

**Robert L. Ford K-5
School Improvement Plan
May/June 2013**

PIM Team Members

2012-2013 SY

**Dr. Claire Crane, Principal
Jennifer McCarthy, K-5 DLN/Science Teacher
Anmarie Donnelly, Librarian/Media Specialist
Sarah Drakopoulos, Grade Five Teacher
Thelxi Cote, Grade Four Teacher
Debra Koutoulas, Grade Three Teacher
Al Jusino, Grade Two Resource/Inclusion Teacher
Jennifer Webber, Grade One Teacher
Diane McManus, Kindergarten Teacher
David Romanowski, Resource/Inclusion Teacher
Laura Spathanas, Resource/Inclusion Teacher**

School Council Members

2012-2013 SY

**Dr. Claire Crane, Principal
David Romanowski, Resource Teacher/Non-voting
Rachel Della Croce, Community/Salem State College
Stanley Wotring, Parent
Ann Marie Donnelly, Librarian
Diana Kerry, Community/North Shore Community College
Cindy Mitsiaris, Grade Three Teacher
Brenda Gibb, Parent**

**Beverly Ellis, Grandparent
Sarah Drakopolous, Grade Five Teacher
Valerie Buchanan, Community/Gordon College
Jennifer Webber, Grade One Teacher
David Gass, Community/Highland Coalition
Alex Freeman, City Sprouts
Megan Robideaux, LEO
Deb Hines, Parent**

EXECUTIVE SUMMARY

School Profile and Demographics

Presently, the Ford School has a student population of approximately 617 students; this number is up 19 from last year. Demographically the student population is 9.1% African American, 9.9% Asian, 67.3% Hispanic, .5% Native American, 9.9% White, and 3.4% multi-race non-Hispanic.

The student population is composed of 63.9% of students whose first language is not English, 29.7% who are Limited English Proficient, 92.2% who are low income, and 6.2% who receive services from the Special Education Department. Robert L. Ford is a Title I school with a combination of resource/inclusion programs.

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
Ford	617	9.1	9.9	67.3	0.5	9.9	3.4	63.9	29.7	92.2	6.2	93.8
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

Our program consists of 4 full day Kindergarten classes, 4 First Grade Classes, 4 Second Grade Classes, 4 Third Grade Classes, 4 Fourth Grade Classes, and 4 Fifth Grade Classes.

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)

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	72.8	75.1	74	75	On Target	0	25
Math	72.2	74.5	68.2	0	Declined	0	0
Science	67.8	70.5	61.8	0	Declined	25	0

Student Growth (SPG)	6 Yr Goal	2011 SGP	2012 SGP	PPI Points	Target Rating
ELA	51	34	47	75	On Target
Math	51	34	46	75	On Target

Accountability and Assistance Level- Level 3
Cumulative PPI (all students)- 48

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
2012	4	6	27	35	59	45	10	14

Grade 3 Math	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
2012	8	13	32	33	38	35	22	19

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
2012	2	4	33	34	51	40	14	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
2012	4	6	32	30	54	47	10	17

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
2012	4	9	39	39	51	34	5	18

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
2012	4	13	13	28	54	33	29	26

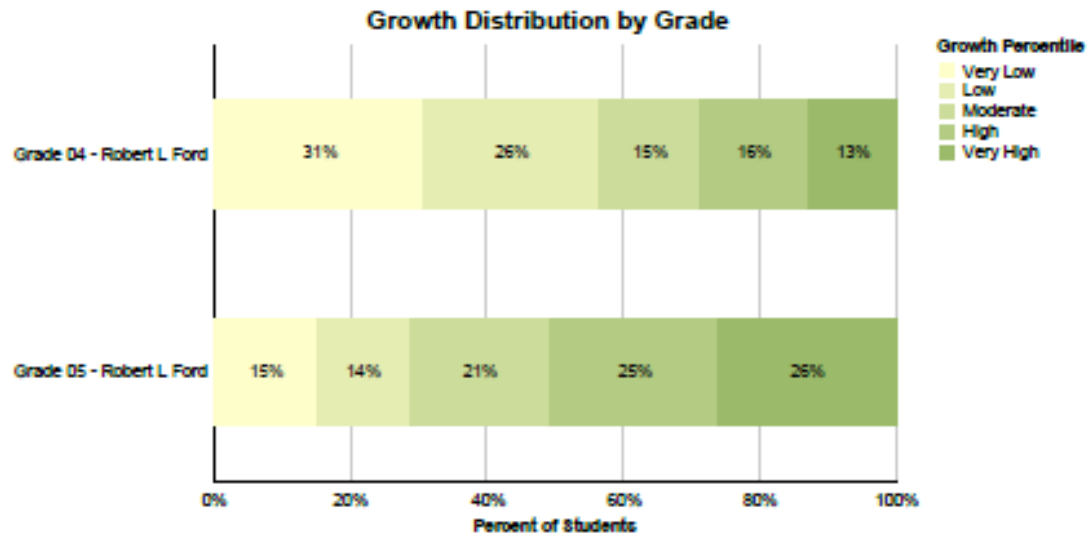
Student Growth Percentile by School and Grade

