

Edward A. Sisson Elementary School

School Improvement Plan

May/June 2012

PIM Team Members

Jane Franklin, Principal

Rosanne Fay, CIT

Mary Ellen Caulfield, Teacher

Rosemary Gaylord, Teacher

Patricia Holleran, Teacher

Dawn Flessas, Teacher

Mary Hunt, Teacher

Hilda Fenton, Teacher

Dawn McDonough, Teacher

School Council Members

Jane Franklin, Principal

Kerry Calnan, Parent

Paula Clancy, Parent

Christine Stafford, Parent

Rosanne Fay, CIT

Dawn McDonough, Teacher

Mary Ellen Caulfield, Teacher

EXECUTIVE SUMMARY

School Profile and Demographics

The Sisson Elementary School is the seventh largest of Lynn's seventeen elementary schools and has a student population of approximately 420 students. Demographically the student population is 9.3% African American, 8.3% Asian, 27.6% Hispanic, Multi-race Non-Hispanic 3.8%, .5% Native American, Native Hawaiian or Pacific Islander 0.0%, and 50.5% White.

The student population is composed of 23.3% of students whose first language is not English, 8.3% who are Limited English Proficient, 58.1% who are low income, and 11.9% who receive services from the Special Education Department. Sisson is a Title I school with 2 pre-kindergarten classes, 3 full-day kindergarten classes, 3 first grade classes, 3 classes for second, 3 for third, 3 for fourth, and 2 fifth grades. Special Education services are provided through an inclusion program. Sisson also has a self contained SLD (Specific Language Disability) class for grades 1-3 and an Emotionally Impaired/ Behavior Resource Grades 4 & 5. We also have a Reading Specialist for grades 1-3.

Enrollment Data 2011-2012

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Sisson	420	9.3	8.3	27.6	0.5	50.5	3.8	23.3	8.3	58.1	11.9
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

Sisson has a Composite Performance Index (CPI) of 88.5 in Mathematics and a CPI in ELA of 90.1. Sisson made AYP in Mathematics for the Aggregate as well as the Low Income and Hispanic Subgroups. We did not make AYP for Mathematics in the White Subgroup. Sisson made AYP in ELA for the Low Income and Hispanic subgroups, but did not make AYP for the Aggregate or the White Subgroup. The NCLB Accountability Status for ELA is **No Status** with an Improvement Rating of **No Change**. For Mathematics the NCLB Accountability Status is **Improvement Year 2 – Subgroups** with an Improvement Rating of **On Target**.

MCAS Results

The following charts show the percentage for the past nine years of Sisson’s students in each of the reporting categories, Above Proficient/Advanced, Proficient, Needs Improvement, and Warning, for the fourth grade MCAS Math and English Language Arts (ELA) tests, the third grade Reading and Math Test, and the fifth grade MCAS Math and English Language Arts (ELA) tests.

From 2002 through 2005 open responses were not included in the scoring for grade 3 reading test, and as a result there were no advanced categories reporting. That changed with the results of the 2006 MCAS.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		65	49	31	43	4	8
2003	NA		61	46	36	43	3	11
2004	NA		57	51	41	40	1	9
2005	NA		52	49	34	40	14	11
2006	25	10	52	30	20	47	3	13
2007	23	6	59	35	16	28	2	25
2008	9	6	68	33	22	41	1	20
2009	18	5	60	32	20	44	2	19
2010	38	7	43	38	18	43	2	13
2011	10	6	60	41	24	41	6	12

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	6	2	57	32	35	37	3	29
2007	39	12	50	35	11	28	0	25
2008	25	16	60	35	13	28	3	21
2009	18	9	71	35	9	30	2	26
2010	43	13	48	36	7	32	2	19
2011	24	8	61	47	10	31	5	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	3	1	43	33	47	49	7	16
2003	3	3	62	35	34	46	1	17
2004	5	3	48	36	44	47	3	13
2005	4	4	45	32	40	47	11	17
2006	8	4	66	35	27	46	0	15
2007	11	3	56	35	27	44	6	18
2008	18	3	57	26	21	49	3	22
2009	10	4	55	28	32	44	4	23
2010	6	2	70	29	22	50	2	20
2011	13	3	51	30	29	46	7	22

