

Aborn Elementary School

School Improvement Plan

May/June, 2012

PIM Team Members

Anne Graul, Principal

Diane Boghosian, CIT

Jill Driscoll, Teacher

Richard Held, Teacher

JoAnn Sweeney, Teacher

Elizabeth Wladkowski, Teacher

Jeanne Mason, Parent

School Council Members

Anne Graul, Principal

Jonathan Eddy, Teacher

Maureen Gallant, Teacher

Jennie Hennessey, Teacher

Anne Brown, Parent

Persida Chez, Parent

Stephanie Giarla, Parent (until 6/2012)

Cheryl Correnti (new member as of 6/2012)

EXECUTIVE SUMMARY

School Profile and Demographics

The Aborn Elementary School is the second smallest of Lynn's seventeen elementary schools and has a student population of approximately 243 students. Demographically, the student population is 9% African American, 5% Asian, 31% Hispanic, 0% Native American, 48% White, and 7% Multi-Race non-Hispanic. The student population is composed of 25% of students whose first language is not English, 7% who are Limited English Proficient, 56% who are low income, and 8% who receive services from the Special Education Department. Aborn is a Title I school with an inclusion SPED with pull-out as necessary. The following table compares Aborn's selected population statistics with those of the district and the state.

Enrollment Data 2011-2012

| School | Number | % African American | % Asian | % Hispanic | % Native American | % White | % Multi Race, Non-Hispanic | % FLNE | % LEP | % Low Income | % Special Ed |
|--------|---------|--------------------|---------|------------|-------------------|---------|----------------------------|--------|-------|--------------|--------------|
| Aborn | 243 | 9.1 | 4.9 | 31.3 | 0 | 47.7 | 7 | 25.1 | 7 | 56 | 8.2 |
| Lynn | 13,731 | 12 | 10 | 51 | 0.3 | 23.1 | 3.5 | 53.6 | 19.6 | 82.4 | 16.5 |
| State | 953,369 | 8.3 | 5.7 | 16.1 | 0.2 | 67 | 2.5 | 16.7 | 7.3 | 35.2 | 17 |

NCLB Status

Aborn has a Composite Performance Index (CPI) of 88.8 in Mathematics and a CPI in ELA of 88.0. Aborn made AYP in Math and ELA for the aggregate and all subgroups. For both ELA and Mathematics, the NCLB Accountability Status is **No Status** with an Improvement Rating of **On Target** according to the regulations of the No Child Left Behind Act of 2001 (NCLB).

MCAS Results

The following chart shows the percentage of Aborn's students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for grades 3 through 5 in MCAS Math and English Language Arts (ELA) tests.

| Grade 3 Reading | P+ | | Proficient | | Needs Improvement | | Warning | |
|-----------------|--------|------|------------|------|-------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2002 | NA | | 44 | 49 | 49 | 43 | 7 | 8 |
| 2003 | NA | | 55 | 46 | 38 | 43 | 6 | 11 |
| 2004 | NA | | 52 | 51 | 43 | 40 | 4 | 9 |
| 2005 | NA | | 57 | 49 | 41 | 40 | 3 | 11 |
| 2006 | 8 | 10 | 43 | 30 | 50 | 47 | 0 | 13 |
| 2007 | 6 | 6 | 63 | 35 | 23 | 42 | 9 | 17 |
| 2008 | 14 | 6 | 45 | 33 | 38 | 41 | 2 | 20 |
| 2009 | 8 | 5 | 50 | 32 | 33 | 44 | 8 | 19 |
| 2010 | 18 | 7 | 40 | 38 | 36 | 43 | 7 | 13 |
| 2011 | 2 | 6 | 68 | 41 | 24 | 41 | 5 | 12 |

| Grade 3 Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|--------------|----------|------|------------|------|-------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| 2002 | | | | | | | | |
| 2003 | | | | | | | | |
| 2004 | | | | | | | | |
| 2005 | | | | | | | | |
| 2006 | 0 | 2 | 38 | 32 | 33 | 37 | 30 | 29 |
| 2007 | 6 | 12 | 49 | 35 | 26 | 28 | 20 | 25 |
| 2008 | 24 | 16 | 57 | 35 | 10 | 28 | 10 | 21 |
| 2009 | 25 | 9 | 28 | 35 | 44 | 30 | 3 | 26 |
| 2010 | 24 | 13 | 44 | 36 | 24 | 32 | 7 | 19 |
| 2011 | 10 | 8 | 63 | 47 | 27 | 31 | 0 | 14 |

