Aborn Elementary School

School Improvement Plan

May, 2013

PIM Team Members

Pat Muxie, Principal
Pat Burke, CIT
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Belinda Durgin, Teacher
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School Council Members

Pat Muxie, Principal
Jonathan Eddy, Teacher
Maureen Gallant, Teacher
Jennie Hennessey, Teacher
Anne Brown, Parent
Persida Chez, Parent
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EXECUTIVE SUMMARY

School Profile and Demographics

The Aborn Elementary School is the third smallest of Lynn's eighteen elementary schools and has a student population of 237 students. Demographically, the student population is 9.3% African American, 3.8 % Asian, 35.4% Hispanic, 44.7% White, and 6.8% Multi-Race non-Hispanic. The student population is composed of 27% of students whose first language is not English, 2.5% who are Limited English Proficient, 57.4% who are low income, and 3% 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 2012-2013

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed	% High Needs
Aborn	237	9.3	3.8	35.4	0	44.7	6.8	27	2.5	57.4	3	60.8
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5)Growth in ELA and Mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, Mathematics, or Science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)-Aborn

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	88	89	90.5	100	Above Target	25	25
Math	88.8	89.7	87.3	25	No Change		
Science	80.7	82.3	92.9	100	Above Target		

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	65	67	100	Above Target
Math	51	63.5	57	75	On Target

Accountability and Assistance Level- Level 1
Cumulative PPI (all students)- 95

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
2012	19	6	53	35	21	45	7	14

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
2012	21	13	49	33	23	35	7	19

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	0	1	50	33	42	49	8	16
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
2012	16	4	59	34	22	40	3	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	31
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
2012	19	6	62	30	19	47	0	17

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	11	8	55	37	32	42	3	14
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
2012	28	9	48	39	20	34	4	18

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	18	9	21	23	45	35	16	33
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
2012	22	13	33	28	35	33	11	26

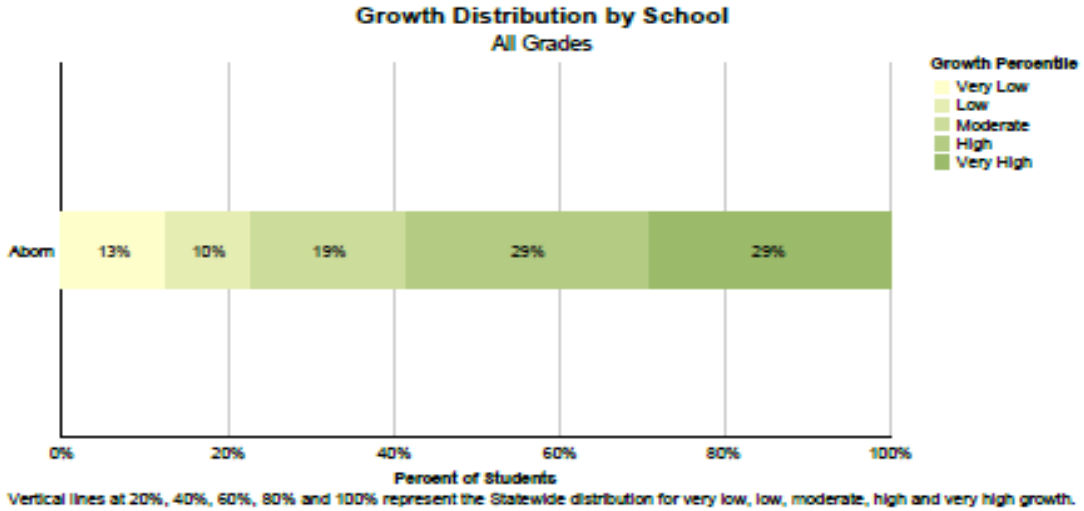
Student Growth Percentile by School and Grade

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.