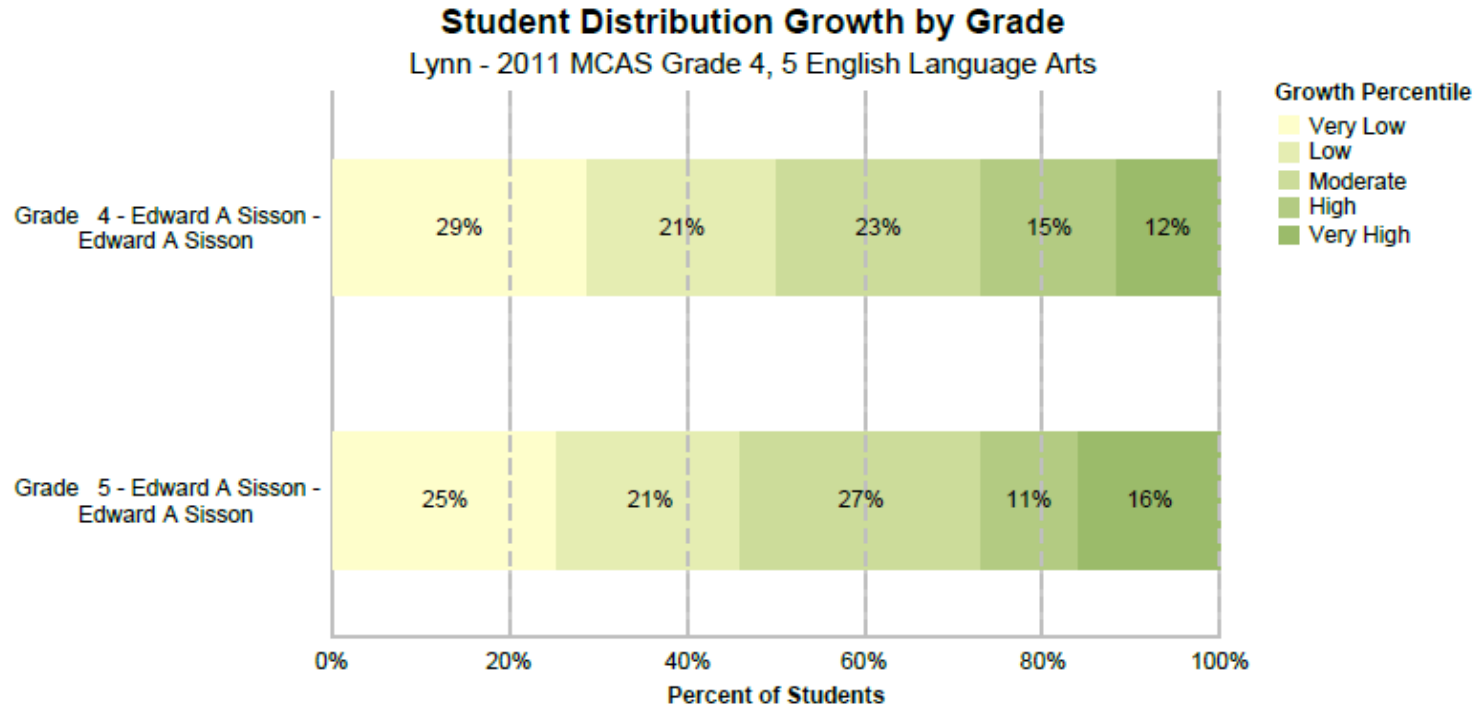
Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	5	25	19	60	46	13	31
2003	6	5	35	20	51	50	7	25
2004	5	6	26	22	64	54	5	18
2005	11	7	32	19	44	53	13	21
2006	15	8	37	19	40	52	8	20
2007	32	11	39	27	23	43	6	19
2008	32	10	40	24	24	44	5	22
2009	1	7	49	23	44	48	6	22
2010	27	9	52	26	20	48	2	17
2011	24	7	42	23	25	49	9	21

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	31	8	40	37	26	42	3	14
2007	21	6	58	46	21	35	0	12
2008	15	6	60	40	25	40	0	14
2009	21	6	56	27	21	28	2	34
2010	15	6	53	37	32	38	0	18
2011	16	7	65	44	16	34	3	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	11	9	37	23	35	35	17	33
2007	5	10	41	33	47	37	8	19
2008	22	13	37	25	33	37	8	25
2009	23	11	46	27	21	28	11	34
2010	8	12	36	24	42	37	14	27
2011	18	12	49	34	24	33	10	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.

