

**Robert L. Ford 1-5
School Improvement Plan
May/June 2014**

PIM Team Members

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Anmarie Donnelly, Library Media Specialist
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School Council Members

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Bethania Cedeno, Parent
Brenda Gibb, Parent**

2013-2014 SY

EXECUTIVE SUMMARY

School Profile and Demographics

Presently, the Ford School has a student population of approximately 507 students; this number is down 110 students from last year. This is mainly due to the kindergarten classes being moved to the new ECC (Early Childhood Center) at Lynn Tech. Demographically the student population is 10.3% African American, 9.7% Asian, 69.8% Hispanic, .2% Native American, 6.9% White, and 3.2% multi-race non-Hispanic.

The student population is composed of 64.9% of students whose first language is not English, 28.6% who are Limited English Proficient, 92.9% who are low income, 6.5% who receive services from the Special Education Department, and 94.7% who are High Needs.. Robert L. Ford is a Title I school with a combination of resource/inclusion programs.

Enrollment Data 2012-2013

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Ford	507	10.3	9.7	69.8	0.2	6.9	3.2	64.9	28.6	92.9	6.5	94.7
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

Our program consists of 5- First Grade Classes, 5- Second Grade Classes, 4 - Third Grade Classes, 4 - Fourth Grade Classes, and 4 - Fifth Grade Classes.

Accountability Status

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 NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5).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

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	72.8	74	77.3	73.9	25	No Change	25	0
Math	72.2	68.2	76.8	75.3	50	Improved Below Target	25	25
Science	67.8	61.8	73.2	76.9	100	Above Target	25	25

Student Growth (SPG)	6 Yr. Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	34	47	56	75	On Target
Math	51	34	46	59	75	On Target

Accountability and Assistance Level- Level 3
Cumulative PPI (all students)- 67

MCAS Results

The following charts show the percentage of Robert L. Ford 1-5 students in each of the reporting categories, Advanced, Proficient, Needs Improvement, and Warning, for grades 3-5.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	NA		76	46	19	43	5	11
2004	NA		89	51	11	40	0	9
2005	NA		60	49	34	40	6	11
2006	23	10	35	30	31	47	11	13
2007	14	6	46	35	32	28	8	25
2008	13	6	48	33	27	41	13	20
2009	7	5	43	32	42	44	8	19
2010	3	7	45	38	44	43	8	13
2011	7	6	54	41	34	41	4	12
2012	4	6	27	35	59	45	10	14
2013	1	3	21	34	68	52	10	11

Grade 3	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003								
2004								
2005								
2006	1	2	28	32	55	37	15	29
2007	16	12	49	35	26	28	8	25
2008	39	16	39	35	16	28	5	21
2009	16	9	58	35	19	30	7	26
2010	14	13	39	36	36	32	10	19
2011	10	8	59	47	23	31	9	14
2012	8	13	32	33	38	35	22	19
2013	16	20	36	38	27	37	21	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	2	3	48	35	39	46	9	17
2004	7	3	47	36	40	47	11	13
2005	8	4	34	32	46	47	5	17
2006	11	4	44	35	33	46	6	15
2007	5	3	41	35	44	44	9	18
2008	4	3	22	26	65	49	10	22
2009	0	4	31	28	43	44	26	23
2010	0	2	25	29	63	50	12	20
2011	0	3	13	30	56	46	31	22
2012	2	4	33	34	51	40	14	22
2013	1	3	20	31	67	45	11	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2003	12	5	28	20	45	50	16	25
2004	7	6	36	22	46	54	11	18
2005	16	7	21	19	50	53	13	21
2006	9	8	26	19	46	52	20	20
2007	15	11	33	27	48	43	4	19
2008	4	10	24	24	52	44	20	22
2009	3	7	14	23	61	48	22	22
2010	2	9	25	26	61	48	12	17
2011	5	7	4	23	65	49	26	21
2012	4	6	32	30	54	47	10	17
2013	9	6	27	28	55	51	9	15

Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	4	8	35	37	51	42	10	14
2007	2	6	54	46	30	35	14	12
2008	10	6	54	40	37	40	0	14
2009	3	6	31	36	52	40	15	18
2010	1	6	47	37	36	38	15	18
2011	4	7	41	44	47	34	8	15
2012	4	9	39	39	51	34	5	18
2013	13	9	53	44	29	32	5	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	16	9	16	23	39	35	30	33
2007	10	10	37	33	35	37	19	19
2008	17	13	38	25	40	37	5	25
2009	5	11	24	27	34	28	36	34
2010	5	12	24	24	43	37	27	27
2011	10	13	33	34	41	33	17	21
2012	4	13	13	28	54	33	29	26
2013	15	15	41	33	31	31	13	20

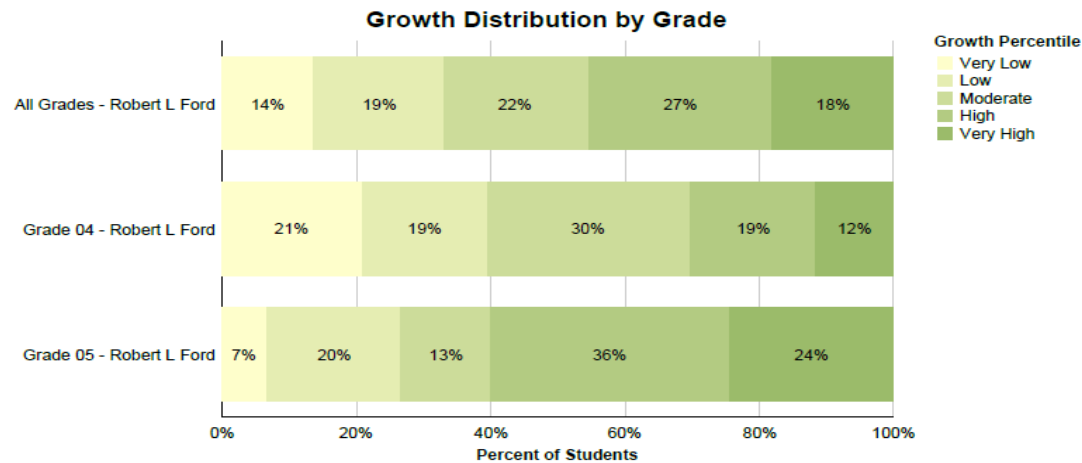
Student Growth Percentile by School and Grade

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.

