

Edward A. Sisson Elementary School

School Improvement Plan

May/June 2014

PIM Team Members

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EXECUTIVE SUMMARY

School Profile and Demographics

The Sisson Elementary School is the seventh largest of Lynn's seventeen elementary schools and has a student population of approximately 450 students. Demographically the student population is 9.5% African American, 10.4% Asian, 31% Hispanic, Multi-race Non-Hispanic 6%, 0.9% Native American, and 42.3% White.

The student population is composed of 26.5% of students whose first language is not English, 5.5% who are Limited English Proficient, 64.2% who are low income, and 11.9% who receive services from the Special Education Department. Sisson is a Title I school with 3 full-day kindergarten classes, 4 first grade classes, 3 classes for second, 3 for third, 3 for fourth, and 3 fifth grades. Special Education services are provided through an inclusion program. Sisson also has a self-contained II (Intellectually Impaired) class for grades 3-5. Also, Sisson added a Developmentally Delayed/ Communications Self-contained K-2. We also have 2 Reading Specialist for grades K-5.

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
Sisson	452	9.5	10.4	31	0.9	42.3	6	26.5	5.5	64.2	11.9	67
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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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)

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	90.1	90.3	91.8	88.2	25	No Change	0	0
Math	88.5	89.7	90.4	83.8	0	Declined	25	0
Science	69.5	76.1	74.6	66.3	0	Declined	0	0

Student Growth (SPG)	6 Yr. Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	42	48.5	45	50	Below Target
Math	51	32	27	23.5	0	Below Target

Accountability and Assistance Level- Level 2
Cumulative PPI (all students)- 48

MCAS Results

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

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	NA		61	46	36	43	3	11
2004	NA		57	51	41	40	1	9
2005	NA		52	49	34	40	14	11
2006	25	10	52	30	20	47	3	13
2007	23	6	59	35	16	28	2	25
2008	9	6	68	33	22	41	1	20
2009	18	5	60	32	20	44	2	19
2010	38	7	43	38	18	43	2	13
2011	10	6	60	41	24	41	6	12
2012	13	6	63	35	21	45	3	14
2013	6	3	64	34	21	52	9	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003								
2004								
2005								
2006	6	2	57	32	35	37	3	29
2007	39	12	50	35	11	28	0	25
2008	25	16	60	35	13	28	3	21
2009	18	9	71	35	9	30	2	26
2010	43	13	48	36	7	32	2	19
2011	24	8	61	47	10	31	5	14
2012	30	13	46	33	21	35	3	19
2013	52	20	33	38	6	27	9	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	3	1	43	33	47	49	7	16
2003	3	3	62	35	34	46	1	17
2004	5	3	48	36	44	47	3	13
2005	4	4	45	32	40	47	11	17
2006	8	4	66	35	27	46	0	15
2007	11	3	56	35	27	44	6	18
2008	18	3	57	26	21	49	3	22
2009	10	4	55	28	32	44	4	23
2010	6	2	70	29	22	50	2	20
2011	13	3	51	30	29	46	7	22
2012	8	4	61	34	26	40	5	22
2013	11	3	57	31	30	45	1	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	2	5	25	19	60	46	13	31
2003	6	5	35	20	51	50	7	25
2004	5	6	26	22	64	54	5	18
2005	11	7	32	19	44	53	13	21
2006	15	8	37	19	40	52	8	20
2007	32	11	39	27	23	43	6	19
2008	32	10	40	24	24	44	5	22
2009	1	7	49	23	44	48	6	22
2010	27	9	52	26	20	48	2	17
2011	24	7	42	23	25	49	9	21
2012	15	6	52	30	30	47	3	17
2013	7	6	36	28	49	51	7	15