| Grade 4 ELA | Advanced | | Proficient | | Needs Improvement | | Warning | |
|----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| | 2002 | 0 | 1 | 50 | 33 | 42 | 49 | 8 |
| 2003 | 0 | 3 | 36 | 35 | 51 | 46 | 13 | 17 |
| 2004 | 4 | 3 | 52 | 36 | 39 | 47 | 4 | 13 |
| 2005 | 4 | 4 | 46 | 32 | 48 | 47 | 2 | 17 |
| 2006 | 0 | 4 | 54 | 35 | 43 | 46 | 3 | 15 |
| 2007 | 9 | 3 | 49 | 35 | 35 | 44 | 7 | 18 |
| 2008 | 3 | 3 | 45 | 26 | 45 | 49 | 8 | 22 |
| 2009 | 17 | 4 | 37 | 28 | 41 | 44 | 4 | 23 |
| 2010 | 18 | 2 | 41 | 29 | 36 | 50 | 5 | 20 |
| 2011 | 13 | 3 | 49 | 30 | 33 | 46 | 4 | 22 |

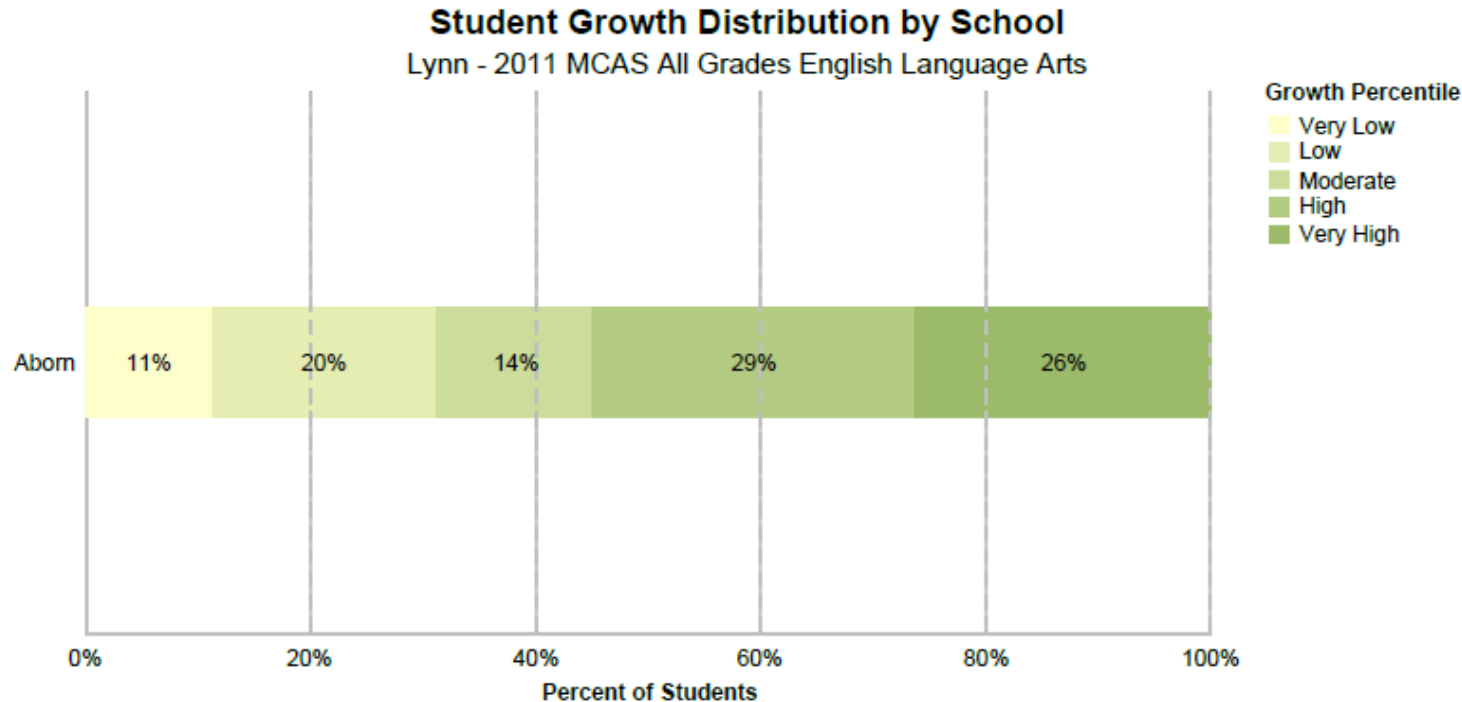
| Grade 4 Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|-----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| | 2002 | 12 | 5 | 44 | 19 | 38 | 46 | 6 |
| 2003 | 6 | 5 | 29 | 20 | 40 | 50 | 25 | 25 |
| 2004 | 6 | 6 | 45 | 22 | 37 | 54 | 12 | 18 |
| 2005 | 15 | 7 | 23 | 19 | 54 | 53 | 8 | 21 |
| 2006 | 14 | 8 | 30 | 19 | 51 | 52 | 5 | 20 |
| 2007 | 26 | 11 | 30 | 27 | 37 | 43 | 7 | 19 |
| 2008 | 24 | 10 | 42 | 24 | 26 | 44 | 8 | 22 |
| 2009 | 15 | 7 | 41 | 23 | 43 | 48 | 0 | 22 |
| 2010 | 23 | 9 | 41 | 26 | 31 | 48 | 5 | 17 |
| 2011 | 18 | 7 | 49 | 23 | 31 | 49 | 2 | 21 |