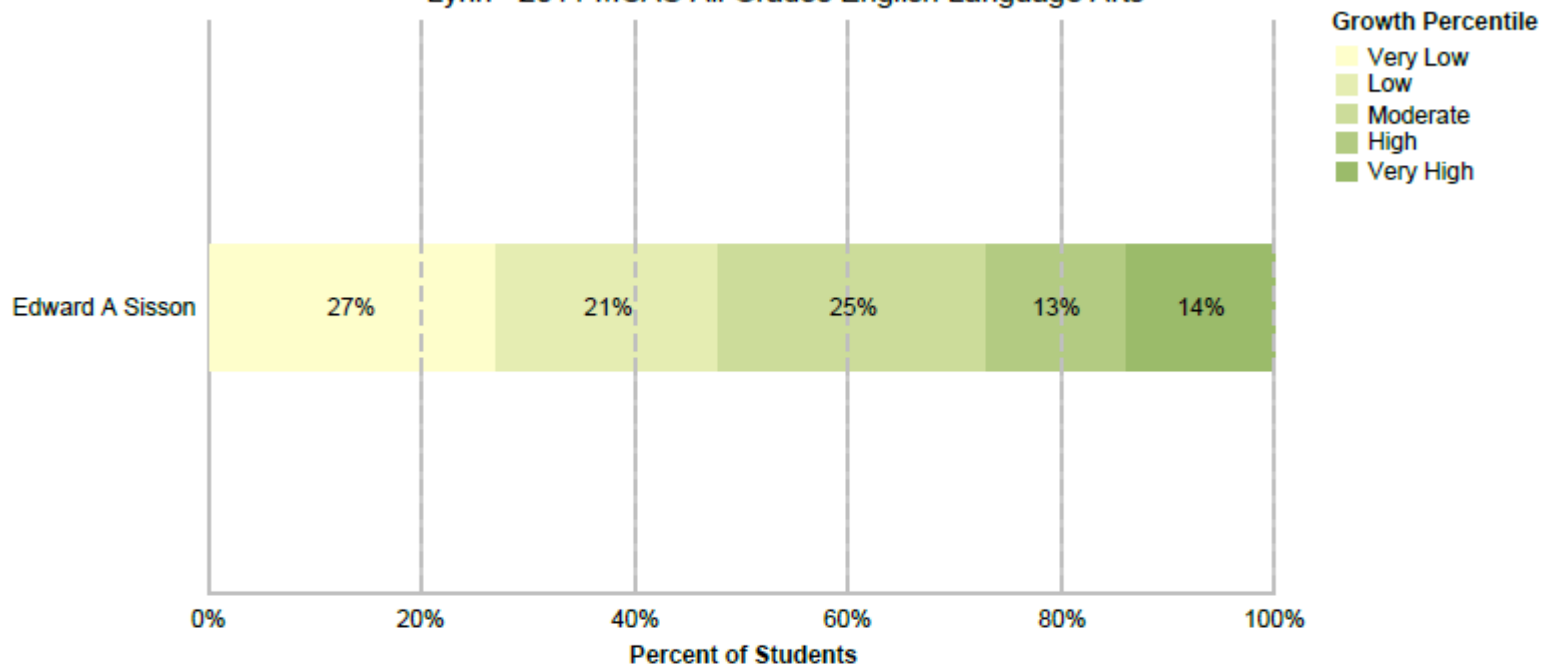


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Edward A Sisson - Edward A Sisson	52	15	11	12	8	6	64%
Grade 5 - Edward A Sisson - Edward A Sisson	63	16	13	17	7	10	81%

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 English Language Arts



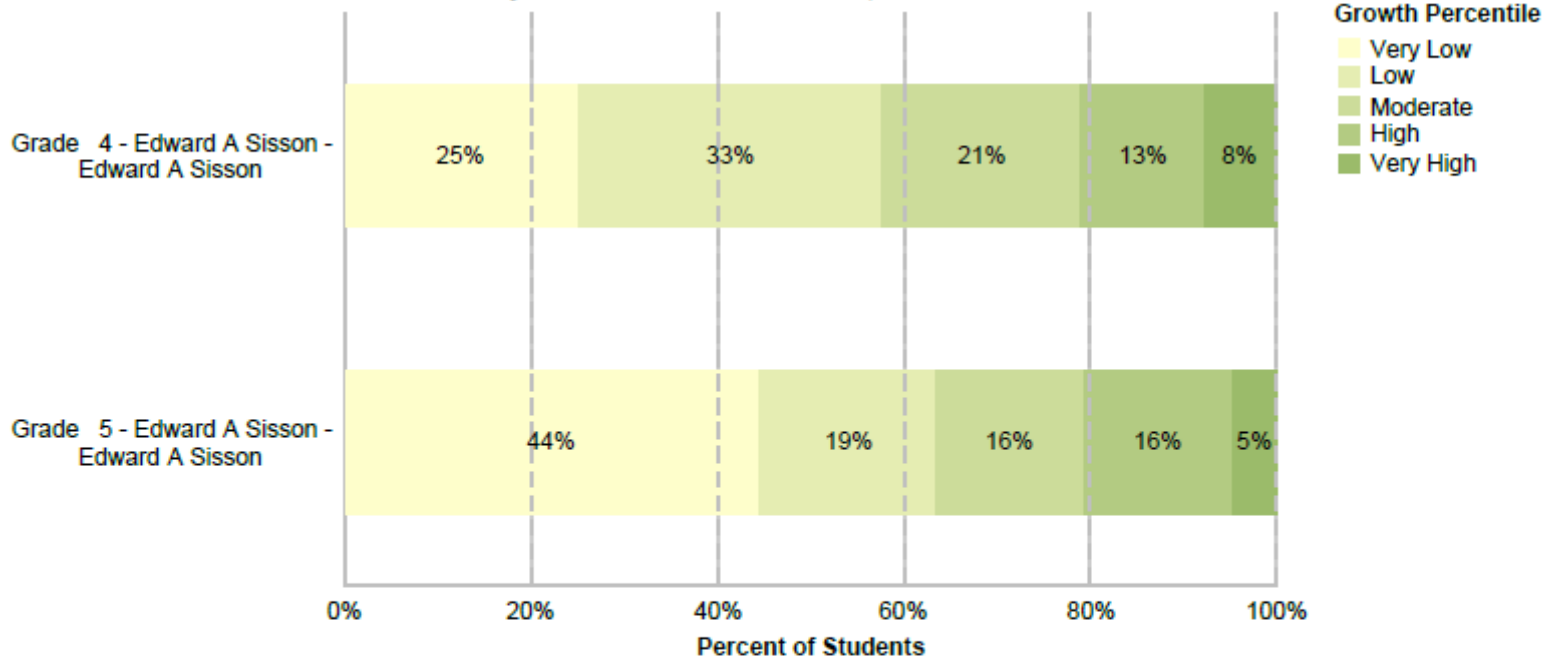
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Edward A Sisson	115	31	24	29	15	16	72%

