

Edward A. Sisson Elementary School

School Improvement Plan

May/June 2013

PIM Team Members

Jane Franklin, Principal

Rosanne Fay, CIT

Mary Ellen Caulfield, Teacher

Rosemary Gaylord, Teacher

Patricia Holleran, Teacher

Dawn Flessas, Teacher

Mary Hunt, Teacher

Lisa Grassa, Teacher

Dawn McDonough, Teacher

School Council Members

Jane Franklin, Principal

Stacey Guigure, Parent

Paula Clancy, Parent

Erin Bushway, Parent

Rosanne Fay, CIT

Dawn McDonough, Teacher

Mary Ellen Caulfield, Teacher

EXECUTIVE SUMMARY

School Profile and Demographics

The Sisson Elementary School is the seventh largest of Lynn's seventeen elementary schools and has a student population of approximately 470 students. Demographically the student population is 10% African American, 10% Asian, 28.7% Hispanic, Multi-race Non-Hispanic 4.2%, 0.6% Native American, and 46.5% White.

The student population is composed of 24.8% of students whose first language is not English, 6.8% who are Limited English Proficient, 61.1% who are low income, and 15.7% who receive services from the Special Education Department. Sisson is a Title I school with 2 pre-kindergarten classes, 3 full-day kindergarten classes, 3 first grade classes, 3 classes for second, 3 for third, 3 for fourth, and 3 fifth grades. Special Education services are provided through an inclusion program. Sisson also has a self contained SLD (Specific Language Disability) class for grades 1-3 and an Emotionally Impaired/ Behavior Resource Grades 3, 4 & 5. Also, Sisson added a Developmentally Delayed/ Communications Self-contained K-2. We also have 2 Reading Specialist for grades K-5.

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
Sisson	471	10	10	28.7	0.6	46.5	4.2	24.8	6.8	61.1	15.7	66.9
Lynn	14,139	11.3	9.8	53.1	0.3	22	3.5	54.2	17.5	82.6	16.4	86.2
State	954,773	8.6	5.9	16.4	0.2	66	2.7	17.3	7.7	37	17	47.9

Accountability Status

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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI Target	2012 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	90.1	90.9	90.3	75	On Target	0	25
Math	88.5	89.5	89.7	75	On Target	0	25
Science	69.5	72	76.1	100	Above Target	25	25

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

Accountability and Assistance Level- Level 2
Cumulative PPI (all students)- 64

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
2002	NA		65	49	31	43	4	8
2003	NA		61	46	36	43	3	11
2004	NA		57	51	41	40	1	9
2005	NA		52	49	34	40	14	11
2006	25	10	52	30	20	47	3	13
2007	23	6	59	35	16	28	2	25
2008	9	6	68	33	22	41	1	20
2009	18	5	60	32	20	44	2	19
2010	38	7	43	38	18	43	2	13
2011	10	6	60	41	24	41	6	12
2012	13	6	63	35	21	45	3	14

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	6	2	57	32	35	37	3	29
2007	39	12	50	35	11	28	0	25
2008	25	16	60	35	13	28	3	21
2009	18	9	71	35	9	30	2	26
2010	43	13	48	36	7	32	2	19
2011	24	8	61	47	10	31	5	14
2012	30	13	46	33	21	35	3	19