| Grade 5 ELA | Advanced | | Proficient | | Needs Improvement | | Warning | |
|----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| | 2006 | 11 | 8 | 55 | 37 | 32 | 42 | 3 |
| 2007 | 16 | 6 | 56 | 46 | 25 | 35 | 3 | 12 |
| 2008 | 5 | 6 | 46 | 40 | 46 | 40 | 2 | 14 |
| 2009 | 13 | 6 | 56 | 36 | 28 | 40 | 3 | 18 |
| 2010 | 13 | 6 | 45 | 37 | 33 | 38 | 0 | 18 |
| 2011 | 23 | 7 | 54 | 44 | 14 | 34 | 9 | 15 |

| Grade 5 Math | Advanced | | Proficient | | Needs Improvement | | Warning | |
|-----------------|----------|------|------------|------|----------------------|------|---------|------|
| | School | Lynn | School | Lynn | School | Lynn | School | Lynn |
| | 2006 | 18 | 9 | 21 | 23 | 45 | 35 | 16 |
| 2007 | 9 | 10 | 47 | 33 | 34 | 37 | 6 | 19 |
| 2008 | 15 | 13 | 29 | 25 | 39 | 37 | 17 | 25 |
| 2009 | 19 | 11 | 41 | 27 | 25 | 28 | 16 | 34 |
| 2010 | 25 | 12 | 30 | 24 | 43 | 37 | 3 | 27 |
| 2011 | 29 | 12 | 40 | 34 | 26 | 33 | 6 | 21 |

