

Worcester Public Schools
Elementary Level
School Improvement Plan
2008 - 2010

School:

Belmont Street Community School is a prekindergarten through grade six urban elementary school located in the North Quadrant of the Worcester Public Schools. A total of 435 students currently attend the school, with more than 84% receiving free or reduced lunch. The student population reflects the cultural diversity of the neighborhood from which it draws, with 47.8% Hispanic, 26.0% White, 21.4% African American, and 3.9% Asian.

Mission Statement:

Belmont Street Community School recognizes that all students can learn and achieve. Our staff, students, parents, and community work together to provide students with the knowledge and higher-level thinking skills required to succeed in the 21st century. All students are held to high academic standards and we are committed to developing life-long learners, as well as nurturing each student's potential.

Vision Statement:

The vision of the Belmont Street Community School is to prepare all students who enter our diverse learning community with the skills, experiences, and standards-based knowledge needed to advance and participate successfully at the next level of their education. MCAS results, reviewed in conjunction with district and classroom progress assessments, will be used to measure student proficiency. Information gathered from data analyses will determine the direction of differentiated instructional practices, allowing all students to reach their highest potential.

Focus Statement:

A school-wide effort to have students at Belmont Street Community School show growth in reading comprehension through the use of the following four strategies:

1. Explicit instruction of reading comprehension strategies using Reciprocal Teaching's Fab 4: Predicting, Questioning, Clarifying, and Summarizing
2. Explicit vocabulary instruction using two approaches: word meaning and word learning
3. Discussion of text meaning and interpretation during whole class sessions, guided reading groups, and literature circles
4. Utilization of learning goals, leveled text, and student-selected supplemental trade materials to increase student motivation and engagement in reading

Student progress will be measured by performance on MAP and classroom assessments, reviewed in conjunction with proficiency demonstrated on MCAS tests.

School Profile Information

Basic Information	
Name of School	BELMONT STREET COMMUNITY SCHOOL
Address	170 BELMONT STREET
	WORCESTER, MASSACHUSETTS 01605
Telephone	508-799-3588
Fax	508-799-8204
School Web Page URL	http://www.wpsweb.com/belmont/
Principal	SUSAN F. PROULX
Phone, E-mail Address	proulxs@worc.k12.ma.us
Alternative Contact at School	MICHELE SULLIVAN

Worcester Public Schools Evidence Checklist

Choose the evidence that will be implemented through your plans from this approved list. Use only those items that are pertinent to your plan.

- # Copies of Worcester Public School curricula, including benchmark documents
- # Minutes of Instructional Leadership Team Meetings
- # Summary Protocol of work accomplished at teacher teams meetings (Looking At Student Work, Data Analysis)
- # School Staff FOCUS Bulletins and Ongoing Communication between Principal, ILT and Staff
- # Lesson Plan Templates
- # MCAS Data
- # MAP Data
- # DRA Data/Site-based assessment
- # DIBELS Data, including benchmark and progress monitoring schedule
- # MELA-O and MEPA data
- # Student Schedules, including intervention schedules
- # Student Academic Grades and Grade Distribution/ Successful Course Completion Reports
- # Information on Teacher Qualifications
- # Information on Staff Attendance
- # Minutes from meetings involving teachers, administration, and parents (e.g., grade level, horizontal, and parent conference)
- # Principals Records of Classroom informal observations and Summary of School Base Learning Walks/
Walkthroughs/Rounds
- # Information from interviews or surveys of teachers, parents or students
- # Attendance and discipline records
- # Information on participation in student assistance programs
- # Information on teacher training and professional development
- # EDM checklists, e.g. Unit/Quarter Class checklists, Unit/Quarter Individual Profile of Progress, Progress Indicator,
Evaluating My Math Class, Math Logs
- # Worcester Public Schools ELA Portfolios
- # ISSPs
- # After School/Summer School Attendance
- # Professional development listing of teacher participation
- # Curriculum maps
- # Curricula scope and sequence (e.g. Houghton Mifflin Pacing Chart, Everyday Math Pacing Chart)

Elementary/Middle/High School Staff Roster 2008-2009 (Correct staffing for appropriate level)

Position	Personnel	# of Students	Signature
Principal	SUSAN F. PROULX		
Assistant Principal	MICHELE SULLIVAN		
Reading/Writing Coach			
Mathematics Coach			
Pre School Teacher	BEVERLY BREWER		
Pre-School Instructional Assistant	ELLEN LEVESQUE		
Kindergarten	BETH ROBINSON DIANE SMITH JENNIFER SMITH		
Kindergarten Instructional Assistant	JOYCE VAUDREUIL MIRIAM CARPENELLI SILVANA MYRTO		
First Grade	ADRINNE GILMORE JOANN ROSE LYNN BROWN		
Second Grade	BETH KROW PATRICIA MILEWSKI JANET CROSBY		
Third Grade	JUSTINE WAHLSTROM SUSAN GARDNER JENNIFER KEATING		
Fourth Grade	JENNIFER MCCARTHY KATHLEEN GREANEY		
Fifth Grade	ERIN MCTIGUE ARTHUR JOHNSTON		
Sixth Grade	SUSAN KLINE SUSAN REYNOLDS		N/A
Special Education Teacher	CATHERINE LEPORE THEA DOHERTY		
Special Education Instructional Assistant	PATRICIA YACUZZI MARY VOLPE ANAHID SNAPE		
ESL	DAWN MARTIN GELBERTO HERNANDEZ		N/A
Intervention Tutor	LISA PERLMAN		
Music	ANDREW NOONE		

Art	COLLEEN FISH		
Physical Education	MEGAN MCDONALD		N/A
Health	MARY JANE REGIS		N/A
Office Staff	CAROLYNN BRUNELL ANNETTE NOVIA		
Guidance Counselor			
School Adjustment Counselor	KELLY MCNAMARA		
School Psychologist	KARIS POST		N/A

Enrollment, Enrollment History (October 1st)

2009	2008
435	414

Demographics

Race	% of Students in School
White/Caucasian	26.0%
African American	21.4%
Hispanic	47.8%
Asian, Pacific Islander	3.9%
Native American	0.9%
Limited English Proficiency	38.2%
Eligible for Free/Reduced Lunch	84.13%
(Other as appropriate)	

Student Information

Total number of registered students	% of Students in School
Number of regular education students	83.0%
Number of special education students	17.0%
Number of ESL or LEP students	36.51%
Number of eligible for free and reduced lunch	84.13%

Baseline Cumulative Attendance

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2007-2008	394	388	388	374	383	392	393	407	406	400
2008-2009	421	406								

Mobility

	#	Inter	%	#	Intra	%	#	Total	%
Entry Mobility Factor	23		5.29	15		3.45	38		8.74
Exit Mobility Factor	13		2.99	24		5.52	37		8.51
Combined Mobility Factor			8.28			8.97			17.24

2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School:

Did school make AYP for 2008: ELA: N Math: Y Attendance: Y

Adequate Yearly Progress Designation:

Overall AYP	English Language Arts			Math			Attendance	
	Met Target		CPI	Met Target		CPI	Met Target	%
	P	I		P	I			
Aggregate	N	N	65.4	N	Y	71.1	Y	95.4
Students with Disabilities	-	-	57.3	-	-	60.0	-	-
Limited English Proficient	N	N	534	N	Y	61.5	Y	95.7
Low Income	N	N	65.2	N	Y	69.2	Y	95.3
African American/Black	-	-	62.1	-	-	-	-	-
Asian or Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	N	N	62.6	N	Y	66.2	Y	94.4
Native American	-	-	-	-	-	-	-	-
White	-	-	75.0	-	-	83.0	-	-

Introduction/Executive Summary

Belmont Street Community School is an urban school located in the North Quadrant of the Worcester Public Schools System. Currently, there are 435 students enrolled in prekindergarten through grade 6, with over 84.1% receiving free or reduced lunch. The school population is representative of the ethnic diversity of the neighborhood from which it draws: 47.8% of the students are Hispanic, 26.0% White; 21.4% African American; and 3.9% Asian. Further breakdown of demographic data categorizes 38.2% of the students as Limited English Proficient (LEP) and 17% as Special Education with Individualized Education Plans (SPED).

The Principal and Assistant Principal meet with teachers from prekindergarten through grade 6 in weekly grade-level Component Meetings, facilitating ongoing communication between Administration and staff. Coupled with bimonthly afterschool meetings, the entire staff has the opportunity to participate in discussions regarding assessment data and corresponding implications for curricula. Thus, the Instructional Leadership Team is comprised of all school staff, with members attending Focus on Results meetings on a rotating basis.

Review of Spring 2008 English Language Arts MCAS results showed that students were not making the progress necessary to meet AYP Improvement Targets, with their CPI of 65.4 falling below the required 4.8 Gain Target. Data was further reviewed and organized by MA ELA Framework Strands and Standards to determine the areas of the curriculum in need of strengthening. This information, compared with Spring 2008 MAP results and categorized by topics and skills, showed weaknesses in students' understanding of expository and informational text, as well as their ability to use contextual clues and word parts to determine the meaning of new words. When findings were compared with Low Income (includes 100% of SPED and 97% of ELL populations) students' test results, similarities in performance were noted, with Low Income students achieving lower scores in the curricular areas marked for improvement.

Drawing on data analysis results, instructional and support staff met during September 2008 monthly afterschool meetings to collaboratively determine the school's area of focus for the 2008-2009 school year. Reading comprehension was identified as key to students' ability to access grade level curriculum and integral to their successful performance on state and district assessments. Current research in the field was disseminated and ideas discussed during grade-level Component and across grade-level Staff Meetings. As a result of this collegial effort, classroom and support staff agreed to focus on the following four strategies to improve reading comprehension:

1. Explicit instruction of reading comprehension strategies using Reciprocal Teaching's Fab 4: Predicting, Questioning, Clarifying, and Summarizing
2. Explicit vocabulary instruction using two approaches: word meaning and word learning
3. Provide opportunities for discussion of text meaning and interpretation during whole class sessions, guided reading groups, and literature circles
4. Increase student motivation and engagement in reading through the use of learning goals, leveled text, and student-selected supplemental trade materials

On the Spring 2008 Mathematics MCAS, the Aggregate group met their Improvement Target, attaining a CPI of 71.1%. Data disaggregated by subgroup showed similar performance, with Low Income students meeting their Improvement Target. To realize the advancements necessary for continued improvement, MCAS data was further analyzed to determine the areas presenting the most difficulty for students. The information collected was categorized by MA Mathematics Framework Strands and Standards, as well as by question type. Results showed students at all grade levels scoring considerably lower on Open Response Questions (48%) than on Multiple Choice (69%) and Short Answer Questions (59%). Reading comprehension research attributes poor performance on written test items to the lack of sophisticated vocabulary, particularly the vocabulary found in content-area material. Using reciprocal teaching strategies during mathematical problem-solving activities will enhance students' understanding of what they are being asked and the solution steps required. Accordingly, improving students' ability to solve open-response problems will lead to higher levels of achievement on state assessments.

Our school-wide effort to improve students' reading comprehension is supported by two additional on-site programs. Our preschool staff, trained in Reciprocal Teaching Strategies, uses the "Fab 4" while teaching Houghton Mifflin Reading and Everyday Mathematics lessons to students in the morning and afternoon sessions. During our MCAS and SES After-School Programs, participating students in kindergarten through grade 6 are provided with supplemental English Language Arts and Mathematics instruction. Taught by classroom teachers from the school, vocabulary and reading comprehension skills are highlighted during lessons.

Acknowledging the essential role parents play in students' academic success, we look for ways to increase parental involvement. Strengthening the lines of communication between home and school allows parents to remain current with what their children are learning in school, the supplemental educational programs available at the school, and ways they can support their children at home. In addition, keeping parents informed regarding the school's progress towards meeting AYP targets, as well as their children's growth and achievement, helps to establish a learning community based on mutual goals and expectations. Further, we can expand and strengthen this learning community by looking to the Belmont neighborhood for resources. Informing parents of the expertise, materials, and support available to them facilitates their children's successful participation in school. Therefore, we designate these two areas, communication and community collaboration, as key factors contributing to effective parental involvement.

English Language Arts Analysis

Review of our 2008 AYP Data indicates students in grades 3 through 6 achieved a CPI of 65.4 in ELA, falling short of their Improvement Target (*On Target Range 68.8-73.8*). To realize the gains necessary to meet 2009 AYP Targets, student performance on the Spring 2008 MCAS test was analyzed, categorized by MA ELA Strands and Standards, and compared to Spring 2007 MCAS results. Areas of growth were noted, along with areas that depicted little or no improvement. A similar analysis was conducted using data from the Spring and Fall 2008 MAP tests administered by the district. During afterschool meetings, teachers across the grade levels reviewed students' performance on MCAS and MAP tests, along with other classroom assessments, to identify curricular areas that needed to be addressed. The standards presenting the most difficulty for students were Standard 4: Vocabulary and Concept Development; Standard 8: Understanding a Text; and Standard 15: Style and Language. In addition, scores on Open-Response Questions fell considerably below scores for Multiple-Choice. For example, grade 3 students answered 61% of Multiple-Choice Questions correctly, but scored only 30% on Open-Response. Teachers disaggregated data further by Low Income (includes 100% of SPED and 97% of ELL populations) and found students in this subgroup performed similarly to the Aggregate, with slightly lower scores in the standards identified. While staff noted that these areas had been targeted in the 2007-2008 School Improvement Plan (SIP), it was evident that the instructional revisions put in place had not had a significant impact on student performance. It was therefore determined that the goals identified in the 2007-2008 SIP needed to be revised and strengthened by the inclusion of instructional strategies specifically designed to build vocabulary, improve reading comprehension, and enhance performance on Open-Response questions. Staff would continue using the Houghton Mifflin Anthology Selections, Leveled and Vocabulary Readers, along with the companion lessons and activities. Building on the goals outlined in the 2007-2008 SIP, the following goals were established for 2008-2009:

1. Explicit instruction of reading comprehension strategies using Reciprocal Teaching's *Fab 4*: Predicting, Questioning, Clarifying, and Summarizing
2. Explicit vocabulary instruction using two approaches: word meaning and word learning
3. Provide opportunities for discussion of text meaning and interpretation during whole class sessions, guided reading groups, and literature circles
4. Increase student motivation and engagement in reading through the use of learning goals, leveled texts, and supplemental trade materials
5. Explicit instruction in writing quality responses to open-ended questions

Teachers in kindergarten and grade 1 compiled information garnered from DIBELS testing to determine and develop appropriate curricular revisions. Focusing on Initial Sound and Letter Naming Fluencies at the kindergarten level, accompanied by additional work with Phoneme Segmentation Fluency and Nonsense Words at grade 1, will support teachers' efforts to advance students' reading skills and strategies. Accordingly, focusing on these key skills will advance students' reading levels as measured by the Fall 2008 DRA test results, with teachers aiming to move 10% from Below Benchmark to Benchmark at grade 1 and 20% at grade 2.