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	31	8	40	37	26	42	3	14
2007	21	6	58	46	21	35	0	12
2008	15	6	60	40	25	40	0	14
2009	21	6	56	27	21	28	2	34
2010	15	6	53	37	32	38	0	18
2011	16	7	65	44	16	34	3	15
2012	17	9	56	39	23	34	4	18
2013	12	9	64	44	20	32	4	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	11	9	37	23	35	35	17	33
2007	5	10	41	33	47	37	8	19
2008	22	13	37	25	33	37	8	25
2009	23	11	46	27	21	28	11	34
2010	8	12	36	24	42	37	14	27
2011	18	12	49	34	24	33	10	21
2012	27	13	40	28	29	33	4	26
2013	21	15	40	33	32	31	7	20

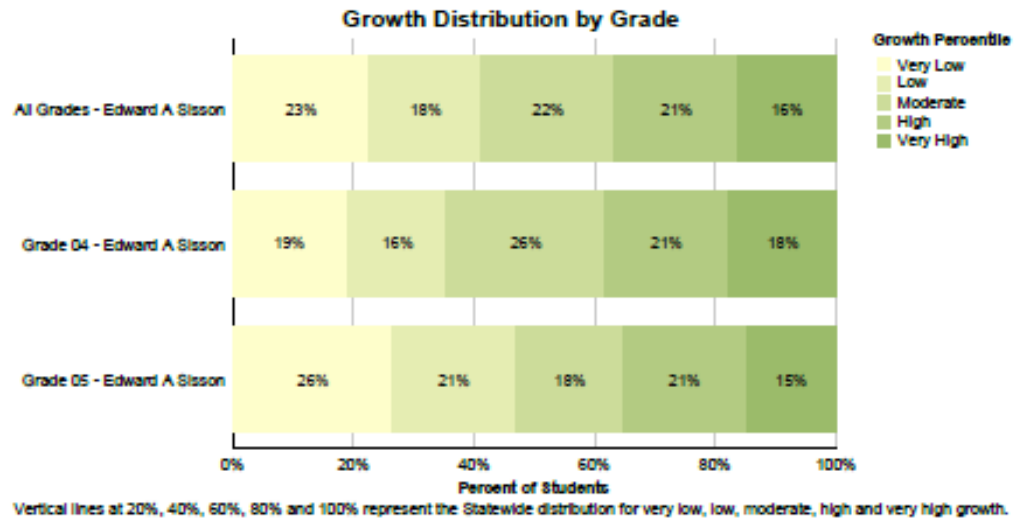
Student Growth Percentile by School and Grade

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.

