

Aborn Elementary School

School Improvement Plan

May, 2014

PIM Team Members

Pat Muxie, Principal

Susan Buchanan, Reading Specialist

Jill Driscoll, Teacher

Belinda Durgin, Teacher

JoAnn Sweeney, Teacher

Elizabeth Wladkowski, Teacher

School Council Members

Pat Muxie, Principal

Jonathan Eddy, Teacher

Donna Amico, Teacher

Jill Driscoll, Teacher

Jennie Hennessey, Teacher

Linda LeBlanc, Parent

Stephanie Giarla, Parent

Anne Brown, Parent

Persida Chez, Parent

Cheryl Correnti, Parent

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 248 students. Demographically, the student population is 10.9% African American, 2.8 % Asian, 33.5% Hispanic, 44.0% White, and 8.5% Multi-Race non-Hispanic. The student population is composed of 25% of students whose first language is not English, 6% who are Limited English Proficient, 56% who are Low Income, and 3.2% who receive services from the Special Education Department. Aborn is a Title I school with an inclusion SPED Program with pull-out as necessary. The following table compares Aborn's selected population statistics with those of the district and the state.

Enrollment Data 2013-2014

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Aborn	248	10.9	2.8	33.5	0.4	44	8.5	25	6	56	3.2	59.3
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	88	90.5	90	88.9	75	On Target	0	25
Math	88.8	87.3	90.7	92.5	100	Above Target	25	25
Science	80.7	92.9	83.9	96.2	100	Above Target	0	25

Student Growth (SGP)	6 Yr Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	65	67	50	100	Below Target
Math	51	63.5	57	59	75	On Target

Accountability and Assistance Level- Level 1
Cumulative PPI (all students)- 99

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
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
2013	17	3	41	34	41	52	0	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2013	29	20	51	38	15	27	5	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
	2003	0	3	36	35	51	46	13
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
2013	14	3	56	31	31	45	0	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
	2003	6	5	29	20	40	50	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
2013	22	6	47	28	28	51	3	15

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
	2006	11	8	55	37	32	42	3
2007	16	6	56	46	25	35	3	12
2008	5	6	46	40	46	40	2	14
2009	13	6	56	36	28	40	3	18
2010	13	6	45	37	33	38	0	18
2011	23	7	54	44	14	34	9	15
2012	28	9	48	39	20	34	4	18
2013	15	9	70	44	15	32	0	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
	2006	18	9	21	23	45	35	16
2007	9	10	47	33	34	37	6	19
2008	15	13	29	25	39	37	17	25
2009	19	11	41	27	25	28	16	34
2010	25	12	30	24	43	37	3	27
2011	29	12	40	34	26	33	6	21
2012	22	13	33	28	35	33	11	26
2013	27	15	64	33	9	31	0	20

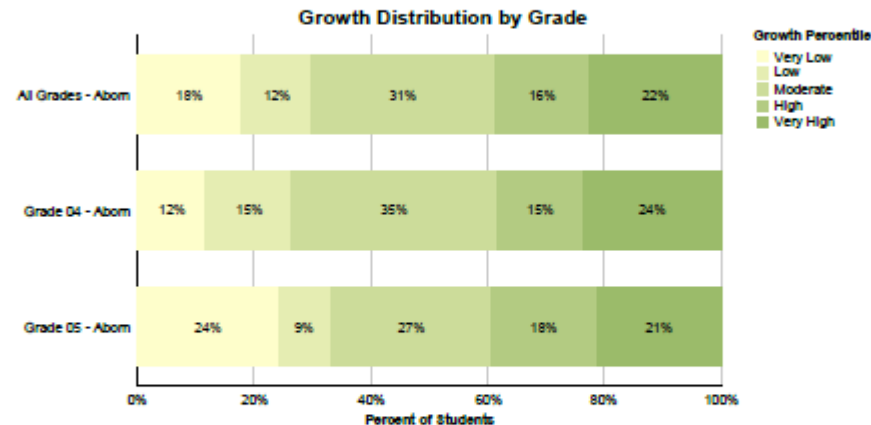
Student Growth Percentile by School and Grade

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.



