

**Lynn Woods School  
Improvement Plan  
2016-2017**

**School Improvement Team**

Cathy Carey, Special Education Teacher

Ellen Fritz, Principal

Christine Kennedy, Grade 5 Teacher

**School Council Members**

Ellen Fritz	Principal
Patti Cavanagh	Teacher
Christine Kennedy	Teacher
Lauren Melanson	Teacher
Deb Reece	Paraprofessional
Andrea Fila	Parent
Jennifer Mancaniello	Parent
Margaret Mannion	Parent
Danielle Desilets	Parent
John M. Kobuszewski	Community Member

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

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

**Lynn Woods Mission Statement**

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

**Narrative Description of the School**

**Demographic Data:** Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

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

**Student Enrollment**

	2014	2015	2016	2016 District
Kindergarten	21	26	25	1,092
Grade 1	25	22	28	1,356
Grade 2	28	24	20	1,422
Grade 3	32	26	23	1,334
Grade 4	38	38	30	1,267
Grade 5	31	32	35	1,053
<b>Total</b>	<b>175</b>	<b>168</b>	<b>161</b>	<b>7,524</b>

**Teacher Demographic**

	2013	2014	2015	2015 District	2015 State
Teacher Retention	50.0	80.0	66.7	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	3%	0%	0%	7%	6%
26-56	71%	71%	72%	72%	76%
Over 56	26%	29%	28%	21%	18%
Median Yrs Experience	-	17			
% ≥ 10 Yrs Experience	-	75%			

**Performance Indicators**

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	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	95.4	96.4	95.9	93.9	94.9
Absent 10 or more days (%)	30.5	21.1	25.9	38.1	30.5
Chronically Absent (% with < 90%)	8.6	6.1	5.9	19.6	12.3
Student Retention Rate	0.0	0.0	0.7	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	2.9	1.8	1.9	10.1	8.8
Asian	3.4	4.2	2.5	9.1	6.5
Hispanic	15.4	12.5	14.3	58.2	18.6
White	69.1	72.0	68.9	18.3	62.7
Multi-Race	7.4	7.7	9.3	3.9	3.2
Male	56	52	57	52	51
Female	44	48	43	48	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	6.3	6.0	9.3	54.0	19.0
English Language Learner	2.3	0.6	2.5	19.5	9.0
Special Education	18.3	17.9	16.8	15.4	17.2
Economically Disadvantaged	-	22.0	24.2	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.

**School Processes Data:** Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

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

Core Instructional programs:

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REACH grades K-5  
GO MATH K-5  
Science Curriculum  
6 Traits Writing  
Grades 4 & 5 are now switching for Math and ELA instruction.

Tiered Instruction / supports and interventions:  
Invitational Night Back for Extra Help  
Level II & III intervention  
Math Coach  
ELA CIT  
Extended Learning Time Grades 4 & 5 Math

Assessment practices:  
Regularly employ formative and summative assessments  
Regular analysis of the assessment data  
Collaboration with peers regarding assessment data  
Submit assessment & data to principal regularly.

School based Professional Development time  
FAR initiative  
PLC weekly  
HOTS focus during PLT and staff meetings

School based Practices:  
Daily use of a structure that allows students ample process time. Some form of learning partners, turn and talk. Lessons/conversations/questions around text that requires students to think critically in Math and ELA. (make judgments, critique, analyze and interpret text for deeper meaning)  
CUBES & ACE Using these acronyms helps children to focus on working thoroughly to complete open response questions

School Culture:  
First in Math player of the day recognitions  
Dojos for behavior  
Summer Reading Recognition  
Box Tops contest incentives  
Drama Club  
Field Day  
Family Dances 3X year  
Open House Ice Cream Social  
STEM night  
Walk to School Day Weekly  
Student Council

*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.

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The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

*Teacher Evaluation*

All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be “in need of improvement” are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

*Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable.* Our school submits budget requests directly to the Superintendent’s Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

**Perception Data:** Provide any formal or informal information regarding the perception of the school’s learning environment by district and school leaders, students, teachers, parents and community members.

- Parent Survey- Distributed June 2016
- Most parents reported their voice was valued at school.
- Most parents felt the school worked hard to communicate with them.
- Many parents reported that their child felt happy and safe in school.
- Some areas of improvement noted by parents
- Alternate PTO meeting times monthly.
- Increase students use of technology

Vista Results of Lynn Woods Teachers Data;

100% of teachers felt they got frequent feedback from principal

83% of those teachers felt like this frequent feedback had an impact on their practice

80% of teachers felt like district coaching support was helpful to very helpful.

