical articulation chart to review prior learning and ensure proper foundation for future learning.

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<b>Indicator 2: Effective Instruction:</b> Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Our teachers incorporate instructional activities that appeal to students with a wide variety of learning styles. Hands-on activities, visual supports, manipulatives, and digital media are used whenever possible. Students are taught that effort is key to success. Teachers’ instructional practices reflect the principles contained in the state’s rubric for effective teaching. This rubric is used to monitor instructional practice and promote improvement if needed.</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>• Continued high priority- Scheduling collaborative time for Special Education and Regular Education staff to meet together to share ideas to address content area needs for students on IEPs.</li> <li>• Dependable internet and Smart Board connectivity</li> <li>• Develop common higher level questions that are adapted for EVERY grade level</li> </ul>

<b>Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)</b>
<p>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.</p>
<b>Indicator 3: Data-based Decision-Making:</b> The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Our school has strong SIP and PLT teams that look at data to find trends, strengths, and areas of need for the purpose of tailoring and improving instruction.</li> <li>• Our school’s Student Study Team is another vehicle for looking at individual student data (assessment scores, work samples, observation data) to design action plans to ensure individual student success.</li> </ul>
<p>Areas of need:</p> <ul style="list-style-type: none"> <li>• Designate a specific number of PLT meetings per year for data review to ensure that all grade level teams are actively involved in data review on a consistent basis.</li> </ul>

<b>Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)</b>
<p>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.</p>
<b>Indicator 4: Professional Development:</b> PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Staff members avail themselves of the many PD offerings planned and implemented by the Lynn Public Schools. These are relevant to their instruction and conveniently located.</li> </ul>
<p>Areas of need:</p> <ul style="list-style-type: none"> <li>• Modeling by District or Reach for Reading Coaches of <b>realistic</b> 120-minute ELA block with high priority and focused activities to achieve mastery of standards</li> <li>• Create a list of district-wide teachers who would be willing to model effective research-based techniques and strategies for other interested teachers.</li> </ul>
<b>Indicator 5: Structures for Collaboration:</b> The school has structures for regular, frequent collaboration to improve

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implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Strengths:

- Teachers utilize their Professional Learning Time (PLT) and prep time to collaborate.

Areas of need:

- Continued high priority- Scheduling collaborative time for Special Education and Regular Education staff to meet together to share ideas to address content area needs for students on IEPs-Possibility- Add 1 PLT day per month to the schedule designated for this purpose ONLY.

**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:

- We have the support of a full time Math CIT and Reading Specialist who can model effective tiered/differentiated instruction and provide extra support for students who need it.
- We have a part-time ELL Specialist to support our ELL students and assist us with ACCESS testing.
- We have an active SIP Team to review data looking for trends, gaps, and individual students who need extra support.
- We screen incoming Kindergarten students for potential learning problems so that we can provide early intervention as soon as possible.
- We have an active school-based Student Study Team which meets on a monthly basis to assist teachers who need suggestions and support for individual students experiencing learning, social, and emotional difficulties.
- We make conscious efforts to minimize disruptions to the school day by making all announcements at the beginning or end of the school day.

Areas of need:

- Increase Social Worker time for students who experience behavioral challenges or are dealing with family situations that interfere with learning.

**Indicator 7: Students' social, emotional, and health needs:** The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- All staff members consistently enforce behavioral expectations listed in the LPS Code of Conduct.
- We take advantage of community resources that support the social, emotional, and health needs of students (e.g., LEO, Lynn Community Health, Campfire Peer Proof Program, Fire Safety Program)

Areas of need:

- **Continue full time Nursing position at Aborn.**
- Increase Social Worker time to full-time.

**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:

- We have an active PTO that works collaboratively with us to promote both academic and social goals.

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- We use the Connect Ed message system and Google calendar (on our website which is translatable) to communicate information about events that support students' academic progress and social/emotional well-being.

### Areas of need:

- Increased Social Worker time/support to inform parents about community resources and effective parenting strategies

### **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:

- **Communication between the leadership team and staff is fluid, frequent, and open to ensure inclusive, transparent decision-making across the organization.**

### Areas of need:

- Full faculty PD days
- Consider adding in an additional PLT day per month.