2008-2009 School Improvement Action Plan
 Improve reading instruction and accelerate student that are below grade level to reach grade level.
 Overview of School's Reading and English Language Arts Program

ELA/Reading Program	Action Steps	Leader	Resources	Frequency
Tier I Houghton Mifflin (HM) Program	<ul style="list-style-type: none"> 90 minutes uninterrupted reading instruction time 	<ul style="list-style-type: none"> Principal Assistant Principal Classroom Teachers SPED Teachers ESL Teachers Instructional Assistants 	<ul style="list-style-type: none"> HM Book Adventure Accelerated Reader Reciprocal Teaching 	September 2008-June 2009 (Daily)
Tier II HM Resources Elements of Reading Hampton Brown	<ul style="list-style-type: none"> Identify students needing supplemental instruction based on three tier model Provide 30 minutes to small group (5 students or less) of supplemental instruction Monitor individual student progress Adjust flexible groupings based on data Teams look at student work samples and data to help guide the modification and adjustments of instruction 	<ul style="list-style-type: none"> Principal Assistant Principal Classroom Teachers SPED Teachers ESL Teachers Instructional Assistants Title I Tutors 	<ul style="list-style-type: none"> HM Extra Support HM Language Support HM Leveled Readers HM Theme Readers HM Vocabulary Readers Reciprocal Teaching Materials Hampton Brown Materials Elements of Reading Materials 	September 2008-June 2009 (Daily)
Tier III Wilson	<ul style="list-style-type: none"> Identify students needing intensive instruction based on three tier model Provide 60 minutes to small groups (3 students or less) of intervention instruction Monitor individual student progress Adjust flexible groupings based on data 	<ul style="list-style-type: none"> Principal Assistant Principal Classroom Teachers SPED Teachers ESL Teachers Instructional Assistants Title I Tutors 	<ul style="list-style-type: none"> Wilson Materials Houghton Mifflin Extra Support Materials Houghton Mifflin Language Support Materials Leveled Readers Theme Readers Vocabulary Readers Reciprocal Teaching Materials Hampton Brown Materials 	September 2008-June 2009 (Daily)
ELA/Program Objectives	Action Steps	Leader	Resources	Frequency/Timeline
Use data to improve reading instruction	<ul style="list-style-type: none"> Review of last year's data Develop grade level goals Use data to develop action plan for 	<ul style="list-style-type: none"> Principal Assistant Principal Classroom 	<ul style="list-style-type: none"> Previous MCAS Results MAP Scores 	September 2008-June 2009 (Ongoing)

	<p>following year</p> <ul style="list-style-type: none"> • Team of teachers are involved in regular building Learning Walks/Walkthroughs/Rounds organized by the Principal and Instructional Leadership Team • Principal will spend no less than two hours each day in classrooms doing informal visits 	<p>Teachers</p> <ul style="list-style-type: none"> • SPED Teachers • ESL Teachers • Instructional Assistants • Title I Tutors 	<ul style="list-style-type: none"> • HM Assessments • MELA-O • MEPA 	
Continue to develop and utilize staff to coordinate resources and activities in the building for the school-wide literacy models	<ul style="list-style-type: none"> • Monthly grade level meetings • Discussion of curriculum and scheduling issues • Analyze data • Oversee, implement, and adjust intervention plans for students 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Classroom Teachers • SPED Teachers • ESL Teachers • Instructional Assistants • Title I Tutors 	<ul style="list-style-type: none"> • Previous MCAS Results • MAP Scores • HM Assessments • Book Adventure • Accelerated Reader • Thinking Reader • Student Portfolios • Reciprocal Teaching Materials 	September 2008-June 2009 (Weekly Component and Monthly Staff Meetings)
Provide resources that directly relate to grade level goals and school goals	<ul style="list-style-type: none"> • Purchase supplemental instructional materials that support grade level goals 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Classroom Teachers • SPED Teacher • ESL Teachers 	<ul style="list-style-type: none"> • HM Resources • Dictionaries • Thesauruses • Reciprocal Teaching Materials • Book Adventure • Accelerated Reader • Thinking Reading • Independent Investigation Method 	September 2008-June 2009 (Ongoing)
Provide targeted PD in support of key teaching strategies related to the school's instructional focus	<ul style="list-style-type: none"> • Staff training in Houghton Mifflin • Staff training in Reciprocal Teaching Strategies • Staff training in vocabulary development • Staff training in quality open-response answers 	<ul style="list-style-type: none"> • Principal • Assistant Principal • WPS ELA Curriculum Liaison • Classroom Teachers • Outside Consultant/Lori Oczkus 	<ul style="list-style-type: none"> • HM Resources • Reciprocal Teaching Materials • Hampton Brown Materials • Thinking Reader • Elements of Reading Materials 	September 2008-June 2009 (Weekly Component and Monthly Staff Meetings, 8 Hrs Add'l Meeting Time, and WPS Professional Dev Days)
Continue targeted professional development plan	<ul style="list-style-type: none"> • Continue with the staff development plan which builds expertise, ensures change in practices, monitors results, and communicate progress to all staff, as well as includes time for implementation, reflection, sharing with peers, and observation of colleagues 	<ul style="list-style-type: none"> • Principal • Assistant Principal • WPS ELA Curriculum Liaison • Classroom Teachers • Outside Consultant/Lori Oczkus 	<ul style="list-style-type: none"> • NWEA Web Site • MCLASS Web Site • E-Walks • Learning Walks • DIBELS & DRA Reports 	September 2008-June 2009 (Ongoing)

	<ul style="list-style-type: none"> • Post data through out the school to showcase school, grade level and classroom goals. Celebrate student success at meeting these goals • One hour grade level meeting per month • Monthly grade level meetings K-3 • Quarterly grade level meeting 4-6 • DIBELS Progress Monitoring • MAP Progress Monitoring 			
Provide staff development in the area of differentiating instruction	<ul style="list-style-type: none"> • Training staff in the area of differentiating instruction 	<ul style="list-style-type: none"> • Principal • WPS ELA Curriculum Liaison • Classroom Teacher • SPED Teachers • ESL Teachers 	<ul style="list-style-type: none"> • NWEA Web Site • HM Differentiated Instruction Handbook • C. Tomlinson's Differentiated Instruction Text 	September 2008-June 2009 (Weekly Component and Monthly Staff Meetings, 8 Hrs Add'l Meetings Time, and WPS Professional Dev Days)
Encourage students to attend out-of-school time programs	<ul style="list-style-type: none"> • Identify students • Communicate with parents the benefits of afterschool programs 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Classroom Teachers • SPED Teachers • ESL Teacher • School Adjustment Counselor 	<ul style="list-style-type: none"> • 21st Century Afterschool Program • SES Program 	September 2008-May 2009

School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 33% at Proficient or above in READING in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Inform and drive instruction by analyzing student performance on formal assessments, including MCAS, DIBELS, and DRA	Monthly Meetings Grade-level Component Meetings Staff Development Days Houghton Mifflin Workshops	Fall 2008- Spring 2009	Previous MCAS questions Houghton Mifflin Extra Support Materials Leveled Readers	Principal Assistant Principal Classroom Teacher ELA Curriculum Liaison	State and District Assessment Data Houghton Mifflin Assessments Classroom Observations Informal Assessments
Implement Reciprocal Teaching Strategies to improve reading comprehension	Reciprocal Teaching Training Monthly Meetings Grade-level Component Meetings Staff Development Days	Fall 2008- Spring 2009	Reciprocal Teaching Materials Houghton Mifflin Extra Support Materials Lexiled Classroom Libraries Thinking Reader Graphic Organizers	Principal Assistant Principal Classroom Teacher Professional Consultant/ Lori D. Oczkus	Accelerated Reader Houghton Mifflin Assessments Book Adventure Portfolios Informal Assessments
Incorporate strategies to enrich language development in daily lessons	Reciprocal Teaching Training Monthly Meetings Grade-level Component Meetings Staff Development Days Houghton Mifflin Workshops	Fall 2008-Spring 2009	Houghton Mifflin Vocabulary Readers Reciprocal Teaching Materials Supplemental Materials Elements of Reading Thesauruses Dictionaries Previous MCAS Questions	Principal Assistant Principal Classroom Teacher ELA Curriculum Liaison Professional Consultant/ Lori D. Oczkus	Teacher Observations Houghton Mifflin Formal Assessments DIBELS Progress Monitoring Anecdotal Records
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP Reading RIT Scores, MCAS ELA Scores, DRA & DIBELS Data, and ELA Portfolios					

School Goal 2 INTERNAL

A. One hundred percent of our students will show improvement in READING as demonstrated by the administration of Spring 2009 MAP Assessment. No less than 55% of students will meet or exceed their growth scores. The remaining 45% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 60% at their grade level benchmark by June 2009.

B. One hundred percent of our students will show improvement in READING as measured by the administration of Spring 2009 DIBELS. No less than 60% of students will move to the next level of performance. The remaining 40% will show growth within their performance level by increasing their individual score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Analyze MAP data to form flexible reading groups	Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	NWEA Web Site Differentiated Instruction Handbook Houghton Mifflin Leveled Readers Extra Support Materials	Principal Assistant Principal Classroom Teacher	Map Assessments DIBELS Progress Monitoring Houghton Mifflin Assessments Anecdotal Records
Model use of graphic organizers and strategies for extracting information to support quality responses to open-ended questions	Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Informational Resources from across the Curriculum, including Math, Social Studies, & Science	Principal Assistant Principal Classroom Teacher ELA Curriculum Liaison	Houghton Mifflin Assessments Anecdotal Records Informal Assessments
Model strategies to increase reading comprehension and vocabulary acquisition	Reciprocal Teaching Training Thinking Reader Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2000	Houghton Mifflin Extra Support Materials Lexile.com Reciprocal Teaching Materials Literature Circles Elements of Reading Materials Thinking Reader Software	Principal Assistant Principal Classroom Teacher	Houghton Mifflin Assessments DIBELS Progress Monitoring Anecdotal Records Informal Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP Reading RIT Scores, MCAS ELA Scores, DRA & DIBELS Data, and ELA Portfolios					

School Goals 3 Sub Groups

One hundred percent of our Low Income (includes 100% of SPED and 97% of ELL populations) students will show improvement in Reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in reading for Low Income subgroup is 20% proficient or above on MCAS, this subgroup will make AYP of at least 71.0 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Meet with targeted students to set goals based on MAP and MCAS data and provide support using differentiated instructional practices	Staff Development Days Monthly Meetings Grade-level Component Meetings Houghton Mifflin Workshops	Fall 2008 - Spring 2009	NWEA Web Site Differentiated Instruction Handbook Houghton Mifflin Materials Extra Support Materials	Principal Classroom Teachers SPED Teacher ESL Teacher Instructional Assistants	Houghton Mifflin Assessments MAP Assessments Informal Observations
Use HM Vocabulary Readers during small group instruction to reinforce knowledge and comprehension of sight, story, and concept words in text	Staff Development Days Monthly Meetings Grade-level Component Meetings Reciprocal Teaching Training Houghton Mifflin Workshops	Fall 2008 – Spring 2009	Lexile.com Houghton Mifflin Supplementary Materials Thesauruses Dictionaries	Principal Classroom Teachers SPED Teacher ESL Teacher Instructional Assistants	Accelerated Reader Book Adventure Reading Incentive Programs
Maintain lexile-leveled classroom libraries so students can select books based on their readiness and interest	Staff Development Days Monthly Meetings Grade-level Component Meetings Reciprocal Teaching Training Houghton Mifflin Workshops	Fall 2008 – Spring 2009	Differentiated Instruction Handbook Literature Circle Resources Reciprocal Teaching Materials Trade Books Graphic Organizers	Principal Classroom Teachers SPED Teacher ESL Teacher Instructional Assistants	Teacher Observation Book Adventure Accelerated Reader Book It!
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP Reading RIT Scores, MCA ELA Scores, DRA & DIBELS Data, ELA Portfolios for Low-Income Sub Group					

**Kindergarten
Goal I ELA/Reading: Data**

DIBELS Assessment	Fall 2008 Performance			Actual Winter 2009			Outcome (Actual Spring 2009)		
	# of Students			# of Students			# of Students		
	At Risk	Some Risk	No Risk	At Risk	Some Risk	No Risk	At Risk	Some Risk	No Risk
Initial Sound Fluency	27	15	29						
Letter Naming Fluency	27	19	25						
Phoneme Segmentation Fluency									
Nonsense Words									
Oral Fluency									

Kindergarten DRA Assessment	% Below Benchmark Spring 2009	% At Benchmark Spring 2009	% Above Benchmark Spring 2009
Reading Level			

Kindergarten

School Goal 1 ELA/Reading:

One hundred percent of our students will show improvement in reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 33% at Proficient or above in READING in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use Progress Monitoring to chart individual growth and development	DIBELS Training Houghton Mifflin Training Staff Development Days Grade-level Component Meetings	Fall 2008- Spring 2009	Houghton Mifflin Materials Leveled Readers Extra Support Materials Peer Collaboration	Principal Assistant Principal Classroom Teacher Instructional Assistants	DIBELS Assessments Informal Assessments Anecdotal Records Formal Assessments DRA Assessment
Differentiate instruction to introduce phonics concepts and literacy centers	Houghton Mifflin Training Staff Development Days Grade-level Component Meetings	Fall 2008 Spring 2009	Houghton Mifflin Materials Leveled Readers Extra Support Materials Teacher- made Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants ESL Teacher SPED Teacher	DIBELS Assessments Informal Assessments Anecdotal Records Formal Assessments DRA Assessment
Model strategies and utilize additional support materials to allow for extra assistance with Intensive category students	Houghton Mifflin Training Staff Development Days Grade-level Component Meetings TELL Training	Fall 2008 - Spring 2009	Houghton Mifflin Leveled Readers Extra Support Materials Teacher- made Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants ESL Teacher SPED Teacher	DIBELS Assessments Informal Assessments Anecdotal Records Formal Assessments DRA Assessment
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of DIBELS Data					

Kindergarten

School Goal 2 ELA/Reading:

A. One hundred percent of our students will show improvement in **READING** as demonstrated by the administration of Spring 2009 MAP Assessment. No less than 55% of students will meet or exceed their growth scores. The remaining 45% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 60% at their grade level benchmark by June 2009.