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Growth Distribution
English Language Arts

District: Lynn
Subject: English Language Arts

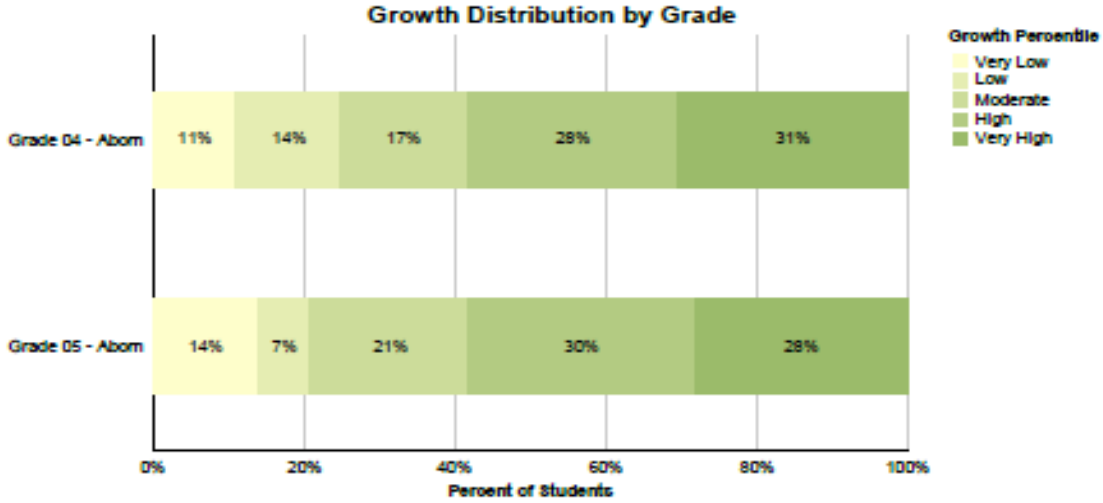


	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Abom	10	8	15	23	23	67.0	79	75	126

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Growth Distribution
English Language Arts

District: Lynn
Subject: 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.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Abom	4	5	6	10	11	64.5	36	76	37
Grade 05 - Abom	6	3	9	13	12	68.0	43	76	46

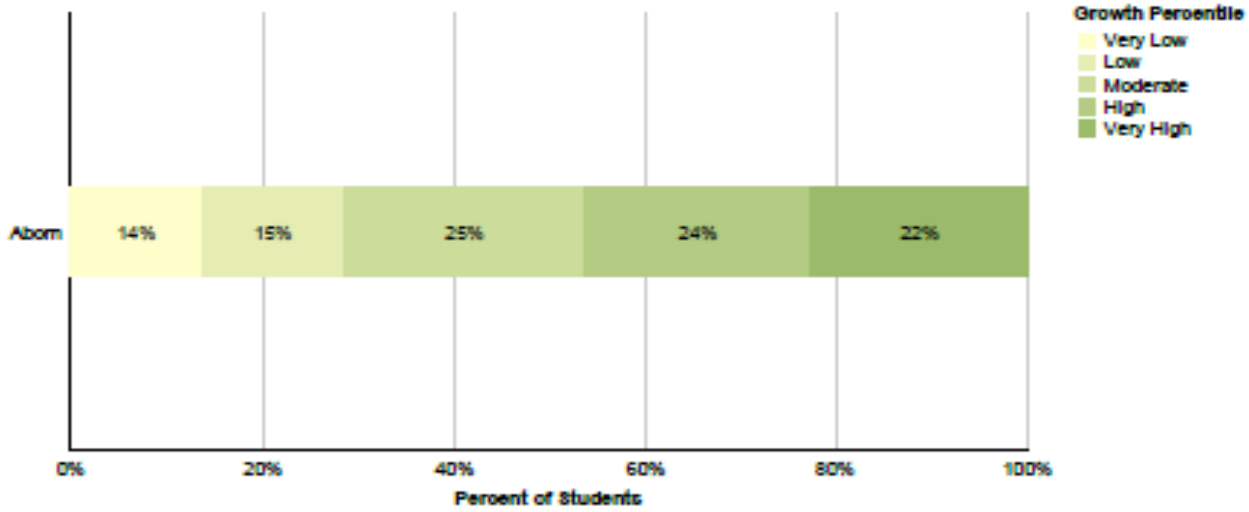
Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Growth Distribution
Mathematics