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.



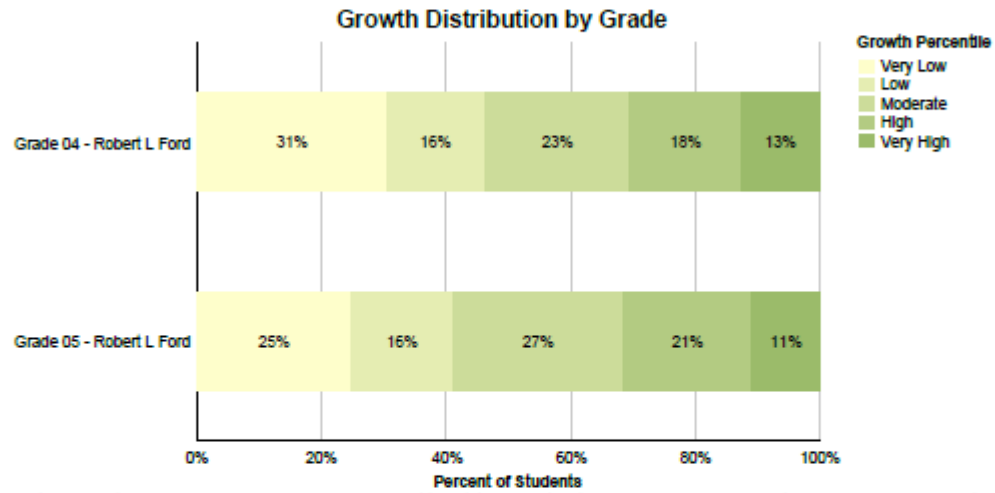
Spring 2012 MCAS School Growth Distribution English Language Arts

District: Lynn
Subject: English Language Arts

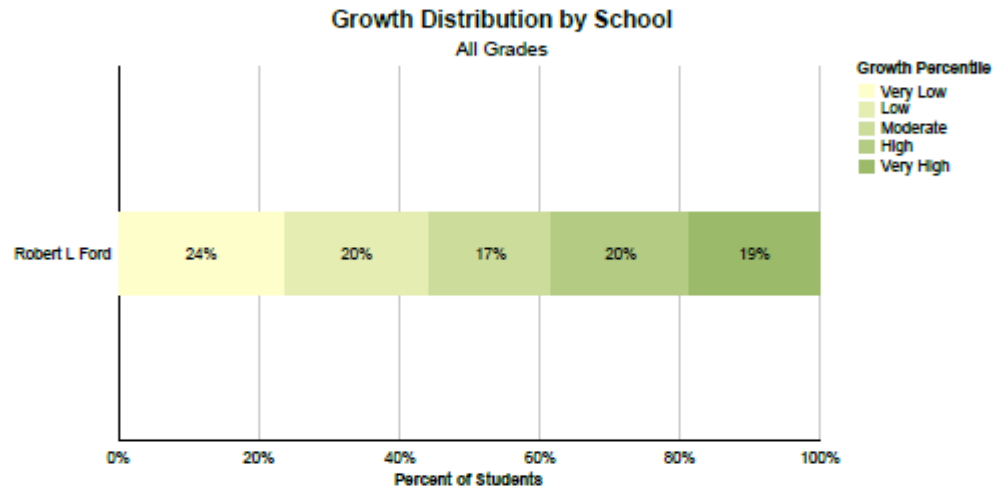


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Robert L. Ford	29	24	14	15	12	33.5	94	35	98
Grade 05 - Robert L. Ford	11	10	15	18	19	62.0	73	43	76