B. One hundred percent of our students will show improvement in **READING** as measured by the administration of spring 2009 DIBELS. No less than 60% of students will move to the next level of performance. The remaining 40% will show growth within their performance level by increasing their individual score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Deliver explicit, systematic direct and indirect instruction focusing on letter names and sounds	DIBELS Training Monthly Meetings Grade-level Component Meetings	Fall 2008 - Spring 2009	Houghton Mifflin Materials Alpha Friends Extra Support Materials Alpha Friends CDs Flashcards	Principal Assistant Principal Classroom Teacher Instructional Assistant	DIBELS Assessment and Progress Monitoring Informal Observations Anecdotal Records Student Conferences
Increased use of visuals and repeated daily practice in student activity centers related to letter names and sounds	Monthly Meetings Grade-level Component Meetings	Fall 2008- Spring 2009	Houghton Mifflin Materials Alpha Friends Extra Support Materials Alpha Friends CDs Flashcards Center Manipulatives	Principal Assistant Principal Classroom Teacher Instructional Assistant	DIBELS Assessment Informal Observations Anecdotal Records Student Conferences
Use of practice books, homework, and additional activities in small groups to support understanding related to letter names and sounds	Monthly Meetings Grade-level Component Meetings	Fall 2008 - Spring 2000	Houghton Mifflin Materials Extra Support Materials Alpha Friends Flashcards Center Manipulatives	Principal Assistant Principal Classroom Teacher Instructional Assistant	DIBELS Assessment Informal Observations Anecdotal Records Student Conferences
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of DIBELS Data					

Kindergarten

School Goal 3 ELA/Reading:

One hundred percent of our Low Income students will show improvement in Reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in reading for Low Income subgroup is 20% proficient or above on MCAS, this subgroup will make AYP of at least 71.0 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Increase the use of manipulatives and visuals in stations with individuals and in small groups, with materials prepared to advance ELA skills of low income students	Houghton Mifflin Training Literacy Workshops Monthly Meetings Grade-level Component Meetings	Fall 2008 -Spring 2000	Houghton Mifflin Materials Leveled Readers Extra Support Materials Teacher-created Materials Bilingual Office Differentiated Instruction Handbook	Principal Assistant Principal Teacher Instructional Assistants SPED Teacher ESL Teacher	Classroom Observations DIBELS Assessment Informal Assessments
Increase the use of Houghton Mifflin support materials and varied supplemental materials during small group instruction with low income students	Houghton Mifflin Training Literacy Workshops Monthly Meetings Grade-level Component Meetings	Fall 2008 -Spring 2000	Houghton Mifflin Leveled Readers Extra Support Materials Bilingual Office Varied Supplemental Materials Open-ended Activities	Principal Assistant Principal Teacher Instructional Assistants SPED Teacher ESL Teacher	Classroom Observations DIBELS Assessment Informal Assessments
Individualize vocabulary development instruction for students through small group instruction, parent workshops, and open-ended activities	Houghton Mifflin Training Literacy Workshops Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2000	Houghton Mifflin Leveled Readers Extra Support Materials Open-ended Activities	Principal Assistant Principal Teacher Instructional Assistants SPED Teacher ESL Teacher	Classroom Observations DIBELS Assessment Informal Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of DIBELS Data for Low- Income Sub Group					

**Grade 1
ELA/Reading**

DIBELS Assessment	Fall 2008 Performance			Actual Winter 2009			Outcome (Actual Spring 2009)		
	# of Students			# of Students			# of Students		
	<i>At Risk</i>	<i>Some Risk</i>	<i>No Risk</i>	<i>At Risk</i>	<i>Some Risk</i>	<i>No Risk</i>	<i>At Risk</i>	<i>Some Risk</i>	<i>No Risk</i>
<i>Initial Sound Fluency</i>									
<i>Letter Naming Fluency</i>	9	19	26						
<i>Phoneme Segmentation Fluency</i>	1	18	35						
<i>Nonsense Words</i>	7	13	34						
<i>Oral Fluency</i>									

Grade 1 DRA Assessment	% Below Benchmark	% At Benchmark	% Above Benchmark
<i>Reading Level</i>	33	63	4

Grade 1

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 33% at Proficient or above in READING in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Assess students using DIBELS and DRA as tools to drive instruction in the classroom.	Staff Development Days Grade-level Component Meetings Houghton Mifflin Workshops	Fall 2008 – Spring 2009	Houghton Mifflin Extra Support Materials Leveled Readers	Classroom Teacher Principal Assistant Principal	DIBELS Data Houghton Mifflin Assessments Classroom Observations Informal Assessments
Implement Reciprocal Teaching Strategies to improve reading comprehension	Reciprocal Teaching Training Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	Reciprocal Teaching Materials Houghton-Mifflin Extra Support Materials	Classroom Teacher Principal Assistant Principal	Houghton Mifflin Assessments Informal Assessments
Use pre and post test data, along with formal assessments, to form flexible groups and guide the direction of differentiated instruction	Grade-level Component Meetings Houghton Mifflin Workshops	Fall 2008 – Spring 2009	Houghton Mifflin Materials	Classroom Teacher Principal Assistant Principal	Houghton Mifflin Assessments Informal Assessments DIBELS Data
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of DRA and DIBELS Scores and Houghton Mifflin Unit Assessments					

Grade 1

ELA/Reading School Goal 2:

A. One hundred percent of our students will show improvement in **READING** as demonstrated by the administration of Spring 2009 MAP Assessment. No less than 55% of students will meet or exceed their growth scores. The remaining 45% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 60% at their grade level benchmark by June 2009.

B. One hundred percent of our students will show improvement in **READING** as measured by the administration of Spring 2009 DIBELS. No less than 60% of students will move to the next level of performance. The remaining 40% will show growth within their performance level by increasing their individual score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use questioning techniques that promote deeper understanding of concepts and support higher levels of thinking, using students' responses to inform instruction	Staff Development Days Grade-level Component Meetings Reciprocal Teaching Training	Fall 2008 – Spring 2009	Reciprocal Teaching Materials Houghton Mifflin Leveled Readers Extra Support Materials	Classroom Teacher Principal Assistant Principal	Houghton Mifflin Assessments DIBELS Progress Monitoring Classroom Observations Informal Assessments
Teach and model strategies for proper phonemic awareness, phonics, and blending	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Extra Support Materials Leveled Readers Vocabulary Readers	Classroom Teacher Principal Assistant Principal SPED Teacher	Houghton Mifflin Assessments DIBELS Progress Monitoring Word Walls
Provide direct and indirect instruction for letter-sound mastery	Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Extra Support Materials	Classroom Teacher Principal Assistant Principal	Houghton Mifflin Assessments DIBELS Progress Monitoring Informal Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of DIBELS and DRA Scores along with Houghton Mifflin Unit Assessments					

Grade 1

ELA/Reading Goal 3:

One hundred percent of our Low Income students will show improvement in Reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in reading for Low Income subgroup is 20% proficient or above on MCAS, this subgroup will make AYP of at least 71.0 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use instructional leveled texts and reading prompts in small flexible groups to differentiate instruction for all students	Houghton Mifflin Workshops Staff Development Days	Fall 2008 – Spring 2009	NWEA.org Differentiated Instruction Handbook Houghton Mifflin Extra Support Materials	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher	DIBELS Data Houghton Mifflin Assessments Informal Observations
Maintain lexiled classroom libraries designed to encourage reading and increase vocabulary by allowing students to choose books based on interest and ability	Houghton Mifflin Workshops Reciprocal Teaching Training Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	Lexile.com Houghton Mifflin Differentiated Instruction Handbook Primary Dictionaries Vocabulary Readers	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher	Reading Incentive Programs Informal Observations Word Walls
Utilize a variety of literary comprehension strategies and graphic organizers to differentiate instruction during literature circles and small group instruction	Grade-level Component Meetings Houghton Mifflin Materials Reciprocal Teaching Professional Development	Fall 2008 – Spring 2009	Differentiated Instruction Handbook Literature Circle Resources Reciprocal Teaching Materials Graphic Organizers	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher	Graphic Organizers Houghton Mifflin Assessments Informal Observations
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of DIBELS and DRA Scores along with Houghton Mifflin Unit Assessments for Low-Income Sub Groups					

Grade 2 Goal 1 ELA/Reading: Data	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 2 MAP Assessment	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>
<i>Lang:Vocab/Concept Dev.</i>	161.4	80	14	6								
<i>Understand Text Imag/Lit</i>	165.5	66	22	12								
<i>Understand Text Inform/Expos</i>	162.0	82	12	6								
<i>Genre/Fict/Nonfiction</i>	164.5	76	10	14								
<i>Style & Language</i>	170.4	66	24	10								

Grade 2 DRA Assessment	% Below Benchmark	% At Benchmark	% Above Benchmark
<i>Reading Level</i>	63%	10%	27%

Grade 2

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 33% at Proficient or above in READING in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to measure reading progress, using MAP data to inform and drive instruction	Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	NWEA Web Site Houghton Mifflin Extra Support Materials Leveled Readers Vocabulary Readers	Principal Assistant Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments MAP Assessments Anecdotal Records ELA Portfolios
Administer DRA assessments and use results to guide flexible grouping and differentiated instruction	Staff Development Days Grade-level Component Meetings	Fall 2008- Spring 2009	DRA Analysis Materials Houghton Mifflin Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher	Classroom Observations DRA Assessments Anecdotal Records
Actively engage students in instruction by using Reciprocal Teaching Strategies in learning centers, whole class, guided reading groups, and literature circles	Reciprocal Teaching Training Staff Development Days Grade-level Component Meetings Common Planning Time	Fall 2008 – Spring 2009	Houghton Mifflin Materials Reciprocal Teaching Material Leveled Readers Supplemental Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Reciprocal Teaching Assessments Classroom Observations Anecdotal Records Student Portfolios
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and DRA Data, Houghton Mifflin Theme Tests, and ELA Portfolios					

Grade 2

ELA/Reading School Goal 2:

One hundred percent of our students will show improvement in READING as demonstrated by the administration of Spring 2009 MAP Assessment. No less than 55% of students will meet or exceed their growth scores. The remaining 45% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 60% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Deliver explicit, systematic, direct and indirect instruction focusing on increasing reading comprehension	Houghton Mifflin Training Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Reciprocal Teaching Materials Houghton Mifflin Materials Supplemental ELA Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Classroom Observations Teacher-created Assessments MAP Assessments Literature Circle Response Sheets
Model strategies for vocabulary development and writing responses to open-ended questions	Houghton Mifflin Training Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Supplemental Materials Leveled Readers Vocabulary Readers Extra Support Materials Reciprocal Teaching Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Informal Observation Teacher-created Assessments MAP Assessments Guided Reading Group Response Sheets
Investigate and observe best practices, utilizing insights gained to improve students' vocabulary acquisition and understanding of text	Peer Observation of Best Practices Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Supplemental Materials Leveled Readers Vocabulary Readers Extra Support Materials Reciprocal Teaching Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Classroom Observations Peer Observations Teacher-created Assessments MAP Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and DRA Data, Houghton Mifflin Theme Tests, and ELA Portfolios					

Grade 2

ELA/Reading School Goal 3:

One hundred percent of our Low Income students will show improvement in Reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in reading for Low Income subgroup is 20% proficient or above on MCAS, this subgroup will make AYP of at least 71.0 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Meet with students to set goals using MAP and DRA assessment data in order to provide differentiated instruction to support learning	Houghton Mifflin Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 - Spring 2009	Houghton Mifflin Supplemental Materials ELA Support Materials Differentiated Instruction Handbook	Principal Classroom teacher Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Classroom Observations Teacher-created Assessments MAP Assessments DRA Assessments
Maintain lexile-leveled classroom libraries, allowing students to choose books based on ability and interests in order to increase vocabulary and understanding of low income students	Internet Resources Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 - Spring 2009	NWEA Web Site Lexile.com Differentiated Instruction Handbook	Principal Classroom teacher Instructional Assistant SPED Teacher ESL Teacher	Houghton Mifflin Assessments Classroom Observations Teacher-created Assessments MAP Assessments Student Reading Logs Running Records MELA-O
Incorporate a variety of strategies, including compare/ contrast and monitor/ clarify to differentiate instruction in small group literature circles	Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 - Spring 2009	Houghton Mifflin Blackline Masters Leveled Readers Differentiated Instruction Handbook	Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	Houghton Mifflin Assessments Classroom Observations MAP Assessments Fluency/Running Records
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and DRA Data, Houghton Mifflin Theme Tests, ELA Portfolios for Low- Income Sub Group					

Grade 3	FALL 2008				WINTER 2009				SPRING 2009			
Grade 3 MAP Assessment	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
<i>Lang: Vocab/Concept Dev.</i>	183.1	55	28	16								
<i>Understand Text Imag/Lit</i>	186.3	51	27	22								
<i>Understand Text Inform/Expos</i>	183.8	53	23	23								
<i>Genre/Fict/Nonfiction</i>	183.9	57	23	20								
<i>Style & Language</i>	187.5	54	23	23								

Grade 3 MCAS

Data Synopsis for last year's grade 3 students

Reading/ELA Subject Sub-Scores

<i>Language:</i> 66%
<i>Reading and Literature:</i> 51%
<i>Item Analysis (Multiple Choice & Open Response):</i> 61% 30%

Grade 3

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 33% at Proficient or above in READING in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Utilize Reciprocal Teaching Strategies to improve reading comprehension	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	NWEA Web Site Accelerated Reader Software Houghton Mifflin Materials Reciprocal Teaching Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher	Map Assessments Houghton Mifflin Assessments Teacher-created Assessments Anecdotal Records Accelerated Reader Reports
Analyze previous MCAS data, in conjunction with classroom curriculum, to inform and drive instruction	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	MCAS Reports Houghton Mifflin Materials Reciprocal Teaching Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Teacher-created Assessments Anecdotal Records Accelerated Reader Reports Reciprocal Teaching Assessments
Create subgroups within leveled groups for differentiated instruction	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Leveled Readers Book Adventure Software Accelerated Reader Software Reciprocal Teaching Materials	Principal Assistant Principal Classroom Teachers Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments MAP Assessments Book Adventure Reports Accelerated Reader Reports Reciprocal Teaching Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and MCAS Data, Houghton Mifflin Theme Tests, and ELA Portfolios					

Grade 3

ELA/Reading School Goal 2:

