

**Robert L. Ford K-5
School Improvement Plan
May/June 2012**

**PIM Team Members
2011-2012 SY**

**Dr. Claire Crane, Principal
Jennifer McCarthy, K-5 DLN/Science Teacher
Debi Milkes, Grade Four Teacher
Thelxi Cote, Grade Four Teacher
Debra Koutoulas, Grade Three Teacher
Mary Lou Johnson, Grade Two Teacher
Eleanor Toner, Kindergarten Teacher
David Romanowski, Resource/Inclusion Teacher
Laura Spathanas, Resource/Inclusion Teacher**

**School Council Members
2011-2012 SY**

**Dr. Claire Crane, Principal
David Romanowski, Resource Teacher/Non-voting
Al Jusino, Resource Teacher/Non-voting
Leah Whitcomb, Parent
Stanley Wotring, Parent
Ann Marie Donnelly, Librarian
Diana Kerry, Community/North Shore Community College**

**Rachel Della Croce, Community/Salem State College
Beverly Ellis, Kindergarten Aide
Sarah Drakopolous, Grade Five Teacher
Valerie Buchanan, Community/Gordon College
Jennifer Webber, Grade One Teacher
David Gass, Community/Highland Coalition
L. True Knowlton Simard, Parent**

EXECUTIVE SUMMARY

School Profile and Demographics

Presently, the Ford School has a student population of approximately 598 students; this number is up 51 from last year. Demographically the student population is 10.5% African American, 9.7% Asian, 67.2% Hispanic, .5% Native American, 9% White, and 3% multi-race non-Hispanic.

The student population is composed of 65.1% of students whose first language is not English, 37.1% who are Limited English Proficient, 90% who are low income, and 7% who receive services from the Special Education Department. Robert L. Ford is a Title I school with a combination of pull-out/inclusion programs, as well as a .4 emotional/behavior classroom.

Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Ford	598	10.5	9.7	67.2	0.5	9	3	65.1	37.1	90	7
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

Our program consists of 4 full day Kindergarten classes, 4 First Grade Classes, 4 Second Grade Classes, 3 Third Grade Classes, 4 Fourth Grade Classes, 3 Fifth Grade Classes, and 1 substantially separate emotional/behavior Grades 3-5 classroom.

NCLB Status

The Robert L. Ford's Composite Performance Index (CPI) in Math has increased from 69.9 to 72.2 and remains higher than that of the district average (70.0). The Composite Performance Index (CPI) at the Robert L. Ford has fallen to 72.8 putting us below the district's average of 78.7. The NCLB Accountability Status for ELA is **Restructuring Year 2** with an Improvement rating of **No Change**. The NCLB Accountability Status for Math is **Restructuring Year 2** with an Improvement Rating of **Improved Below Target** according to the regulations of the No Child Left Behind Act of 2001 (NCLB). Robert L. Ford did not make AYP in ELA in 2011 for the aggregate or in any of the sub-groups. In Mathematics, we did not make AYP in the aggregate or in any of the sub-groups. As a result of this designation, for the past eight years, Robert L. Ford Elementary has received district support that includes:

- School choice for students interested in moving to another school in the district
- Supplemental educational services for struggling students
- Technical assistance in data analysis
- Assistance in writing and implementing the school improvement plan
- Support for teachers to participate in Common Planning

MCAS Results

The following charts show the percentage of Robert L. Ford K-5 students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for grades 3-5. Massachusetts has determined that third grade open response results are not factored into scoring, resulting in no Advanced category for 2002 - 2005 in that grade.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		91	49	7	43	3	8
2003	NA		76	46	19	43	5	11
2004	NA		89	51	11	40	0	9
2005	NA		60	49	34	40	6	11
2006	23	10	35	30	31	47	11	13
2007	14	6	46	35	32	28	8	25
2008	13	6	48	33	27	41	13	20
2009	7	5	43	32	42	44	8	19
2010	3	7	45	38	44	43	8	13
2011	7	6	54	41	34	41	4	12

Grade 3	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	1	2	28	32	55	37	15	29
2007	16	12	49	35	26	28	8	25
2008	39	16	39	35	16	28	5	21
2009	16	9	58	35	19	30	7	26
2010	14	13	39	36	36	32	10	19
2011	10	8	59	47	23	31	9	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	0	1	40	33	50	49	2	16
2003	2	3	48	35	39	46	9	17
2004	7	3	47	36	40	47	11	13
2005	8	4	34	32	46	47	5	17
2006	11	4	44	35	33	46	6	15
2007	5	3	41	35	44	44	9	18
2008	4	3	22	26	65	49	10	22
2009	0	4	31	28	43	44	26	23
2010	0	2	25	29	63	50	12	20
2011	0	3	13	30	56	46	31	22