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

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

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

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

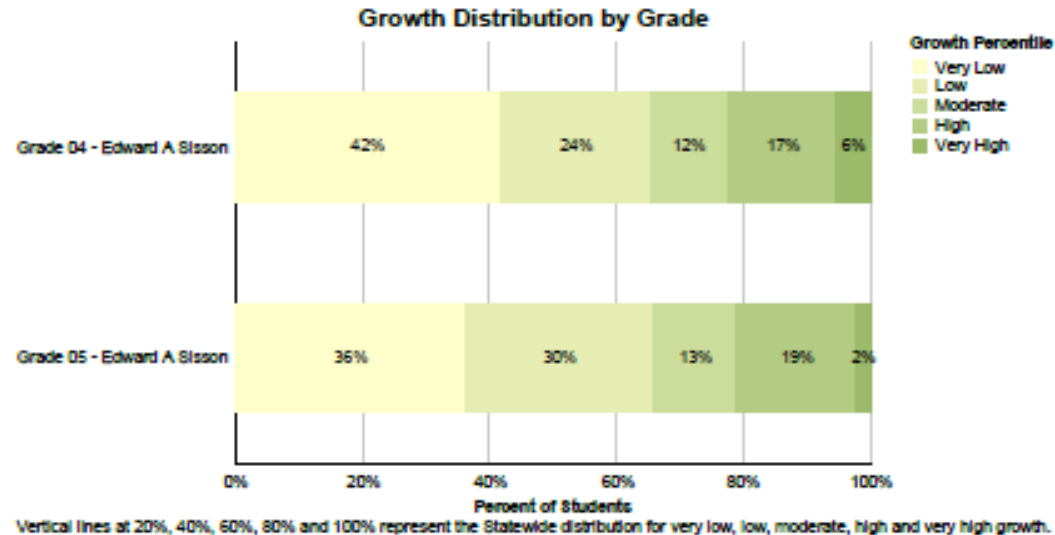
Student Growth Percentile by School and Grade

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.