One hundred percent of our students will show improvement in READING as demonstrated by the administration of Spring 2009 MAP Assessment. No less than 55% of students will meet or exceed their growth scores. The remaining 45% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 60% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Deliver explicit and systematic instruction focusing on vocabulary and reading comprehension	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Supplemental ELA Materials Vocabulary Readers Reciprocal Teaching Materials Accelerate Reader Software	Principal Assistant Principal Classroom Teachers Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments MAP Assessment Accelerated Reader Reports Reciprocal Teaching Assessments
Model strategies for identifying meaning of words	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Supplemental ELA Materials Vocabulary Readers Reciprocal Teaching Materials	Principal Assistant Principal Classroom Teachers SPED Teacher ESL Teachers Instructional Assistants	Houghton Mifflin Assessments Teacher-created Assessments MAP Assessments Accelerated Reader Reports Reciprocal Teaching Assessments
Analyze MAP data to collaboratively set individual student target goals to motivate and increase performance and provide corresponding differentiated instruction	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	NWEA Web Site Reciprocal Teaching Materials Houghton Mifflin Leveled Readers Accelerated Reader Software	Principal Assistant Principal Classroom Teacher SPED Teacher ESL Teacher Instructional Assistants	Teacher-created Assessments Houghton Mifflin Assessments MAP Assessments Accelerated Reader Reports Reciprocal Teaching Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and MCAS Data, Houghton Mifflin Theme Tests, and ELA Portfolios					

Grade 3 ELA/Reading School Goal 3:

One hundred percent of our Low Income students will show improvement in Reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in reading for Low Income subgroup is 20% proficient or above on MCAS, this subgroup will make AYP of at least 71.0 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Deliver instruction in small flexible groups based on teacher / student collaboratively established goals	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Leveled Readers Houghton Mifflin CD Audios NWEA Web Site Book Adventure Software Accelerated Reader Software Reciprocal Teaching Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Anecdotal Records MAP Assessments IEP Annual Review Book Adventure Reports Accelerated Reader Reports
Model quality responses to open-ended questions, share rubrics, and illustrate scoring	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Leveled Readers Houghton Mifflin Materials Scored MCAS Open-Response Examples Reciprocal Teaching Materials	Principal Assistant Principal Classroom Teachers Instructional Assistants SPED Teacher ESL Teacher WPS ELA Curriculum Liaison	Student Portfolios Houghton Mifflin Assessments MCAS Practice Tests Teacher-created Assessments
Incorporate Reciprocal Teaching Strategies, specifically predicting, predicting, uestioning, clarifying, and summarizing, through out the curriculum	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Supplemental Materials Reciprocal Teaching Materials Social Studies, Science, and Mathematics Materials	Principal Classroom Teacher Instructional Assistants SPED Teacher ESL Teacher WPS ELA Curriculum Liaison	Student Portfolios Classroom Observations Teacher-created Assessments Houghton Mifflin Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and MCAS Data, Houghton Mifflin Theme Tests, ELA Portfolios for Low- Income Sub Group					

Grade 4	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
Grade 4 MAP Assessment												
<i>Lang: Vocab/Concept Dev.</i>	193.8	55	33	12								
<i>Understand Text Imag/Lit</i>	191.1	60	20	20								
<i>Understand Text Inform/Expos</i>	192.3	64	16	20								
<i>Genre/Fict/Nonfiction</i>	192.6	55	25	20								
<i>Style & Language</i>	194.9	45	39	16								

Grade 4 MCAS Data Synopsis for this year's class (use last year's Grade 3 scores)
Reading/ELA Subject Area Sub-scores

<i>Language:</i> 66%
<i>Reading and Literature:</i> 51%
<i>Item Analysis (Multiple Choice & Open Response):</i> 61% 30%

MCAS Score Analysis of last year's Grade 3 scores for this year's Grade 4 students			
How many scored?		How many scored?	
45-48		N/A	
37-44	8	42-44	
29-36	17	34-36	6
22-28	13	26-28	8
11-21	7	19-21	3
0-10		9-10	2

Grade 4 MCAS Data Synopsis for last year's grade 4 students
Reading/ELA Subject Area Sub-scores

<i>Language:</i> 66%
<i>Reading and Literature:</i> 51%
<i>Item Analysis (Multiple Choice & Open Response):</i> 61% 30%

Grade 4

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 33% at Proficient or above in READING in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Provide 90 minutes of direct instruction in flexible groups using Reciprocal Teaching Strategies, in conjunction with Houghton Mifflin Program	Staff Development Days Reciprocal Teaching Training Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008 – Spring 2009	Reciprocal Teaching Handbook and Materials Differentiated Instruction Handbook Houghton Mifflin Materials Outside Consultant/Lori Oczkus	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	MCAS Assessments Teacher Observation Anecdotal Records Houghton Mifflin Assessments Accelerated Reader Reports
Analyze MCAS scores to help form flexible groups and guide direction of instruction	Staff Development Days Reciprocal Teaching Training Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008– Spring 2009	MA DESE Web Site Reciprocal Teaching Materials Houghton Mifflin Materials	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	MCAS Assessments Practice MCAS Questions Classroom Assessments
Provide explicit vocabulary instruction with extra support for word meaning and recognition	Staff Development Days Reciprocal Teaching Training Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008 – Spring 2009	Leveled Readers Vocabulary Readers Santa Maria Bonita Web Site Accelerated Reader Software Word Walls	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	Houghton Mifflin Assessments Teacher-created Assessments Student Portfolios Classroom Observations
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and MCAS Data, Houghton Mifflin Theme Tests, and ELA Portfolios					

Grade 4

ELA/Reading School Goal 2:

One hundred percent of our students will show improvement in READING as demonstrated by the administration of Spring 2009 MAP Assessment. No less than 55% of students will meet or exceed their growth scores. The remaining 45% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 60% at their grade level benchmark by June 2009

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Implement Reciprocal Teaching Strategies to improve reading comprehension	Staff Development Days Reciprocal Teaching Training Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008- Spring 2009	Accelerated Reader Software Reciprocal Teaching Materials Literature Circle Sheets Houghton Mifflin Leveled Readers	Principal Assistant Principal Classroom Teachers SPED Teacher ESL Teacher Instructional Assistant	Classroom Observations Houghton Mifflin Assessments Teacher-created Assessments Accelerated Reader Reports
Disaggregate MAP data and review RIT scores to monitor progress and formulate goals for differentiated instruction	Staff Development Days Reciprocal Teaching Training Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008- Spring 2009	NWEA Web Site Houghton Mifflin Materials Houghton Mifflin Materials Student Goal Sheets	Principal Assistant Principal Classroom Teachers SPED Teacher ESL Teacher Instructional Assistant	MAP Assessments Goal Target Sheets Classroom Assessments
Utilize Accelerated Reader Program to motivate students and improve reading comprehension and vocabulary	Staff Development Days Reciprocal Teaching Training Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008- Spring 2009	Accelerated Reader Software Houghton Mifflin Materials Trade Books	Principal Assistant Principal Classroom Teachers SPED Teacher ESL Teacher Instructional Assistant	Accelerated Reader Reports Houghton Mifflin Assessments Teacher-created Assessments Classroom Observations
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and MCAS Data, Houghton Mifflin Theme Tests, and ELA Portfolios					

Grade 4
ELA/Reading School Goal 3:

One hundred percent of our Low Income students will show improvement in Reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in reading for Low Income subgroup is 20% proficient or above on MCAS, this subgroup will make AYP of at least 71.0 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use differentiated instruction practices in small groups based on MAP and MCAS data and classroom assessments, implementing and monitoring intervention plans that target specific student needs	Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	MA DESE Web Site	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	MCAS Assessment MAP Assessments MCAS Open-Response Practice Tests Student Portfolios Houghton Mifflin Assessments
Deliver explicit vocabulary instruction that targets specific written and oral language skills	Staff Development Days Monthly Meetings Grade-level Weekly Component Meetings	Fall 2008 – Spring 2009	Accelerated Reader Software Dictionaries Read-Alouds Thesaurus Work Walls Leveled Readers Vocabulary Readers	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	Accelerated Reader Reports Student Portfolios Houghton Mifflin Assessments
Provide 90 minutes of direct instruction using Houghton Mifflin and Reciprocal Teaching Strategies to guide students to predict, summarize, clarify, and question and use the story elements of character, setting, and plot	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Weekly Component meetings	Fall 2008 – Spring 2009	Reciprocal Teaching Materials Collins Writing Program Materials Houghton Mifflin Materials Literature Circle Role Sheets	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	Teacher Observations Anecdotal Records Houghton Mifflin Assessments Writing Portfolios Accelerated Reader Reports
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and MCAS Data, Houghton Mifflin Theme Tests, ELA Portfolios for Low- Income Sub Group					

Grade 5	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
Grade 5 MAP Assessment												
<i>Lang:Vocab/Concept Dev.</i>	199.1	54	27	19								
<i>Understand Text Imag/Lit</i>	198.9	41	40	19								
<i>Understand Text Inform/Expos</i>	196.8	54	29	17								
<i>Genre/Fict/Nonfiction</i>	199.5	50	29	21								
<i>Style & Language</i>	201.9	46	31	23								

Grade 5 MCAS Data Synopsis for this year's class (use last year's Grade 4 scores)
Reading/ELA Subject Area Sub-scores

<i>Language:</i> 73%
<i>Reading and Literature:</i> 57%
<i>Item Analysis (Multiple Choice & Open Response):</i> 69% 40%

MCAS Score Analysis of last year's Grade 4 scores for this year's Grade 5 students			
How many scored?		How many scored?	
260-280	2	N/A	
240-258	5	256-258	-
220-238	33	236-238	4
200-218	10	216-218	6

Grade 5 MCAS Data Synopsis for last year's grade 5 students
Reading/ELA Subject Area Sub-scores

<i>Language:</i> 40%
<i>Reading and Literature:</i> 49%
<i>Item Analysis (Multiple Choice & Open Response):</i> 54% 37%

Grade 5

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 33% at Proficient or above in READING in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use Reciprocal Teaching Strategies to strengthen reading comprehension	Reciprocal Teaching Training Houghton Mifflin Training Staff Development Days Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008 – Spring 2009	Reciprocal Teaching Materials Houghton Mifflin Materials Accelerated Reader Software	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher Outside Consultant/Lori Oczkus	MAP Assessments Houghton Mifflin Assessments Teacher Observation Accelerated Reader Reports
Use vocabulary activities to enrich language development	Reciprocal Teaching Training Houghton Mifflin Training Staff Development Days Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008 – Spring 2009	Elements in Reading Materials Houghton Mifflin Materials Accelerated Reader Software	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	Accelerated Reader Reports Elements in Reading Assessments Vocabulary Quizzes Teacher Observation Student Portfolios
Analyze MCAS data, in conjunction with MAP and school assessments, to form flexible groups	Reciprocal Teaching Training Houghton Mifflin Training Staff Development Days Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008 – Spring 2009	MAP Assessments MCAS Assessments Leveled Readers Vocabulary Readers Reciprocal Teaching Materials Houghton Mifflin Materials	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	MCAS Results MAP Scores Houghton Mifflin Assessments Student Portfolios Reciprocal Teaching Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and MCAS Data, Houghton Mifflin Theme Tests, and ELA Portfolios					

Grade 5

ELA/Reading School Goal 2:

One hundred percent of our students will show improvement in READING as demonstrated by the administration of Spring 2009 MAP Assessment. No less than 55% of students will meet or exceed their growth scores. The remaining 45% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 60% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Implement Reciprocal Teaching Strategies to improve reading comprehension	Reciprocal Teaching Training Houghton Mifflin Training Staff Development Days Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008 – Spring 2009	Houghton Mifflin Materials Reciprocal Teaching Materials Elements of Reading Materials Vocabulary Readers Leveled Readers	Principal Assistant Principal Classroom Teachers Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Classroom Observations Teacher-created Assessments Portfolios
Model use of graphic organizers and strategies for extracting information to support Open-Response answers	Reciprocal Teaching Training Houghton Mifflin Training Staff Development Days Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008 – Spring 2009	Previous MCAS Questions Houghton Mifflin Informational Resources in all Content Areas	Principal Assistant Principal Classroom Teachers Instructional Assistants SPED Teacher ESL Teacher ELA Curriculum Liaison	Houghton Mifflin Assessments Classroom Observations Anecdotal Records MCAS Open-Response Practice Tests Teacher-created Assessments Student Portfolios
Deliver explicit instruction to strengthen students' use and comprehension of vocabulary	Reciprocal Teaching Training Houghton Mifflin Training Staff Development Days Monthly Meetings Grade-level Component Meetings Common Planning Time	Fall 2008– Spring 2009	Houghton Mifflin Materials Accelerated Reader Software Vocabulary Readers Elements of Reading Materials Word Walls	Principal Assistant Principal Classroom Teachers Classroom Teachers Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Accelerated Reader Software Elements of Reading Assessments Teacher Observations
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP and MCAS Data, Houghton Mifflin Theme Tests, and ELA Portfolios					

Grade 5

ELA/Reading School Goal 3:

One hundred percent of our Low Income students will show improvement in Reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in reading for Low Income subgroup is 20% proficient or above on MCAS, this subgroup will make AYP of at least 71.0 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use data to provide extra support and differentiated instruction using Reciprocal Teaching Strategies	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Materials Previous MCAS Prompts Book Adventure Software Accelerated Reader Software Differentiated Instruction Handbook Vocabulary Readers	Principal Assistant Principal Classroom Teachers Instructional Assistants SPED Teacher ESL Teacher	Houghton Mifflin Assessments Portfolios Accelerated Reader Reports Journals Teacher Observations MAP Results
Strengthen students' vocabulary to improve reading comprehension and fluency	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Materials Differentiated Instruction Handbook Previous MCAS Prompts Elements of Reading Materials Vocabulary Readers	Principal Assistant Principal Classroom Teachers Instructional Assistants Title I Tutors SPED Teacher ESL Teacher	Houghton Mifflin Assessments Portfolios Accelerated Reader Reports Teacher Observations MAP Data
Maintain lexiled classroom libraries to encourage independent reading based on interest and ability level	Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Lexile.com Houghton Mifflin Materials Differentiated Instruction Handbook Thesauruses Dictionaries Vocabulary Readers	Principal Assistant Principal Classroom Teachers Instructional Assistants SPED Teacher ESL Teacher Title I Tutors	Classroom Assessments Teacher Observations MAP Data Accelerated Reader Reports Book Adventure Reports
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP Reading RIT Scores and MCAS ELA Scores for Low-Income Sub Group					

Grade 6	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
Grade 6 MAP Assessment												
<i>Lang: Vocab/Concept Dev.</i>	201.3	59	26	15								
<i>Understand Text Imag/Lit</i>	203.4	51	28	21								
<i>Understand Text Inform/Expos</i>	199.3	66	21	13								
<i>Genre/Fict/Nonfiction</i>	203.7	51	23	26								
<i>Style & Language</i>	204.1	46	26	28								