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	5	15	19	54	46	29	31
2003	12	5	28	20	45	50	16	25
2004	7	6	36	22	46	54	11	18
2005	16	7	21	19	50	53	13	21
2006	9	8	26	19	46	52	20	20
2007	15	11	33	27	48	43	4	19
2008	4	10	24	24	52	44	20	22
2009	3	7	14	23	61	48	22	22
2010	2	9	25	26	61	48	12	17
2011	5	7	4	23	65	49	26	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	4	8	35	37	51	42	10	14
2007	2	6	54	46	30	35	14	12
2008	10	6	54	40	37	40	0	14
2009	3	6	31	36	52	40	15	18
2010	1	6	47	37	36	38	15	18
2011	4	7	41	44	47	34	8	15

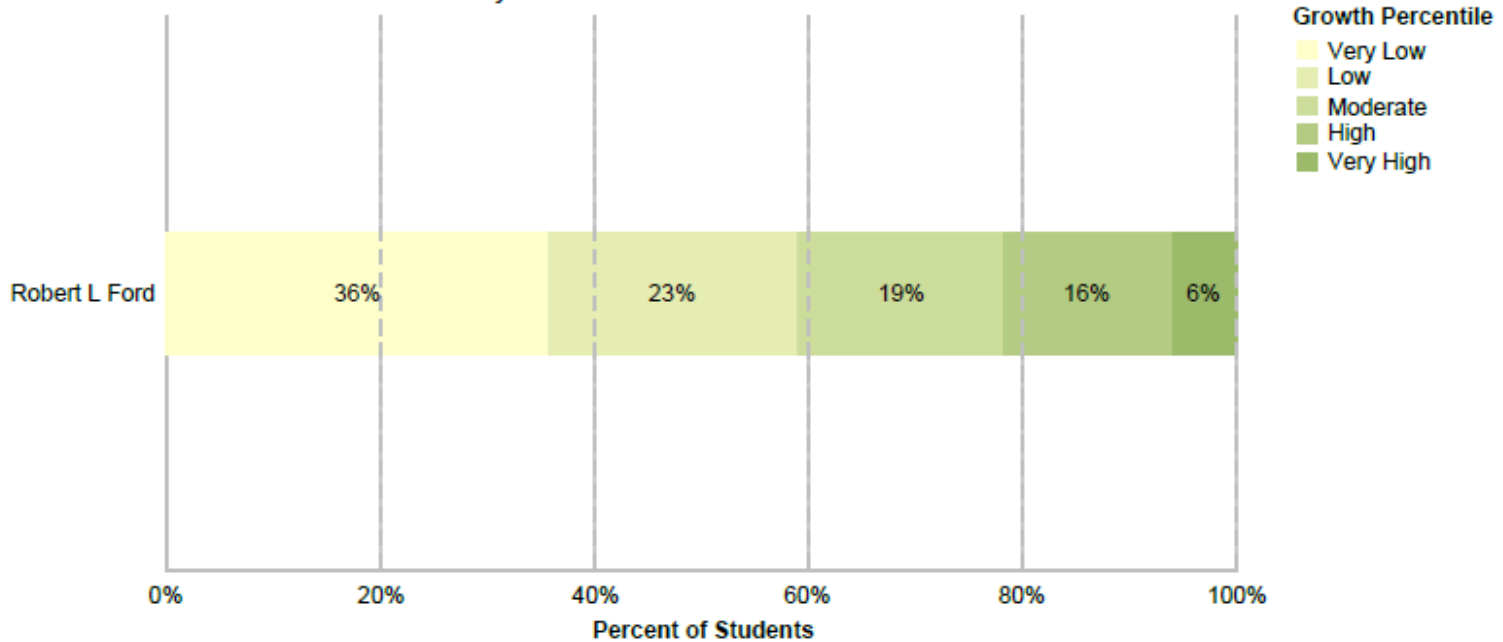
Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	16	9	16	23	39	35	30	33
2007	10	10	37	33	35	37	19	19
2008	17	13	38	25	40	37	5	25
2009	5	11	24	27	34	28	36	34
2010	5	12	24	24	43	37	27	27
2011	10	13	33	34	41	33	17	21

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.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics



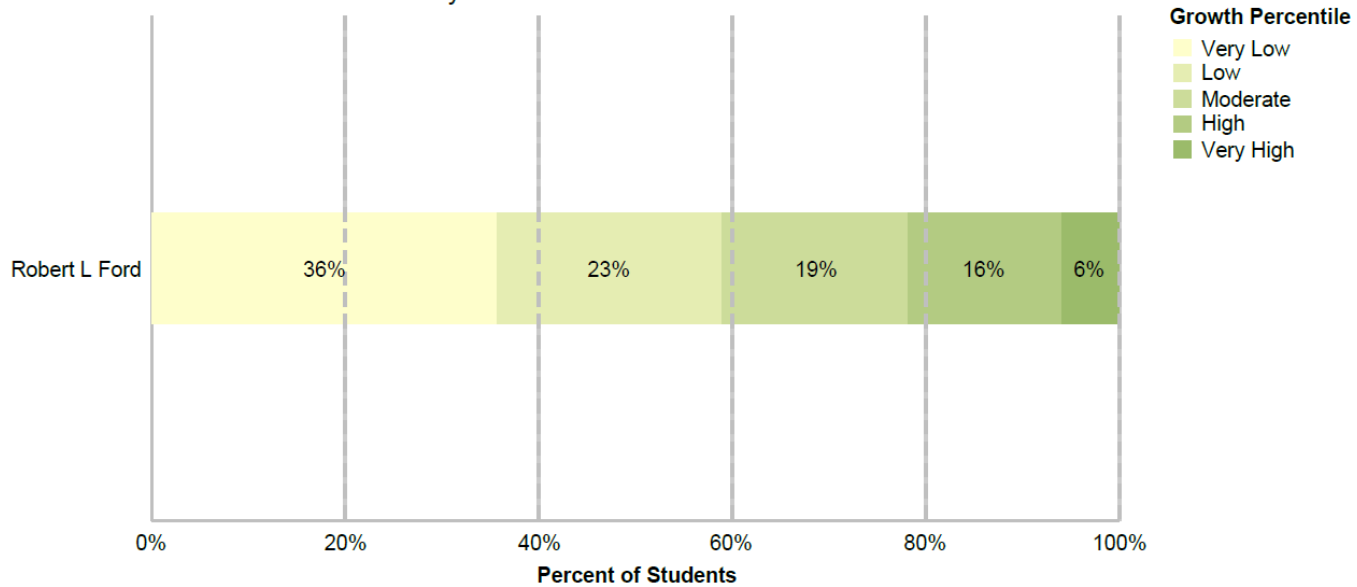
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Robert L Ford	151	54	35	29	24	9	42%

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 Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics

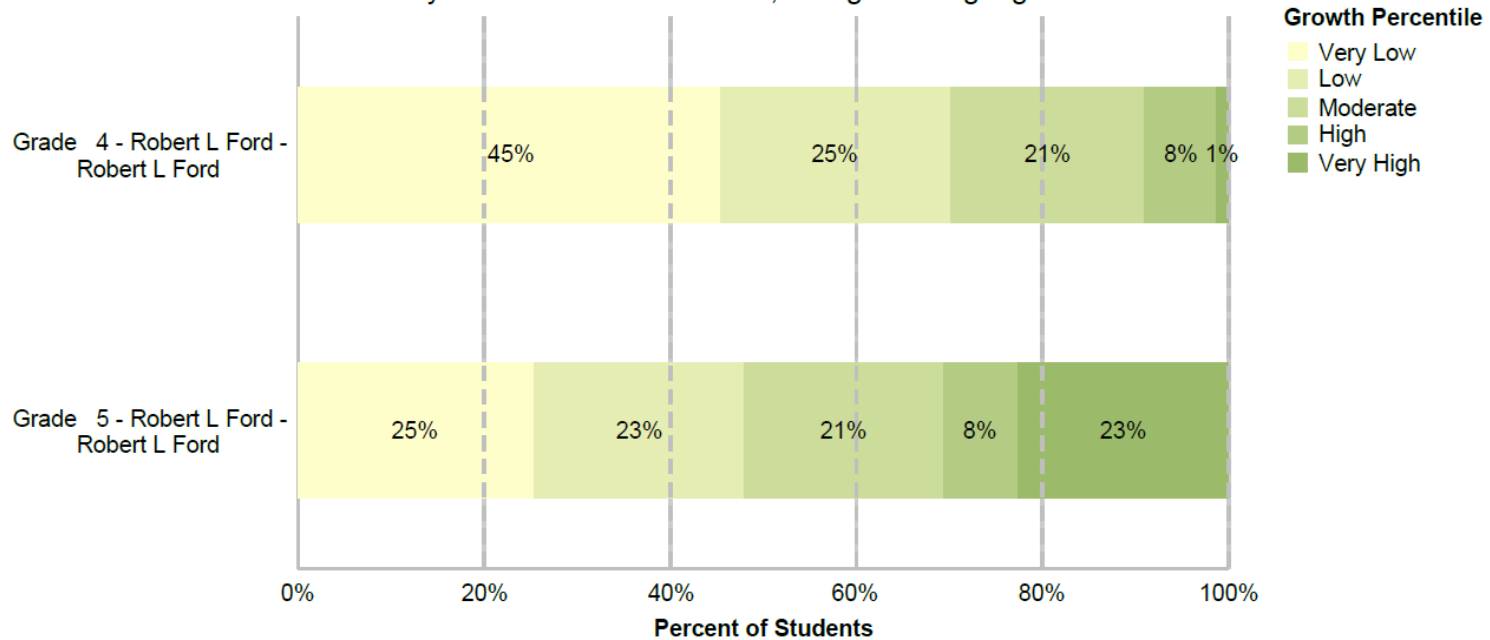


	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Robert L Ford	151	54	35	29	24	9	42%

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



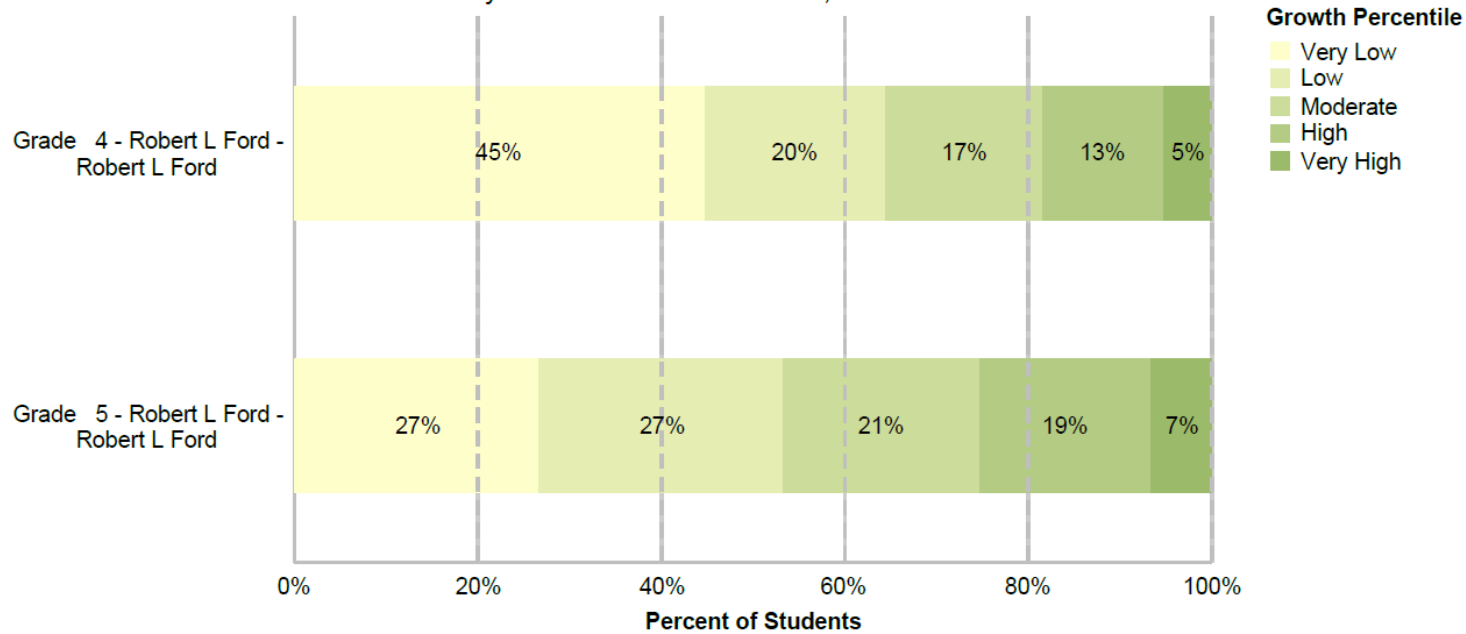
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Robert L Ford - Robert L Ford	77	35	19	16	6	1	12%
Grade 5 - Robert L Ford - Robert L Ford	75	19	17	16	6	17	45%