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



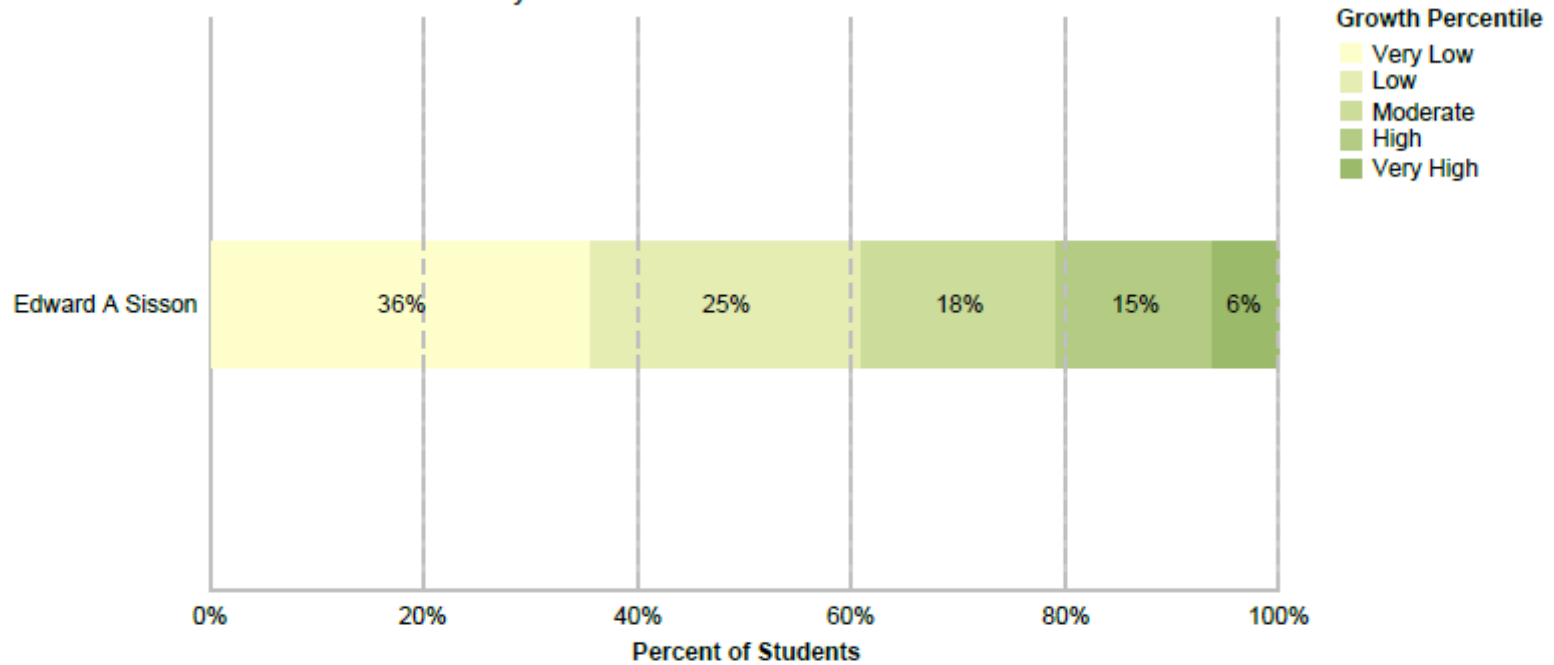
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Edward A Sisson - Edward A Sisson	52	13	17	11	7	4	65%
Grade 5 - Edward A Sisson - Edward A Sisson	63	28	12	10	10	3	66%

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
Edward A Sisson	115	41	29	21	17	7	74%

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

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 Sisson students in each of the reporting categories-At Risk, Some Risk, Low Risk-for the fall, winter, and spring of 2007-2010.