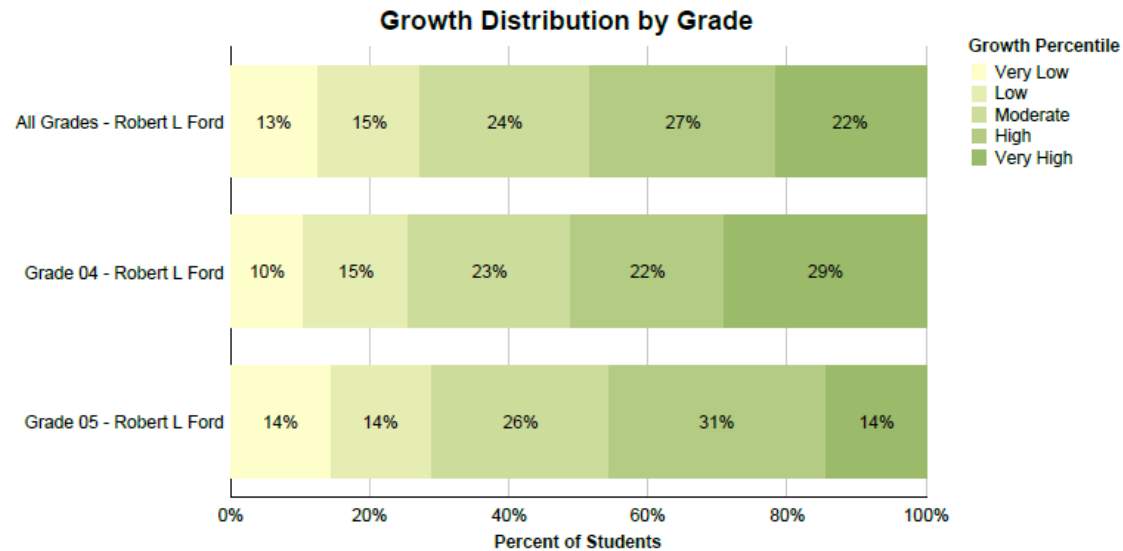


Spring 2013 MCAS School Growth Distribution English Language Arts

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 - Robert L Ford	24	34	38	48	32	56.0	176	36	284
Grade 04 - Robert L Ford	18	16	26	16	10	49.5	86	22	88
Grade 05 - Robert L Ford	6	18	12	32	22	65.5	90	66	93



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 - Robert L Ford	22	26	43	47	38	59.0	176	48	284
Grade 04 - Robert L Ford	9	13	20	19	25	64.0	86	36	88
Grade 05 - Robert L Ford	13	13	23	28	13	58.0	90	56	93

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 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, and 2012 – 2013. The reporting categories for 2011-2012 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark. Grades four and five charts show ORF for winter 2010 only; they were in training and in the process of being added to the grades in which DIBELS are administered

Kindergarten

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	49	19	31	33	18	49	51	15	34	43	23	34	49	27	24
	Winter	92	6	1	48	24	28	70	15	15	76	12	12	71	17	12
	Spring	62	25	13	58	20	22	79	12	9	90	4	6	82	13	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
Initial Sound Fluency	Fall	32	34	34	29	25	46	29	33	38	19	3	78	21	8	71
	Winter	90	7	3	25	51	24				69	18	13	54	19	27
	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	71	38	25	33	29	38	50	28	22	57	23	20	37	27	36
	Spring	63	24	13	77	11	12	69	10	21	67	18	15	50	17	33

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	61	23	16	59	13	28	60	18	22	74	17	9	64	27	9
	Spring	63	21	16	64	22	14	64	26	10	90	9	1	55	41	4

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	55	13	32	52	28	20	60	24	16	64	23	13	79	15	6
	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	48	36	16	52	34	14	30	39	31	56	23	21	49	29	22
	Winter	87	12	1	94	5	1	88	9	3	90	7	3			
	Spring	98	2	0	97	2	1	95	1	4	96	4	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	49	23	28	50	26	24	43	23	34	56	23	21	62	27	11
	Winter	50	31	18	32	49	19	62	22	16	69	17	14	58	14	28
	Spring	73	17	11	64	27	9	57	17	26	61	11	28	54	13	33

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	59	18	23	47	34	19	53	33	14	52	33	15	43	20	37
	Spring	66	16	19	59	29	12	70	21	9	65	24	11	60	15	25

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	79	13	9	64	24	12	60	27	13	57	30	13	68	18	14
	Winter										67	18	15			
	Spring										56	30	14			

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	69	17	14	59	30	11	56	31	13				62	19	19
	Winter	70	15	15	72	16	12	70	17	13				64	16	20
	Spring	46	31	23	60	24	16	48	24	28				52	25	23

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	51	31	18	48	35	17	50	31	19	60	28	12	59	20	21
	Winter	39	33	28	47	28	25	61	25	14	55	28	17	57	30	13
	Spring	28	55	16	51	34	15	49	37	14	47	40	13	53	26	21

Grade 4

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall				47	27	26	48	30	22	54	17	29
	Winter	49	35	16	47	33	20	51	32	17	53	27	20
	Spring				42	25	33	53	26	21	61	19	20

Grade 5

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall				52	21	27	56	25	19	45	18	37
	Winter	55	26	19	42	31	27	53	31	16	47	34	19
	Spring				38	37	25	53	27	20	42	37	21