Student Growth Percentile by School and Grade

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

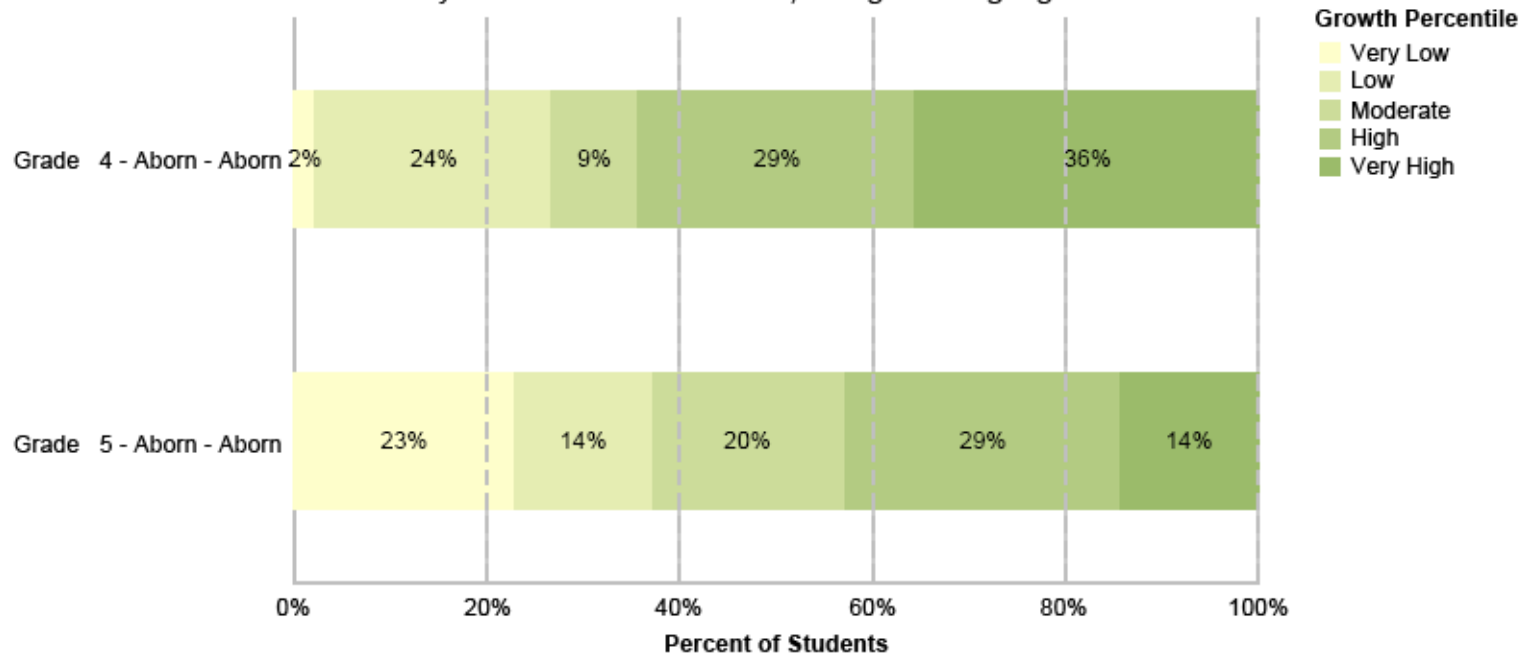


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|-------|------------|----------|-----|----------|------|-----------|------------------------|
| Aborn | 80 | 9 | 16 | 11 | 23 | 21 | 69% |

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

Student Distribution Growth by Grade Lynn - 2011 MCAS Grade 4, 5 English Language Arts



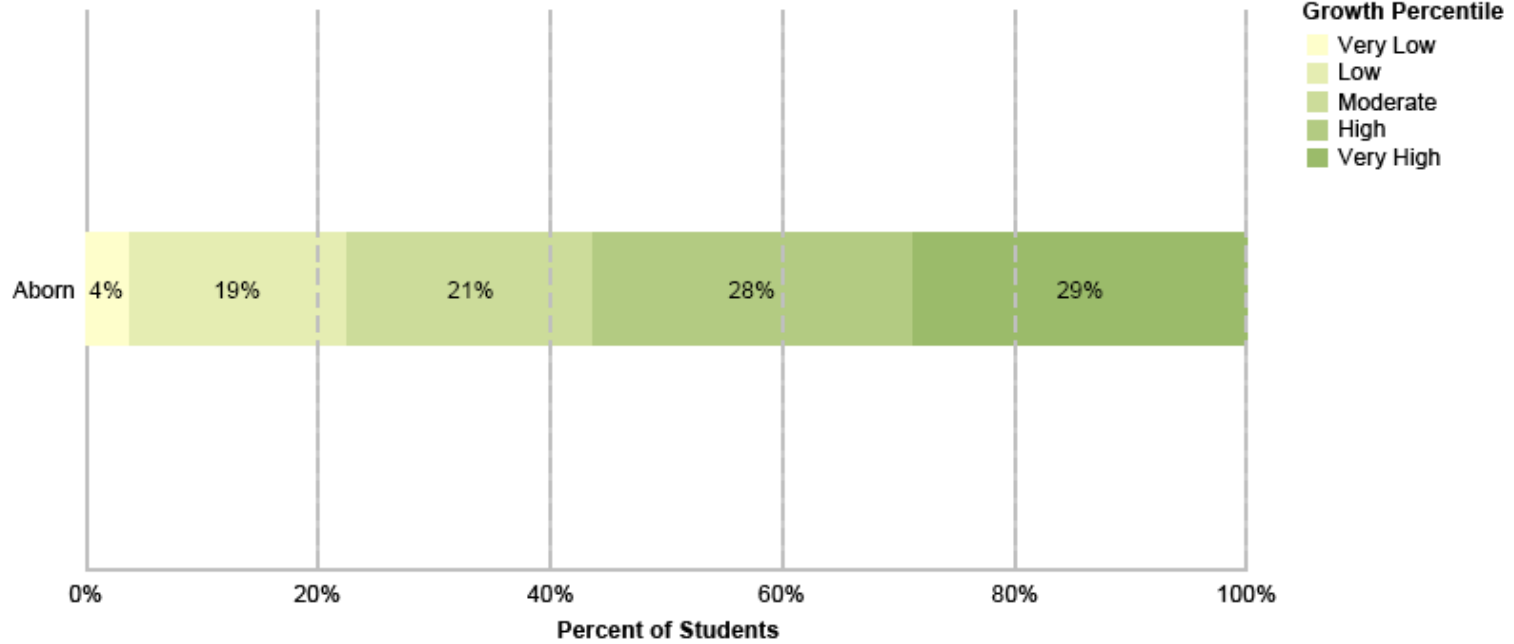
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|-------------------------|------------|----------|-----|----------|------|-----------|------------------------|
| Grade 4 - Aborn - Aborn | 45 | 1 | 11 | 4 | 13 | 16 | 62% |
| Grade 5 - Aborn - Aborn | 35 | 8 | 5 | 7 | 10 | 5 | 77% |