**Student Learning Data:** Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

**ELA**

- CPI has increased to 94.8 and remains above target
- Our current student growth is at 68.5 and remains above target
- Our student growth has increase by 6.5 %

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**MATH**

- Our Math CPI remains above target
- The number of students scoring in the advanced category continues to increase. It is currently at 35 %.

**SCIENCE**

- Although our CPI remains above target, it dropped 2.8 %
- Our percentage of students in advanced category has increased by 2.2

**ACCOUNTABILITY DATA**

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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.

Accountability and Assistance Level: <b>Level 1</b>								
School Percentile: <b>78</b>								
Cumulative PPI (all students) <b>100</b>								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<b>ELA</b>								
CPI	89.7	91.5	91.1	-0.4	Above Target	94.8	3.7	Above Target
SGP	72	58	62	4	Above Target	68.5	6.5	Above Target
% Advanced	7.8	8.0	16.8	8.8	Met Target	17.2	0.4	Not meeting target
% Warning	0.0	2.0	1.1	-0.9	Met Target	1.1	0.0	Not meeting target
<b>Math</b>								
CPI	89.7	91.0	93.7	2.7	Above Target	92.2	-1.5	Above Target
SGP	83	55	56	1	On Target	37	-19.0	On Target (SH)
% Advanced	22.2	24.0	27.4	3.4	Met Target	35.6	8.2	Met Target
% Warning	1.1	1.0	0.0	-1.0	Met Target	3.4	3.4	Not meeting target
<b>Science</b>								
CPI	79.3	84.7	85.2	0.5	Above Target	82.4	-2.8	Above Target
% Advanced	13.8	12.9	6.3	-6.6	Not meeting target	8.8	2.2	Met Target
% Warning	3.4	0.0	0.0	0.0	Met Target	5.9	5.9	Not meeting target
			<b>2015 SGPA</b>	<b>2015 Target</b>		<b>2016 SGPA</b>	<b>2016 Target</b>	
<b>ELL Proficiency Growth</b>			-			-		

### Historical Accountability Data

2012	Level 3	School Percentile:	20 <sup>th</sup> %ile	Annual PPI = 70	Cumulative PPI = 63
2013	Level 1	School Percentile:	40 <sup>th</sup> %ile	Annual PPI = 125	Cumulative PPI = 86
2014	Level 1	School Percentile:	61 <sup>st</sup> %ile	Annual PPI = 95	Cumulative PPI = 96
2015	Level 1	School Percentile:	76 <sup>th</sup> %ile	Annual PPI = 120	Cumulative PPI = 100
2016	Level 1	School Percentile:	78 <sup>th</sup> %ile	Annual PPI = 105	Cumulative PPI = 100

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**Early Literacy Results**

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	9 (38%)	9 (38%)	High	8 (33%)	348 (35%)
Average	10 (42%)	7 (29%)	Moderate	1 (4%)	173 (18%)
Low Average	2 (8%)	5 (21%)	Typical	7 (29%)	218 (22%)
Below Average	2 (8%)	2 (8%)	Low/Declined	8 (33%)	246 (25%)
Well Below Average	1 (4%)	1 (4%)			
<b>CPI</b>	<b>90.6</b>	<b>87.5</b>	<b>Total</b>	<b>24</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	8 (30%)	7 (26%)	High	2 (7%)	217 (17%)
Average	15 (56%)	16 (59%)	Moderate	9 (33%)	316 (25%)
Low Average	2 (7%)	2 (7%)	Typical	8 (30%)	393 (31%)
Below Average	0 (0%)	1 (4%)	Low/Declined	8 (30%)	325 (26%)
Well Below Average	2 (7%)	1 (4%)			
<b>CPI</b>	<b>92.6</b>	<b>93.5</b>	<b>Total</b>	<b>27</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	5 (25%)	9 (45%)	High	8 (40%)	269 (19%)
Average	8 (40%)	5 (25%)	Moderate	4 (20%)	375 (27%)
Low Average	4 (20%)	3 (15%)	Typical	4 (20%)	426 (30%)
Below Average	2 (10%)	3 (15%)	Low/Declined	4 (20%)	331 (24%)
Well Below Average	1 (5%)	0 (0%)			
<b>CPI</b>	<b>86.3</b>	<b>88.8</b>	<b>Total</b>	<b>20</b>	<b>1,401</b>