Implementation Summary of the 2013-2014 School Improvement Plan

The following chart gives the goals from Robert L. Ford's 1-5 current plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation
<p>To 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><i>Teachers will instruct using resources such as Anchor Charts, student folders with student created reference sheets, and other vocabulary instructional activities (such as technology) to enhance use in written and oral responses.</i></p>	
	<p>Staff will be introduced to and review responsibilities at the Initial Meeting of the School year.</p>	<ul style="list-style-type: none"> • 9/3/2013 - Professional Development day
	<p>Teachers and students will participate in the creation of an authentic print-rich environment.</p>	<ul style="list-style-type: none"> • Children referenced the strategy daily. Anchor charts were referred to by the students. Charts were hung throughout the classroom. However, more copies of mentor texts would be helpful.
	<p>Students will keep an ELA/Writing, Science and Social Studies folder with materials such as, new vocabulary with student friendly and/or student derived definitions and examples, reference sheets and vocabulary aides.</p>	<ul style="list-style-type: none"> • Folders are an unrealistic expectation for grades 1 and 2. The 7-step process is used in grade 1. Anchor charts are used in all grade levels. Grades 3-5, used folders and/or binders and are recommending the same format for next school year.
	<p><i>Using the Common Core State Standards and as dictated by District ELA Mapping Guide, teachers will focus on a different reading strategy and/or focus skill for each story.</i></p>	

Measurable Goals	Strategies	Implementation
	<p>Teachers will incorporate 180 minutes of instruction using ELA driven lessons as well as incorporating the Social Studies and Science curriculum in ELA lessons.</p>	<ul style="list-style-type: none"> Teachers liked incorporating social studies and science into the ELA curriculum/block. SmartBoard and internet resources were used to supplement the social studies and science curriculum. KnowAtom Readers and library collection was helpful, but teachers would like to see more mentor texts. The prep schedule for the upper grades allows this block to be uninterrupted. Lower grades would like the same accommodation. However, specialists who are not full-time in the building make it difficult to have this block uninterrupted.
	<p>All teachers will teach students to use the 6 reading comprehension strategies to strengthen their responses to literature across the genres and across the curriculum (i.e. Science and Social Studies). In addition teachers will include more Higher Order Thinking Skills (HOTS) in their instruction and assessments.</p>	<ul style="list-style-type: none"> It was effective for some teachers. However, many want to spend more time during Common Planning focusing on the 6 Reading Comprehension Strategies, and incorporating HOTS in their instruction and assessments.
	<p><i>Students will be exposed to and be part of the creation of Anchor Charts and visual reference charts/sheets.</i></p>	
	<p>Teachers and students will collaborate to create an Anchor Chart that uses illustrations and examples to explain math concepts, newly introduced Math vocabulary and key MCAS vocabulary. Definitions and examples will be student friendly and/or student derived. The Anchor Chart will be referred to daily and connections will be made when terms are used in context in contents other than Math.</p>	<ul style="list-style-type: none"> This was very effective across the ELA and Math Curriculum as they are good visuals in the classroom for students to refer back on.
	<p>Students will maintain a personal folder with grade appropriate illustrations, examples and definitions to record new vocabulary and concepts. Students will be able to refer to their personal journal when need be.</p>	<ul style="list-style-type: none"> Folders are an unrealistic expectation for grades 1 and 2. Anchor charts are used across all grade levels. Grades 3-5, used folders and/or binders and are recommending the same format for next school year.

Measurable Goals	Strategies	Implementation
	<i>Teachers will transfer knowledge of mathematical situations using multiple techniques (including vocabulary and computation skills) to equip students with the ability to solve multi-step problems.</i>	
	90 Minutes per day spent on math instruction using district provided materials that align to the common core standards.	<ul style="list-style-type: none"> • This is very effective. The prep schedule for the upper grades allows this block to be uninterrupted. Lower grades would like the same accommodation. However, specialists who are not full-time in the building make it difficult to have this block uninterrupted.
	Teachers will use technology resources as an additional way of instructing students on how to solve multi-step word problems.	<ul style="list-style-type: none"> • The computer lab, SmartBoard, iPad and Kindles were used. However, teachers would like a schedule of when they can use the technology carts to implement technology in their classroom on a more regular basis. Also, a lack of resources is available which address multi-step problems.
	Teachers will consult the Math Curriculum Map & Pacing Guide to ensure uniform implementation of the Common Core.	<ul style="list-style-type: none"> • All teachers agree that the Map and Pacing Guide were very helpful. Many teachers took advantage of the math workshops that were available in the district. The x-drive is a great source.
	<p><i>Teachers will focus on the reinforcement of basic skills so that students have maximum exposure to drill work (orally and written)</i></p> <p>Drill work to consistently practice basic skills.</p>	<ul style="list-style-type: none"> • Drill work is done daily in the classrooms. Teachers would like to have more access to the Computer Lab, and iPads and Kindles to practice math drill work.
	<i>Teachers will instruct ELL and Special Education students during and after regular school hours using technology, supplements and RETELL strategies.</i>	
	During the school day teachers will continue to target these subgroups through Imagine Learning, First in Math, EasyCBM, and	<ul style="list-style-type: none"> • Teachers agree that all of these programs are extremely helpful. They would like to see more computers, or iPad/Kindle time to build the