District: Lynn
Subject: Mathematics

Growth Distribution by School

All Grades



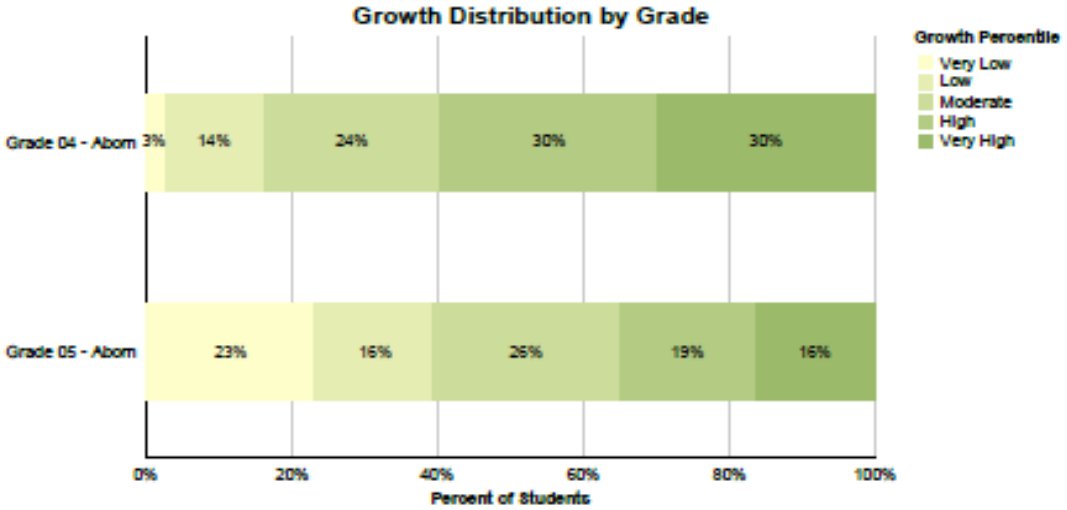
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Abom	11	12	20	19	18	57.0	80	67	126

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION

Spring 2012 MCAS School Growth Distribution
Mathematics

District: Lynn
Subject: Mathematics



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Aborn	1	5	9	11	11	68.0	37	81	37
Grade 05 - Aborn	10	7	11	8	7	49.0	43	54	46

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 grades three, four, and five.

The following charts show the percentage of students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2007-2008, 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2011-2012 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

Kindergarten

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Letter Naming Fluency	Fall	59	13	28	69	21	10	72	8	20	66	14	20	66	34	
	Winter	75	20	5	70	19	11	69	17	14	83	10	7	90	7	3
	Spring	84	16	0	61	17	8	71	17	11	79	17	4	97	3	

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Initial Sound Fluency	Fall	64	26	10	38	28	33	80	16	4	55	31	14	38	21	41
	Winter	58	38	5	41	43	16	45	34	21				90	10	
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Phoneme Segmentation Fluency	Fall															
	Winter	75	18	7	76	16	8	86	7	7	79	21	0	93	7	
	Spring	87	10	3	67	19	14	100	0	0	90	7	3	100		

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Nonsense Words Fluency	Fall															
	Winter	83	12	5	70	22	8	66	20	14	69	17	14	77	23	
	Spring	82	15	3	69	22	8	89	7	4	83	17	0	83	17	

Grade 1

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Letter Naming Fluency	Fall Winter Spring	59	35	67	62	30	8	68	22	10	70	20	10	83	14	3

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	41	37	22	20	32	14	61	27	12	62	30	8	89	11	
	Winter	67	29	4	84	16	0	84	14	2	97	3	0	95		5
	Spring	65	35	0	83	17	0	94	5	0	97	3	0	92	3	5