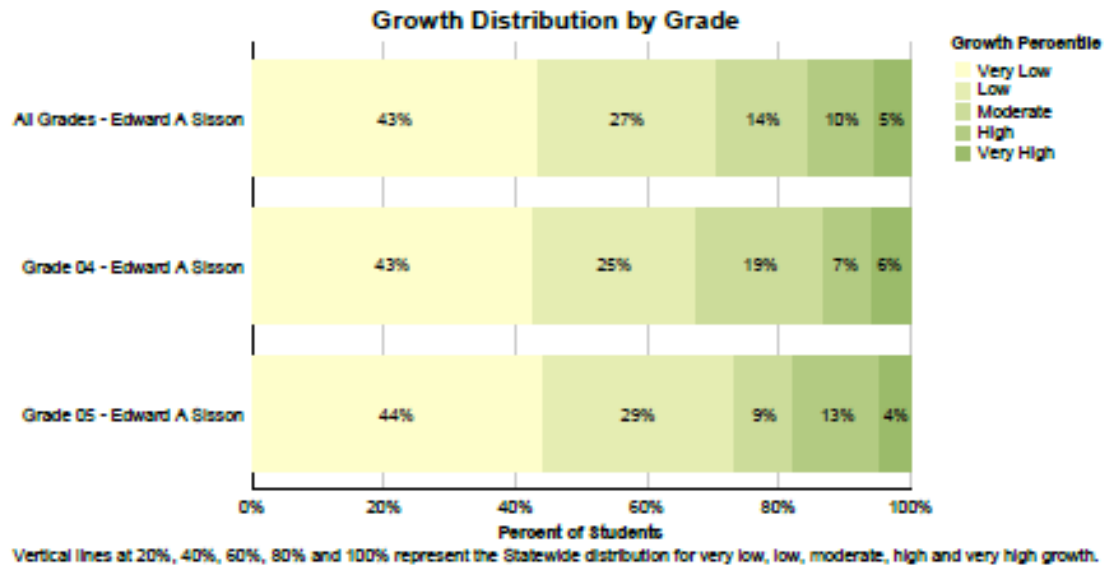


Spring 2013 MCAS School Growth Distribution
English Language Arts

District: Lynn
Subject: English Language Arts



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Edward A. Sisson	31	25	30	28	22	45.5	136	71	206
Grade 04 - Edward A. Sisson	13	11	18	14	12	54.5	68	69	70
Grade 05 - Edward A. Sisson	18	14	12	14	10	42.0	68	75	69



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Edward A. Sisson	59	37	19	14	7	23.5	136	63	204
Grade 04 - Edward A. Sisson	29	17	13	5	4	22.5	68	43	69
Grade 05 - Edward A. Sisson	30	20	6	9	3	26.0	68	60	68

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 2008-2009, 2009-2010, and 2010-2011. The reporting categories for 2012-2013 and after are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

Grade K

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	25	13	61	33	6	60	23	17	72	15	13	74	11	15
	Winter	69	18	12	59	15	26	75	15	10	67	23	10	66	15	19
	Spring	54	31	15	53	34	13	78	8	14	73	14	13	66	13	21

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
Initial Sound Fluency	Fall	17	35	48	43	39	18	46	21	33	47	12	41	42	1	57
	Winter	31	42	28	35	46	19				54	15	31	48	19	33
	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															
	Winter	42	20	38	31	39	30	69	23	8	56	18	26	38	33	29
	Spring	46	26	28	60	23	17	76	12	12	73	8	19	49	23	28

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 Words Fluency CLS	Fall															
	Winter	58	9	32	48	30	22	50	25	25	38	29	33	29	30	41
	Spring	49	25	26	45	19	36	50	32	18	30	43	27			

Grade 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	58	23	18	64	26	10	53	24	23	63	28	9	62	26	12
	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	82	12	6	56	29	15	33	234	33	40	38	22	65	16	19
	Winter	93	5	1	92	7	1	86	8	6	84	10	6			
	Spring	99	1	0	94	6	0	84	10	6	88	12	0			

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	70	17	13	58	26	16	36	16	48	54	22	24	38	25	37
	Winter	70	27	3	48	37	15	63	21	16	63	19	18	53	24	23
	Spring	74	24	3	71	21	8	52	23	25	64	11	25	62	14	24

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	77	21	1	70	26	4	62	25	13	76	20	4	46	18	36
	Spring	88	11	1	83	13	4	59	32	9	79	16	5	61	11	28

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 CLS	Fall	70	22	8	67	25	8	56	20	24	59	19	22	70	9	21
	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	63	33	4	68	21	11	72	23	5	56	30	14	74	16	10
	Winter	85	8	7	75	10	15	84	7	9	75	13	12	71	11	18
	Spring	78	15	7	67	15	18	70	22	8	66	20	14	64	20	16

Grade 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	49	36	14	70	23	7	60	24	16	66	24	10	63	17	20
	Winter	73	22	5	70	22	8	57	27	156	74	20	6	69	16	15
	Spring	62	35	3	64	29	7	57	29	14	74	23	3	65	22	13

Grade 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	65	22	13	61	26	13	69	19	12
	Winter	63	30	7	71	20	9	77	18	5
	Spring	61	29	10	63	24	13	74	16	10

Grade 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	78	18	4	76	18	6	53	28	19
	Winter	78	14	8	81	13	6	61	25	14
	Spring	80	12	8	79	17	4	61	21	18