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

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics



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

| | N Students | Very Low | Low | Moderate | High | Very High | % Proficient or Higher |
|-------|------------|----------|-----|----------|------|-----------|------------------------|
| Aborn | 80 | 3 | 15 | 17 | 22 | 23 | 69% |

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

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 Mathematics



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

N Students Very Low Low Moderate High Very High % Proficient or Higher

DIBELS Results

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

DIBELS is administered three times a year-fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one, students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grade three. The following charts show the percentage of Aborn School students in each of the reporting categories-At Risk, Some Risk, Low Risk-for the years 2007 through 2010.

Aborn- Kindergarten

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Letter Naming Fluency | Fall | 72 | 22 | 6 | 59 | 13 | 28 | 69 | 21 | 10 | 72 | 8 | 20 | 66 | 14 | 20 |
| | Winter | 90 | 9 | 0 | 75 | 20 | 5 | 70 | 19 | 11 | 69 | 17 | 14 | 83 | 10 | 7 |
| | Spring | 59 | 38 | 3 | 84 | 16 | 0 | 61 | 17 | 8 | 71 | 17 | 11 | 79 | 17 | 4 |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Initial Sound Fluency | Fall | 50 | 28 | 22 | 64 | 26 | 10 | 38 | 28 | 33 | 80 | 16 | 4 | 55 | 31 | 14 |
| | Winter | 56 | 38 | 6 | 58 | 38 | 5 | 41 | 43 | 16 | 45 | 34 | 21 | | | |
| | Spring | NA | | | | | | | | | | | | | | |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Phoneme Segmentation Fluency | Fall | NA | | | | | | | | | | | | | | |
| | Winter | 41 | 40 | 19 | 75 | 18 | 7 | 76 | 16 | 8 | 86 | 7 | 7 | 79 | 21 | 0 |
| | Spring | 40 | 50 | 9 | 87 | 10 | 3 | 67 | 19 | 14 | 100 | 0 | 0 | 90 | 7 | 3 |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Nonsense Words Fluency | Fall | NA | | | | | | | | | | | | | | |
| | Winter | 78 | 13 | 9 | 83 | 12 | 5 | 70 | 22 | 8 | 66 | 20 | 14 | 69 | 17 | 14 |
| | Spring | 81 | 16 | 3 | 82 | 15 | 3 | 69 | 22 | 8 | 89 | 7 | 4 | 83 | 17 | 0 |

Grade 1

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Letter Naming Fluency | Fall | 50 | 28 | 22 | 59 | 35 | 67 | 62 | 30 | 8 | 68 | 22 | 10 | 70 | 20 | 10 |
| | Winter | NA | | | | | | | | | | | | | | |
| | Spring | NA | | | | | | | | | | | | | | |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Phoneme Segmentation Fluency | Fall | 15 | 50 | 35 | 41 | 37 | 22 | 20 | 32 | 14 | 61 | 27 | 12 | 62 | 30 | 8 |
| | Winter | 50 | 38 | 12 | 67 | 29 | 4 | 84 | 16 | 0 | 84 | 14 | 2 | 97 | 3 | 0 |
| | Spring | 68 | 30 | 3 | 65 | 35 | 0 | 83 | 17 | 0 | 94 | 5 | 0 | 97 | 3 | 0 |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Nonsense Word Fluency | Fall | 30 | 22 | 48 | 65 | 22 | 12 | 73 | 22 | 5 | 59 | 29 | 12 | 60 | 32 | 8 |
| | Winter | 20 | 52 | 28 | 53 | 35 | 12 | 47 | 49 | 5 | 51 | 40 | 9 | 70 | 12 | 18 |
| | Spring | 62 | 30 | 8 | 58 | 35 | 6 | 83 | 17 | 0 | 57 | 33 | 10 | 67 | 12 | 21 |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|------------------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | NA | | | | | | | | | | | | | | |
| | Winter | 35 | 42 | 22 | 63 | 33 | 4 | 60 | 35 | 5 | 63 | 21 | 16 | 65 | 25 | 10 |
| | Spring | 51 | 30 | 19 | 67 | 23 | 10 | 83 | 12 | 6 | 62 | 21 | 17 | 65 | 27 | 8 |

Grade 2

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|-----------------------------|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| Nonsense Word Fluency | Fall | 62 | 30 | 9 | 71 | 21 | 8 | 50 | 37 | 13 | 74 | 24 | 2 | 55 | 27 | 18 |
| | Winter | NA | | | | | | | | | | | | | | |
| | Spring | NA | | | | | | | | | | | | | | |