Grade 6 MCAS Data Synopsis for this year's class (use last year's Grade 5 scores)
Reading/ELA Subject Area Sub-scores

<i>Language:</i> 40%
<i>Reading and Literature:</i> 49%
<i>Item Analysis (Multiple Choice & Open Response):</i> 54% 37%

MCAS Score Analysis of last year's Grade 5 scores for this year's Grade 6 students			
How many scored?		How many scored?	
260-280	1	N/A	
240-258	9	256-258	2
220-238	1	236-238	7
200-218	1	216-218	1

Grade 6 MCAS Data Synopsis for last year's grade 6 students
Reading/ELA Subject Area Sub-scores

<i>Language:</i> 72%
<i>Reading and Literature:</i> 60%
<i>Item Analysis (Multiple Choice & Open Response):</i> 68% 43%

Grade 6

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 30% of students will show growth to the next performance level. The remaining 70% will show growth within their performance level. Our goal is to have 33% at Proficient or above in READING in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Inform and drive instruction by analyzing student performance on MCAS tests	Houghton Mifflin Workshops Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Previous MCAS Questions Houghton Mifflin Extra Support Materials Leveled Readers ELA Curriculum Liaison	Principal Assistant Principal Classroom Teacher	MCAS Data Houghton Mifflin Assessments Classroom Observations Informal Assessments
Implement Reciprocal Teaching Strategies to improve reading comprehension	Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Reciprocal Teaching Materials Houghton-Mifflin Extra Support Materials Thinking Reader Graphic Organizers	Principal Assistant Principal Classroom Teacher Instructional Assistants Title I Tutor SPED Teacher ESL Teacher	Accelerated Reader Reports Houghton Mifflin Assessments Informal Assessments Book Adventure Reports MCAS Practice Portfolio
Incorporate strategies to enrich language development in daily lessons	Houghton Mifflin Workshops Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Materials Elements of Reading Materials Vocabulary Readers Thesauruses Dictionaries Previous MCAS Questions	Principal Assistant Principal Classroom Teacher Instructional Assistants Title I Tutor SPED Teacher ESL Teacher	Accelerated Reader Reports Houghton Mifflin Assessments Informal Assessments Elements of Reading Assessments Writing Portfolios Word Walls
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP Reading RIT Scores and MCAS/ELA Scores, Houghton Mifflin Theme Assessments, and ELA Portfolios					

Grade 6

ELA/Reading School Goal 2:

One hundred percent of our students will show improvement in READING as demonstrated by the administration of Spring 2009 MAP Assessment. No less than 55% of students will meet or exceed their growth scores. The remaining 45% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 60% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Analyze MAP data to form flexible reading groups	Staff Development Days Monthly Meetings Grade-level Component Meetings NWEA Web Site	Fall 2008 – Spring 2009	NWEA.org Differentiated Instruction Handbook Houghton Mifflin Materials Leveled Readers Extra Support Materials	Principal Assistant Principal Classroom Teacher Instructional Assistants Title I Tutors SPED Teacher ESL Teacher	Houghton Mifflin Assessments MAP Data Classroom Observations Informal Assessments
Model strategies for clarifying and understanding weekly vocabulary	Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Materials Elements of Reading Materials Vocabulary Readers Thesauruses Dictionaries	Principal Assistant Principal Classroom Teacher Instructional Assistants Title I Tutors SPED Teachers ESL Teacher	Houghton Mifflin Assessments Accelerated Reader Reports Elements of Reading Assessments Writing Portfolio Vocabulary Journals Word Walls
Model strategies to increase reading comprehension	Reciprocal Teaching Training Staff Development Days Thinking Reader Training Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Houghton Mifflin Extra Support Materials Lexile.com Reciprocal Teaching Strategies Literature Circles Thinking Reader Software	Principal Assistant Principal Classroom Teacher Instructional Assistants Title I Tutors SPED Teachers ESL Teacher	Houghton Mifflin Assessments Accelerated Reader Reports Thinking Reader Reports MAP Data Book Adventure Reports Informal Assessments
<p>Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP Reading RIT Scores and MCAS/ELA Scores, Houghton Mifflin Theme Assessments, and ELA Portfolios</p>					

Grade 6

ELA/Reading School Goal 3:

One hundred percent of our Low Income students will show improvement in Reading as demonstrated by the administration of the Spring 2009 MCAS. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current achievement in reading for Low Income subgroup is 20% proficient or above on MCAS, this subgroup will make AYP of at least 71.0 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Meet with targeted students to set goals based on MAP and MCAS data and provide support using differentiated instructional practices	Houghton Mifflin Workshops Staff Development Days	Fall 2008 – Spring 2009	NWEA.org Differentiated Instruction Handbook Houghton Mifflin Extra Support Materials	Principal Assistant Principal Classroom Teacher SPED Teachers ESL Teacher	Accelerated Reader Reports Houghton Mifflin Assessments MAP Assessments Informal Observations
Maintain lexiled classroom library, allowing students to choose books based on interest and ability to increase vocabulary.	Houghton Mifflin Workshops Reciprocal Teaching Training Staff Development Days Monthly Meetings Grade-level Component Meetings	Fall 2008 – Spring 2009	Lexile.com Houghton Mifflin Differentiated Instruction Handbook Thesauruses Dictionaries Vocabulary Readers	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher	Accelerated Reader Reports Book Adventure Reports Reading Incentive Programs Elements of Reading Assessments Informal Observations Word Walls
Utilize a variety of literary comprehension strategies, including Reciprocal Teaching, to differentiate instruction in small group literature circles and activities	Houghton Mifflin Workshops Reciprocal Teaching Training Staff Development Days Monthly Meetings Thinking Reader Training Grade-level Component Meetings	Fall 2008 – Spring 2009	Differentiated Instruction Handbook Literature Circle Resources Reciprocal Teaching Materials Graphic Organizers Thinking Reader Software and Materials	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher	Accelerated Reader Reports Book Adventure Reports Thinking Reader Reports Literature Circle Activities Graphic Organizers Houghton Mifflin Assessments Informal Observations
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of MAP Reading RIT Scores and MCAS/ELA Scores, Houghton Mifflin Theme Assessments, and ELA Portfolios for Low-Income Sub Group					

Mathematics Analysis

2008 AYP results showed that the Aggregate group attained a CPI score of 71.1, meeting their Gain Target of 5.1. In order to continuing meeting Improvement Targets, Spring 2008 MCAS results for students in grades 3 through 6 were examined and weak areas of the curriculum identified and organized according to MA Mathematics Framework and Supplement Strands and Standards. Additional insights were gained by comparing results with Spring and Fall 2008 MAP data. Analysis results showed that questions pertaining to Number Sense (NS) and Patterns, Relations, and Algebra (P) Strands were challenging for students. Closer examination indicated that questions corresponding to fractions, NS Standards 4, 5, and 9 and those involving variables and mathematical relationships, P Standards 3, 4, and 5, presented the most difficulty. Further review by question type revealed that scores for Open-Response questions were lower than those for Multiple-Choice. To illustrate, grade 5 students answered 73% of the Multiple-Choice questions correctly, but attained a score of 52% on Open-Response prompts. Data further disaggregated by Low Income (includes 100% of SPED and 97% of ELL populations) showed similar weaknesses, with slightly lower scores in the Standards and question type highlighted.

To develop and implement the instructional practices and materials necessary to increase student achievement in these targeted areas, staff reviewed and assessed the effectiveness of goals outlined in the 2007-2008 SIP. Looking at students' MCAS performance in the Strands addressed in 2007-2008, scores in Geometry and Data Analysis, Statistics, and Probability increased across all grade levels. However, Number Sense & Operations scores showed only slight increases at grades 3, 5, and 6 and decreased sharply at grade 4 (e.g., 71% MC 2007; 55% MC 2008). Review by question type indicated that while Open-Response scores increased at grades 3, 5, and 6, students still scored significantly better on Multiple-Choice questions. These findings were taken into consideration when developing the goals for the 2008-2009 SIP. Building on previous efforts, staff will advance student achievement by refining and implementing targeted instruction in the following areas:

- Implementation of EDM lessons and activities, in alignment with MA Mathematics Framework, with attention to tasks supporting understanding of fractions and mathematical relationships.
- Implementation of concrete materials, models, pictures, graphs, and tables to support exploration of fractions and mathematical relationships.
- Explicit instruction in writing quality responses to Open-Response prompts.

Teachers in kindergarten and grade 1 administer EDM pre and post assessments. Reviewed in conjunction with work contained in students' mathematics portfolios (EDM Math Journals, Math Masters Practice, and Unit Assessments), teachers use this information to develop grade-level learning goals and monitor student growth and achievement. In addition to EDM pre and post assessments, Grade 2 teachers also use MAP test results to chart progress and direct curricular revisions.

2008-2009 – School Improvement Action Plan
Improve mathematics instruction and accelerate students that are below grade level to reach grade level
Overview of School's Mathematics

Mathematics Program	Actions Steps	Leader	Resources	Frequency
Everyday Mathematics	<ul style="list-style-type: none"> 60-90 minute math block 	Classroom Teacher	<ul style="list-style-type: none"> EDM Resources 	September 2008-June 2009 (Daily)
Use MCAS and MAP data to drive instruction	<ul style="list-style-type: none"> identify students needing further math instruction and support monitor individual student progress 	Classroom Teacher Intervention Tutor Title I Math Coach	<ul style="list-style-type: none"> EDM Resources NWEA Web Site Previous MCAS Scores ESE Web Site EDM Options for Individualizing 	September 2008-June 2009 (Daily)
Staff Development	<ul style="list-style-type: none"> monitoring pacing of program identify teacher needs provide workshop opportunities for staff to become familiar with EDM games 	Title I Math Coach Classroom Teacher SPED teacher	<ul style="list-style-type: none"> EDM Resources MA Math Framework On-Site Workshops District Workshops 	September 2008-June 2009 (Daily, Weekly Component and Monthly Staff Meetings, 8 Hrs Add'l Meetings Time, and WPS Professional Dev Days)
EDM Program Objectives	Actions Steps	Leader	Resources	Frequency/Timeline
Use data to improve mathematics instruction	<ul style="list-style-type: none"> Review of last year's data Develop grade level goals Review of this year's data Use data to develop action plan 	Title I Math Coach Classroom Teacher SPED teacher	<ul style="list-style-type: none"> MAP Scores NWEA Web Site Previous MCAS Scores EDM Assessments 	September 2008-June 2009 (Weekly Component and Monthly Staff Meetings)
Continue to develop and utilize staff to coordinate math resources and activities	<p>Monthly grade level meetings</p> <ul style="list-style-type: none"> Discuss curriculum issues Discuss scheduling issues Analyze data Oversee and implement intervention plans for students 	Staff members Administrators Special Education Title I ESL	<ul style="list-style-type: none"> Principal Classroom Teacher SPED Teacher Curriculum Mapping 	September 2008-June 2009 (Weekly Component and Monthly Staff Meetings)
Provide resources that directly relate to grade level math goals	<ul style="list-style-type: none"> Purchase supplemental instruction materials that support grade level goals 	<ul style="list-style-type: none"> Principal Community Partners 	<ul style="list-style-type: none"> EDM Resources MCAS Prep Materials 	September 2008-June 2009
Provide research based sustained staff development in math instruction	<ul style="list-style-type: none"> Staff training in Everyday Math 	<ul style="list-style-type: none"> Principal WPS Mathematics Liaison 	<ul style="list-style-type: none"> EDM Materials NWEA Web Site 	September 2008-June 2009 (Weekly Component and Monthly Staff Meetings, 8 Hrs Add'l Meetings Time, and WPS Professional Dev Days)
Provide staff development in the area of differentiating instruction in mathematics	<ul style="list-style-type: none"> Train staff in differentiating instruction for mathematics 	<ul style="list-style-type: none"> Principal WPS Mathematics Liaison 	<ul style="list-style-type: none"> Onsite Workshops NWEA Web Site C. Tomlinson's Differentiate Instruction Text 	September 2008-June 2009 (Weekly (Weekly Component and Monthly Staff Meetings, 8 Hrs Add'l Meetings Time, and WPS Professional Dev Days)

School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth **within** their performance level. Our goal is to have 47% at Proficient or Above in MATHEMATICS in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Analyze previous grade level MCAS data to help form flexible groups and differentiate instruction	Grade-level Weekly Component Meetings Monthly Meetings	Fall 2008-Spring 2009	MA DESE Web Site NWEA.org Everyday Math Differentiated Instruction Handbook Previous MCAS Questions	Classroom Teacher Principal Assistant Principal	Informal Observations Formal Assessments
Model <i>Writing Across the Curriculum</i> strategies to promote problem solving in Open-Response Questions	Grade-level Weekly Component Meetings Monthly Meetings Staff Development Days	Oct. 10, 2008 Fall 2008-Spring 2009	MA DESE Web Site Prior MCAS Questions Collins Writing Program Graphic Organizers Everyday Math Journals Everyday Math Materials Supplementary Materials	Classroom Teacher Principal Assistant Principal Math Curriculum Liaison	Math Portfolios MCAS Rubric Self-Assessment Everyday Math Assessments Informal Observation Peer Assessment
Use hands-on manipulatives and EDM games to develop math concepts as outlined in the MA Math Framework, particularly Number Sense and Patterns, Relations, and Algebra Strands	Grade-level Weekly Component Meetings Monthly Meetings Staff Development Days	Fall 2008-Spring 2009	MA DESE Web Site Everyday Math Materials Purchased Materials	Classroom Teacher Principal Assistant principal	Informal Observations Formal Assessments Math Game Logs Whiteboard Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?					
Analysis of Growth in MAP Assessment Scores, MCAS Number Sense and Patterns, Relations, and Algebra Items and Pre and Post Classroom Assessments					

School Goal 2 INTERNAL

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of SPRING MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their overall RIT score from fall to spring. Our goal is to have no less than 75 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Horizontal and vertical curriculum mapping in all standards, with particular attention to Number Sense and Operations and Patterns, Relations, and Algebra Math Strands	Monthly Meetings Staff Development Days Grade-level Component Meetings	Fall 2008-Spring 2009	MA Frameworks Everyday Math Materials Supplementary Materials	Classroom Teacher Principal Assistant Principal Worcester Math Curriculum Liaison	EDM Formal Unit Assessments Informal Assessments and Observations MAP Assessments
Investigate and purchase class sets of manipulatives, including Digi-blocks, clocks, and scales	Monthly Meetings Staff Development Days Grade-level Component Meetings View Sample Materials and Videos from Publishers	By June 2009	Materials Budget Supply Redistribution	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher	EDM Formal Assessments Informal Assessments and Observations MAP Assessments
Complete rubric assessments for Open-Response MCAS Questions	Professional Development Grade-level Component Meetings	October 10, 2008 Fall 2008 – Spring 2009	Everyday Math Materials Previous MCAS Questions	Classroom Teacher Principal Assistant Principal Worcester Math Curriculum Liaison	Student Performance Based on Rubric Student Self and Peer Assessment
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?					
Analysis of Growth in MAP Assessment Scores and MCAS Number Sense and Patterns, Relations, and Algebra and Open-Response Questions					