Implementation Summary of 2014-2015 School Improvement Plan

The following chart gives the goals from Sisson's SY 2014/2015 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 scaffolded a variety of strategies for clarification of learning outcomes by following directions and analyzing the questions.</p>	<ul style="list-style-type: none"> • <u>Seven Keys to Comprehension</u> by Susan Zimmerman • Differentiated Test Prep Materials • Assessment Tests • Student work samples • Afterschool programs <ul style="list-style-type: none"> - Remedial K-5 - Enrichment K-2 • General Technology/ IPADS/ SMARTboards/ Computer Lab • Small group instruction • Reading Specialist, Grades K-5 • Extended Day/ Saturday <p>All Sisson teachers began to structure their instruction following the UBD Plan/Mode to create differentiated lessons.</p> <p>All Sisson teachers continued to use <u>Seven Keys to Comprehension</u> by Susan Zimmerman. Teachers Collected evidence of work samples. Past Sisson teachers were trained in the Seven Keys to Comprehension strategies and its benefit in instructions.</p> <p>Teachers modeled strategies for answering open response questions graphic organizers, details/ answers, key vocabulary, and showing evidence. Strategies and language were not common across all grade levels.</p> <p>Teachers also collected work samples of Reading Responses according to the LPS Curriculum Map based on MA State Standards aligned to the Common Core. Teachers used the evaluation binders as a method of collection.</p> <p>ELA Coaches were sent in to assist teachers by presenting lessons to the students allowing the teachers to observe best teaching practices. These were very helpful to the teachers. Sisson teachers will benefit greatly from ELA coaching in the 2014-2015 school year. Specific target areas will be planning and implementing lessons using the gradual release and backwards design model.</p>

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 provide daily opportunities for students to develop, acquire, and improve vocabulary through, class discussion, visual aids, and context clues. This will be done through the use of vocabulary building activities, formative and summative assessments.</p>	<ul style="list-style-type: none"> • <u>Seven Keys to Comprehension</u> by Susan Zimmerman • Harcourt Trophies • Trade books • Differentiated Materials • Small Group Instruction • Afterschool programs • General Technology/ IPADS/ SMARTboards/ Computer <p>Method of collecting evidence</p> <ul style="list-style-type: none"> • Principal observation • Student Response • District Testing • Evidence Collection Binder <p>All Sisson teachers provided opportunities for vocabulary development. Direct vocabulary instruction was not consistent and uniform across grade levels.</p> <p>Students at the Sisson School had the opportunity in the spring to attend extended day/Saturday School which provided opportunity to solidify content vocabulary and number sense in a small group setting.</p> <p>ELA Coaches were sent in to assist teachers by presenting lessons to the students allowing the teachers to observe best teaching practices. These were very helpful to the teachers. Sisson teachers will benefit greatly from ELA coaching in the 2014-2015 school year. Specific target areas will be planning and implementing lessons using strategies to infer word meaning.</p>

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>MATH</p>	<p>Teachers provided instruction and modeled Problem Solving Strategies to answer open response questions.</p> <p>This was done using grade level materials from the Lynn Public Schools Math Curriculum.</p> <p>Grades K-5 used small group instruction.</p>	<ul style="list-style-type: none"> • Houghton Mifflin Text • Common Core Workbook • District Math Tests • District Assessment- Grade 3-5 Benchmark Math Tests • Differentiated Materials • Computer Lab • General Technology/SMARTboards/ Computer • Afterschool programs <p>Teachers also collected work samples to assess Open Response answers according to the LPS Curriculum Map based on MA State Standards aligned to the Common Core.</p> <p>The strategies incorporated are highlighting, circling, underlining, and boxing of key words.</p> <p>Our focus continues to revolve around teaching students to explain how they arrived at an answer. By reviewing the open response it was found that the majority of students failed to provide adequate evidence and explanation as to how they arrived at their answer.</p> <p>Students do not use a specific process in order to adequately organize their responses to show their knowledge of the standard.</p> <p>Often students do not have the opportunity to orally respond or explain their knowledge of a standard. Instruction and practice of the strategies are not consistent and common between grade levels. Previously taught strategies need to be consistently used and built upon as materials become more complex.</p> <p>Math Coaches were sent in to assist teachers by presenting lessons to the students allowing the teachers to observe best teaching practices. These were very helpful to the teachers. Sisson teachers will benefit greatly from Math coaching in the 2014-2015 school year. Specific target areas will be planning and implementing lessons using the gradual release and backwards design model.</p>