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

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 Mathematics



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

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Robert L Ford - Robert L Ford	76	34	15	13	10	4	9%
Grade 5 - Robert L Ford - Robert L Ford	75	20	20	16	14	5	42%

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

DIBELS Results

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

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

The following charts show the percentage of the Ford Elementary School students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2006-2007, 2007-2008, 2008-2009, 2009-2010 and 2010-2011. Grades four and five charts show ORF for Winter 2010 only, due to the fact they were in training and in the process of being added to the grades in which DIBELS are administered.

Ford K

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	40	19	40	26	34	40	49	19	31	33	18	49	51	15	34
	Winter	56	21	23	20	55	25	92	6	1	48	24	28	70	15	15
	Spring	70	18	12	70	17	13	62	25	13	58	20	22	79	12	9

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	25	22	53	48	17	35	32	34	34	29	25	46	29	33	38
	Winter	23	56	21	57	27	16	90	7	3	25	51	24			
	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	24	35	55	19	26	71	38	25	33	29	38	50	28	22
	Spring	66	27	7	63	31	6	63	24	13	77	11	12	69	10	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
Nonsense Words Fluency	Fall	NA														
	Winter	64	18	18	40	29	31	61	23	16	59	13	28	60	18	22
	Spring	70	15	15	70	18	12	63	21	16	64	22	14	64	26	10

Ford 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	38	30	33	43	29	28	55	13	32	52	28	20	60	24	16
	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	12	58	30	38	44	18	48	36	16	52	34	14	30	39	31
	Winter	57	32	11	74	19	7	87	12	1	94	5	1	88	9	3
	Spring	81	16	3	88	11	1	98	2	0	97	2	1	95	1	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
Nonsense Word Fluency	Fall	50	27	23	52	22	26	49	23	28	50	26	24	43	23	34
	Winter	49	35	16	26	38	26	50	31	18	32	49	19	62	22	16
	Spring	67	24	9	75	17	8	73	17	11	64	27	9	57	17	26

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	42	38	20	55	25	20	59	18	23	47	34	19	53	33	14
	Spring	49	28	24	68	13	19	66	16	19	59	29	12	70	21	9

Ford 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	65	30	5	64	21	15	79	13	9	64	24	12	60	27	13
	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	51	27	22	48	35	17	69	17	14	59	30	11	56	31	13
	Winter	66	14	20	52	27	21	70	15	15	72	16	12	70	17	13
	Spring	48	29	23	44	32	24	46	31	23	60	24	16	48	24	28

Ford 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				42	40	18	51	31	18	48	35	17	50	31	19
	Winter				34	36	30	39	33	28	47	28	25	61	25	14
	Spring				33	44	23	28	55	16	51	34	15	49	37	14

Ford 4

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall				47	27	26
	Winter	49	35	16	47	33	20
	Spring				42	25	33

Ford 5

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall				52	21	27
	Winter	55	26	19	42	31	27
	Spring				38	37	25

Implementation Summary of the 2011-2012 School Improvement Plan

The following chart gives the goals from Robert L. Ford's K-5 current plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation
To meet the state target for Adequate Yearly Progress (AYP) in ELA and Math in the aggregate and all subgroups.	Staff will be introduced to/review responsibilities at the Initial Meeting of the School year.	<ul style="list-style-type: none"> • SY2011-2012 School Improvement Plan was handed out and reviewed with staff at the September Staff Development day.
	Teachers and students will participate in the creation of an authentic print-rich environment.	<ul style="list-style-type: none"> • The addition of 5 Smart Boards in grades 4 & 5 was a great tool for adding visuals for new vocabulary. • Third grade students were given dictionaries by the Lynn Rotary Club. • We have embedded the Imagine Learning Program into the daily school day with the addition of more licenses and a daily scheduled block for 25 ELL students. • With the new addition of a school Librarian students were exposed weekly to a print rich environment.
	Students will keep daily, grade appropriate vocabulary journals to be used when new vocabulary is introduced. Definitions, examples, and illustrations will be recorded and checked by teachers twice a trimester.	<ul style="list-style-type: none"> • During this school year teachers elaborated on their previous years use of vocabulary journals by making them more grade specific. Teachers shared students journals monthly at Common Planning meetings allowing them to reflect and gather new ideas from their colleagues.
	Staff will review strategies and their responsibilities at the Initial Meeting of the School year.	<ul style="list-style-type: none"> • Staff was provided with a binder of resources to help them implement the 7 Reading Strategies.
	Teachers will incorporate 180 minutes of instruction using the Balanced Literacy Model (K), Trophies (K-5), and the John Collins Writing Program (K-5).	<ul style="list-style-type: none"> • The city Reading Coach assisted teachers in creating literacy centers and creating a clear literacy block in their daily schedule. • Teachers successfully incorporated 180 minutes of instruction using Balanced Literacy Model (K), Trophies (K-5), and the John Collins Writing Program (K-5). This success was noted by teacher plan books and classroom observation.