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|--|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 49 | 28 | 23 | 55 | 34 | 11 | 54 | 33 | 13 | 69 | 26 | 5 | 52 | 32 | 16 |
| | Winter | 24 | 51 | 28 | 74 | 18 | 8 | 76 | 22 | 2 | 77 | 21 | 2 | 72 | 14 | 14 |
| | Spring | 47 | 29 | 24 | 63 | 24 | 13 | 70 | 22 | 9 | 69 | 24 | 7 | 62 | 13 | 25 |

Grade 3

| Test | Testing Period | 2007 Risk % | | | 2008 Risk % | | | 2009 Risk % | | | 2010 Risk % | | | 2011 Risk % | | |
|--|----------------|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|-------------|------|----|
| | | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | | | | 52 | 39 | 9 | 70 | 35 | 22 | 65 | 31 | 4 | 64 | 29 | 7 |
| | Winter | | | | 49 | 40 | 12 | 41 | 41 | 19 | 62 | 26 | 12 | 52 | 34 | 14 |
| | Spring | | | | 39 | 43 | 18 | 42 | 47 | 11 | 52 | 42 | 6 | 49 | 44 | 7 |

Grade 4

| Test | Testing Period | 2011 Risk % | | |
|--|----------------|-------------|------|----|
| | | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 57 | 23 | 20 |
| | Winter | 67 | 22 | 11 |
| | Spring | 61 | 19 | 20 |

Grade 5

| Test | Testing Period | 2011 Risk % | | |
|--|----------------|-------------|------|----|
| | | Low | Some | At |
| CBM Reading (Oral Reading Fluency) | Fall | 76 | 15 | 9 |
| | Winter | 74 | 12 | 14 |
| | Spring | 72 | 14 | 14 |

Implementation Summary of 2010/2011 School Improvement Plan

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

| Measurable Goals | Strategies | Implementation Status/Results |
|---------------------------|--|---|
| 1. Make AYP in ELA | Teachers will model and use appropriate strategies as they appear in literary selections, using literature as mentor texts, through read aloud, shared reading, and guided reading. They will teach each strategy separately in depth, and will show how the strategies build on each other. | Teachers provided students instruction in reading strategies. As the year progressed, students were guided to use the appropriate strategies for the genre they were reading. Teachers have modeled the use of strategies, but students still are not fully independent in choosing which strategy to use when reading. |
| | Teachers will use mentor texts and literature selections to introduce the characteristics, structures, and features of different genres. | Teachers read mentor texts to students to support strategy instruction. Teachers used our professional library of mentor texts in their classrooms. The books are organized by strategy in bins and kept in the Teacher Resource area in Room 10. |
| | Teachers will provide instruction to improve writing ability in all content areas with a focus on topic development. | Teachers included daily writing into their Literacy Block. Students have improved in the areas of topic development and organization. |
| | Teachers will read mentor texts to students to demonstrate writing characteristics and techniques. Teachers will encourage students to incorporate these techniques in their own writing | Teachers read mentor texts to the students with emphasis on the author's skill as a writer. We hope to build a professional library of mentor texts for the teachers to use in their classrooms. These texts will provide examples of strong writing for leads, endings, figurative language, etc. |
| | Teachers will continue with Writers' Workshop/WEX models in all grades. Reading /Writing connection will continue to be the focus. | Teachers continue to provide instruction in the writing process and connected student writing to reading selections. |
| | Teachers will model the use of appropriate strategies to unlock the meaning of unknown words. | Teachers have been using the "Covered Word" strategy and Word Power pages from Houghton Mifflin program to help students find the meanings of words in text. |
| | Teachers will integrate higher level vocabulary into their daily interactions with students. (Appropriate to grade) | Teachers have been using higher level vocabulary during instruction and daily interactions. They encourage students to use these new words in their daily speaking and writing. |