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

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Fall 2015	Spring 2016		School	District
Above/Well Above Avg	11 (47%)	9 (39%)	High	2 (9%)	179 (15%)
Average	9 (39%)	9 (39%)	Moderate	2 (9%)	283 (23%)
Low Average	2 (9%)	2 (9%)	Typical	8 (35%)	389 (32%)
Below Average	0 (0%)	2 (9%)	Low/Declined	11 (48%)	363 (30%)
Well Below Average	1 (4%)	1 (4%)			
<b>CPI</b>	<b>94.6</b>	<b>90.2</b>	<b>Total</b>	<b>23</b>	<b>1,214</b>

**ENGLISH LANGUAGE ARTS**



## Lynn Woods Elementary

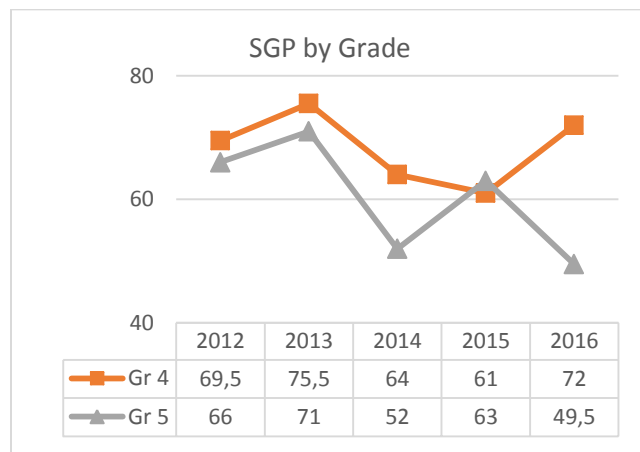
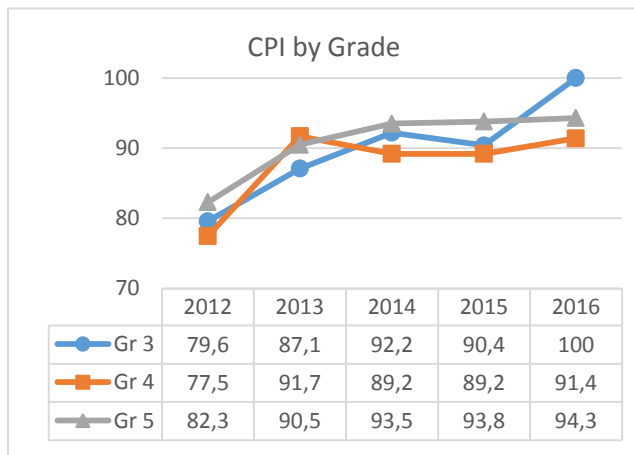
### 2016-2017 School Improvement Plan

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

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	81	7	43	28	21	79.6	67.5
School 2013	90	8	52	20	20	89.7	72
School 2014	100	8	62	15	15	91.5	58
School 2015	95	17	52	21	11	91.1	62
School 2016	87	17	66	8	9	94.8	68.5
<b>District 2016</b>	<b>7,581</b>	<b>7</b>	<b>47</b>	<b>31</b>	<b>15</b>	<b>81.0</b>	<b>54</b>

#### Multi-Year MCAS ELA CPI Results by GRADE

#### Multi-Year MCAS ELA SGP Results by GRADE



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

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	87	17	66	8	9	94.8	68.5
Students with Disabilities	22	9	32	23	36	81.8	55.5
ELL	3						
Former ELL	3						
Economically Disadvantaged	23	17	52	17	13	90.2	69
Male	50	16	64	12	8	93.5	67
Female	37	19	68	3	11	96.6	70.5

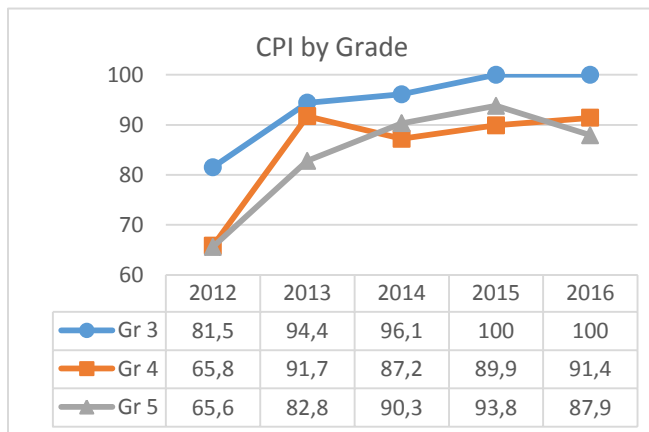
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**MATHEMATICS**