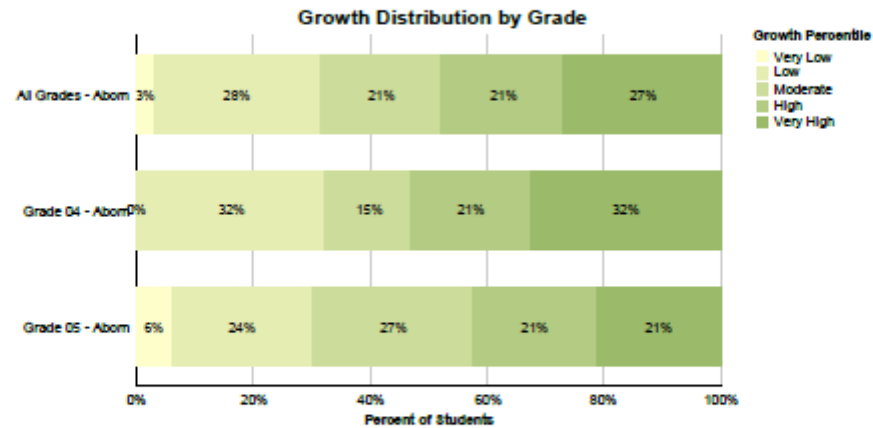
Spring 2013 MCAS School Growth Distribution
English Language Arts

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 (Ach. Level)
All Grades - Abom	12	8	21	11	15	50.0	67	70	110
Grade 04 - Abom	4	5	12	5	8	48.5	34	69	36
Grade 05 - Abom	8	3	9	6	7	50.0	33	85	33



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 (Ach. Level)
All Grades - Abom	2	19	14	14	18	59.0	67	80	110
Grade 04 - Abom	0	11	5	7	11	63.5	34	69	36
Grade 05 - Abom	2	8	9	7	7	53.0	33	91	33

ABORN 1

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Letter Naming Fluency	Fall	62	30	8	68	22	10	70	20	10	83	14	3	83	15	2
	Winter															
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	20	32	14	61	27	12	62	30	8	89	11	0	90	3	7
	Winter	84	16	0	84	14	2	97	3	0	95	0	5			
	Spring	83	17	0	94	5	0	97	3	0	92	3	5			

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Nonsense Word Fluency CLS	Fall	73	22	5	59	29	12	60	32	8	75	17	8	64	29	7
	Winter	47	49	5	51	40	9	70	12	18	78	16	6	71	22	7
	Spring	83	17	0	57	33	10	67	12	21	81	8	11	77	14	9

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	60	35	5	63	21	16	65	25	10	84	16	0	68	17	15
	Spring	83	12	6	62	21	17	65	27	8	89	3	8	65	21	14

Aborn- Grade 2

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
Nonsense Word Fluency	Fall	50	37	13	74	24	2	55	27	18	61	23	16	65	19	16
	Winter															
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	54	33	13	69	26	5	52	32	16	59	34	7	62	24	14
	Winter	76	22	2	77	21	2	72	14	14	62	16	22	71	18	11
	Spring	70	22	9	69	24	7	62	13	25	49	20	31	70	24	6

ABORN-3

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	70	35	22	65	31	4	64	29	7	60	27	13	64	18	18
	Winter	41	41	19	62	26	12	52	34	14	67	19	14	70	12	18
	Spring	42	47	11	52	42	6	49	44	7	58	30	12	67	16	17

ABORN-4

Test	Testing Period	2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	57	23	20	54	32	14	72	16	12
	Winter	67	22	11	78	19	3	73	19	8
	Spring	61	19	20	65	32	3	82	8	10

ABORN-5

Test	Testing Period	2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	At/ Above	Below	Well Below	At/ Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	76	15	9	70	23	7	62	23	15
	Winter	74	12	14	80	13	7	79	9	12
	Spring	72	14	14	83	7	10	79	12	9