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Robert L Ford	29	15	22	17	12	45.0	95	36	98
Grade 05 - Robert L Ford	18	12	20	15	8	49.0	73	17	76



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)
Robert L. Ford	40	34	29	33	31	47.0	167	36	264

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)
Robert L. Ford	47	27	42	32	20	46.0	168	32	264

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. Grades four and five charts show ORF for Winter 2010 only, because they were in training and in the process of being added to the grades in which DIBELS are administered

Ford K

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	26	34	40	49	19	31	33	18	49	51	15	34	43	23	34
	Winter	20	55	25	92	6	1	48	24	28	70	15	15	76	12	12
	Spring	70	17	13	62	25	13	58	20	22	79	12	9	90	4	6

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	48	17	35	32	34	34	29	25	46	29	33	38	19	3	78
	Winter	57	27	16	90	7	3	25	51	24				69	18	13
	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	55	19	26	71	38	25	33	29	38	50	28	22	57	23	20
	Winter	63	31	6	63	24	13	77	11	12	69	10	21	67	18	15
	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
Nonsense Words Fluency	Fall	40	29	31	61	23	16	59	13	28	60	18	22	74	17	9
	Winter	70	18	12	63	21	16	64	22	14	64	26	10	90	9	1
	Spring															

Ford 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	43	29	28	55	13	32	52	28	20	60	24	16	64	23	13
	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
Phoneme Segmentation Fluency	Fall	38	44	18	48	36	16	52	34	14	30	39	31	56	23	21
	Winter	74	19	7	87	12	1	94	5	1	88	9	3	90	7	3
	Spring	88	11	1	98	2	0	97	2	1	95	1	4	96	4	

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	52	22	26	49	23	28	50	26	24	43	23	34	56	23	21
	Winter	26	38	26	50	31	18	32	49	19	62	22	16	69	17	14
	Spring	75	17	8	73	17	11	64	27	9	57	17	26	61	11	28

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	55	25	20	59	18	23	47	34	19	53	33	14	52	33	15
	Winter	68	13	19	66	16	19	59	29	12	70	21	9	65	24	11
	Spring															

Ford 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	64	21	15	79	13	9	64	24	12	60	27	13	57	30	13
	Winter													67	18	15
	Spring													56	30	14

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	48	35	17	69	17	14	59	30	11	56	31	13			
	Winter	52	27	21	70	15	15	72	16	12	70	17	13			
	Spring	44	32	24	46	31	23	60	24	16	48	24	28			

Ford 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 (Oral Reading Fluency)	Fall	42	40	18	51	31	18	48	35	17	50	31	19	60	28	12
	Winter	34	36	30	39	33	28	47	28	25	61	25	14	55	28	17
	Spring	33	44	23	28	55	16	51	34	15	49	37	14	47	40	13

Ford 4

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall				47	27	26	48	30	22
	Winter	49	35	16	47	33	20	51	32	17
	Spring				42	25	33	53	26	21

Ford 5

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall				52	21	27	56	25	19
	Winter	55	26	19	42	31	27	53	31	16
	Spring				38	37	25	53	27	20

Implementation Summary of the 2012-2013 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
<p>To meet the state target for Adequate Yearly Progress (AYP) in ELA and Math in the aggregate and all subgroups.</p>	<p>Staff will be introduced to/review responsibilities at the Initial Meeting of the School year.</p>	<ul style="list-style-type: none"> • SY2012-2013 School Improvement Plan was handed out and reviewed with staff at the September Staff Development day.
	<p>Teachers and students will participate in the creation of an authentic print-rich environment.</p>	<ul style="list-style-type: none"> • Through an outside donor each classroom was fitted with a bookcase and classroom library with grade level books. • 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 30+ ELL students. • Through the school Librarian students were exposed to a print rich environment.
	<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>	<ul style="list-style-type: none"> • With the implementation of the Common Core, teachers moved away from having students keep vocabulary journals. Teachers and students focused more on Tier II & III vocabulary and vocabulary from the story to embed throughout the day both written and orally. • Students kept content specific folders with reference sheets and vocabulary aides.
	<p>Staff will review strategies and their responsibilities at the Initial Meeting of the School year.</p>	<ul style="list-style-type: none"> • Staff was provided with a binder of resources to help them implement the 7 Reading Strategies. • Throughout the year, the district provided teachers with a Curriculum Guide Unit Planner which determined what reading strategy to work on for that specific unit.