Measurable Goals	Strategies	Implementation
	<p>Monthly grade-level Curriculum/Common Planning meetings to address ongoing evaluations of implemented programs and to analyze data from all ELA assessments with peers. Meetings will also be used to review reading strategies.</p>	<ul style="list-style-type: none"> Once a month the city ELA Reading Coach attending our Common Planning meetings to address ongoing evaluations of implemented programs and to analyze data from all ELA assessments with peers. Once a month teachers brought a sample of student work addressing that months reading strategy. The samples were reviewed and discussed at the common planning meeting.
	<p>Teachers and students will collaborate to create a word wall that also uses illustrations and examples to explain mathematical concepts, newly introduced Math vocabulary and key MCAS vocabulary.</p>	<ul style="list-style-type: none"> Teachers created word walls that included student friendly definitions and student created illustrations/examples. When prompted to use daily, the word walls proved beneficial to students as shown on formal and informal assessments.
	<p>Students will maintain a personal, grade appropriate math journal using illustrations, definitions and examples to record new vocabulary.</p>	<ul style="list-style-type: none"> Students maintained a personal, grade appropriate math journal using illustrations, definitions and examples to record new vocabulary. When prompted to use daily, the math journals proved beneficial to students as shown on formal and informal assessments. Journals were checked randomly to ensure students were maintaining appropriately.
	<p>60-90 minutes per day spent on math instruction using Houghton Mifflin Mathematics (grades K-5) and MCAS math materials.</p>	<ul style="list-style-type: none"> Teachers spent 60-90 minutes per day on math instruction using Houghton Mifflin Mathematics (grades K-5) and MCAS math materials. This was noted during weekly lesson plan review by the principal. Almost all grades have successfully implemented the use of Calendar Math on a daily basis.
	<p>Teachers will use technology resources as an additional way of instructing students on how to solve multi-step word problems.</p>	<ul style="list-style-type: none"> With the addition of smart boards in the 4th and 5th grades, teachers were able to teach problem solving skills with the use of technology. In Kindergarten, where there was no smart board, a television was connected to the computer to allow the teacher to implement technology into her lessons. This technology is available to other grade levels without a Smart Board upon request. Teachers and students now have access to a newly updated and state of the art computer lab that houses 28 computers.

Measurable Goals	Strategies	Implementation
	Teachers will consult the Math Curriculum Map & Pacing Guide to ensure a uniform implementation of the Houghton Mifflin Math program.	<ul style="list-style-type: none"> Teachers consulted the Math Curriculum Map & Pacing Guide to ensure a uniform implementation of the Houghton Mifflin Math program. This was evident through collection of plan books by the principal, discussion at common planning meeting, and district Math benchmark assessments.
	Drill work to consistently practice basic skills.	<ul style="list-style-type: none"> Teachers drilled students on a daily basis on basic math skills. Calendar Math proved to be a great tool for reinforcement and review of concepts on a daily basis.
	Two days a week, after school, teachers will use Trophies and ELA MCAS prep material to extend the learning of students (K-5) who have been identified as Needs Improvement or Warning on the Spring 2011 MCAS, district benchmarks, DIBLES and MAZE assessments.	<ul style="list-style-type: none"> Once again our after school program was well attended in grades K-5. Students who were identified as Needs Improvement or Warning on the Spring 2011 MCAS, district benchmarks, DIBLES and MAZE assessments were exposed to additional lessons which supported Trophies and Houghton Mifflin as well as additional vocabulary enrichment.
	On Saturdays, teachers will give students, grades 3-5, who have scored in the Needs Improvement or Warning on Spring 2011 MCAS an opportunity to extend their learning and prepare for the upcoming MCAS.	<ul style="list-style-type: none"> The Saturday school program ran from January 2012 – May 2012 to provide children with additional ELA and Math MCAS support. On average 80 students attended Saturday School each week.