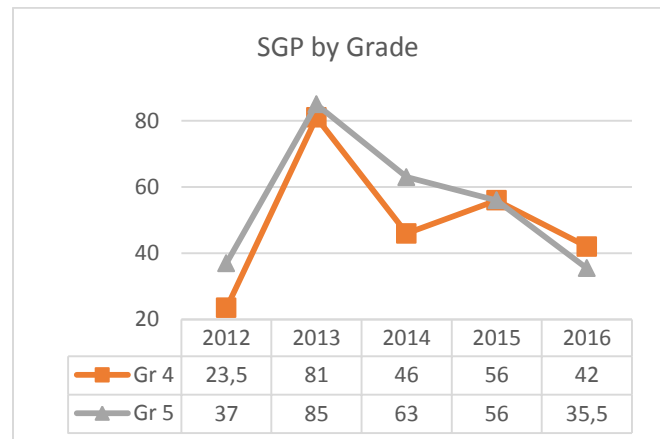
**Multi -Year MCAS Math Results – All Students**

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	81	6	25	52	17	71.0	28
School 2013	90	22	40	35	28	89.7	83
School 2014	100	24	47	17	12	91.0	55
School 2015	95	27	51	13	9	93.9	56
School 2016	87	36	46	7	11	92.2	37
<b>District 2016</b>	<b>7,546</b>	<b>15</b>	<b>34</b>	<b>30</b>	<b>21</b>	<b>74.6</b>	<b>50</b>

**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	87	36	46	7	11	92.2	37
Students with Disabilities	22	23	14	27	36	76.1	55.5
ELL	3						
Former ELL	3						
Economically Disadvantaged	23	30	39	13	17	88.0	23
Male	50	36	46	8	10	93.0	36
Female	37	35	46	5	14	91.2	39.5

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**SCIENCE/TECHNOLOGY & ENGINEERING**

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

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
School 2012	24	8	25	38	29	67.7
School 2013	29	14	24	31	31	79.3
School 2014	31	13	29	42	16	84.7
School 2015	32	6	44	28	22	85.2
School 2016	34	9	41	32	18	82.4
District 2016 (Grade 5)	1,044	9	27	45	18	72.7
State 2016 (Grade 5)	69,681	16	31	38	14	76.4

**MCAS STE 2016 Results by Subgroup**

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	34	9	41	32	18	82.4
Students with Disabilities	9					
ELL	2					
Former ELL	-					
Economically Disadvantaged	8					
Male	21	14	33	33	19	82.1
Female	13	0	54	31	15	82.7

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<b>Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)</b>
Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.
<b>Indicator 1: Aligned and Consistently Delivered Curriculum:</b> School leadership, teachers and other staff ensure consistent use and effective delivery of the district’s curricula/mapping. The school’s taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>Tracking mechanism for future MCAS predictability using MCAS released assessments on bi weekly basis and analyzing the results gleaned from those assessments.</li> <li>School wide data assessment and analysis on regularly basis</li> <li>Higher Order Thinking skills are embedded in instruction</li> <li>Use of Learning targets and concept maps to plan units</li> <li>Uninterrupted Math and Reading blocks</li> <li>Formative and Summative assessments</li> <li>CUBES being introduced and used grades 1-5</li> <li>Extended Learning Time Grades 4 &amp; 5</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>Sharpen Open Response Skills</li> <li>Implementing all genres of writing</li> </ul>
<b>Indicator 2: Effective Instruction:</b> Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>Staff has a common understanding of assessment analysis.</li> <li>Classroom teachers submit assessments with analysis to principal weekly for review and discussion</li> <li>High expectations translate into high classroom standards.</li> </ul>
<p>Areas of Need:</p> <ul style="list-style-type: none"> <li>Due to personnel changes, we anticipate the need to acclimate/train 2 new members of our team through the use of common planning , district coaches, mentor, observations, peer observations and dialogue.</li> <li>All students need instruction in thinking deeply about text</li> <li>Use of feedback to improve quality of student work</li> </ul>