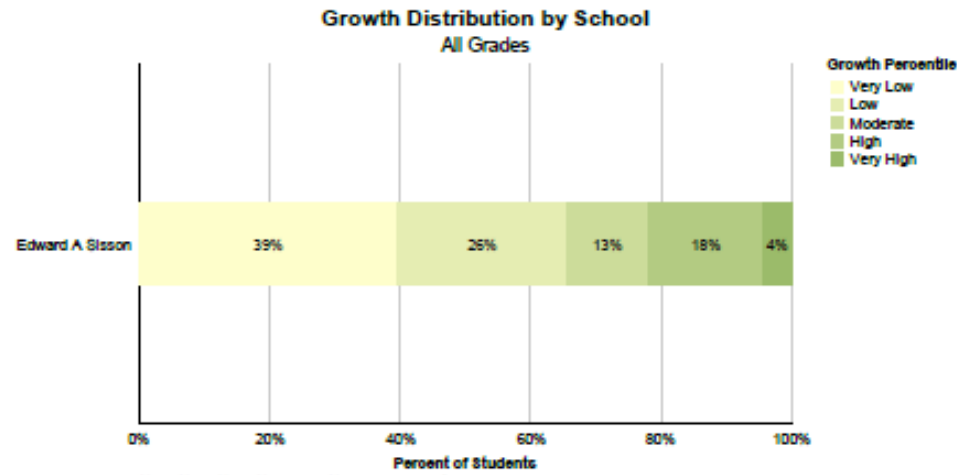


Spring 2012 MCAS School Growth Distribution Mathematics

District: Lynn
Subject: Mathematics

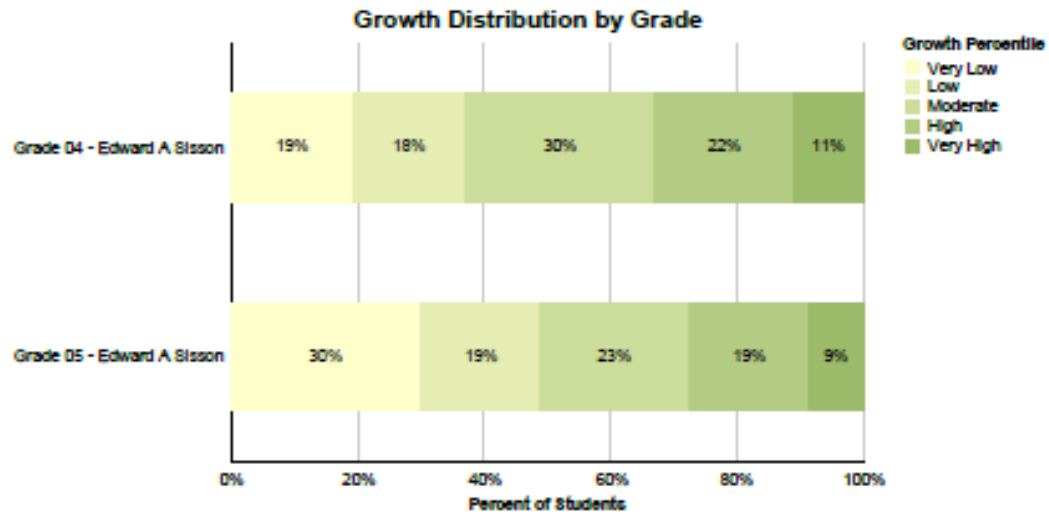


	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Edward A. Sisson	30	17	9	12	4	26.5	72	67	73
Grade 05 - Edward A. Sisson	17	14	6	9	1	29.0	47	67	48

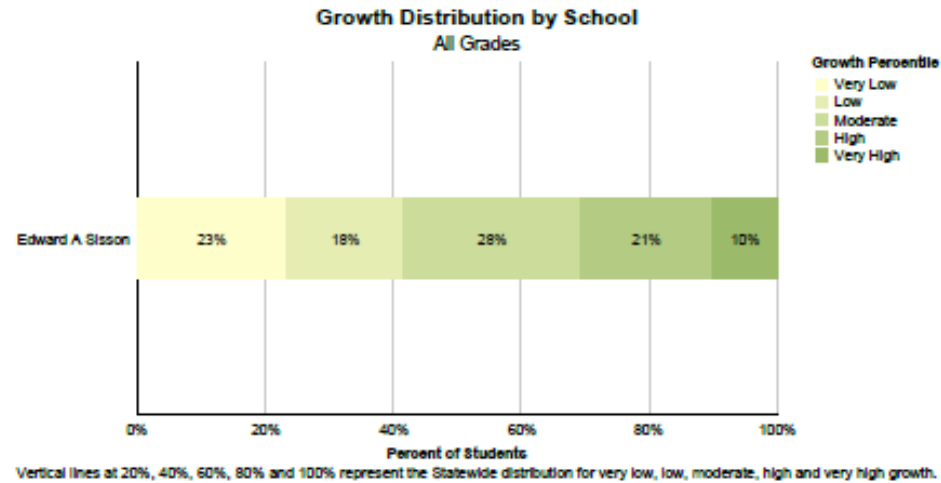


Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Edward A. Sisson	47	31	15	21	5	27.0	119	71	197



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Grade 04 - Edward A. Sisson	14	13	22	16	8	49.0	73	69	74
Grade 05 - Edward A. Sisson	14	9	11	9	4	43.0	47	73	48



	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
Edward A Sisson	28	22	33	25	12	48.5	120	73	198

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.

Grade 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	63	23	14	62	25	13	61	33	6	60	23	17	72	15	13
	Winter	87	8	5	69	18	12	59	15	26	75	15	10	67	23	10
	Spring	66	13	21	54	31	15	53	34	13	78	8	14	73	14	13
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	14	40	46	17	35	48	43	39	18	46	21	33	47	12	41
	Winter	46	43	11	31	42	28	35	46	19				54	15	31
	Spring															
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall															
	Winter	34	48	18	42	20	38	31	39	30	69	23	8	56	18	26
	Spring	61	38	1	46	26	28	60	23	17	76	12	12	73	8	19
Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Nonsense Words Fluency	Fall															
	Winter	83	10	7	58	9	32	48	30	22	50	25	25	38	29	33
	Spring	85	12	3	49	25	26	45	19	36	50	32	18	30	43	27