School Goals 3 Sub Groups

One hundred percent of our Low Income (includes 100% of SPED and 97% of ELL populations) students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring 2009

MCAS. No less than 23% of students will show growth to the next performance level. The remaining 77% will show growth within their performance level. While our current achievement in math for Low Income subgroup is 35% or Above, this subgroup will make AYP of at least 74.4% in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Meet with targeted students to set individual goals based on grade level assessment data in order to provide extra support and differentiate instruction	Monthly Meetings Staff Development Days Grade-level Component Meetings NWEA Web Site	Fall 2008-Spring 2009	Everyday Math EDM Supplementary Materials EDM Differentiated Instruction Manual	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher	MAP Assessments Everyday Math Assessments Informal Assessments Math Portfolios
Use a variety of supplementary materials and manipulatives to introduce, develop, and strengthen understanding of mathematical concepts and ideas, with particular attention to Number Sense and Operations and Patterns, Relations, and Algebra Strands	Monthly Meetings Staff Development Days Grade-level Weekly Component Meetings	Fall 2008-Spring 2009	EDM Supplementary Materials and Games Math Manipulatives United Streaming	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher	Everyday Math Assessments Everyday Math Journals Informal Assessments Anecdotal Records Everyday Math Games Exit Slips
Monitor student progress through administration of multiple assessment options, including EDM games, portfolios, performance observations, and pre and post unit assessments, to continually gather information in order to determine focus and content of further interventions	Monthly Meetings Staff Development Days Grade-level Component Meetings NWEA Web Site	Fall 2008-Spring 2009	Everyday Math EDM Supplementary Materials	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher	Everyday Math Assessments Informal Assessments Anecdotal Records Everyday Math Games Math Portfolios Whiteboard Assessments Exit Slips
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes?					
Analysis of Growth in MAP Assessment Scores, MCAS Number Sense and Operations and Patterns, Relations, and Algebra and Open-Response Questions in Low-Income Sub Group					

**Kindergarten
Mathematics**

	<i>Baseline - FALL 2008</i>	<i>Mid Year Assessment - WINTER 2009</i>	<i>End of Year Assessment - SPRING 2009</i>
Kindergarten Everyday Math Assessment	Below 48% At 34% Above 18%		

Kindergarten

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth **within** their performance level. Our goal is to have 47% at Proficient or Above in MATHEMATICS in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Analyze student performance on EDM Guideposts to inform and guide the direction of instruction	EDM Workshops Grade-level Component Meetings	Fall 2008- Spring 2009	EDM Materials EDM Games and Software WPS Benchmarks WPS Curriculum	Principal Assistant Principal Classroom Teacher ESL Teacher SPED Teacher	EDM Guideposts Informal Assessments Portfolios Anecdotal Records Report Cards
Monitor individual student progress through pre and post tests based on WPS Number Sense and Operations Benchmarks, differentiating instruction based on individual needs	EDM Workshops Grade-level Component Meetings	Fall 2008- Spring 2009	EDM Materials EDM Games and Software WPS Benchmarks WPS Curriculum	Principal Assistant Principal Classroom Teacher ESL Teacher SPED Teacher	EDM Guideposts Informal Assessments Portfolios Anecdotal Records
Use informal assessments, e. g., observation notes, EDM activity sheets, classroom project work, to measure growth and adjust curriculum accordingly	EDM Workshops Grade-level Component Meetings	Fall 2008- Spring 2009	EDM Materials EDM Games and Software WPS Benchmarks WPS Curriculum	Principal Assistant Principal Classroom Teacher ESL Teacher SPED Teacher	EDM Guideposts Informal Assessments Portfolios Anecdotal Records
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of Everyday Math Assessment Data, including Guideposts and Benchmarks					

Kindergarten

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of SPRING MAP Assessment No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use differentiated instruction to explore kindergarten math skills during table top activities and classroom centers, in alignment with WPS Benchmarks	EDM Workshops Grade -level Component Meetings	Fall 2008 – Spring 2009	EDM Materials EDM Games and Software WPS Mathematics Curriculum Manipulatives Teacher-made Materials	Principal Assistant Principal Classroom Teacher Instructional Assistant ESL Teacher SPED teachers	EDM Assessments Informal Assessments Portfolio Assessments
Use math manipulatives to sort and classify objects within classroom centers and small group instruction, highlighting specific WPS Benchmarks	EDM Workshops Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Materials EDM Games and Software WPS Mathematics Curriculum Manipulatives Teacher-made Materials	Principal Assistant Principal Classroom Teacher Instructional Assistant ESL Teacher SPED Teacher	EDM Assessments Informal Assessments Portfolio Assessments
Support visual representation with math wall, number lines, charts, and graphs	EDM Workshops Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Materials EDM Games and Software WPS Mathematics Curriculum Manipulatives Teacher-Made Materials	Principal Assistant Principal Classroom Teacher Instructional Assistant ESL Teacher SPED Teacher	EDM Assessments Informal Assessments Portfolio Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of Everyday Math Assessment Data, including Guideposts and Benchmarks					

Kindergarten

Mathematics School Goal 3:

One hundred percent of our Low Income students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring 2009 MCAS. No less than 23% of students will show growth to the next performance level. The remaining 77% will show growth within their performance level. While our current achievement in math for Low Income subgroup is 35% or Above, this subgroup will make AYP of at least 74.4% in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Group according to needs with flexible seating in stations with materials prepared to engage students at different achievement levels	EDM Training Grade -level Component Meetings Monthly Staff Meetings	Fall 2008 – Spring 2009	EDM Materials EDM Games WPS Math Curriculum Stations with Materials Prepared to Engage Students at Different Achievement Levels Open-ended Activities	Principal Assistant Principal Classroom Teachers Instructional Assistants ESL Teacher SPED Teachers	EDM Assessments Informal / Formal Assessments Portfolio Assessment Report Cards
Vary supplemental materials, such as visual aids, props, and manipulatives, to support targeted students	EDM Training Grade-level Component Meetings Monthly Staff Meetings	Fall 2008 – Spring 2009	EDM Materials EDM Games WPS Math Curriculum Stations with Materials Prepared to Engage Students at Different Achievement Levels Open-ended Activities	Principal Assistant Principal Classroom Teachers Instructional Assistants ESL Teacher SPED Teachers	EDM Assessments Informal / Formal Assessments Portfolio Assessment Report Cards
Continue daily practice in mathematical concepts and vocabulary within small flexible seating groups	EDM Training Grade Level Component Meetings Monthly Staff Meetings	Fall 2008 – Spring 2009	EDM Materials EDM Games WPS Math Curriculum Stations with Materials Prepared to Engage Students at Different Achievement Levels Open-ended Activities	Principal Assistant Principal Classroom Teachers Instructional Assistants ESL Teacher SPED Teachers	EDM Assessments Informal / Formal Assessments Portfolio Assessment Report Cards
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of Everyday Math Assessment Data, including Guideposts and Benchmarks					

Grade 1
Mathematics

	<i>End of Year – FALL 2008</i>	<i>End of Year – WINTER 2009</i>	<i>End of Year - SPRING 2009</i>
Grade 1 Everyday Math Assessment	Below 10% At 48% Above 10%		

Grade 1

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth **within** their performance level. Our goal is to have 47% at Proficient or Above in MATHEMATICS in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use results of pre and post assessments and analysis to inform and drive instruction in the classroom	Grade-level Component Meetings Staff Development Days Monthly Staff Meetings	Fall 2008 – Spring 2009	Everyday Math Materials Everyday Math Games Supplemental Games WPS Math Curriculum	Principal Assistant Principal Classroom Teachers Instructional Assistant	Everyday Math Assessments Formal / Informal Observation
Use Massachusetts Math Framework and Everyday Math Teacher’s Manual as guides in selecting lessons to be taught and paced accordingly to students’ level of readiness and mastery	Grade-level Component Meetings Staff Development Days Monthly Staff Meetings	Fall 2008 – Spring 2009	Everyday Math Materials Everyday Math Games Supplemental Games WPS Math Curriculum	Principal Assistant Principal Classroom Teachers Instructional Assistant	Everyday Math Assessments Formal / Informal Observation
Measure and assess effectiveness of instructional practices in a standards-based class by monitoring, analyzing students’ work, and administering end - of - unit checking progress and mid- and end- of - year assessments	Grade-level Component Meetings Staff Development Days Monthly Staff Meetings	Fall 2008 – Spring 2009	Everyday Math Materials Everyday Math Games Supplemental Games WPS Math Curriculum	Principal Assistant Principal Classroom Teachers Instructional Assistant	Everyday Math Assessments Formal / Informal Observation
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Student Portfolios and EDM Unit Assessments					

Grade 1

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of SPRING MAP Assessment No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Provide multi-sensory learning experiences though the use of a variety of supplementary materials in math centers, small group, and whole class instruction	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	Differentiated Instruction Materials Everyday Math Materials EDM Differentiation Handbook Supplementary Materials Manipulatives Flash Cards	Principal Assistant Principal Classroom Teachers Instructional Assistant	EDM Formal Assessments Informal Assessments Teacher Observations
Increase opportunities for hands-on exploration and use effective questioning strategies to strengthen number sense skills and abilities to answer Open- Response prompts	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	Everyday Math Materials EDM Differentiation Handbook Everyday Math Journals Supplementary Materials	Principal Assistant Principal Classroom Teachers Instructional Assistant	EDM Formal Assessments Informal Assessments Teacher Observations Rubric Scored Student Work Math Portfolios
Provide problem-solving experiences that encourage students to use appropriate mathematics vocabulary in their oral and written explanations of their solution strategies	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	Differentiated Instruction Materials Everyday Math Materials Everyday Math Journals Supplementary Materials	Principal Assistant Principal Classroom Teachers Instructional Assistant	Math Word Wall EDM Formal Assessments Informal Assessments Teacher Observations Math Portfolios
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Student Portfolios and EDM Unit Assessments					

Grade 1

Mathematics School Goal 3:

One hundred percent of our Low Income students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring 2009 MCAS. No less than 23% of students will show growth to the next performance level. The remaining 77% will show growth within their performance level. While our current achievement in math for Low Income subgroup is 35% or Above, this subgroup will make AYP of at least 74.4% in 2009 or Safe Harbor

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use flexible grouping and differentiated instruction to implement activities that focus on MA Math Standards, with particular attention to concepts of Number Sense and Number Patterns to meet needs of diverse learners	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	Everyday Math Materials EDM Supplementary Materials Differentiated Instruction Materials EDM Differentiation Handbook	Principal Assistant Principal Classroom Teacher ESL Teacher SPED Teacher Instructional Assistant	Everyday Math Assessments Informal Assessments Math Portfolios Anecdotal Records Math Boxes
Use a variety of supplementary materials and manipulatives to introduce, develop, and strengthen understanding of mathematical concepts and ideas	Grade- level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	Everyday Math Materials EDM Supplementary Materials Manipulatives Differentiated Instruction Materials EDM Differentiation Handbook	Principal Assistant Principal Classroom Teacher ESL Teacher SPED Teacher Instructional Assistant	Everyday Math Assessments Informal Assessments Anecdotal Records Everyday Math Games
Develop oral and written math vocabulary through direct instruction, as well as during partnered math problem-solving activities	Grade- level Component Meetings Staff Development	Fall 2008 – Spring 2009	Everyday Math Materials EDM Supplementary Materials Differentiated Instruction Materials EDM Differentiation Handbook	Principal Assistant Principal Classroom Teacher ESL Teacher SPED Teacher Instructional Assistant Math Curriculum Liaison	Math Word Wall Everyday Math Assessments Informal Assessments Anecdotal Records Everyday Math Games Math Portfolios
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Student Portfolios and EDM Unit Assessments for Low- Income Sub Group					

Grade 2
Mathematics

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 2 MAP Assessment	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>
<i>Number Sense and Operations</i>	169.1	60	24	16								
<i>Patterns and Algebra</i>	173.4	45	29	26								
<i>Geometry</i>	178.1	35	34	31								
<i>Measurement</i>	171.8	60	20	20								
<i>Data Analysis and Probability</i>	173.6	53	27	20								

Grade2
Goal 1 Mathematics -Data

	<i>Unit Test- FALL 2008</i>	<i>Unit Test-WINTER 2009</i>	<i>Unit Test-SPRING 2009</i>
Grade 2 Everyday Math Assessment	Below 72% At 18% Above 10%		

Grade 2

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth **within** their performance level. Our goal is to have 47% at Proficient or Above in MATHEMATICS in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to use MAP Data to drive instruction	Grade -level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	NWEA Web Site	Principal Assistant Principal Classroom Teacher	Teacher Observation Teacher-created Assessment MAP Assessment EDM Planning Sheet
Perform MAP item analysis to assist with direct instruction and form flexible groups	Grade -level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	NWEA Reports Student Goal Setting Sheets	Principal Assistant Principal Classroom Teacher	Teacher Observation Teacher-created Assessment MAP Assessment EDM Planning Sheet Portfolios
Administer pre and post math assessments to form differentiated groups and monitor progress	Grade -level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	Everyday Math Materials Everyday Math Supplemental Materials	Principal Assistant Principal Classroom Teacher	Teacher Observation Teacher-created Assessment MAP Assessment EDM Planning Sheet EDM Games
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MAP Assessment, Student Portfolios, and EDM Unit Assessments					

Grade 2

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of SPRING MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Deliver explicit, systematic direct and indirect instruction focusing on Number Sense and Operations	Grade -level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	EDM Manipulatives EDM Teaching Manual EDM Differentiated Teaching Manual EDM Games Calendar Math	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	Pre, Mid, and Post Assessments Informal / Formal Assessments Math Journals Open-Response Exercises
Provide opportunities for students to explore and demonstrate understanding of mathematical relationships	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	EDM Manipulatives EDM Teaching Manual EDM Differentiated Teaching Manual EDM Games Calendar Math EDM Planning Sheets	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	Pre, Mid, and Post Assessments Informal / Formal Assessments Math Journals Open-Response Exercises Anecdotal Records
Discuss, share, and implement activities supporting students' number sense and understanding of mathematical relationships.	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	EDM Manipulatives EDM Teaching Manual EDM Differentiated Teaching Manual EDM Games Calendar Math EDM Planning Sheets	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher ESL Teacher	Pre, Mid, and Post Assessments Informal / Formal Assessments Math Journals Open-Response Exercises Anecdotal Records
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MAP Assessment, Student Portfolios, and EDM Unit Assessments					