Grade 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	50	22	28	63	23	14	62	25	13	61	33	6	60	23	17
	Winter	78	6	15	87	8	5	69	18	12	59	15	26	75	15	10
	Spring	68	18	14	66	13	21	54	31	15	53	34	13	78	8	14

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	7	30	63	14	40	46	17	35	48	43	39	18	46	21	33
	Winter	0	51	49	46	43	11	31	42	28	35	46	19			
	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	38	23	38	34	48	18	42	20	38	31	39	30	69	23	8
	Spring	69	17	14	61	38	1	46	26	28	60	23	17	76	12	12

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	69	14	17	83	10	7	58	9	32	48	30	22	50	25	25
	Spring	78	12	9	85	12	3	49	25	26	45	19	36	50	32	18

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	42	26	31	74	20	6	58	23	18	64	26	10	53	24	23
	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	32	31	36	69	21	10	82	12	6	56	29	15	33	234	33
	Winter	80	13	7	94	1	5	93	5	1	92	7	1	86	8	6
	Spring	84	15	1	98	1	1	99	1	0	94	6	0	84	10	6

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	28	20	52	73	13	14	70	17	13	58	26	16	36	16	48
	Winter	38	36	26	50	41	9	70	27	3	48	37	15	63	21	16
	Spring	67	26	7	67	25	8	74	24	3	71	21	8	52	23	25

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			NA											
	Winter	50	33	17	70	21	9	77	21	1	70	26	4	62	25	13
	Spring	56	32	12	67	20	13	88	11	1	83	13	4	59	32	9

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	73	19	8	64	26	10	70	22	8	67	25	8	56	20	24
	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	65	28	7	64	20	16	63	33	4	68	21	11	72	23	5
	Winter	50	45	54	74	15	11	85	8	7	75	10	15	84	7	9
	Spring	72	23	5	73	19	8	78	15	7	67	15	18	70	22	8

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				65	30	5	49	36	14	70	23	7	60	24	16
	Winter				61	31	8	73	22	5	70	22	8	57	27	156
	Spring				50	45	5	62	35	3	64	29	7	57	29	14

Grade 4

Test	Testing Period	2011 Risk %		
		Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	65	22	13
	Winter	63	30	7
	Spring	61	29	10

Grade 5

Test	Testing Period	2011 Risk %		
		Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	78	18	4
	Winter	78	14	8
	Spring	80	12	8

Implementation Summary of 2011-2012 School Improvement Plan

The following chart gives the goals from Sisson's SY 2010/2011 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
<p>To continue to make positive gains in ELA</p>	<p>Teachers scaffolded a variety of strategies to clarify what was expected when learning to follow directions. Students used highlighting, circling, underlining, and boxing of key words in directions.</p>	<ul style="list-style-type: none"> • <u>Seven Keys to Comprehension</u> by Susan Zimmerman • MCAS prep materials • Supplementary Materials • Method of collecting evidence • Assessment Tests • Student work samples • Afterschool programs • Technology • Small group instruction • Reading Specialist, Grades 1-3 <p>All Sisson teachers were required to use <u>Seven Keys to Comprehension</u> by Susan Zimmerman. Each month a different targeted strategy was used to teach the student population. Teachers then submitted a lesson and student sample to the principal as evidence of the designated strategy.</p> <p>Teachers modeled strategies for answering open response questions by using graphic organizers, details/ answers, key vocabulary, and showing evidence. The WEX program was integrated in Grade 5.</p> <p>Teachers also used Reading Response journals (K-2) and Open Response Notebooks (3-5) to record their answers. Questions were obtained using the Trophies Reading series, past MCAS Reading selections, and/ or supplementary materials grades 1-5. Kindergarten & Pre K responded by using the Common Core.</p>