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>MATH</p>	<p>Teachers provide opportunities for students Grades K-5 to explain verbally and or written which gave appropriate vocabulary and explanation to their answer to Open Response questions.</p>	<ul style="list-style-type: none"> • Small group instruction • Houghton Mifflin Text • District Assessments- Grade 3-5 Math Benchmark Test • Open Response Questions • Differentiated Materials • Technology/ Computer • Afterschool programs • Extended Day/ Saturday School <p>Teachers provided opportunities for students to develop and improve math vocabulary through class discussion, visual aids, and context clues given by the LPS Curriculum Map based on MA State Standards aligned to the Common Core.</p> <p>All Sisson teachers provided opportunities for students Grades K-5 using specific vocabulary. Direct instruction of vocabulary and multiple opportunities to practice content specific vocabulary will be further implemented.</p> <p>Common teaching practices for vocabulary across the grade levels were not implemented.</p> <p>ELA Coaches were sent in to assist teachers by presenting lessons to the students allowing the teachers to observe best teaching practices. These were very helpful to the teachers. Sisson teachers will benefit greatly from ELA coaching in the 2014-2015 school year. Specific target areas will be planning and implementing lessons using strategies to infer word meaning.</p>

SY 2014-2015 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 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.**

Data Analysis – Strengths and Weaknesses

The 2013 NCLB Report Card shows that Sisson is Not on Target with improvements in Mathematics and English Language Arts. However, due to the significant percentage of our Low Income Students, Reading Comprehension and access to various genres continues to be a major focus at Sisson. The following chart shows how the percentage of Low Income students at Sisson has doubled over the past twelve years.

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
% Low Income Population	31	38	43	51	52	47	54	53	53	58	61	62.4

Weaknesses in ELA:

- Demonstrate clear understanding of task at hand
- Open Response
- Infer meaning of unknown vocabulary

Weaknesses in Math:

- Problem Solving Strategies
- Open Response Aligned to MA/ Common Core
- Content Vocabulary

Weaknesses in Science:

- Content Vocabulary

Student Learning Objectives 2014-2015

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

- Students will be able to interpret information presented visually, orally and quantitatively. (Common Core State Standard- RI. 1)
- Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (Common Core State Standard- RI. 1)
- Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies. (Common Core State Standard- L. 4)
- Students will be able to make sense of problems and persevere in solving them. (Standard for Math Practice #1)
- Students will explain and be able to apply essential mathematical and science vocabulary to construct viable arguments and critique the reasoning of others. (Standard for Math Practice #3)

Sisson School 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	Reading and identifying key words to demonstrate clear understanding of directions
Student Learning Objective	Students will be able to interpret information presented visually, orally and quantitatively. (RI.7 Common Core)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers scaffolded specific targeted strategies to clarify learning outcomes by analyzing directions and the single and multistep questions.</p> <p>Gradual Release of Responsibility (I do, we do, you do) will be implemented throughout all grade levels. Students will be required to give back a detailed explanation of directions and break down questions in their own words.</p>	Sept. 2009 – Jun. 2015	<ul style="list-style-type: none"> • Harcourt Trophies • Trade books • Open Response questions • Afterschool help/enrichment • Differentiated Materials • General Technology/ IPADS/ SMARTboards/ Computer 	<ul style="list-style-type: none"> • Open response • Student Work Samples • Classroom observation • District Assessment • Writing Samples • Formative & Summative Assessments