Grade 2

Mathematics School Goal 3:

One hundred percent of our Low Income students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring 2009 MCAS. No less than 23% of students will show growth to the next performance level. The remaining 77% will show growth within their performance level. While our current achievement in math for Low Income subgroup is 35% or Above, this subgroup will make AYP of at least 74.4% in 2009 or Safe Harbor

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Meet with students to set goals and use EDM materials in flexible groups to support learning	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	EDM Teaching Manual EDM Differentiated Teaching Manual EDM Games Calendar Math	Principal Assistant Principal Classroom Teacher Instructional Assistant	Observations Informal / Formal Assessment EDM Journals Instructional Quick Checks
Collaborate with support staff to provide students with additional Number Sense and Patterns, Relations, and Algebra intervention using varied supplemental materials	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	EDM Teaching Manual EDM Differentiated Teaching Manual EDM Games Calendar Math	Principal Assistant Principal Classroom Teacher Instructional Assistant	Observations Informal / Formal Assessment EDM Journals Instructional Quick Checks IEP Annual Review
Provide opportunities for students to build on math concepts through group investigations	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	EDM Teaching Manual EDM Differentiated Teaching Manual EDM Games Calendar Math	Principal Assistant Principal Classroom Teacher Instructional Assistant	Observations Informal / Formal Assessment EDM Journals Instructional Quick Checks
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MAP Assessment, Student Portfolios, and EDM Unit Assessments for Low- Income Sub Group					

Grade 3 MAP Assessment	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
<i>Number Sense and Operations</i>	187.6	53	22	25								
<i>Patterns and Algebra</i>	190.4	38	30	32								
<i>Geometry</i>	193.4	28	40	32								
<i>Measurement</i>	187.4	53	25	22								
<i>Data Analysis and Probability</i>	190.2	43	28	28								

Grade 3 MCAS Data Synopsis for last year's class
Mathematics Subject Area Sub-scores

<i>Number Sense and Operations:</i> 61%
<i>Patterns, Relations, and Algebra:</i> 71%
<i>Geometry:</i> 82%
<i>Measurement:</i> 86%
<i>Data Analysis, Statistics, and Probability:</i> 68%
<i>Item Analysis (Multiple Choice & Open Response):</i> 74% 63%

Grade 3

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth **within** their performance level. Our goal is to have 47% at Proficient or Above in MATHEMATICS in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Analyze previous MCAS data to help form flexible groups and differentiate instruction	Staff Development Days Grade-level Weekly Component Meetings	Fall 2008 – Spring 2009	MA DESE Web Site Previous MCAS Questions Everyday Math Materials	Principal Assistant Principal Classroom Teacher Instructional Assistant	Formal Assessments NWEA reports EDM Assessment Supplemental Assessments Informal Assessments
Model <i>Writing Across the Curriculum</i> strategies to promote problem solving in Open- Response Questions	Staff Development Days Grade-level Weekly Component Meetings	Fall 2008 – Spring 2009	Collins Writing Materials EDM Materials Graphic Organizers	Principal Assistant Principal Classroom Teacher Instructional Assistant	Formal Assessments EDM Assessment Supplemental Assessments Informal Assessments Math Portfolios
Provide practice in answering Open-Response and Multiple-Choice Questions by using previous MCAS items, with particular attention to Number Sense and Patterns, Relations, and Algebra	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Curriculum EDM Manipulatives EDM Games Previous MCAS Questions NWEA Web Site MA DESE Web Site	Principal Assistant Principal Classroom Teacher Instructional Assistant	Formal Assessments MAP Data EDM Assessment Supplemental Assessments Informal Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MCAS and MAP Assessments, Student Portfolios, and EDM Unit Assessments					

Grade 3

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of SPRING MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Interpret MAP scores to create flexible, leveled groups and monitor individual progress	Staff Development Days Grade-level Component meetings	Fall 2008 – Spring 2009	EDM Manual EDM Differentiated Manual NWEA Web Site Prior MCAS Questions Flash Cards	Principal Assistant Principal Classroom Teacher Instructional Assistant	Formal Assessment EDM Assessment Supplemental Assessment MAP Assessment Informal Observation
Analyze MAP data, in conjunction with curriculum outlined in MA Framework, to inform and drive instruction	Staff Development Day Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Manual EDM Differentiated Manual NWEA Web Site Prior MCAS Questions Flash Cards	Principal Assistant Principal Classroom Teacher Instructional Assistant	Formal Assessment EDM Assessment Supplemental Assessment MAP Assessment Informal Observation
Model instructional strategies for problem solving, with particular attention to Number Sense and Patterns, Relations, and Algebra Strands	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Curriculum EDM Games MA DESE Web Site	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teacher	Formal Assessment Math Portfolio Oral and Slate Assessments EDM Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MCAS and MAP Assessments, Student Portfolios, and EDM Unit Assessments					

Grade 3

Mathematics School Goal 3:

One hundred percent of our Low Income students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring 2009 MCAS. No less than 23% of students will show growth to the next performance level. The remaining 77% will show growth within their performance level. While our current achievement in math for Low Income subgroup is 35% or Above, this subgroup will make AYP of at least 74.4% in 2009 or Safe Harbor

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Strengthen vocabulary by providing practice using previous Open -Response and Multiple-Choice MCAS Questions	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	Everyday Math Differentiated Manual Prior MCAS Questions Flash Cards NWEA Web Site Graphic Organizers	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teachers	Teacher Observations Informal Assessments Formal Assessments EDM Journals NWEA Reports Supplemental Assessments Math Portfolios
Meet with targeted students to set goals based on assessment data and individual needs in order to provide extra support and differentiation	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	Everyday Math Differentiated Manual Prior MCAS Questions Math Games NWEA Web Site	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teachers	Teacher Observations Informal Assessments Formal Assessments EDM Journals NWEA Reports Supplemental Assessments Grading Rubric
Create subgroups within small, leveled groups for differentiated instruction	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Games EDM Differentiated Manual Previous MCAS Questions Flash Cards NWEA Web Site	Principal Assistant Principal Classroom Teacher Instructional Assistant SPED Teachers	Teacher Observations Informal Assessments Formal Assessments EDM Journals NWEA Reports Supplemental Assessments Grading Rubric
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MCAS and MAP Assessment, Student Portfolios, and EDM Unit Assessments for Low- Income Sub Group					

Grade 4 MAP Assessment	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
<i>Number Sense and Operations</i>	195.2	45	30	16								
<i>Patterns and Algebra</i>	198.9	48	26	26								
<i>Geometry</i>	205.2	24	30	46								
<i>Measurement</i>	197.0	56	26	18								
<i>Data Analysis and Probability</i>	201.0	40	30	30								

Grade 4

Goal 1 Mathematics -Data

Grade 4 MCAS Data Synopsis for this year's class use last year's grade 3 scores

Mathematics Subject Area Sub-scores

<i>Number Sense and Operations:</i> 61%
<i>Patterns, Relations, and Algebra</i> 71%
<i>Geometry:</i> 82%
<i>Measurement:</i> 86%
<i>Data Analysis, Statistics, and Probability:</i> 68%
<i>Item Analysis (Multiple Choice & Open Response):</i> 74% 63%

MCAS Score Analysis (last year's Grade 3 scores for this year's Grade 4 students)

**How many scored?
How many scored?**

36-40	3
N/A	
30-35	15
34-35	5
26-29	12
28-29	6
22-25	6
24-25	4
22-25	6
19-21	4
0-7	1
5-7	

Grade 4 MCAS Data Synopsis for last year's Grade 4
Mathematics Subject Area Sub-scores

Number Sense and Operations: 55%
Patterns, Relations, and Algebra: 64%
Geometry: 73%
Measurement: 55%
Data Analysis, Statistics, and Probability: 70%
Item Analysis (Multiple Choice & Open Response): 69% 54%

Grade 4

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth **within** their performance level. Our goal is to have 47% at Proficient or Above in MATHEMATICS in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to use MAP data to help plan lessons in flexible groups to differentiate instruction	Staff Development Days Grade- level Component Meetings	Fall 2008 – Spring 2009	NWEA Web Site Target Score Charts Everyday Math	Principal Assistant Principal Classroom Teacher Instructional Assistant	Map Assessment Teacher Observation Formal / Informal Observation
Analyze MCAS scores to help form flexible groups and guide instruction	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	MA DESE Web Site Previous MCAS Questions	Principal Assistant Principal Classroom Teacher Instructional Assistant	Map Assessment Teacher Observation Formal / Informal Observation MCAS Journals Math Portfolios
Use EDM program, in alignment with MA Math Frameworks, to provide instruction in all areas, with special attention to Number Sense and Patterns, Relations and Algebra Strands	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Games EDM Software Handbook	Principal Assistant Principal Classroom Teacher Instructional Assistant	Map Assessment Teacher Observation Formal / Informal Observation
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MCAS and MAP Assessment, Student Portfolios, and EDM Unit Assessments					

Grade 4

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of SPRING MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Model and provide direct instruction in strategies to solve MCAS questions, especially those pertaining to Number Sense and Patterns, Relations, and Algebra	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	Previous MCAS Tests Differentiated Materials Manipulatives	Principal Assistant Principal Classroom Teacher Instructional Assistant	Formal / Informal Assessments
Use MAP and MCAS data to form flexible groups and guide instruction	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	NWEA Web Site MA DESE Web Site Previous MCAS Tests	Principal Assistant Principal Classroom Teacher Instructional Assistant	MAP and MCAS Results MAP Growth Reports Target Goal Charts
Provide 60 minutes of direct instruction using the EDM program	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	EDM Materials Previous MCAS Questions Manipulatives EDM Games	Principal Assistant Principal Classroom Teacher Instructional Assistant	EDM Unit Assessment Informal Observation
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MCAS and MAP Assessments, Student Portfolios, and EDM Unit Assessments					

Grade 4

Mathematics School Goal 3:

One hundred percent of our Low Income students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring 2009 MCAS. No less than 23% of students will show growth to the next performance level. The remaining 77% will show growth within their performance level. While our current achievement in math for Low Income subgroup is 35% or Above, this subgroup will make AYP of at least 74.4% in 2009 or Safe Harbor

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Analyze MAP and MCAS data to determine individual areas of need to form flexible grouping and guide instruction	Grade- level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	NWEA Web Site MA DESE Web Site Previous MCAS questions	Principal Assistant Principal Classroom Teacher Instructional Assistant	MAP and MCAS Results MAP Growth Reports Target Goal Charts
Model strategies for solving MCAS math problems, especially those pertaining to Number Sense and Patterns, Relations, and Algebra	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	Previous MCAS questions Graphic Organizer EDM Materials	Principal Assistant Principal Classroom Teacher Instructional Assistant	Formal / Informal Assessments
Provide EDM instruction using differentiated strategies on a daily basis	Grade-level Component Meetings Staff Development Days	Fall 2008 – Spring 2009	EDM Materials Games EDM Assessment Disc Manipulatives	Principal Assistant Principal Classroom Teacher Instructional Assistant	Unit Tests Journal Boxes Exit Slips Teacher Observation
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MCAS and MAP Assessments, Student Portfolios, and EDM Unit Assessments for Low- Income Sub Group					

Grade 5

Mathematics

Grade 5 MAP Assessment	FALL 2006				WINTER 2007				SPRING 2007			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
<i>Number Sense and Operations</i>	210.5	29	38	33								
<i>Patterns and Algebra</i>	211.0	29	33	38								
<i>Geometry</i>	211.4	31	40	29								
<i>Measurement</i>	206.7	46	27	27								
<i>Data Analysis and Probability</i>	211.8	29	40	31								

Grade 5 MCAS Data Synopsis for this year's class use last year's grade 5 scores

Mathematics Subject Area Sub-scores

<i>Number Sense and Operations:</i> 58%
<i>Patterns, Relations, and Algebra:</i> 73%
<i>Geometry:</i> 79%
<i>Measurement:</i> 54%
<i>Data Analysis, Statistics, and Probability:</i> 55%
<i>Item Analysis (Multiple Choice & Open Response):</i> 73% 52%

MCAS Score Analysis (Use last year's scores for this year's students.)