Grade 1

Test	Testing Period	2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below
Letter Naming Fluency	Fall	74	20	6	58	23	18	64	26	10	53	24	23	63	28	9
	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	69	21	10	82	12	6	56	29	15	33	234	33	40	38	22
	Winter	94	1	5	93	5	1	92	7	1	86	8	6	84	10	6
	Spring	98	1	1	99	1	0	94	6	0	84	10	6	88	12	
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	73	13	14	70	17	13	58	26	16	36	16	48	54	22	24
	Winter	50	41	9	70	27	3	48	37	15	63	21	16	63	19	18
	Spring	67	25	8	74	24	3	71	21	8	52	23	25	64	11	25
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	NA														
	Winter	70	21	9	77	21	1	70	26	4	62	25	13	76	20	4
	Spring	67	20	13	88	11	1	83	13	4	59	32	9	79	16	5

Implementation Summary of 2012-2013 School Improvement Plan

The following chart gives the goals from Sisson's SY 2012/2013 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status
<p>To make AYP in the aggregate and all subgroups in ELA</p>	<p>Teachers scaffolded a variety of strategies to clarify what was expected when learning to follow directions. Students used highlighting, circling, underlining, and boxing of key words in directions.</p>	<ul style="list-style-type: none"> • <u>Seven Keys to Comprehension</u> by Susan Zimmerman • Differentiated Test Prep Materials • Assessment Tests • Student work samples • Afterschool programs • Technology • Small group instruction • Reading Specialist, Grades K-5 <p>All Sisson teachers implemented differentiated instruction using the UBD Plan/Mode.</p> <p>All Sisson teachers continue to use <u>Seven Keys to Comprehension</u> by Susan Zimmerman. Each month a different targeted strategy was used to teach the student population.</p> <p>Teachers modeled strategies for answering open response questions by using graphic organizers, details/ answers, key vocabulary, and showing evidence.</p> <p>Teachers also recorded Reading Response according to the LPS Curriculum Map based on MA State Standards aligned to the Common Core.</p>

Measurable Goals	Strategies	Implementation Status
	<p>Teachers provided daily opportunities for students to develop, acquire, and improve on vocabulary through class discussion, visual aids, and context clues. This was done through the use of vocabulary building activities, small group instruction, and formative and summative assessments.</p>	<ul style="list-style-type: none"> • <u>Seven Keys to Comprehension</u> by Susan Zimmerman • Harcourt Trophies • Trade books • Differentiated Materials • Small Group Instruction • Afterschool programs <p>Method of collecting evidence</p> <ul style="list-style-type: none"> • Principal observation • Student Response • District Testing
<p>To make AYP in the aggregate and all subgroups in mathematics</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 • Differentiated Supplementary Materials • Computer Lab • Afterschool programs <p>Teachers also recorded Open Response answers according to the LPS Curriculum Map based on MA State Standards aligned to the Common Core.</p> <p>The strategies incorporated were highlighting, circling, underlining, and boxing of key words. Teachers used students' prior knowledge of learned strategies for following directions.</p> <p>The present focus 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>

Measurable Goals	Strategies	Implementation Status
	<p>Teachers provided opportunities for students Grades K-5 to explain verbally and/or written, which gave appropriate vocabulary and explanation of their answer to Open Response Questions.</p>	<ul style="list-style-type: none"> • Small group instruction • Houghton Mifflin Text • District Math Trimester Assessment • Open Response Questions • Differentiated Supplementary Materials • Computer Lab • Afterschool programs <p>Teachers provided opportunities for students to develop and improve math vocabulary through class discussion, visual aids, and context clues given by the LPS Curriculum Map based on MA State Standards aligned to the Common Core.</p>

SY 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 NCLB Report Card shows that Sisson is 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 the percentage of Low Income students at Sisson for the past ten years.