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<b>Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)</b>
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
<b>Indicator 3: Data-based Decision-Making:</b> The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources, and to initiate, modify or discontinue programs, policies and initiatives.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• Regular use of formative assessment ( white boards, post it notes, ticket to leave, plickers, response clickers etc....)</li> <li>• Use formative assessment to deliver remedial instruction as well as invites for night back</li> <li>• Classroom teachers submit assessments with analysis to principal weekly for review and discussion</li> <li>• Use DIBELS data to create reading groups and tiered instruction</li> <li>• Meet with Leadership regularly to discuss and reflect on school practices</li> <li>• Review Math Assessments to identify students for Extended Learning Time.</li> </ul>
<p>Areas of need:</p> <ul style="list-style-type: none"> <li>• Using common planning time in the first weeks of school to have vertical meetings to share student learning profile</li> <li>• Using common planning time encourage the use of Test Wiz to produce data</li> <li>• Increase amount of data shared with parents</li> </ul>

<b>Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)</b>
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
<b>Indicator 4: Professional Development:</b> PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
<p>Strengths:</p> <ul style="list-style-type: none"> <li>• FAR school initiative</li> <li>• REACH grade K-5</li> <li>• 6 Traits</li> <li>• Planning, mentoring, modeling lessons in house to ensure that all students receive instruction in thinking deeply about text</li> <li>• Work with coaches as needed</li> </ul>
<p>Areas of need:</p> <ul style="list-style-type: none"> <li>• Due to personnel changes, we anticipate the need to acclimate/train 2 new members of our team through the use of common planning , mentors, district coaches, observations, peer observations and dialogue.</li> <li>• Feedback to students</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:**

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

Narrative or bullets here.

**Areas of need:**

- Leadership Team needs to have time for collaboration monthly

**Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)**

Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.

**Indicator 6: Tiered Instruction and Adequate Learning Time:** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

**Strengths:**

- Night Back
- Tiered instruction
- Reading intervention
- Closely protected uninterrupted instructional time
- Each individual student academic performance is looked at closely and frequently throughout the year
- Monthly Student Study Team meetings
- Extended Learning Time
- ELL support teacher works with our ELL population

**Areas of need:**

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

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

**Strengths:**

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

**Areas of need:**

- Create clubs that include some of the less involved students
- Social skills group

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2016-2017 School Improvement Plan

**Indicator 8: Family-school and Community engagement:** The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

**Strengths**

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

**Areas of need:**

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

**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:**

- Shared decision making
- Positive Climate with shared vision
- Trust & Longevity
- Expertise and open communication

**Areas of need:**

- Time to collaborate

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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>
Identified Area of Need:
Alignment to District Priority(s):

<b>Priority 1</b>	Continue to expand knowledge base and repertoire of strategies that help teachers to embed HOTS in standard based lessons.
<b>Strategies/ Actions</b>	Sharing ideas at staff meeting Add an area specifically for HOTS reflection into the PLT template Teachers will be expected to submit evidence of HOTS
<b>Expected Outcome(s)</b>	Students will be able to think and learn at deeper levels
<b>Timeline for Actions</b>	On going 2016-17



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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:**

**Alignment to District Priority(s):**

**Priority 2** Improve our science instruction

**Strategies/Actions**

New Science Curriculum based on 2016 Science Standards  
Unit District Assessments (6 units per year)  
Use of Non Fiction National Geographic Reach materials  
Classroom observations more frequently during Science  
Review released Science MCAS questions  
Discussions during PLT  
Working in partnership with Rick Held during PLT  
Change STEM Night to Science Night  
New STEM family night (in addition to the 3 open houses)

**Expected Outcome(s)**

**Timeline for Actions**

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Appendix A

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

October Accountability Data Update and Reflections:

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

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

## Reflection of Implementation of SY2016-2017 School Improvement Plan

### Priority 1: Consistent use of strategies that help teachers to embed HOTS in standard based lessons.

Provide a description of the implementation of stated strategies/actions for Priority 1 from SY2016-2017.

Teacher will participate in the giving and receiving of HOTS instructional strategies at staff meetings

Add an area specifically for HOTS reflection into the PLT template to ensure discussion and planning in the area of HOTS is taking place during PLT

Teachers will be expected to submit student samples that show evidence of HOTS

Teachers will seek out ways to use HOTS with computer-based lesson and assessments.