Robert L. Ford SY 2012-2013 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 Robert L. Ford K-5 has slightly increased our CPI in mathematics and decreased some in ELA. With the significant increase in our population for whom English is not their first language, greater emphasis was placed on ELA using new and innovative strategies to reach this population (i.e. SIOP). Due to the large percentage of minorities and students whose first language is not English, reading comprehension and vocabulary development needs to continue to be at the forefront of our plan. In Mathematics we now need to focus on strengthening all subgroups. Therefore, our plan needs to specifically address the issues and complications that affect the entire population.

Weaknesses in ELA:

- Vocabulary
- Reading comprehension
- Fluency

Weaknesses in math:

- Vocabulary
- Multi- Step Word Problems

Student Learning Objectives

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

- All students will be able to acquire, use, and apply general and specific grade-level vocabulary across the curriculum.
- All students will be exposed to and utilize the 6 reading comprehension strategies (making connections, creating mental images, determining importance, asking questions, inferring, and clarifying) in order to gain an in depth understanding of the text.
- All students will use grade level math vocabulary orally and in written language.
- All students will solve grade level multi-step problems.
- All students will use the 4 operations (addition, subtraction, multiplication, and division) correctly and effectively to solve problems.
- All students will increase their rate of reading fluency.

Ford School SY 2012/2013 School Improvement Plan

Goal	To meet state target for Annual Yearly Progress in ELA for the aggregate and all subgroups.
Identified Student Weakness	Although teachers have exposed students to vocabulary, students have trouble retaining meaning and are unable to identify and use words in isolation and in context.
Student Learning Objective	All students will acquire, use, and apply general and specific grade-level vocabulary across the curriculum.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Teachers will instruct vocabulary using resources such as, word walls, vocabulary journals and other vocabulary instructional activities to enhance use in written and oral responses.</i></p> <p>Staff will be introduced to/review responsibilities at the Initial Meeting of the School year.</p> <p>Teachers and students will participate in the creation of an authentic print-rich environment.</p> <p>Students will keep daily, grade appropriate vocabulary journals to be used when new vocabulary is introduced. Definitions and examples will be student friendly and/or student derived. Definitions, examples, and illustrations will be recorded and checked by teachers twice a trimester. In addition to Trophies selected vocabulary, teachers should be choosing active vocabulary from the story to embed throughout the day both written and orally.</p>	<p>9/4/2012</p> <p>Daily</p> <p>Weekly</p>	<p>ELA Grade Level Curriculum Guide, Trophies Teacher's Guide (K-5), Balanced Literacy Teacher's Guide (K)</p> <p>Dictionaries, thesauruses, ELA material</p> <p>Notebooks Index Cards</p>	<p>Classroom observation checklist to be reviewed at Common Planning and Faculty Meetings</p> <p>Word walls, vocabulary notebooks</p> <p>Check of vocabulary notebooks monthly by classroom teacher by theme, Review at Common Planning Meetings</p>

Ford School SY 2012/2013 School Improvement Plan

Goal	To meet state target for Annual Yearly Progress in ELA for the aggregate and all subgroups.
Identified Student Weakness	Although teachers are instructing using the 6 core strategies across the curriculum, students have not internalized them.
Student Learning Objective	All students will be exposed to and utilize the 6 reading comprehension strategies (making connections, creating mental images, determining importance, asking questions, inferring, and clarifying) in order to gain an in depth understanding of the text.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Using curriculum frameworks and as dictated by Trophies, teachers will focus on a different reading strategy and/or focus skill for each story.</i></p> <p>Staff will review strategies and their responsibilities at the Initial Meeting of the School year.</p> <p>Teachers will incorporate 180 minutes of instruction using the Balanced Literacy Model (K), Trophies (K-5), and the John Collins Writing Program (K-5). Teachers will continue to incorporate the Common Core into their daily lesson plans.</p> <p>Monthly grade-level Curriculum/Common Planning meetings to address ongoing evaluations of implemented programs and to analyze data from all ELA assessments with peers. Meetings will also be used to review reading strategies.</p> <p>Teachers will teach students to use the 6 reading comprehension strategies to strengthen their responses to literature.</p>	<p>9/4/2012</p> <p>Daily</p> <p>Monthly</p> <p>Daily</p>	<p>ELA Grade Level Curriculum Guide</p> <p>Trophies Reading Program, John Collins Writing Program</p> <p>Curriculum Frameworks</p> <p>6 Reading Strategies Comprehension Binder, MCAS Materials</p>	<p>Comprehension Strategies Review Sheet</p> <p>Teacher schedules, lesson plans, classroom observation</p> <p>Evidence Folder Check in at Monthly Common Planning Meetings</p> <p>Check in at Monthly Common Planning Meetings</p>