Measurable Goals	Strategies	Implementation Status
	<p>Teachers provided daily opportunities for students to develop, acquire, and improve on vocabulary through class discussion, visual aids, and context clues. This was done through the use of vocabulary building activities, small group instruction, and formative and summative assessments.</p>	<ul style="list-style-type: none"> • <u>Seven Keys to Comprehension</u> by Susan Zimmerman • Computer Lab • Harcourt Trophies • Trade books • Previous MCAS • Language resources • Reading supplementary selections • Small Group Instruction • Afterschool programs <p>Method of collecting evidence</p> <ul style="list-style-type: none"> • Principal observation • Student Response • District Testing
<p>In mathematics, remove all students from Warning, move 10% of students from Needs Improvement to Proficient or Advanced.</p> <p>Not Obtained yet.</p>	<p>Teachers provided instruction and modeled Problem Solving Strategies to answer open response questions.</p> <p>This was done using grade level materials from the Lynn Public Schools Math Curriculum.</p> <p>Grades K-5 used small group instruction. Grades 1-5 were also given an Open Response question per chapter.</p>	<ul style="list-style-type: none"> • Houghton Mifflin Text • Calendar Math • AYP Math Tests • MCAS Open Response Questions • Supplementary Materials • Computer Lab • Afterschool programs <p>Problem solving questions were given by all teachers pertaining to the topic being taught. Once again attention was targeted toward modeled strategies on how to follow directions. The strategies incorporated were highlighting, circling, underlining, and boxing of key words. Teachers used students' prior knowledge of learned strategies for following directions.</p> <p>The present focus revolves around teaching students to explain how they arrived at an answer. By reviewing the open response it was found that the majority of students failed to provide adequate evidence and explanation as to how they arrived at their answer.</p>

Measurable Goals	Strategies	Implementation Status
	<p>Teachers provided opportunities for students Grades K-5 to explain verbally and/or written, which gave appropriate vocabulary and explanation of their answer to Open Response Questions.</p>	<ul style="list-style-type: none"> • Small group instruction • Houghton Mifflin Text • Calendar Math • District Math Trimester Assessment • MCAS Open Response Questions • Supplementary Materials • Computer Lab • Afterschool programs <p>Teachers provided opportunities for students to develop and improve math vocabulary through class discussion, visual aids, and context clues throughout the Common Core.</p>
	<p>Teachers provided opportunities for students to drill basic facts. This was done by flash cards, games, timed assessment, and a summer math component to be completed by the first day of school in September. Grades K-2 were responsible for mastering addition and subtraction. Grades 3-5 were responsible for multiplication and division to be mastered.</p>	<ul style="list-style-type: none"> • Houghton Mifflin Text • Calendar Math • Small group instruction • Drill Assessments • Computer Lab • Afterschool programs <p>Method of collecting evidence</p> <ul style="list-style-type: none"> • Student work samples • Principal Observation • Assessments <p>Teachers provided opportunities for students to drill basic facts. This was accomplished by use of centers, timed assessment, and a summer math component to be completed by the first day of school in September. Grades K-2 were responsible in mastery of addition and subtraction. Grades 3-5 were responsible for multiplication and division to be mastered.</p>

Measurable Goals	Strategies	Implementation Status
	<p>Teachers provided opportunities for students to understand fractions. This was done using manipulatives, visual aids and/or graphic organizers demonstrating fractional concepts. Grades K, 1 & 2 used Calendar Math and manipulatives to determine mastery. Grades 3-5 answered specific Open Response Questions related to fractions, and other related concepts.</p>	<ul style="list-style-type: none"> • Houghton Mifflin Text • Previous MCAS • Calendar Math • Supplementary Materials • Computer Lab • Small group instruction • Afterschool programs <p>Method of collecting evidence</p> <ul style="list-style-type: none"> • Student work samples • Principal Observation • Assessments • District Trimester Assessments
	<p>The teachers provided opportunities for students to use math manipulatives and visual aids which demonstrated appropriate measurements, conversions, and equivalencies. Grades K, 1 & 2 used Calendar Math and real life measurement situations in class and at home, to determine if mastered. Grades 3-5 answered specific Open Response Questions relating to measurement conversions, equivalencies, and/or drawings to determine if mastered.</p>	<ul style="list-style-type: none"> • Houghton Mifflin Text • Previous MCAS • Calendar Math • Supplementary Materials • Computer Lab • Afterschool programs <p>Method of collecting evidence</p> <ul style="list-style-type: none"> • Student work samples • Principal Observation • Assessments • District Trimester Assessments

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.**
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Data Analysis – Strengths and Weaknesses

The 2011 AYP report (attached with NCLB Report Card) shows that Sisson has made significant improvements in Mathematics and English Language Arts. However, due to the significant percentage of our Low Income Students, Reading Comprehension and access to various genres continues to be a major focus at Sisson. The following chart shows the percentage of Low Income students at Sisson for the past ten years.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
% Low Income Population	31	38	43	51	52	47	54	53	53	58

Weaknesses in ELA:

- Reading and Identifying Key Words to demonstrate clear understanding of Directions
- Open Response having clear answers with supporting evidence
- Drawing conclusions, making inferences, and using context clues to determine meaning
- Vocabulary development

Weaknesses in Math:

- Problem Solving Strategies
- Open Response
- Vocabulary Development
- Basic Computation Facts
- Fractions

Student Learning Objectives

The action plan that follows outlines the five student learning objectives.