Provide evidence, qualitative and quantitative, relative to the expected outcomes for the priority.

Reach Activities & Assessments- Study Island Data-Go Math Activities- increased observations of students engaged HOTS activities planned by staff.

Based on the description of the implementation and evidence of outcomes, reflect on the successes and/or challenges of the implementation. (Use this reflection to refine the strategies/actions and outcomes in the 2017-2018 Action Plan.)

HOTS reflection section added to the PLT reflection template this year was used by some but not all teachers weekly.

Teachers formatively assessed HOTS during student discussions

Student were asked to summarize other student thoughts regularly

Student discussion focused around text far more wide spread

Students are more comfortable because of this practice and experience, (responding to literature) talking deeply about content across curriculum.

Growth has occurred yet, there is still work to be done in this area

**Priority 2: Ensure science curriculum is taught consistently across all grade levels**

Provide a description of the implementation of stated strategies/actions for Priority 2 from SY2016-2017.

- Implement our new Science Curriculum based on 2016 Science Standards
- Administer and review result of Unit District Assessments (6 units per year) monthly with teachers
- Use of Non Fiction National Geographic Reach materials to build background knowledge
- Make classroom observations by principal more frequently during Science
- Discussions during PLT that reflect the planning and understanding of science topics
- Working during PLT to ensure that we are on track in terms of pacing and accuracy of Science skills being delivered as reflected in end of unit data analysis
- Change STEM Night to Science Night

Provide evidence, qualitative and quantitative, relative to the expected outcomes for the priority.

Principal Checklist tracking of Science classroom observations

Science CPI increase from 82 to 89.

Data analysis from Science Unit Assessments at each grade level

Based on the description of the implementation and evidence of outcomes, reflect on the successes and/or challenges of the implementation. (Use this reflection to refine the strategies/actions and outcomes in the 2017-2018 Action Plan.)

Science Family Night was a success. We received parent feedback in regards to how much families enjoyed "their night out". However we will still consider some revisions in terms of timelines.

The implementation of Science lessons was definitely more consistent at all grade levels.

Increased Principal presence during Science lessons was apparent.

The requirement of unit assessments being collected, increased student and teacher accountability

Jog Nog -Lego Robotics Projects- Engaging in argument based on evidence in Science with models

Use of repeated reasoning

Investigation –Planning – Carrying Out

## School Year 2017-2018 Action Plan

<b>Refine Priority and Describe the Strategies/Actions</b>
<p>Refer to the SY2016-2017 reflection document to refine the Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2017-2018 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.</p>
<p><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></p>
<p><b>Identified Area of Need: Weak responses to higher level questions</b></p>
<p><b>Alignment to District Priority(s): #4</b></p> <p>Raise student Achievement in Math, Science and ELA.</p> <p>Focus on the Massachusetts Curriculum Frameworks in Math, Science and ELA standards for content to be taught, use of mapping documents.</p>

<b>Priority 1</b>	<p>Teachers will design writing lessons that center on the writing process with the 6 traits of writing embedded into the monthly writing projects, using exemplars and rubrics.</p>
<b>Strategies/Actions</b>	<p>Teacher will use gradual release to model the expected writing skills.          Teachers will use and share Zaner Bloser rubrics with students.          Teacher will use the National Geographic to build background information to enhance writing.          Teachers will create and share an exemplar that depicts the skills they expect to see in the student writing.          Teacher will submit finished, scored, student writing projects to the principal. They will also submit the scored rubric and exemplar.</p>
<b>Expected Outcome(s)</b>	<p>Improved writing skills across all grades and content areas particularly in area of mechanics, paragraph development and organization. Increase mastery of parts of speech. Improvement with all genres of writing ( narrative, research , fiction &amp; non fiction).</p>
<b>Timeline for Actions</b>	<p>School Year 2017-2018</p>

## School Year 2017-2018 Action Plan

<b>Refine Priority and Describe the Strategies/Actions</b>
Refer to the SY2016-2017 reflection document to refine Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2017-2018 school year. 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: Weak responses to higher level questions</b>
<b>Alignment to District Priority(s): #4</b>  Raise student Achievement in Math, Science and ELA.  Focus on the Massachusetts Curriculum Frameworks in Math, Science and ELA standards for content to be taught, use of mapping documents.