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Nonsense Word Fluency	Fall	65	22	12	73	22	5	59	29	12	60	32	8	75	17	8
	Winter	53	35	12	47	49	5	51	40	9	70	12	18	78	16	6
	Spring	58	35	6	83	17	0	57	33	10	67	12	21	81	8	11

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	63	33	4	60	35	5	63	21	16	65	25	10	84	16	
	Spring	67	23	10	83	12	6	62	21	17	65	27	8	89	3	8

Grade 2

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
Nonsense Word Fluency	Fall	71	21	8	50	37	13	74	24	2	55	27	18	61	23	16
	Winter															
	Spring															

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
CBM Reading	Fall	55	34	11	54	33	13	69	26	5	52	32	16	59	34	7
(Oral Reading	Winter	74	18	8	76	22	2	77	21	2	72	14	14	62	16	22
Fluency)	Spring	63	24	13	70	22	9	69	24	7	62	13	25	49	20	31

Grade 3

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below
CBM Reading	Fall	52	39	9	70	35	22	65	31	4	64	29	7	60	27	13
(Oral Reading	Winter	49	40	12	41	41	19	62	26	12	52	34	14	67	19	14
Fluency)	Spring	39	43	18	42	47	11	52	42	6	49	44	7	58	30	12

Grade 4

Test	Testing Period	2011 Risk %			2012 Benchmark %		
		Low	Some	At	At/ Above	Below	Well Below
CBM Reading	Fall	57	23	20	54	32	14
(Oral Reading	Winter	67	22	11	78	19	3
Fluency)	Spring	61	19	20	65	32	3

Grade 5

Test	Testing Period	2011 Risk %			2012 Benchmark %		
		Low	Some	At	At/ Above	Below	Well Below
CBM Reading	Fall	76	15	9	70	23	7
(Oral Reading	Winter	74	12	14	80	13	7
Fluency)	Spring	72	14	14	83	7	10

Implementation Summary of the 2012/2013 Aborn School Improvement Plan

The following chart gives the goals from Aborn's SY 2012/2013 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 continued to model the use of reading strategies. Our 2012 ELA/Reading data indicates that they have made progress in *independently choosing* which strategies 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 frequently use our professional library of mentor texts in their classrooms. The books are now organized by strategy, genre, and grade level in bins and kept in the Teacher Resource area.
	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 but we still need to continue our focus on this strategy to see increased performance in writing.
	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 have increased our collection of mentor texts. These texts provide examples of strong writing for leads, endings, and figurative language. With the implementation of the common core standards, we hope to increase the professional library of mentor texts in the area of persuasive writing.
	Teachers will continue with Writer's Workshop/WEX models in all grades. Reading /Writing connection will continue to be the focus. Teachers will model the use of appropriate strategies to unlock the meaning of unknown words.	Teachers continued to use the Writer's Workshop/WEX model to provide instruction in the writing process and connected student writing to real-life experiences and reading selections. Teachers have continued to use the "Covered Word" strategy and Word Power pages from our Harcourt Trophies 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 both content area 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 and made conscious efforts to connect Math vocabulary to other content areas as well. Students were encouraged to use, "math talk" appropriately. Improvement was seen in the area of algebraic concepts. More resources would be appreciated to align with the grade-specific vocabulary and concepts in the most recent Math frameworks which included common core standards.
	Teachers will introduce and reinforce addition and subtraction facts with the goal of mastery by the end of second grade.	Teachers continued to use timed drill tests and computer programs to help students master the addition and subtraction facts. We will be developing an end-of-year assessment, perhaps using the Xtra Math website, which will give us some hard data to measure the effectiveness of this strategy.
	Teachers will introduce and reinforce multiplication and division facts with the goal of mastery by the end of fourth grade.	Teachers continued to use timed drill tests and computer programs to help students master the multiplication and division facts. We will be developing an end-of-year assessment, perhaps using the Xtra Math website, which will give us some hard data to measure the effectiveness of this strategy.
	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.	With the implementation of the common core standards, Problem Solvers and the Read It, Draw It, Solve It resources were not well-aligned and too simplistic. Teachers *have* continued to use Houghton Mifflin this year as well as the Math resources that the district made available through their Math Mapping professional development.