Measurable Goals	Strategies	Implementation
	differentiated instruction to meet the needs of this group and using the RTI model as needed.	students' skills. Also, it would be very helpful if the district offered training in the RTI model for the teachers to implement in the classroom.
	Two days a week, after school, teachers will use district provided materials for ELA & Math, MCAS prep material to extend learning of students (1-5) who have been identified as Needs Improvement or Warning on the Spring 2013 MCAS, district benchmarks, DIBELS, MAZE, EasyCBM progress monitoring.	<ul style="list-style-type: none"> • The after school tutoring is very helpful. Teachers all agree that more materials, especially MCAS materials, for tutoring would be helpful.
	On Saturdays, teacher will give students, grades 3-5, who have scored in the Needs Improvement or Warning on Spring 2013 MCAS an opportunity to extend their learning and prepare for the upcoming MCAS.	<ul style="list-style-type: none"> • Saturday School is effective. However, teachers would like more materials that are common core related, as well as MCAS prep books. Also, would like to see few more teachers added to the teaching roster so student-teacher ratio could be reduced.
	<i>Teachers and support staff will use a model for strategic intervention for high-risk students.</i>	
	Flexible groups at teacher-led centers will be implemented in grades 1 and 2. Instruction will focus on phonemic awareness and phonics.	<ul style="list-style-type: none"> • Data analysis helped teachers form their groupings. However, all teachers agree that more leveled reader books are needed.
	With adequate support staff, supplies and space, learning centers will be an effective classroom model to help teachers incorporate differentiated instruction	<ul style="list-style-type: none"> • With our ELL and Reading support staff, learning centers are becoming a reality in the classroom for grades 1-3. However, more staff and supplies (leveled readers) are needed, especially for grades 4 & 5.

School Year 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 AYP report (attached with NCLB Report Card) shows that Robert L. Ford 1-5 maintained our CPI in ELA at 73.9. We showed significant student growth in mathematics; we increased from 68.2 to 75.3. In regards to our goal of narrowing the proficiency gap in ELA, our ELL subgroup did not change. In Mathematics, our ELL subgroup improved but we were below target.

With the significant population for whom English is not their first language, teachers and ELL support used new and innovative strategies to reach this population (WIDA, RETELL and Imagine Learning). Due to the large percentage of minorities and students whose first language is not English, reading comprehension and vocabulary development needs to continue to be at the forefront of our plan. In Mathematics we are focusing on strengthening all subgroups. Therefore, our plan needs to specifically address the issues and complications that affect the entire population.

Weaknesses in ELA:

- Vocabulary
- Reading comprehension
- Fluency

Weaknesses in math:

- Vocabulary
- Multi- Step Word Problems

Student Learning Objectives

The action plan that follows outlines the student learning objectives and the strategies related to those objectives that the entire staff will concentrate on in the following year.

Those objectives are:

- All students will be able to acquire, use, and apply general and specific grade-level vocabulary across the curriculum.
- All students will be exposed to and utilize the 6 reading comprehension strategies (making connections, creating mental images, determining importance, asking questions, inferring, and clarifying) in order to gain an in depth understanding of the text.
- All students will use grade level math vocabulary orally and in written language.
- All students will solve grade level multi-step problems.
- All students will use the 4 operations (addition, subtraction, multiplication, and division) correctly and effectively to solve problems.
- All students will increase their rate of reading fluency.