Implementation Summary of the 2013/2014 Aborn School Improvement Plan

The following chart gives the goals from Aborn's SY 2013/2014 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
<p>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</p> <p>ELA</p>	<p>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.</p> <hr/> <p>Teachers will continue to use Writer's Workshop/WEX models in all grades. Reading/Writing connection will continue to be the focus.</p> <p>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</p> <p>Teachers will model effective writing strategies when writing for persuasion, or to disseminate information, or to communicate a personal experience.</p> <p>Establish an instructional Art and Writing connection.</p>	<p>When we look at 2013 DIBELS data, we see that oral reading fluency scores went up in 4 out of 5 grade levels tested (Fall to Spring measures). Some teachers are using Reading A-Z, including the SmartBoard component, to support fluency. Professional development on the effective use of the Reading A-Z resource is planned for the 2014-15 school year.</p> <hr/> <p>Teachers use either the WEX cycle of: Targeted Instruction, Skill Drill, Journal Writing, Sharing, Closing, Feedback or the Writer's Workshop Model for writing instruction. Mini - lessons come from areas of need when looking at student work samples and standards-based data.</p> <p>New district curriculum maps now include a strong reading and writing connection which all teachers implement.</p> <p>Teachers have consistently modeled effective writing strategies during their writing block. Persuasive and informational writing have been special areas of focus this past year. Scholastic News has been an important resource that we have used in many grades.</p> <p>The Art and Writing connection has not been implemented this year due to a change in Art personnel. This strategy will be discussed with the new Art teacher for possible implementation in the upcoming school year.</p>
	<p>Teachers will model the use of appropriate strategies to unlock the meaning of unknown words in all content areas but especially ELA and Math.</p>	<p>During the 2013-14 school year, school staff developed a content area vocabulary list for both ELA and Math. The Math content area list was distributed at our first Family</p>

Measurable Goals	Strategies	Implementation Status/Results
		Math Night. All content area vocabulary lists will be posted on the school's website by June 30th, 2014.
	Teachers will integrate higher level vocabulary in their daily interactions and instruction with students (appropriate to their grade level).	During daily writing blocks, teachers require students to use higher level vocabulary during their revision process. Teachers also incorporate higher level vocabulary when they are creating/modeling Open Response and Short Answer questions for assessments.

Measurable Goals	Strategies	Implementation Status/Results
<p>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</p> <p>Mathematics</p>	<p>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, and geoboards.</p>	<p>Geoboards, 1/4" rulers, protractors, SmartBoard CDs were purchased and utilized. We have also used websites such as Sheppard Software, First in Math, and Discovery Education to visually support this goal. Data from the 2013 MCAS analysis indicates increased understanding of concepts related to fractions and points on a coordinate plane.</p>
	<p>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.</p>	<p>Teachers have utilized these selected resources with an eye toward making sure they are aligned with the CCSS. LPS Math PD Course strategies are rigorous and being incorporated into daily instruction.</p>
	<p>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, <i>creating</i> data charts and <i>creating</i> coordinated planes.</p>	<p>Teachers frequently used the DESE website and Edwin Analytics to have students look at and analyze released questions and model responses which scored high marks. Some teachers also use a resource purchased by the district entitled: <u>On Core Math</u>. Two out of 3 grades assessed increased Math Open Response performance.</p>
	<p>Teachers will examine and discern the commonalities between ELA and Math Open Response questions</p>	<p>Our Math CIT examined commonalities between ELA and Math Open Response questions. Her analyses led to a focus on including <i>step by step explanations</i> in students' responses, in addition to showing their work. Two out of 3 grades assessed increased Math Open Response performance.</p>

Note: The addition of a Math CIT to our staff has been an important resource for increased student achievement and staff support, especially due to increased opportunities for small group instruction, differentiated instruction, and professional sharing about effective math instruction. We are appreciative of the district's support of this endeavor.