Measurable Goals	Strategies Cont.	Implementation Status/Results
2. Make AYP in Math	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.	With the implementation of the common core standards, Problem Solvers and the Read It, Draw It, Solve It resources were not well-aligned and too simplistic. Teachers *have* continued to use Houghton Mifflin this year as well as the Math resources that the district made available through their Math Mapping professional development. The latter resources have been shared at faculty meetings this year.
	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 that are well-aligned to the common core. Data indicated that some progress has been made, but work still needs to be done in the area of multi-step problems.

Aborn SY 2013-14 School Improvement Plan

GOAL:

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE).). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI).

Therefore, the goal for this School Year 2013-2014 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**
- **To retain our status as a Level 1 school in both ELA and Mathematics for the aggregate and all subgroups**

Data Analysis – Strengths and Weaknesses

The 2012 Accountability Report shows that Aborn has a Composite Performance Index (CPI) of 90.5 in ELA and 87.3 in Math. As a school, we met our gap narrowing targets and received commendations for narrowing our proficiency gaps.

Strengths/Improvement in ELA:

- Improved performance on Open Response questions
- Increase in the percentage of students scoring Proficient or above at all grade levels
- High Median Student Growth Percentile (67)
- Increase in the performance of low-income students
- Strong understanding of the characteristics of different genres (myths, poetry etc.)

Strengths/Improvement in Math:

- Increase in the percentage of students scoring proficient or above at the Grades 3&4 levels
- Strong understanding of concepts related to Algebra (e.g., interpreting numerical expressions that include a variable)

Greater emphasis needs to be placed on the following areas of relative weakness.

Weaknesses in ELA:

- Oral Reading Fluency to Positively Impact Comprehension
- Answering Open Response Questions (We've improved but want to see continued improvement.)
- Persuasive, Personal Narrative, and Informational Writing
- Vocabulary

Weaknesses in Math:

- Vocabulary Specific to Mathematics
- Concepts Related to Fractions
- Problem Solving
- Open Response Questions/ Short Answer Questions

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 oral reading fluency with the aim of improving comprehension.
- Students will improve the following three genres of writing: persuasive, informational, and personal narrative.
- Students will demonstrate use of various strategies to unlock meanings of unknown vocabulary in all content areas.
- Students will use test taking skills and problem solving strategies to solve Open Response and Short Answer questions in Math. They will connect any applicable Open Response question strategies they are using in ELA to Math.
- Students will demonstrate increased understanding of concepts related to equal shares and fractions.

Aborn SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Oral Reading Fluency to Positively Impact Comprehension
Student Learning Objective	Students will improve oral reading fluency with the aim of improving comprehension.

Strategy/Action (What, Who, How)	**Timeline (When)**	**Resources Needed**	**Method of Collecting Evidence**
Teachers will use a wide variety of instructional strategies (e.g., partner reads, choral reading, echo reading, pacing, chunking, tracking print, whisper phones etc.) to increase students' opportunities to improve their oral reading fluency.	Ongoing	*Reading with Meaning;* *Strategies that Work: 7 Keys to Comprehension* Whisper phones, Tubleroos FLA Center for Reading Listening Centers Subscription: *Reading A-Z*	DIBELS/DAZE/MAZE Teacher observation Progress monitoring District and holistic assessments Teacher-created assessments Audio recordings Student self-assessments Age and grade appropriate rubrics

Aborn SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Students continue to need support and guidance in persuasive, personal narrative, and informational writing.
Student Learning Objective	Students will improve their performance in the following three genres of writing: persuasive, informational, and personal narrative.