| Measurable Goals | Strategies | Implementation Status/Results |
|----------------------------|--|---|
| 2. Make AYP in Math | Teachers will continue to introduce and reinforce math vocabulary and concepts during Houghton Mifflin math lessons and daily Calendar Math sessions. Emphasis will continue to be put on fractions and Patterns, Relations and Algebra. | Teachers presented appropriate math vocabulary each day during both parts of the math program. Students were encouraged to use “math talk” appropriately. |
| | Teachers will introduce and reinforce addition and subtraction facts with the goal of mastery by the end of second grade. | Teachers used timed drill tests and computer programs to help students master the addition and subtraction facts. Students move at their own pace with the goal of mastery by the end of second grade. |
| | Teachers will introduce and reinforce multiplication and division facts with the goal of mastery by the end of fourth grade. | Teachers use timed drill tests and computer programs to help students master the multiplication and division facts. Students move at their own pace with the goal of mastery by the end of fourth grade. |
| | Teachers (Gr. 1 &2) will use Problem Solvers, Read It, Draw It, Solve It, or Houghton Mifflin program to teach methods for answering Open Response questions, gradually working toward independence. | Teachers (Gr. 1&2) have used Read It, Draw, It Solve It more than Prob. Solvers this year. They have found that the Houghton Mifflin program offers many opportunities for students to work on this skill. Teachers looked at the three sources to find the best question for the concept they were studying. |
| | Teachers (Gr. 3-5) will use Problem Solvers or other related materials. Teachers will model strategies, then provide opportunities for students to work independently, with support as needed. Emphasis will be put on labeling answers. | Teachers (Gr. 3-5) have used Problem Solvers each week. They also have used other materials from Houghton Mifflin when needed. |
| | Teachers (Gr. 3-5) will use released MCAS Open Response and Short Answer questions. Teachers will model and practice strategies for solving the problems and completing appropriate responses, working towards independence. | Teachers continue to give students opportunities to answer Open Response and Short Answer questions using released MCAS questions, Problem Solvers and Read It, Draw It, Solve It. |

Aborn SY 2012-13 School Improvement Plan

Because of NCLB and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goal continues to be:

- **To make AYP in both ELA and Mathematics for the aggregate and all subgroups**

Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Aborn has made improvement in Math and ELA. Aborn School met its AYP goals. Composite Performance Index (CPI) for Math was 88.8. The CPI for ELA was 88.0. Greater emphasis needs to be placed on the following areas of relative weakness.

Weaknesses in ELA:

- Reading Comprehension
- Answering Open Response Questions
- Writing Personal Narratives
- Vocabulary

Weaknesses in Math:

- Vocabulary
- Number Sense/ Problem Solving (esp. fractions)
- Open Response Questions/ Short Answer Questions
- Algebra

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. Those objectives are:

- Students will improve comprehension across the genres and content areas using the Seven Basic Comprehension Strategies.
- Students will improve writing ability in all content areas.
- Students will demonstrate use of various strategies to unlock meanings of unknown vocabulary.
- Students will demonstrate knowledge of grade level math vocabulary and concepts through oral and written communication.
- Students will use test taking skills and problem solving strategies to solve Open Response and Short Answer questions.

Aborn SY 2011/2012 School Improvement Plan

| | |
|-----------------------------|---|
| Goal | To make AYP in ELA for the aggregate and all subgroups. |
| Identified Student Weakness | Students are not independently using reading strategies to comprehend texts. |
| Student Learning Objective | Students will improve comprehension across the genres and content areas using the Seven Basic Comprehension Strategies. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|----------------------------|---|---|
| Teachers will model and use appropriate strategies as they appear in literature selections, using literature as mentor texts, through read aloud, shared reading, and guided reading. They will present each strategy separately in depth, and will show how the strategies build on each other. | Ongoing | <u>Reciprocal Teaching at Work</u> <u>Reading with Meaning: Strategies that Work:</u> <u>7 Keys to Comprehension</u> Anchor charts Mentor texts | Observation; Student work; Reading notebooks (appropriate to grade level) Answers to open response questions Holistic Assessments |
| Teachers will use mentor texts and literature selections to introduce the characteristics, structures, and features of different genres. | Ongoing | Mentor texts Trophies texts | Observation; Student work; Reading notebooks(appropriate to grade level) |

Aborn SY 2011/2012 School Improvement Plan

| | |
|-----------------------------|--|
| Goal | To make AYP in ELA for the aggregate and all subgroups. |
| Identified Student Weakness | Students continue to need support and guidance when writing. |
| Student Learning Objective | Students will improve writing ability in all content areas. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|--------------------|---|--|
| Teachers will continue to use Writer’s Workshop/WEX models in all grades. Reading/Writing Connection will continue to be the focus. Teachers will continually model the steps of the writing process- plan, draft, revise, and edit, appropriate to grade level. | Daily | Trophies’ selections Authentic literature WEX materials Teacher made materials Chart paper Student writing samples | Daily writing journals and student writing samples- One cold, independent writing sample collected and saved each month to show progress (K-3). Samples will be kept in a writing folder. District benchmark tests (Gr.3,4, and 5) WEX Journals (Grade 4) Writing Folders (Grade 5) |
| Teachers will provide instruction to improve writing ability in all content areas, with a focus on topic development. | Ongoing | Notebooks, sticky notes, graphic organizers | Student writing samples Teacher developed /WEX checklists or rubrics |
| Teachers will read mentor texts to students to demonstrate writing characteristics and techniques. Teachers will encourage students to incorporate these techniques in their own writing. | Ongoing | Mentor texts Trophies’ Selections | Shared writing posters Student writing samples |