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

Weaknesses in ELA:

- Demonstrate clear understanding of Directions
- Open Response
- Using context clues to determine meaning
- Essential Vocabulary

Weaknesses in Math:

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

Weaknesses in Science:

- Essential Vocabulary

Student Learning Objectives 2013-2014

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

- Students will be able to interpret information presented visually, orally and quantitatively. (RI.7 Common Core)
- 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).
- All students will learn and be able to interpret words and phrases as they are used in a text. (RI.4 Common Core)
- Students will be able to make sense of problems and persevere in solving them. (Math Common Core Standard 1)
- All students will learn and be able to apply essential math vocabulary
- All students will learn and be able to apply essential science vocabulary

Sisson 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	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 will scaffold a variety of strategies to clarify what is expected when learning to following directions. Students will use highlighting, circling, underlining, and boxing of key words in a direction given.</p> <p>The strategy of modeling will be used by all teachers with gradual release. The students will be required to give back a detailed explanation of these directions in their own words.</p>	Sept. 2009 – Jun. 2013	<ul style="list-style-type: none"> • Harcourt Trophies • Trade books • Open Response questions • Afterschool help/enrichment • Differentiated Supplementary Materials • Technology 	<ul style="list-style-type: none"> • Open response • Student Work Samples • Classroom observation • District Assessment • Writing Samples • Formative & Summative Assessments

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

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will model strategies for answering open response questions by using the MA State Standards aligned to the Common Core.	September 2009 – June 2014	<ul style="list-style-type: none"> • <u>Seven Keys to Comprehension</u> by Susan Zimmerman • Technology • Differentiated Instruction • Small group instruction 	<ul style="list-style-type: none"> • Formative & Summative Assessments • Student work samples • District Assessments

Sisson 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	Vocabulary
Student Learning Objective	All students will learn and be able to interpret words and phrases as they are used in a text. (RI.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 on vocabulary through class discussion, visual aids, and context clues. This will be done through the use of word walls, vocabulary building activities, and formative and summative assessments.	September 2009 – June 2014	<ul style="list-style-type: none"> • Harcourt Trophies • Trade Books • Small group instruction • Differentiated Supplementary Materials • Technology 	<ul style="list-style-type: none"> • Principal observation • Student work samples • District Assessments • Formative & Summative Assessment

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

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will provide instruction and model Problem Solving Strategies to answer open response questions according to the MA State Standards aligned to the Common Core.</p> <p>Grades K-5 will give an Open Response question per Unit.</p>	September 2010 – June 2014	<ul style="list-style-type: none"> • Houghton Mifflin Text • Technology • District Assessment • Differentiated Supplementary Materials • Problem Solving Strategies • 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 Grades K-5 to explain verbally and/or written, using appropriate vocabulary and explanation of their answer to Open Response Questions.</p>	September 2009 – June 2014	<ul style="list-style-type: none"> • Houghton Mifflin Text • Differentiated Supplementary Materials • Technology • Small group instruction 	<ul style="list-style-type: none"> • Student work samples • Principal Observation • Formative & Summative Assessment

Sisson 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	Vocabulary
Student Learning Objective	All students will learn and be able to apply essential math vocabulary

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will provide opportunities for students to develop and improve math vocabulary through class discussion, visual aids, and context clues throughout the MA State Standards aligned to the Common Core.	September 2009 – June 2014	<ul style="list-style-type: none"> • Houghton Mifflin Text • Differentiated Supplementary Materials • Small group instruction • Technology 	<ul style="list-style-type: none"> • Student work samples • Principal Observation • Formative & Summative Assessment • District Assessments

Sisson 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	Essential Vocabulary
Student Learning Objective	All students will learn and be able to apply essential Science vocabulary

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will provide opportunities for students to develop, acquire, and improve on essential science vocabulary through class discussion, visual aids, and technology according to the MA State Standards aligned to the Common Core.	September 2009 – June 2014	<ul style="list-style-type: none"> • Know Atom • Differentiated Supplementary Materials • Small group instruction • Technology 	<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.