Ford School SY 2012/2013 School Improvement Plan

Goal	To meet state target for annual yearly progress in Mathematics for the aggregate and all subgroups.
Identified Student Weakness	Although teachers expose and practice the use of multi-steps in all math problems, students still struggle with the ability to discern between and correctly identify the appropriate operations to arrive at the correct answers.
Student Learning Objective	All students will solve grade level multi-step problems.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Teachers will transfer knowledge of mathematical situations using multiple techniques (including vocabulary and computation skills) to equip students with the ability to solve multi-step problems.</i></p> <p>60-90 minutes per day spent on math instruction using Houghton Mifflin Mathematics (grades K-5) and MCAS math materials. Teachers will continue to incorporate the Common Core into their daily lesson plans.</p> <p>Teachers will use technology resources as an additional way of instructing students on how to solve multi-step word problems.</p> <p>Teachers will consult the Math Curriculum Map & Pacing Guide to ensure a uniform implementation of the Houghton Mifflin Math program.</p>	<p>Daily</p> <p>Weekly</p> <p>Weekly</p>	<p>Calendar Math, Read It Draw It Solve It, Problem Solvers, MCAS math materials</p> <p>Computer</p> <p>Math Curriculum Map & Pacing Guide</p>	<p>Math journals, checklists, math minutes, classroom observations</p> <p>Computer Lab Schedules</p> <p>Plan Book</p>

Ford School SY 2012/2013 School Improvement Plan

Goal	To meet state target for annual yearly progress in Mathematics for the aggregate and all subgroups.
Identified Student Weakness	Although teachers focus on this strategy, students are unable to determine the appropriate operation to apply as well as perform them from memory.
Student Learning Objective	All students will use the 4 operations (addition, subtraction, multiplication, and division) correctly and effectively to solve problems.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Teachers will focus on the reinforcement of basic skills so that students have maximum exposure to drill work (orally and written)</i></p> <p>Drill work to consistently practice basic skills.</p>	Daily	Drill work, flash cards, other supplemental materials, computer lab	Running record of basic Math skill assessment scores to show improvement

Ford School SY 2012/2013 School Improvement Plan

Goal	To meet state target for Annual Yearly Progress in ELA for all subgroups.
Identified Student Weakness	Although students are acquiring the skills they need in Kindergarten, 1 st and 2 nd grade to be fluent readers, DIBLES benchmarks indicate a drop in fluency when students enter 3 rd , 4 th & 5 th grade.
Student Learning Objective	Students will show progress on DIBLES benchmarks and routine classroom progress monitoring in order to meet the Massachusetts norms.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Teachers will work on skills to maintain and/or increase reading fluency.</i></p> <p>Each day teachers in all grade levels will incorporate phonics, daily oral reading opportunities and teacher read alouds during their ELA time block.</p>	Daily	Trophies Leveled Readers, Phonics Materials Fluency Builders	DIBLES Benchmark and progress monitoring results

Parent Involvement

This year the Robert L. Ford K-5 implemented the following parent involvement activities:

- Parent-Teacher-Student Contract
- Three Open Houses
- Monthly School Improvement Meetings
- Multi-Cultural Awareness
- Political Forum
- Adult Educational Opportunities
- Community Outreach-Lynn Police Department
- Night School – ESL and GED classes
- Welcome to Kindergarten
- Designated Parent included on PIM Team
- Garden Committee
- Mutli Visit Partnership Program at Peabody Essex Museum
- Star Parties – MIT
- LEO After School Homework Program
- Homework Help for Night School Parents
- Voter registration
- HEY-DAY Program
- Family Dinner Project
- Harvest Festival, Plant Fair/Community Garden
- Gordon College Lunch Buddies

During SY12/13 Robert L. Ford K-5 School will add these programs as well:

- How to help your First Grader at home
- STEM-G Night (Science, Technology, Engineering, Math, Technology)
- Literacy Night
- ESL and GED Summer School for parents
- 2 night ESL program in September 2011 for parents
- Pre K Summer School
- Science – Virtual Classroom – Citywide
- Project Citizen for students and parents
- Smart Board for Parent Night School
- Healthy Eating Program for adults