**Priority 2**

**Consistent use of strategies that help teachers to embed HOTS in standard based lessons.**

**Strategies/Actions**

Teacher will participate in the giving and receiving of HOTS instructional strategies at staff meetings  
 Add an area specifically for HOTS reflection into the PLT template to ensure discussion and planning in the area of HOTS is taking place during PLT  
 Teachers will be expected to submit student samples that show evidence of HOTS.  
 Use of HOTS during formative assessments  
 Create prompts that require HOTS in academic discussions.  
 Teachers will seek out ways to use HOTS with computer-based lesson and assessments.

**Expected Outcome(s)**

Decrease number of students in Partial/Not Meeting category on MCAS

**Timeline for Actions**

School Year 2017-2018



**Refine Priority and Describe the Strategies/Actions**

Refer to the SY2017-2018 reflection document, the results from the Action Plan Implementation Survey to the staff, and data from the Data Dip to refine the Priorities for School Improvement (if necessary). Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2018-2019 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

A strategy is a broadly stated intervention or course of action to achieve an outcome, objective, and target.

**GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.**

**Identified Area of Need:**

**Alignment to District Priority(s):**

**Priority 1**

Teachers will design writing lessons that center on the writing process with the 6 traits of writing embedded into the monthly writing projects, using exemplars and rubrics.

	<b>Strategies / Actions</b>	<b>Expected Outcomes (Evidence/Data)</b>	<b>Method of Monitoring Progress</b>	<b>Specific Timeline for Action</b>	<b>Person(s) Responsible</b>
1.	Teacher will use gradual release to model the expected writing skills.	Improved writing skills across all grades and content areas particularly in area of mechanics, paragraph development and organization. improvement with all genres of writing ( narrative, research , fiction & non fiction).	Classroom Observation	SY 18-19	Teacher Principal
2.	Teachers will use and share Zaner Bloser rubrics with students. Teacher will use the National Geographic to build background information to enhance writing.	Improved writing skills across all grades and content areas particularly in area of mechanics, paragraph development and organization. Improvement with all genres of writing ( narrative, research , fiction & non fiction).	Lesson Plans & Classroom Observations	SY 18-19	Teacher Principal
3.	Teachers will create and share an exemplar that depicts the skills they expect to see in the student writing.	Improved writing skills across all grades and content areas particularly in area of mechanics, paragraph development and organization. Improvement with all genres of writing ( narrative, research , fiction & non fiction).	Classroom Observations	SY 18-19	Teacher Principal
4.	Teacher will submit finished, scored, student writing projects to the principal. They will also submit the scored rubric and exemplar.	Improved writing skills across all grades and content areas particularly in area of mechanics, paragraph development and organization. Improvement with all genres of writing ( narrative, research , fiction & non fiction).	Tracking sheet	SY 18-19	Teacher Principal



Lynn Woods SIP Action Plan Year 3 School Year 2018-2019

**Refine Priority and Describe the Strategies/Actions**

Refer to the SY2017-2018 reflection document, the results from the Action Plan Implementation Survey to the staff, and data from the Data Dip to refine the Priorities for School Improvement (if necessary). Name and describe the strategies/actions that correspond to the priority that will be implemented during the 2018-2019 school year. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes. A strategy is a broadly stated intervention or course of action to achieve an outcome, objective, and target.

**GOAL: To meet or exceed all local and state accountability targets, in achievement and growth in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.**

**Identified Area of Need:**

**Alignment to District Priority(s):**

**Priority 2**

- Our goal is to focus and implement specific strategies that will support all learners, but particularly provide needed supports to English Learners to ensure meaningful access to grade-level content and to develop grade level proficiency for all students.

	<b>Strategies / Actions</b>	<b>Expected Outcomes (Evidence/Data)</b>	<b>Method of Monitoring Progress</b>	<b>Specific Timeline for Action</b>	<b>Person(s) Responsible</b>
<b>1.</b>	Introduce new district focus area at monthly staff meetings	Teachers will implement each focus in their daily lessons.	Classroom observation & student samples	SY 18-19	Principal
<b>2.</b>	Principal will collection of evidence of EL strategies monthly	Teacher will increase frequency of EL strategies in lessons.	Principal tracks teacher’s monthly record of EL evidence submission.	SY 18-19	Principal
<b>3.</b>	Teachers share EL strategies and ideas in PLT	Teacher will build wider and more varied repertoires of EL strategies.	PLT notes and principal observation	SY 18-19	Principal