- All students will be able to read a given prompt, identify the key words to demonstrate a clear understanding of a given direction(s) in all academic areas.
- All students will be able to use the Seven Keys to Comprehension by Susan Zimmerman to:
 - Make Connections
 - Visualize
 - Question
 - Determine Importance
 - Infer
 - Synthesize
 - Use Fix-Up Strategies
- All students will benefit from Making the Most of Small Groups, Differentiation for All by: Debbie Diller to:
 - Fluency
 - Comprehension
 - Phonemic Awareness
 - Phonics
 - Vocabulary
- All students will master Math Facts.
- All students will use Common Core Standards for Mathematical Practice answering Math questions:
 - Make sense of problems and persevere in solving them.
 - Reason abstractly and quantitatively
 - Construct viable arguments and critique the reasoning of others
 - Model with mathematics
 - Use appropriate tools strategically
 - Attend to precision
 - Look for and make use of structure
 - Look for and express regularity in repeated reasoning

Sisson School SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA
Identified Student Weakness	Reading and identifying key words to demonstrate clear understanding of directions
Student Learning Objective	Students will be able to interpret information presented visually, orally and quantitatively. (RI7 Common Core)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will scaffold a variety of strategies to clarify what is expected when learning to following directions. Students will use highlighting, circling, underlining, and boxing of key words in a direction given.</p> <p>The strategy of modeling with be used by all teachers. The students will be required to give back a detailed explanation of these directions in their own words.</p>	Sept. 2009 – Jun. 2013	<ul style="list-style-type: none"> • Harcourt Trophies • Supplementary materials • Open Response questions • Computer Lab • Afterschool help/enrichment 	<ul style="list-style-type: none"> • Open response test questions • Student Work Samples • Classroom observation • District Tests • John Collins Writing • WEX

Sisson School SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA
Identified Student Weakness	Open Response
Student Learning Objective	Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (RI 1 Common Core).

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will model strategies for answering open response questions by using graphic organizers, locating facts/ answers/details, key vocabulary & evidence gathering in a “Responding to Literature” notebook. This will be done using the existing Trophies Reading series, Past MCAS Reading selections, or supplementary materials for Grades 1-5. Kindergarten & Pre K will respond by using the existing Common Core.	September 2009 – June 2013	<ul style="list-style-type: none"> • <u>Seven Keys to Comprehension</u> by Susan Zimmerman • MCAS prep materials • Supplementary Materials • Computer Lab • Small group instruction 	<ul style="list-style-type: none"> • Tests • Student work samples • WEX • District Assessments

Sisson School SY 2012/2013 School Improvement Plan

Goal	To make AYP in ELA
Identified Student Weakness	Vocabulary
Student Learning Objective	All students will learn and be able to interpret words and phrases as they are used in a text. (RI4 Common Core)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will provide daily opportunities for students to develop, acquire, and improve on vocabulary through class discussion, visual aids, and context clues. This will be done through the use of word walls, vocabulary building activities, and formative and summative assessments.	September 2009 – June 2013	<ul style="list-style-type: none"> • Harcourt Trophies • Spelling • Previous MCAS • Language resources • Reading supplementary selections • Small group instruction 	<ul style="list-style-type: none"> • Principal observation • Student work samples • Tests • District Assessments • Formative assessment

Sisson School SY 2012/2013 School Improvement Plan

Goal	To make AYP in Mathematics
Identified Student Weakness	Open Response
Student Learning Objective	Students will be able to make sense of problems and persevere in solving them. (Math Common Core Standard 1)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will provide instruction and model Problem Solving Strategies to answer open response questions.</p> <p>This will be done using grade level materials according to Common Core. Grades K-5 will give a Open Response question per chapter.</p>	September 2010 – June 2013	<ul style="list-style-type: none"> • Houghton Mifflin Text • Calendar Math • District Assessment • MCAS Open Response Questions • Supplementary Materials • Problem Solving Strategies • Small group instruction 	<ul style="list-style-type: none"> • Principal observation • Student work samples • Tests • District Assessments
<p>Teachers will provide opportunities for students Grades K-5 to explain verbally and/or written, using appropriate vocabulary and explanation of their answer to Open Response Questions.</p>	September 2009 – June 2013	<ul style="list-style-type: none"> • Houghton Mifflin Text • Previous MCAS • Supplementary Materials • Calendar Math • Small group instruction 	<ul style="list-style-type: none"> • Student work samples • Principal Observation • Formative assessment

Sisson School SY 2012/2013 School Improvement Plan

Goal	To make AYP in Mathematics
Identified Student Weakness	Vocabulary
Student Learning Objective	All students will learn and be able to apply math vocabulary