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<b>Define Priorities and Describe the Strategies/Actions</b>	
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.	
<b>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.</b>	
<b>Identified Area of Need: Incorporate higher order thinking and questioning into standards-based instruction</b>	
<b>Alignment to District Priority(s): Priority Area One-Standards-Based Instruction-Higher Order Thinking</b>	
<b>Priority 1</b>	Increase students' competence and confidence in utilizing, articulating, and applying higher order thinking skills across content areas.
<b>Strategies/ Actions</b>	<p>A) Increase parents' and teachers' awareness of higher order thinking skills (e.g., analysis, synthesis, creation, evaluation) that students need to be introduced to and apply by creating and implementing training around this topic. (Initiation of this action began during the 2015-16 school year.)</p> <p>B) Utilizing resources (including PLT and staff meeting time as well as printed resources such as the revised Bloom's Taxonomy wheels) provided by the administrator, brainstorm and develop a grade specific chart covering Kindergarten through grade 5 indicating higher order thinking questions teachers are currently using and/or feel they <i>should</i> be using in their instruction to increase students' performance in this area. (e.g., What is the theme of this story? Can you find the error in his/her thinking? Can you convince us your answer makes sense? Can you design a.....to ....? Why do you think he/she feels this way? What would happen if...?) When completed, review the chart as a staff (including specialists), looking for commonalities and create a school-wide chart indicating higher order thinking skills questions which spiral in a developmentally appropriate way from Kindergarten through Grade 5 which teachers can and do utilize during instruction across all content areas.</p>
<b>Expected Outcome(s)</b>	<p>The creation of a school-wide chart indicating higher order thinking skills questions that spiral in a developmentally appropriate way from Kindergarten through Grade 5 which teachers can and do utilize during instruction to increase students' competence and confidence in utilizing, articulating, and applying higher order thinking skills across content areas.</p> <p>Evidence of this outcome will be gathered by:</p> <ul style="list-style-type: none"> <li>• Looking at student work samples during PLTs and Staff meetings</li> <li>• Checking teachers' lesson plan books for the incorporation of higher order thinking skills questions and activities into classroom instruction</li> <li>• Reviewing announced and unannounced teacher observation data</li> <li>• Looking at students' Open Response question assessment data with staff</li> </ul>
<b>Timeline for Actions</b>	<p>For A above: Spring 2016 through Fall 2016</p> <p>For B above: Spring 2016 through Spring of 2017</p>



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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: Additional time designated solely for review of data and collaboration with Special Ed and ELL Staff to increase student achievement.**

**Alignment to District Priority(s): Priority Areas Two and Three: Data Informed decision-Making and Tiered Instructional System of Support**

**Priority 2**

Implement a system of tiered instruction and intervention based on data analysis to address the academic needs of students.

**Strategies/Actions**

- Designate a specific number of PLT meetings per year for data review to ensure that all grade level teams are actively involved in data review on a consistent basis. For example, using end-of-unit assessments see where re-teaching or more intensive and individual intervention may be necessary.
- Designate a specific number of PLT meetings per year for collaboration between classroom teachers and Specialists (e.g., Special Education, ELL, Reading, Math CIT) where essential modifications and accommodations to inform tiered instruction can be discussed and/or created then utilized.

**Expected Outcome(s)**

- a) More frequent small group instruction during announced and unannounced classroom observations
- b) Effective use of grant-funded intervention groups based on data driven instruction
- c) Increased student achievement due to increased collaboration between specialists and classroom teachers who are discussing appropriate modifications, accommodations, and interventions.
- d) Creation of new tools teachers can utilize to increase communication about projected lesson topics and focus areas for the upcoming week's instruction.

**Timeline for Actions**

For A above : Fall 2016 through Spring 2017  
 For B above: October 2016-May 2017  
 For C above: Data review in Fall 2016 and again in Spring of 2017  
 For D above: Fall 2016

## Appendix A

**Implementation Reflection:** Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

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

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