Measurable Goals	Strategies	Implementation
	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.	<ul style="list-style-type: none"> 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.
	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.	<ul style="list-style-type: none"> Throughout the year, the district provided teachers with a Curriculum Guide Unit Planner which determined what reading strategy to work on for that specific unit. Therefore, Common Planning was used for teachers to plan with their grade level peers as directed by the Common Core & district unit planner.
	Teachers will teach students to use the 6 reading comprehension strategies to strengthen their responses to literature.	<ul style="list-style-type: none"> Teachers used the 6 reading comprehension strategies throughout the year as determined by the district unit planner.
	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. Definitions and examples will be student friendly and/or student derived. The word wall will be referred to daily and connections will be made when terms are used in a context other than Math.	<ul style="list-style-type: none"> Teachers felt that the word walls were not effective and students were not being used appropriately. In place, teachers used Anchor Charts and visual references. Teachers stated that students were observed using these anchor charts more so than the previous word walls.
	Students will maintain a personal, grade appropriate math journal using illustrations, definitions and examples to record new vocabulary.	<ul style="list-style-type: none"> Teachers expressed concern with the amount of instruction time used for students to “copy” vocabulary and definition. Instead, teachers used Math folders for students to keep student created reference sheets, for either vocabulary or concepts.
	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 District Math Curriculum Guide to ensure a uniform implementation of Common Core standards. This was evident through collection of plan books by the principal, discussion at common planning meeting, and district Math benchmark assessments.

Measurable Goals	Strategies	Implementation
<p>To meet the state target for Adequate Yearly Progress (AYP) in ELA and Math in the aggregate and all subgroups.</p>	<p>Drill work to consistently practice basic skills.</p>	<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. • In Spring of 2013 First in Math was introduced to our students in K-5 in order to work on basic math skills. • Easy CBM was a method used to progress monitor math skills in K-5.
	<p>Two days a week, after school, teachers will use Trophies, Houghton Mifflin and ELA & Math MCAS prep material to extend the learning of students (K-5) who have been identified as Needs Improvement or Warning on the Spring 2012 MCAS, district benchmarks (ELA & Math), DIBLES and MAZE assessments.</p> <p>On Saturdays, teachers will give students, grades 3-5, who have scored in the Needs Improvement or Warning on Spring 2012 MCAS an opportunity to extend their learning and prepare for the upcoming MCAS.</p>	<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 2012 MCAS, district benchmarks, DIBLES and MAZE assessments were exposed to additional vocabulary enrichment through A-Z Fluency, Starfall (and other technology) and MCAS Prep. • The Saturday school program ran from January 2013 – May 2013 to provide children with additional ELA and Math MCAS support. On average 80 students attended Saturday School each week.
	<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>	<ul style="list-style-type: none"> • Each day teachers used several methods and resources to incorporate phonics, daily oral reading opportunities and teacher read alouds during their ELA time block. Such as, mentor text, sight word drills, A-Z Fluency, fluency builders, and technology. We also had the addition of an extra ESL teacher, totaling 2, and a Reading Specialist. Success was measured by DIBLES & MAZE benchmarks.

School Year 2013-2014 School Improvement Plan

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.**

Data Analysis – Strengths and Weaknesses

The 2012 AYP report (attached with NCLB Report Card) shows that Robert L. Ford K-5 has increased our CPI in ELA and showed student growth. In mathematics we slightly decreased from 72.2 to 68.2. In regards to our goal of narrowing the proficiency gap in ELA, our Special Education subgroup was above target and all other subgroups were on target. In Mathematics, our Special Education subgroup was on target while all other subgroups declined.