Aborn SY 2014-15 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 2014-2015 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 2013 Accountability Report shows that Aborn has a Composite Performance Index (CPI) of 88.9 in ELA (On Target) and 92.5 in Math (Above Target).

Strengths/Improvement in ELA:

- Decrease in the percentage of students scoring Warning at **all** grade levels
- Increase in performance on questions involving determining the meaning of vocabulary in context
- Increase in the performance of targeted subgroups Grades 3 (girls) & Grade 5 (low income)

Strengths/Improvement in Math:

- Overall increase in Math performance across all grade levels
- Increase in the performance of students in subgroups
- Improved understanding of concepts related to fractions and graphing points on a coordinate plane

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

Weaknesses in ELA:

- Inference of a central theme
- Character analysis and development (from the beginning to the end of the story)
- Letter Naming Fluency as indicated by Fall DIBELS scores
- Writing Proficiency in all 3 genres: persuasive, informational, and personal narrative- (i.e., targeting higher individual scores on the long composition and open response questions)

Weaknesses in Math:

- Open response question performance
- Converting units of like and unlike measurement

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 show evidence of comprehension by increasing their performance on questions involving central themes as well as character development and character analysis.
- Students will continue to improve their writing in the following 3 genres: persuasive, informational, and personal narrative in order to attain higher individual scores.
- Students will continue to demonstrate the use of various strategies to unlock meanings of unknown vocabulary in all content areas. (Staff will implement strategies to fully utilize and promote content area academic vocabulary lists developed during the 2013-14 school year.)
- 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. (Staff will discuss and begin to use a common template/graphic organizer and/or acronym during Math instruction.)
- Students will continue to demonstrate increased understanding of concepts related to equal shares, fractions, graphing points on a coordinate plane, area/perimeter. They will improve performance on questions involving converting like and unlike units of measurement.

Aborn SY 2014/2015 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.
Identified Student Weakness	Understanding of central theme, character analysis, character development
Student Learning Objective	Students will show evidence of comprehension by increasing their performance on questions involving central themes as well as character development and character analysis.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Staff will investigate and discuss common central themes in literature across all genres.	August through September	MA ELA 2011 Frameworks, CCSS, International Reading Association, and FCRR documents	First faculty meeting agenda item with accompanying informational flyers for staff review
Staff will use character maps consistently in instruction to help students analyze characters within the texts they are reading. Self analysis will be taught (e.g., bio poems) to support this goal.	September through June	Character map templates appropriate for primary and intermediate grades	Two student work samples per trimester to be collected and shared by teachers during PLC time.

Aborn SY 2014/2015 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.
Identified Student Weakness	Persuasive, informational, and personal narrative writing proficiency
Student Learning Objective	Students will continue to improve their writing in the following 3 genres: persuasive, informational, and personal narrative in order to attain increased writing proficiency.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will continue to use the Writer’s Workshop or WEX model and materials for writing instruction.	Sept. through June	Writer’s Workshop and WEX Teacher Guides for all classroom and special education staff	PO # for special education and any new staff
Teachers will continue to focus on a Reading and Writing connection.	Sept. through June	Scholastic News in addition to WEX and Writer’s Workshop materials Writing folders/student journals	During the 2014-15 school year, teachers will keep track of writing topics in list fashion for review and reflection during PLC time and at the end of year. Review of students’ writing samples in WEX journals and writing folders
Teachers will read mentor texts to students to demonstrate effective writing characteristics and techniques. Student expectations will include applying and incorporating these techniques into their own writing.	Sept. through June	Mentor texts matched to writing characteristics and techniques Reading Specialist suggestions and support	Review of students’ writing samples in journals/folders. One cold, independent writing sample will be collected and saved each month to show progress. (K-3) Teachers will also review results on the district’s benchmark tests (Grades 3-5). Work collaboratively with teachers, specialists, and administrators to incorporate a, “celebration” opportunity in each classroom to showcase best writing.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will model effective writing strategies (including think-alouds during the revision process) when writing to persuade, disseminate information, or communicate a personal experience.	Sept. through June	Chart paper, post-it notes, SmartBoard, graphic organizers	Lesson plan review Classroom observations
Establish an Art and Writing connection to strengthen skill application.	Prep: Sept.-Nov. Implementation: Nov. through June	Teacher collaboration time, Story paper	Administrative review of lesson plans. Classroom observations