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will provide opportunities for students to develop and improve math vocabulary through class discussion, visual aids, and context clues throughout the Common Core.	September 2009 – June 2013	<ul style="list-style-type: none"> • Houghton Mifflin Text • Calendar Math • Previous MCAS • Supplementary Materials • Small group instruction • Computer Lab 	<ul style="list-style-type: none"> • Student work samples • Principal Observation • Formative assessment • District Trimester Assessments

Sisson School SY 2012/2013 School Improvement Plan

Goal	To make AYP in Math
Identified Student Weakness	Basic Math Facts
Student Learning Objective	Students will know and demonstrate understanding of basic facts at their grade level.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will provide opportunities for students to drill basic facts. This will be done by flash cards, drills, games, and timed assessments.</p> <p>Grades K-2 will be responsible to master addition and subtraction facts.</p> <p>Grades 3-5 will be responsible for multiplication and division facts to be mastered.</p>	September 2009 – June 2013	<ul style="list-style-type: none"> • Houghton Mifflin Text • Calendar Math • Small group instruction • Drill Assessments • Computer Lab 	<ul style="list-style-type: none"> • Student work samples • Principal Observation • Assessments

Sisson School SY 2012/2013 School Improvement Plan

Goal	To make AYP in Math
Identified Student Weakness	Fractions
Student Learning Objective	Students will be able to have a clear understanding of fraction equivalence and ordering. (Common Core NF)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will provide opportunities for students' understanding of fraction equivalence and ordering.	September 2009 – June 2013	<ul style="list-style-type: none"> • Houghton Mifflin Text • Previous MCAS • Calendar Math • Supplementary Materials • Computers Lab • Small group instruction 	<ul style="list-style-type: none"> • Student work samples • Principal Observation • Assessments

Parent Involvement

The Edward A. Sisson School believes that the parents are an important part of the educational process. Parent involvement is a key indicator of student success. The school actively involves parents in a number of activities to ensure their access to information about their children's academic and social well-being. Among the strategies designed to facilitate parent involvement are:

- To provide opportunities for parents to meet and discuss educational issues.
- To keep parents informed of school events, policies, etc.
- To increase the number of opportunities for parents to visit the school.
- To provide opportunities for parents to volunteer at the school.

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 Sisson students in each of the reporting categories-At Risk, Some Risk, Low Risk-for the fall, winter, and spring of 2007-2010.

Grade 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	50	22	28	63	23	14	62	25	13	61	33	6	60	23	17
	Winter	78	6	15	87	8	5	69	18	12	59	15	26	75	15	10
	Spring	68	18	14	66	13	21	54	31	15	53	34	13	78	8	14

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	7	30	63	14	40	46	17	35	48	43	39	18	46	21	33
	Winter	0	51	49	46	43	11	31	42	28	35	46	19			
	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	38	23	38	34	48	18	42	20	38	31	39	30	69	23	8
	Spring	69	17	14	61	38	1	46	26	28	60	23	17	76	12	12

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
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		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	
Nonsense Words Fluency	Fall	NA															
	Winter	69	14	17	83	10	7	58	9	32	48	30	22	50	25	25	
	Spring	78	12	9	85	12	3	49	25	26	45	19	36	50	32	18	

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	42	26	31	74	20	6	58	23	18	64	26	10	53	24	23
	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	32	31	36	69	21	10	82	12	6	56	29	15	33	234	33
	Winter	80	13	7	94	1	5	93	5	1	92	7	1	86	8	6
	Spring	84	15	1	98	1	1	99	1	0	94	6	0	84	10	6

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	28	20	52	73	13	14	70	17	13	58	26	16	36	16	48
	Winter	38	36	26	50	41	9	70	27	3	48	37	15	63	21	16
	Spring	67	26	7	67	25	8	74	24	3	71	21	8	52	23	25

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)	Fall	NA			NA											
	Winter	50	33	17	70	21	9	77	21	1	70	26	4	62	25	13

Fluency)	Spring	56	32	12	67	20	13	88	11	1	83	13	4	59	32	9
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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	73	19	8	64	26	10	70	22	8	67	25	8	56	20	24
	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	65	28	7	64	20	16	63	33	4	68	21	11	72	23	5
	Winter	50	45	54	74	15	11	85	8	7	75	10	15	84	7	9
	Spring	72	23	5	73	19	8	78	15	7	67	15	18	70	22	8

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				65	30	5	49	36	14	70	23	7	60	24	16
	Winter				61	31	8	73	22	5	70	22	8	57	27	156
	Spring				50	45	5	62	35	3	64	29	7	57	29	14

Grade 4

Test	Testing Period	2011 Risk %		
		Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	65	22	13
	Winter	63	30	7
	Spring	61	29	10

Grade 5

Test	Testing Period	2011 Risk %		
		Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	78	18	4
	Winter	78	14	8
	Spring	80	12	8