Aborn SY 2011/2012 School Improvement Plan

| | |
|-----------------------------|--|
| Goal | To make AYP in ELA for the aggregate and all subgroups. |
| Identified Student Weakness | Students are not consistently independent in the use of various strategies to unlock the meaning of unknown words. |
| Student Learning Objective | Students will demonstrate use of various strategies to unlock meanings of unknown vocabulary. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|----------------------------|--|--|
| Teachers will model the use of appropriate strategies to unlock the meaning of unknown words. | Ongoing | Templates; Covered Word materials; Various classroom texts Troph.Vocab.Power/ Word Power | Observation ; Charts and overheads of vocabulary lessons |
| Teachers will integrate higher level vocabulary in their daily interactions with students. (Appropriate to grade level) | Ongoing | Teacher generated vocabulary lists from content and mentor texts Vocabulary lists | Observation of students using higher level vocabulary in daily work (oral and written) |

Aborn SY 2011/2012 School Improvement Plan

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|-----------------------------|---|
| Goal | To make AYP in Math for the aggregate and all subgroups. |
| Identified Student Weakness | Students lack mastery of math vocabulary and concepts. |
| Student Learning Objective | Students will demonstrate knowledge of grade level math vocabulary and concepts through oral and written communication. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|--|----------------------------|---|---|
| Teachers will continue to introduce and reinforce math vocabulary and concepts during Houghton Mifflin math lessons and daily Calendar Math sessions. Emphasis will continue to be put on fractions and Patterns, Relations and Algebra. | Daily | Houghton Mifflin textbooks; Vocabulary cards Calendar Math kits/bulletin boards | District Trimester Assess.(Gr.3-5) Math Chapter tests Calendar Math Pre-test (for baseline information) |
| Teachers will introduce and develop addition and subtraction facts with the goal of mastery by the end of second grade. Teachers will continue to reinforce addition and subtraction facts and concepts through fifth grade. | Ongoing | Math minutes and other appropriate drill materials | Timed tests |
| Teachers will introduce and develop multiplication and division facts with the goal of mastery by the end of fourth grade. Teachers will continue to reinforce multiplication and division facts and concepts through fifth grade. | Ongoing | Math minutes and other appropriate drill materials | Timed tests |

Aborn SY 2011/2012 School Improvement Plan

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| Goal | To make AYP in Math for the aggregate and all subgroups. |
| Identified Student Weakness | Students lack proficiency in solving Open Response and Short Answer questions independently. |
| Student Learning Objective | Students will use test taking skills and problem solving strategies to solve Open Response and Short Answer questions independently. |

| Strategy/Action (What, Who, How) | Timeline (When) | Resources Needed | Method of Collecting Evidence |
|---|----------------------------|--|---|
| Teachers (Gr. 1&2) will use Problem Solvers, Read It, Draw It, Solve It, or Houghton Mifflin program to teach methods for answering Open Response questions, working towards independence. | Ongoing | Problem Solver manuals; Read It, Draw It, Solve It Houghton Mifflin text | Classroom observation; Student samples |
| Teachers (Gr. 3-5) will use Problem Solvers or other related materials. Teachers will model strategies then provide opportunities for students to work independently, with support as needed. Emphasis will be put on labeling answers. | Ongoing | Problem Solver manual Houghton Mifflin text | Classroom observation; Student samples |
| Teachers (Gr. 3-5) will use released MCAS Open Response and Short Answer questions. Teacher will model and practice strategies for solving the problems and completing appropriate responses, working towards student independence. | Ongoing | Released questions from DESE website | Classroom observation; Student samples |

Parent Involvement

This year the Aborn School implemented the following parent involvement activities:

- Grand Opening of our Book Nook completed by GE Volunteers
- Open House for Parent Conferences
- Active PTO
- School Store
- Translated report cards
- Interactive Web Site
- Science Fair-gr.5
- Welcome to Kindergarten screening
- Welcome to Aborn Kindergarten Parents Tea
- Scholastic Book Fair
- Holiday and Spring Concerts
- Family Fun Night
- Grade 1- Flag Day Program
- Grade 1- Green Eggs and Ham Day
- Field Day with Parent Volunteers
- Require all parents, students, and teachers to read, sign, and abide by the Title I Home/School Compact

During SY12/13 Aborn School will continue to implement the above initiatives as well as:

- Parent Meeting about Bullying