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 read mentor texts to students to demonstrate writing characteristics and techniques. Teachers will encourage students to incorporate these techniques in their own writing Teachers will model effective writing strategies when writing for persuasion, or to disseminate information, or to communicate a personal experience. Establish an instructional Art and Writing connection.	Ongoing/Daily	Exemplary student models and samples of the three types of writing WEX materials Mentor texts Teacher-made materials Graphic organizers Chart paper/sticky notes Art/Writing paper SmartBoard Time to collaborate with our Art teacher	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/Writing Folders

Aborn SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
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 in <u>all content areas.</u>

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 in all content areas but especially ELA and Math.	Ongoing	Text: *Keys to Literacy* Templates Covered Word materials Various classroom texts Trophies *Vocabulary/Word Power* Calendar Math Kits Lynn Math Curriculum Guides Houghton Mifflin Texts and Vocabulary Cards	Observation Quizzes and tests Charts/SmartBoards/ and overheads of vocabulary lessons/games/activities
Teachers will integrate higher level vocabulary in their daily interactions and instruction with students (appropriate to their grade level).	Ongoing	Teacher generated vocabulary lists from content and mentor texts Vocabulary lists from a variety of published texts	Observation of students using higher level vocabulary in daily work (oral and written)

Aborn SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Students are having difficulty understanding concepts related to fractions.
Student Learning Objective	Students will demonstrate increased understanding of concepts related to equal shares and fractions.

Strategy/Action (What, Who, How)	**Timeline (When)**	**Resources Needed**	**Method of Collecting Evidence**
Teachers will provide students with increased opportunities to work with visual fraction models such as number lines, pizza models, fraction strips, fraction manipulatives, pattern blocks, geoboards.	Ongoing	Geoboards Manipulatives Pattern blocks Websites Smart Exchange Lessons Number Lines Previously released MCAS questions	District-wide Math assessments Progress monitoring tests/quizzes Review of students' performance on previously released MCAS questions

Aborn SY 2013/2014 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.
Identified Student Weakness	Students lack proficiency in solving Open Response and Short Answer questions independently in Math.
Student Learning Objective	Students will use test taking skills and problem solving strategies to solve Open Response and Short Answer questions *independently* in Math. They will also connect any applicable Open Response question strategies learned in ELA to Math.

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, LPS Math PD Course strategies, or Houghton Mifflin program to teach methods for answering Open Response questions, working towards independence.	Ongoing	LPS Resources distributed at PD sessions Problem Solver manuals; Read It, Draw It, Solve It Houghton Mifflin text	Classroom observation Student samples
Teachers (Gr. 3-5) will use released MCAS Open Response and Short Answer questions 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 showing work, labeling answers, *creating* data charts and *creating* coordinated planes.	Ongoing	LPS Resources discussed and distributed at PD sessions Problem Solver manual Houghton Mifflin text Released questions from DESE website	District-assessments Classroom observation Student work samples
Teachers will examine and discern the commonalities between ELA and Math Open Response questions	Fall 2013	Access to: Edwin Analytics	MCAS review and summary

Parent Involvement

We will encourage the involvement and support of parents in their child's education and character development by implementing the following:

- Increase the use of the Connect Ed system to keep parents informed about upcoming educational and social events
- Update and increase the information and interactive opportunities on the Aborn School website
- Institute a School Newsletter which will be distributed each semester
- Distribute a parent communication survey and analyze results to discover areas of focus in the area of communication
- Continue to host Open Houses for Parent Conferences
- Support PTO events including the School Store
- Require all parents, students, and teachers to read, sign, and abide by the Title I Home/School Compact each year, rather than only upon entry to Kindergarten
- Provide translated report cards to those who request them
- Continue to hold the following events which actively involve parents:
  Grade 5 Science Fair
  Kindergarten screening
  Kindergarten Open House
  School Book Fair
  Holiday and Spring Concerts
  Grade 1 Flag Day Program
  Grade 1 Green Eggs and Ham Day
  Field Day

During SY13/14Aborn School will continue to implement the above initiatives as well as hold a Parent Meeting in the Fall of 2013. This meeting will include bullying information from Officer Bob Ferrari and Mike Geary with respect to the most recent anti-bullying laws, regulations and school policies. It will also include a presentation from the District Attorney's office in regard to healthy parent/child discipline strategies.