With the significant 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 and RETELL). 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 are focusing 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 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	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 using resources such as Anchor Charts, student folders with student created reference sheets, and other vocabulary instructional activities (such as technology) to enhance use in written and oral responses.</i></p> <p>Staff will be introduced to and 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 an ELA/Writing, Science and Social Studies folder with materials such as, new vocabulary with student friendly and/or student derived definitions and examples, reference sheets and vocabulary aides.</p>	<p>9/3/13</p> <p>Daily</p> <p>Weekly</p>	<p>SIP, Grade Level District Mapping Guides</p> <p>Dictionaries, thesauruses, ELA Materials, Smart Boards</p> <p>Content Folders</p>	<p>Classroom observations, check in at Common Planning & Faculty Meetings</p> <p>Anchor charts</p> <p>Check of vocabulary folders by teacher by theme, Review a sampling of folders at Common Planning, check Unit Cover Planner</p>

Ford School 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	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, and clarifying) in order to gain an in depth understanding of the text across the curriculum.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Using the Common Core State Standards and as dictated by District ELA Mapping Guide, 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 ELA driven lessons as well as incorporating the Social Studies and Science curriculum in ELA lessons.</p> <p>All teachers will teach students to use the 6 reading comprehension strategies to strengthen their responses to literature across the genres and across the curriculum (i.e. Science and Social Studies). In addition teachers will include more Higher Order Thinking Skills (HOTS) in their instruction and assessments.</p>	<p>9/3/13</p> <p>Daily</p> <p>Daily</p>	<p>SIP, ELA Grade Level Curriculum Guide</p> <p>Mentor Texts, School Library collection, KnowAtom Readers, online resources</p> <p>6 Reading Strategies Binder, HOTS Guide</p>	<p>Comprehension Strategies review Sheet</p> <p>Teacher Schedules, lesson plans, classroom observation</p> <p>Check in at monthly Common Planning Meetings</p>

Ford School SY 2012/2013 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	Although teachers focus on this strategy, students are unable to determine appropriate operation to apply as well as perform them to 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, computer lab, First in Math, EasyCBM	<p>Running record of basic math skill assessment scores to show improvement</p> <p>Easy CBM progress monitoring</p> <p>First in Math Assessments</p>

Ford School SY 2012/2013 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	Although teachers have used and exposed students to SIOP and RBT methods, and ELL and Special Educations students have shown growth, we are still working toward narrowing the proficiency gaps in ELA and Math in these subgroups.
Student Learning Objective	ELL and Special Education students will have access to remediation in the areas of ELA, Math and Science.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Teachers will instruct ELL and Special Education students during and after regular school hours using technology, supplements and RETELL strategies.</i></p> <p>During the school day teachers will continue to target these subgroups through Imagine Learning, First in Math, EasyCBM, and differentiated instruction to meet the needs of this group and using the RTI model as needed.</p> <p>Two days a week, after school, teachers will use district provided materials for ELA & Math, MCAS prep material to extend learning of students (K-5) who have been identified as Needs Improvement or Warning on the Spring 2013 MCAS, district benchmarks, DIBLES, MAZE, EasyCBM progress monitoring.</p> <p>On Saturdays, teacher will give students, grades 3-5, who have scored in the Needs Improvement or Warning on Spring 2013 MCAS an opportunity to extend their learning and prepare for the upcoming MCAS.</p>	Daily	Computer Lab, Classroom Computer, Leveled readers, District Curriculum Guides, Extra Support materials	DIBLES, MAZE, progress monitoring data reviewed at bi-monthly common planning meetings, daily basic skills assessments
	Bi-weekly	Computer Lab,	EasyCBM reports, Imagine Learning reports
	Weekly	Computer Lab, Library, MCAS prep material, online intervention resources that align with the Common Core	DIBLES, MAZE, progress monitoring data reviewed at bi-monthly common planning meetings, daily basic skills assessments EasyCBM reports, Imagine Learning reports

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
- LEO After School Homework Program
- Voter registration
- HEY-DAY Program
- Family Dinner Project
- Harvest Festival, Plant Fair/Community Garden
- Gordon College Lunch Buddies
- Imagine Learning for Parents and students
- Citizenship Classes
- Operation Bootstrap Literacy Program
- Homework Help for Parents

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
- University of Massachusetts Nutrition Program
- Healthy Eating Program for adults