Ford School SY 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	Students continue to struggle with vocabulary, identifying and using words in isolation and context, as well as answering responses to literature across all genres and the curriculum.
Student Learning Objective	All students will gain an in depth understanding of texts across the ELA curriculum by: Building academic vocabulary and content knowledge, and using the 6 Reading Comprehension Strategies (Making connections, Creating mental images, Determining importance, Asking questions, Inferring and Clarifying).

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Teachers will use the Common Core Standards, ELA Mapping, 6 Reading Comprehension Strategies, HOTS, Anchor charts, and folders, in their instruction and assessments to develop vocabulary and enhance use in written and oral responses during 180 minutes of daily ELA instruction.</i></p> <p>Staff will review the strategies and responsibilities at the Initial Meeting of the School year.</p> <p>Teachers and students will participate in the creation of an authentic print-rich environment.</p> <p>Students will keep an ELA/Writing folder across the curriculum with materials such as new vocabulary with student friendly/derived definitions, reference sheets and vocabulary aides.</p> <p>Teachers will teach students the 6 reading Comprehension Strategies to strengthen their responses across the curriculum and include more HOTS in their instruction and assessments.</p> <p>Teachers will teach History and Science with an ELA focus. Science will be taught using the KnowAtom curriculum (gr 3-5). Evidence will be displayed on a regular basis on the second floor book shelves.</p>	<p>9/2/14</p> <p>Daily/Weekly</p> <p>Weekly</p> <p>Daily/Weekly</p> <p>Weekly</p>	<p>SIP, Grade Level District Mapping Guides</p> <p>Dictionaries, thesauruses, ELA Materials, Smart Boards, iPad & Kindles</p> <p>Content Folders</p> <p>6 Reading Strategies Binder, HOTS Guide</p> <p>Mentor texts, leveled readers, Library Collection, KnowAtom Readers/Materials and online resources.</p>	<p>Initial meeting</p> <p>Classroom observations, Common Planning & Faculty Meetings</p> <p>Check vocabulary folders by theme, Review sampling of folders at Common Planning</p> <p>Common Planning, lesson plans & classroom observations. Homework assignments will extend each day's lessons and copies will be given to the principal at the end of every week. Teacher schedules, lesson plans and classroom observations. Grade-level teachers will display end-of-unit projects.</p>

			Homework assignments will extend each day's lessons and copies will be given to the principal at the end of every week.
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Ford 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	Although teachers expose and practice basic mathematical operations, math content vocabulary and multi-step problems, students are continuing to struggle with basic facts, retaining meaning and identifying the appropriate operations to multi-step problems.
Student Learning Objective	All students will explore math to develop a depth of understanding in basic mathematical operations, content vocabulary and multi-step problems.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Teachers will use Common Core Standards, Math Curriculum Map & Pacing Guide, and Anchor and visual reference charts, to focus on maximum exposure of drill work as well as building vocabulary and computation skills to equip students to solve multi-step problems during a daily 90 minute math block.</i></p> <p>Together, teachers and students will create Anchor Charts using illustrations and examples to explain math concepts and Math/MCAS vocabulary. Students will maintain a personal folder with illustrations, examples and definitions to record new vocabulary and concepts.</p>	By Unit	Poster Boards, Bulletin Board, <i>Four Square</i> District provided Common Core materials	<p>Classroom Observation Random collection of folders to ensure properly maintain and organization, formal/informal Math assessment</p> <p>Homework assignments will extend each day's lessons and copies will be given to the principal at the end of every week.</p>
<p>Teachers will reinforce basic math skills through drill work and when available use technology resources to also reinforce basic skills.</p>	Daily/weekly	Drill work, flash cards, computer lab, First in Math, EasyCBM, Ipads, Kindles	<p>Running record of basic math skill assessment scores to show improvement. First in Math and EasyCBM reports.</p> <p>Homework assignments will extend each day's lessons and copies will be given to the principal at the end of every week.</p>