**How many scored?
How many scored?**

260-280

N/A

240-258 14

256-258 1

220-238 25

236-238 6

200-218 9

216-218 7

Grade 5 MCAS Data Synopsis for last year's class (use last year's grade 5 scores)

Mathematics Subject Area Sub-scores

Number Sense and Operations:

58%

Patterns, Relations, and Algebra:

73%

Geometry:

79%

Measurement:

54%

Data Analysis, Statistics, and Probability:

55%

Item Analysis (Multiple Choice & Open Response):

73% 52%

Grade 5

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth **within** their performance level. Our goal is to have 47% at Proficient or Above in MATHEMATICS in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to measure individual math progress, using MAP data to inform and drive classroom instruction	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	NWEA Results MCAS Results EDM Materials Previous MCAS Tests	Principal Assistant Principal Instructional Assistant Classroom Teacher SPED Teacher	Performance on Teacher-made Tests/Quizzes Teacher Observation Previous MCAS Questions EDM Journals
Perform MCAS analysis using data to form flexible groups, with instruction focusing on Open-Response questions emphasizing Number Sense and Patterns, Relations, and Algebra Strands	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	NWEA Results MCAS Results EDM Materials Previous MCAS tests	Principal Assistant Principal Instructional Assistant Classroom Teacher SPED Teacher	Performance on Teacher-made Tests/Quizzes Teacher Observation Previous MCAS Questions EDM Journals EDM Assessments
Administer pre/post unit assessments to establish hierarchy for instruction	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	MCAS Results EDM Materials	Principal Assistant Principal Instructional Assistant Classroom Teacher SPED Teacher	Teacher- made Tests/Quizzes Teacher Observation EDM Journals Math Portfolios
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MCAS and MAP Assessments, Student Portfolios, and EDM Unit Assessments					

Grade 5

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of SPRING MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Deliver explicit instruction to strengthen students' understanding of EDM problem-solving strategies	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Workbooks Differentiated Materials Manipulatives	Principal Assistant Principal Instructional Assistant Classroom Teacher SPED Teacher	EDM Assessments Informal/Formal Observations Informal/Formal Assessments
Use MAP and MCAS data to form flexible groups	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	Differentiated Materials Manipulatives Math Word Walls EDM Workbooks	Principal Assistant Principal Instructional Assistant Classroom Teacher SPED Teacher	EDM Assessments Informal/Formal Observations Informal/Formal Assessments Anecdotal Reports
Model strategies to increase students' ability to explain orally and in writing the strategies they used to solve open-response problems, especially those focusing on the Patterns, Relations, and Algebra and Number Sense Strands	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	Flash Cards Previous MCAS Questions EDM Workbooks Differentiated Materials Graphic Organizer	Principal Assistant Principal Instructional Assistant Classroom Teacher SPED Teacher	EDM Assessments Informal/Formal Observations Informal/Formal Assessments Math portfolios
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analyze MCAS and MAP Assessments, Student Portfolios, and EDM Unit Assessments					

Grade 5

Mathematics School Goal 3:

One hundred percent of our Low Income students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring 2009 MCAS. No less than 23% of students will show growth to the next performance level. The remaining 77% will show growth within their performance level. While our current achievement in math for Low Income subgroup is 35% or Above, this subgroup will make AYP of at least 74.4% in 2009 or Safe Harbor

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Model problem-solving strategies using hands-on methods, written explanations, and oral responses	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Materials Map Testing MCAS Questions Flash Cards	Principal Assistant Principal Instructional Assistant Classroom Teacher SPED Teacher ESL Teacher	EDM Journals EDM Assessments MAP Testing White Boards
Provide opportunities for students to practice and explain verbally and in writing their problem-solving strategies	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Materials MAP Testing MCAS Questions	Principal Assistant Principal Instructional Assistant Classroom Teacher SPED Teacher ESL Teacher	EDM Journals EDM Assessments MAP Testing Classroom Observations
Model and provide opportunities for students to use Everyday Math problem-solving strategies during daily differentiated instruction in small, flexible groups	Staff Development Days Grade-level Component Meetings	Fall 2008 – Spring 2009	EDM Materials MAP Testing MCAS Questions Differentiated Instruction Handbook	Principal Assistant Principal Instructional Assistant Classroom Teacher SPED Teacher ESL Teacher	EDM Journals EDM Assessments MAP Testing
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of Formal MCAS and MAP Assessments, Student Portfolios, and EDM Unit Assessments for Low- Income Sub Group					

Grade 6
Mathematics

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 6 MAP Assessment	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>
<i>Number Sense and Operations</i>	216.6	39	28	33								
<i>Patterns and Algebra</i>	214.5	46	28	26								
<i>Geometry</i>	217.8	41	23	36								
<i>Measurement</i>	212.3	51	23	26								
<i>Data Analysis and Probability</i>	218.5	28	31	41								

Grade 6 MCAS Data Synopsis for this year's class use last year's grade 6 scores

Mathematics Subject Area Sub-scores

<i>Number Sense and Operations:</i> 65%
<i>Patterns, Relations, and Algebra:</i> 67%
<i>Geometry:</i> 61%
<i>Measurement:</i> 61%
<i>Data Analysis, Statistics, and Probability:</i> 69%
<i>Item Analysis (Multiple Choice & Open Response):</i> 68% 43%

MCAS Score Analysis (last year's Grade 5 scores for this year's Grade 6 students)

How many scored?

How many scored?

260-280 5

N/A

240-258 11

256-258 1

220-238 19

236-238 3

200-218 1

216-218 1

Grade 6 MCAS Data Synopsis for last year's class (use last year's grade 6 scores)

Mathematics Subject Area Sub-scores

<i>Number Sense and Operations:</i> 65%
<i>Patterns, Relations, and Algebra:</i> 67%
<i>Geometry:</i> 61%
<i>Measurement:</i> 61%
<i>Data Analysis, Statistics, and Probability:</i> 69%
<i>Item Analysis (Multiple Choice & Open Response):</i> 68% 43%

Grade 6

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring MCAS. No less than 21% of students will show growth to the next performance level. The remaining 79% will show growth **within** their performance level. Our goal is to have 47% at Proficient or Above in MATHEMATICS in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Analyze previous MCAS data to help form flexible groups and differentiate instruction	Grade-level Component Meetings Staff Development	Fall 2008-Spring 2009	MA DESE Web Site Prior MCAS Questions NWEA.org Everyday Math Differentiated Instruction Handbook	Classroom Teacher Principal Assistant Principal Instructional Assistant	Informal Observations Formal Assessments Math Logs Whiteboard Assessments EDM Journals EDM Games
Model <i>Writing Across the Curriculum</i> strategies to promote problem solving in Open-Response Questions	Monthly Meetings Grade-level Component Meetings Staff Development Days	Fall 2008-Spring 2009	MA DESE Web Site Prior MCAS Questions Collins Writing Program Graphic Organizers Everyday Math Journals Everyday Math Supplementary Materials Math Curriculum Liaison	Classroom Teacher Principal Assistant Principal Instructional Assistant	Math Portfolios MCAS Rubric Self Assessment MCAS Practice Notebooks Everyday Math Assessments Informal Observation Peer Assessment
Use previous MCAS questions to focus on Math Standards, with particular attention to Patterns, Relations, and Algebra and Number Sense	Monthly Meetings Grade-level Component Meetings Staff Development Days	Fall 2008-Spring 2009	MA DESE Web Site Prior MCAS Questions Everyday Math	Classroom Teacher Principal Assistant Principal Instructional Assistant	Informal Observations Formal Assessments Math Logs Whiteboard Assessments
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of Formal MCAS and MAP Assessments, Student Portfolios, and EDM Unit Assessments					

Grade 6

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATHEMATICS as demonstrated by the administration of SPRING MAP Assessment No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75 % at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Analyze MAP scores to form flexible groups	Monthly Meeting Days Grade-level Component Meetings Staff Development Day	Fall 2008-Spring 2009	MA DESE Web Site Prior MCAS Questions NWEA.org Everyday Math Differentiated Instruction Materials Everyday Math Journals Supplementary Materials	Classroom Teacher Principal Assistant Principal Instructional Assistant	Exit Slips Math Word Wall EDM Formal Assessments Informal Assessments and Observations MAP Assessments Math Logs
Measure and monitor math progress by using MAP data to inform and drive differentiated classroom instruction	Monthly Meeting Days Grade-level Component Meetings Staff Development Day	Fall 2008-Spring 2009	MA DESE Web Site Prior MCAS Questions Collins Writing Program Graphic Organizers Everyday Math Journals Everyday Math Supplementary Materials	Classroom Teacher Principal Assistant Principal Instructional Assistant	Exit Slips Math Word Wall EDM Formal Assessments Informal Assessments and Observations MAP Assessments Math Logs
Model strategies to develop reasonable answer strategies across all standards, particularly in the areas of Number Sense and Patterns, Relations, and Algebra, as well as Open-Response Questions	Monthly Meeting Days Grade-level Component Meetings Staff Development Day	Fall 2008-Spring 2009	MA DESE Web Site Prior MCAS Questions Everyday Math Materials Supplementary Materials Everyday Math Journals	Classroom Teacher Principal Assistant Principal Instructional Assistant	Whiteboard Assessments Exit Slips Math Word Wall EDM Formal Assessments Informal Assessments and Observations MAP Assessments Math Portfolios
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcome Analysis of Formal MCAS and MAP Assessments, Student Portfolios and EDM Unit Assessments					

Grade 6

Mathematics School Goal 3:

One hundred percent of our Low Income students will show improvement in MATHEMATICS as demonstrated by the administration of the Spring 2009 MCAS. No less than 23% of students will show growth to the next performance level. The remaining 77% will show growth within their performance level. While our current achievement in math for Low Income subgroup is 35% or Above, this subgroup will make AYP of at least 74.4% in 2009 or Safe Harbor

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Meet with targeted students to set individual goals based on MAP and MCAS data in order to provide extra support and differentiate instruction	Staff Development Days Grade-level Component Meeting Monthly Meetings	Fall 2008-Spring 2009	Everyday Math EDM Supplementary Materials Previous MCAS Questions NWEA.org	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher Instructional Assistant	MAP Assessments Everyday Math Assessments Informal Assessments Math Portfolios
Use a variety of supplementary materials and manipulatives to introduce, develop, and strengthen understanding of mathematical concepts and ideas, particularly those related to fractions and mathematical relationships	Staff Development Days Grade-level Component Meetings Monthly Meetings	Fall 2008-Spring 2009	Everyday Math Materials EDM Supplementary Materials Materials Previous MCAS Questions NWEA.org United Streaming	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher Instructional Assistant	Everyday Math Assessments Everyday Math Journals Informal Assessments Anecdotal Records Everyday Math Games
Monitor student progress through administration of multiple assessment options, including EDM games, portfolios, performance observations, and pre and post unit assessments to continually gather information in order to determine focus and content for further interventions	Staff Development Days Grade-level Component Meetings Monthly Meetings	Fall 2008-Spring 2009	Everyday Math Materials EDM Supplementary Materials Materials Previous MCAS Questions NWEA.org	Classroom Teacher Principal Assistant Principal ESL Teacher SPED Teacher Instructional Assistant	Everyday Math Assessments Everyday Math Journals Informal Assessments Anecdotal Records Everyday Math Games Math Portfolios
Procedures for evaluating success in reaching this goal: What Summative evidence will be used to show that these activities are making a difference in student outcomes? Analysis of Formal MCAS and MAP Assessments, Student Portfolios, and EDM Unit Assessments for Low- Income Sub Group					

FAMILY INVOLVEMENT

Epstein has identified six (6) types of parent involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. All schools will address two (2) of these areas. All schools will write action steps for communicating with parents; in addition, each school will select an area of their choice.

Family Involvement School Goal 1: Increase parents' understanding of their child's educational experiences and progress towards proficiency, as demonstrated by classroom, district, and state assessments.

Rationale: To improve communication with families about school programs and student progress through effective school-to-home and home-to-school communications.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Display school and classroom assessment data, along with exemplary student work, to illustrate performance expectations and progress towards high levels of achievement	Staff Meetings Grade-level Component Meetings Common Planning Time	October 2008 -June 2009	School and Classroom Bulletin Boards State and District Assessment Data Student Work Classroom Assessments	Principal Assistant Principal Classroom Teachers Art Teacher	MCAS MAP Classroom Assessments Progress Reports Report Cards Student Planbooks
Provide parents with monthly classroom and quarterly school newsletters containing information regarding school and grade-level curriculum and assessments	Staff Meetings Grade-Level Component Meetings Common Planning Time	September 2008-June 2009	School Report Card Principal and Classroom Newsletters ConnectEd	Principal Assistant Principal Classroom Teachers	School and Classroom Newsletters ConnectEd Reports
Inform parents of the MCAS and SES instructional programs held on-site after school and distribute corresponding applications	MA DESE Meetings & Trainings Site Administrators' District Meetings MCAS and SES Staff Meetings & Trainings	September 2008-May 2009	WPS Notices and Registration Forms Principal, Classroom, and Program Newsletters ConnectEd	District Managers Principal MCAS & SES Site Administrators Classroom Teachers MCAS & SES Instructional Staff	SAYO MCAS MAP Classroom Assessments Progress Reports Report Cards
Utilize student planbooks to keep parents informed about student progress, as well as to provide a forum for communication between home-school	Staff Meetings Grade-level Component Meetings Common Planning Time	September 2008-June 2009	<i>Know Your School</i> Night Student Planbooks Parent Conferences	Classroom Teachers Principal Assistant Principal School Adjustment Counselor	Student Planbooks Progress Reports Report Cards
Utilize parent communication component from EDM (Study Links) and HM (Home Community Connections) curricula to promote parent/student interaction in learning	Staff Meetings Grade-level Component Meetings Common Planning Time	October 2008 -June 2009	Student Planbooks EDM and HM Curriculum Guides	Classroom Teachers Principal Assistant Principal School Adjustment Counselor	Weekly Lesson Plans Progress Reports Report Cards

Family Involvement School Goal 2: Continue working with area businesses, local agencies, and neighborhood groups to coordinate the resources and services available in the community to support both school and family

Rationale:

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Disseminate minutes from monthly Site Council Meetings to inform school community, as well as to elicit opinions / concerns / questions to be addressed at future meetings	Collaboration with District Site Councils Professional Journals MA DESE	September 2008-June 2009	MA DESE Site Council Membership Guidelines and Meeting Minutes Belmont Task Force	Principal Assistant Principal Parents School Adjustment Counselor School Site Council	Monthly Site Council Minutes Membership Roster
Collaborate with community agencies, e.g., Worcester Communities of Care, MA Child Association, Worcester Juvenile Court, Big Brother/Big Sister Program, Belmont Task Force, Plumley Village Food Bank, and Shrewsbury Street Business Association, to coordinate resources to address student and family needs	Community Support & MA DESE Workshops Professional Journals Site Councils	September 2008-June 2009	MA DESE Workshop Pamphlets Professional Journals Belmont Task Force Belmont Crime Watch	Principal Assistant Principal School Adjustment Counselor	PBIS Referrals Task Force Minutes Crime Watch Minutes School Adjustment Counselor Records SSP Records
Expand membership and improve attendance at monthly PTO meetings to strengthen home-school connection, with time allocated during meetings to both discuss issues impacting students and their families, as well as to share information regarding community resources	Collaboration with District School Parent Organizations National PTO Professional Journals Family Involvement Workshop MA DESE	September 2008-June 2009	MA DESE Workshop Pamphlets Professional Journals PTO Meeting Minutes Belmont Task Force	Principal Assistant Principal School Adjustment Counselor	Monthly PTO Minutes Membership Roster

The school’s instructional leadership team will be responsible for the collection of evidence as stated in the action steps of the plan. The team will be responsible for the next phase in the process by assisting in the monitoring of the implementation and outcome benchmarking. Implementation benchmarking measures whether you have successfully implemented your strategies and serve as a critical periodic review of those strategies and whether they are contributing to changes in your desired student outcomes.

Name	Role/Title	Signature
Susan Proulx	Principal	
Michele Sullivan	Assistant Principal	
Susan Kline	Grade 6 Teacher	
Susan Reynolds	Grade 6 Teacher	
Arthur Johnston	Grade 5 Teacher	
Kathleen Greaney	Grade 4 Teacher	
Jennifer Keating	Grade 3 Teacher	
Patricia Milewski	Grade 2 Teacher	
Adrienne Gilmore	Grade 1 Teacher	
Diane Smith	Kindergarten	