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

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will model strategies for and scaffold the process of answering open response questions by using the MA State Standards aligned to the Common Core.</p> <p>Teachers will model strategies for answering analyzing open response questions using gradual release and common language across all grade levels for all types of writing; narrative, opinion, expository.</p>	September 2009 – June 2015	<ul style="list-style-type: none"> • General Technology/ IPADS/ SMARTboards/ Computer • Differentiated Instruction • Whole/Small group instruction • Six Traits of Writing 	<ul style="list-style-type: none"> • Formative & Summative Assessments • Student work samples • District Assessments

Sisson School 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	Vocabulary
Student Learning Objective	Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies. (L. 4 Common Core)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will provide daily opportunities for students to develop, acquire, and improve vocabulary through direct instruction, class discussion, visual aids, and context clues. This will be done through the use of seven step process to pre-teaching vocabulary, vocabulary building activities, formative and summative assessments.	September 2009 – June 2015	<ul style="list-style-type: none"> • Harcourt Trophies • Trade Books • Whole/Small group instruction • Seven Step Process for Pre-teaching Vocabulary • Infer word meaning daily in all grade levels • Six Traits of Writing (Word Choice) • Extended Day/Saturday School • Infer word meaning daily in all grades • Differentiated Materials • General Technology/ IPADS/ SMARTboards/ Computer 	<ul style="list-style-type: none"> • Principal observation • Student work samples • District Assessments • Formative & Summative Assessment

Sisson School 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	Open Response
Student Learning Objective	Students will be able to make sense of problems and persevere in solving them. (Standard for Math Practice #1)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will provide instruction and model Problem Solving Strategies and scaffold the process of answering open response questions according to the MA State Standards aligned to the Common Core.</p> <p>Teachers will provide instruction and model common mathematic strategies school wide such as the BUS (Bracket, Underline, & Solve). Teachers build upon students' prior knowledge of learned strategies for analyzing tasks and following directions.</p>	September 2010 – June 2015	<ul style="list-style-type: none"> • Houghton Mifflin Text • General Technology/ IPADS/ SMARTboards/ Computer • District Assessment • Differentiated Materials • Problem Solving Strategies • Whole/Small group instruction 	<ul style="list-style-type: none"> • Principal observation • Student work samples • Formative & Summative Assessments • District Assessments
<p>Teachers will provide opportunities for students K-5 to explain their thought process and defend their answer using content specific vocabulary both verbally and/or in writing.</p>	September 2009 – June 2015	<ul style="list-style-type: none"> • Houghton Mifflin Text • Seven Step Process for Pre-teaching Vocabulary • Differentiated Materials • General Technology/ IPADS/ SMARTboards/ Computer • Whole/Small group instruction • 	<ul style="list-style-type: none"> • Student work samples • Principal Observation • Formative & Summative Assessment

Sisson School 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	Essential Content Vocabulary
Student Learning Objective	Students will explain and be able to apply essential mathematical and science vocabulary to construct viable arguments and critique the reasoning of others. (Standard for Math Practice #3)

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will provide opportunities for students to develop, acquire, and improve on essential content science and mathematics vocabulary through class discussion, visual aids, and technology according to the MA State Standards aligned to the Common Core.</p> <p>This will be done through the use of seven step process to pre-teaching vocabulary, vocabulary building activities, formative and summative assessments.</p>	September 2009 – June 2015	<ul style="list-style-type: none"> • Know Atom • Differentiated Materials • Whole/Small group instruction • Seven Step Process for Pre-teaching Vocabulary • Infer word meaning daily in all grade levels • Six Traits of Writing (Word Choice) • General Technology/ IPADS/ SMARTboards/ Computer 	<ul style="list-style-type: none"> • Lab reports • Student work samples • Observations • Formative & Summative Assessment

Parent Involvement

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

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