Ford 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	Although teachers have used and exposed students to SIOP, RBT and RETELL strategies, and ELL and Special Education students have shown growth, we are still working toward narrowing the proficiency gaps in ELA and Math in these subgroups.
Student Learning Objective	ELL, Special Education and incoming first grade students will have access to remediation in the areas of ELA, Math and Science.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Teachers will instruct ELL, Special Education and incoming first grade students during and after regular school hours using technology, supplements and RETELL strategies.</i></p> <p>During the school day teachers will target these subgroups through Imagine Learning, Can-Do descriptors, First in Math, EasyCBM, and differentiated instruction to meet the needs of this group and using the RTI model as needed.</p> <p>Using DIBELS data, incoming first grade students will receive intervention programs.</p> <p>Two days a week (after school), teachers will use district provided materials for ELA & Math, MCAS prep material to extend learning of students (1-5) who have been identified as Proficient, Needs Improvement or Warning on the Spring 2014 MCAS, district benchmarks, DIBELS, MAZE, and EasyCBM progress monitoring.</p>	<p>Daily</p> <p>Weekly</p> <p>Weekly</p>	<p>Computer Lab, iPad/Kindles, Imagine Learning, First in Math, EasyCBM, Classroom Computer, Leveled readers, District Curriculum Guides, RTI Training</p> <p>Reading/ELL Specialists, computer lab, Imagine Learning, leveled readers</p> <p>Computer Lab, First in Math</p>	<p>DIBELS, MAZE, progress monitoring data reviewed at common planning, ACCESS data, daily basic skills assessments. First in Math, Imagine Learning and EasyCBM reports</p> <p>DIBELS, Imagine Learning reports</p> <p>EasyCBM and Imagine Learning reports, First in Math</p>

<p>On Saturdays, teacher will give students, grades 3-5, who have scored in the Proficient, Needs Improvement or Warning on Spring 2014 MCAS an opportunity to extend their learning and prepare for the upcoming MCAS.</p>	<p>Weekly</p>	<p>Computer Lab, Library, MCAS prep material, online intervention resources that align with the Common Core</p>	<p>DIBELS, MAZE, progress monitoring data reviewed at common planning, daily basic skills assessments EasyCBM and Imagine Learning reports</p>
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Ford 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	Although students are acquiring the skills they need in 1 st and 2 nd grade to be fluent readers, DIBELS benchmarks indicate a drop in fluency when students enter 3 rd , 4 th & 5 th grade.
Student Learning Objective	Students will show progress on DIBELS benchmarks and routine classroom progress monitoring in order to meet the Massachusetts norms.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p><i>Teachers and support staff will use a model for strategic intervention for high-risk students.</i></p> <p>Flexible groups at teacher-led centers will be implemented in grades 1 and 2. Instruction will focus on phonemic awareness and phonics.</p> <p>With adequate support staff, supplies and space, learning centers will be an effective classroom model to help teachers incorporate differentiated instruction.</p>	<p>Daily/Weekly</p> <p>Daily</p>	<p>Computers, iPad/Kindles, Phonics Materials</p> <p>Leveled Readers, ELL & Reading support staff</p>	<p>DIBELS, formal/informal assessments</p> <p>DIBELS</p>

Parent Involvement

This year the Robert L. Ford 1-5 implemented the following parent involvement activities:

- Parent-Teacher-Student Contract
- Three Open Houses
- Monthly School Improvement Meetings
- Multi-Cultural Awareness
- Political Forum
- Adult Educational Opportunities
- Community Outreach-Lynn Police Department
- Night School – ESL and GED classes
- Designated Parent included on PIM Team
- Garden Committee
- LEO After School Homework Program
- Voter registration
- Harvest Festival, Plant Fair/Community Garden
- GLSS Lunch Buddies
- Imagine Learning for students
- Citizenship Classes
- Homework Help for Parents

During SY14/15 Robert L. Ford 1-5 School will add these programs as well:

- How to help your First Grader at home
- STEM-G Night (Science, Technology, Engineering, Math)
- Literacy Night
- 2 night ESL program in September 2014 for parents
- Project Citizen for students and parents
- University of Massachusetts Nutrition Program