Aborn SY 2014/2015 School Improvement Plan

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Identified Student Weakness	Vocabulary
Student Learning Objective	Students will continue to demonstrate use of various strategies to unlock meanings of unknown vocabulary in all content areas. (Staff will implement strategies to fully utilize and promote content area academic vocabulary lists developed during the 2013-14 school year.)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will post vocabulary to promote an understanding of key words and concepts in specific subject areas. Classes with ELL students will include visuals whenever possible.	Sept. through June	Chart paper, index cards, markers	Observation of content area word walls
Administrator will establish a home-school connection in relation to vocabulary through the use of vehicles such as Open House, the school newspaper, and the school website.	Sept. through March	Webmaster collaboration, copier ink and toner for newspaper, SmartBoard and accompanying computer for parent presentations	Open House agendas, collection of school newspapers, and observation of website information

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Identified Student Weakness	Math Open Response question performance
Student Learning Objective	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. (Staff will discuss and begin to use a common template/graphic organizer and/or acronym during Math instruction.)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Staff will discuss, create, and begin to use a common template, graphic organizer and/or acronym during Math instruction to promote student achievement when answering Open Response questions in Math. This template, graphic organizer, or acronym may be differentiated for primary vs. intermediate grades.	September through November 2014	PLC time, Faculty Meeting time, Researched samples from: LPS Math coaches, a variety of Math organizations, and/or other school districts	PLC and Faculty Meeting agendas Hard samples of templates, graphic organizers, or acronyms used by students in districts with high levels of achievement or improvement
Use Math CIT suggestions and support to promote improvement in this area.	September through May	Math CIT	Review of list of suggestions Observation of modeled lessons
Teachers in Grades 3-5 will create a 3-4 Point Club in their classes to monitor student achievement in a positive way.	November through June	Lined incentive charts for each classroom	Observation of 3-4 Point Club charts

Aborn SY 2014/2015 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.
Identified Student Weakness	Converting like and unlike units of measurement Fractions Area/perimeter Graphing points on a coordinate plane
Student Learning Objective	Students will continue to demonstrate increased understanding of concepts related to equal shares, fractions, graphing points on a coordinate plane, area/perimeter. They will improve performance on questions involving converting like and unlike units of measurement.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will continue to provide students with increased opportunities to work with visual fraction models such as number lines, pizza models, fraction strips, fraction manipulatives, pattern blocks, geoboards.</p> <p>Purchase or create conversion posters for all staff to hang and refer to during instruction.</p>	<p>Sept.-June</p> <p>August-September</p>	Geoboards Manipulatives Pattern blocks Websites Smart Exchange Lessons Number lines Released MCAS questions First in Math Subscription Circle Chart-Staples	District-wide Math assessments Progress monitoring Tests/quizzes Review of results on performance assessments Review of students' performance on previously released MCAS questions

Parent Involvement

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

- Continue to use the Connect Ed system to keep parents informed about upcoming educational and social events
- Continue to develop and update the information, photos, and interactive opportunities located on the Aborn School website
- Continue to write a School Newsletter and/or Monthly Calendar of Events for distribution to parents
- Continue to host Open Houses for Parent Conferences and to inform parents of curriculum initiatives for which we need their support
- Support PTO events including the School Store and the Family Dance
- Continue to require all parents, students, and teachers to read, sign, and abide by the Title I Home/School Compact each year
- 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 Patriotic Program
 - Grade 1 Green Eggs and Ham Day
 - Fieldtrips
 - Field Day
 - Family Math Night or Literacy Night
 - Partnerships with the Peabody Essex Museum, the Campfire Program, the Lynn Police Department, and the Lynn Fire Department.