

Worcester Public Schools  
Goddard School of Science and Technology  
Elementary Level  
School Improvement Plan  
2008 - 2010

## **Vision Statement**

The vision of the Goddard School of Science and Technology is to prepare all students who enter our learning community with the skills, experience and knowledge to advance to the next level of their education as Proficient Speakers, Readers, Writers and Knowers in all content subjects. Our students will demonstrate proficiency as measured by internal and external standards based accountability systems MCAS, MAP, DIBELS and DRA.

## **Focus Statement**

A coordinated school-wide effort to have all Goddard students read, comprehend and respond thoughtfully (Orally and in writing) through a consistent set of school-wide best teaching practices as measured by school-based internal formative assessments, student work, MAP, DIBELS, and MCAS.

## School Profile Information

<b>Basic Information</b>	
Name of School	The Goddard School of Science and Technology
Address	14 Richards Street Worcester, MA 01603
Telephone	508-799-3594
Fax	508-799-8258
School Web Page URL	
Principal	Marion Guerra
Phone, E-mail Address	508-799-3593 guerram@worc.k12.ma.us
Alternative Contact at School	Ann Marie Walsh Pierozzi Assistant Principal

## Names and Roles/Titles of Individuals Who Developed/Revised Plan

The school improvement team will be responsible for the collection of evidence as stated in the action steps of the plan. The evidence will be collected from various sources. The next phase in the process will be to establish a committee to assist 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. A timeline of the review of performance improvement benchmarks allows the team to evaluate the current practices and revise or alter the identified practices.

Name	Role/Title
Marion Guerra	Principal/ Instructional Leadership Team Facilitator
Ann Marie Walsh Pierozzi	Assistant Principal/ESL Team Facilitator
Kara Scichilone	MATH COACH, Member ILT, Grade 6 Team facilitator
Beverly McGrath	Kindergarten Team Facilitator, Member ILT,
Debra Lee Seles	Grade 5 Teacher/Grade 5 Team Facilitator, Member ILT
Lauren Chuk	Grade 5 Teacher/ Grade 4 Team Facilitator
Sara Cooney	Reading Coach/ Grade 3 Team Facilitator, Member ILT
Cristen Dilschneider-Lito	Grade 2 Teacher/ Grade 2 Data Facilitator
Saraih Zavala	Grade 2 ESL Lab Teacher/Grade 1 Team Facilitator
Joan Gold	Reading First Reading Specialist, Member ILT
Elena Maldonado	Grade 1 ESL Lab, Grade 2 Team Facilitator, Member ILT

# 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.

- X Copies of Worcester Public School curricula, including benchmark documents
- X Lesson Plan Templates
- X MCAS Data
- X MAP Data
- X DRA Data/Site-based assessment
- X DIBELS Data, including benchmark and progress monitoring schedule
  - X MELA-O and MEPA data
  - X Student Schedules, including intervention schedules
- # Information on Teacher Qualifications
- # Information on Staff Attendance
  - X Minutes from meetings involving teachers, administration, and parents (e.g., grade level, horizontal, and parent conference)
- # Records of Classroom informal observations
  - X Information from interviews or surveys of teachers, parents or students
- # Attendance and discipline records
  - X Information on participation in student assistance programs
  - X Information on teacher training and professional development for FOCUS Best Practices
  - X EDM checklists, e.g. Unit/Quarter Class checklists, Unit/Quarter Individual Profile of Progress, Progress Indicator, Evaluating My Math Class, Math Logs
  - X Readers Response Journals/Worcester Public Schools ELA Portfolios
- # ISSPs
  - X After School/Summer School Attendance
  - X 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)**

<b>Position</b>	<b>Personnel</b>	<b>Number of Students in classroom or being serviced</b>
Principal	Marion Guerra	Total population
Assistant Principal	Ann Marie Walsh Pierozzi	Total population
Mathematics Coach	Kara Scichilone	Supports all staff
English Language Arts Coach	Sara Cooney	Supports all staff
Pre School Teacher	Karen Baudin	16/10 (26 total)
Pre-School Instructional Assistant	Helena Tetreault	Supports 16/10 (26 total)
Kindergarten	Cara Courville	25
	Jenny Diaz	24
	Beverly McGrath	23
Kindergarten Instructional Assistant	Elizabeth Santiago	24
	Trish El Rafae	25
	Tara Letourneau	23
First Grade	Karla Adorno	18
	Nancy O'Rourke	16
	Erin White	18
	Devra Kemp	12
	TBE-1 Nilsa Rivera	13
	ESL Lab-1 Maldonado	20
Second Grade	Dawn McCabe	21
	Susan Connelly	17
	Cristen Dilschneider-Lito	23
	TBE 2 Vivian Pagan	18
	ESL Lab-2 Saraih Zavala	20
Third Grade	Angela Carmona	24
	Jacqueline Dixon	22
	Patty Jacobs	23
	TBE 3/4 Noel Torres	22
	ESL Lab ¾ Patricia Yeomans	19
Fourth Grade	Petra Kristie	20
	Sarah Carlson	20
	Stacey Sullivan	20
Fifth Grade	Deborah Bastien	25
	Debra Lee Seles	25
	Lauren Chuk	22
	TBE 5/6 Juan Matos	25

	ESL Lab 5/6 Christine LaBonte	11
Sixth Grade	Kenneth Kozberg Maureen Mullins-May Jodi Towne Amy Sosa	23 17 22 21
Special Education Teacher	Kathleen Beaudet (Grades K-2) Ellen Ross (Grades 3-4) Gayle Achilles (5-6) Ann Marie Kahn( Behavior Specialist Inclusion B.D. Grades K-6) Bilingual Sped Mary Chapin (Grades life skills) Rosalina Frias (Grades K-3) Dr. Luis Gregorio (Grades 4-6)	22 22 23 services XX with behavior goals on IEP's services all classrooms for behavior intervention to prevent the need for IEP's 6 6 16
Special Education Instructional Assistant	Paula Gerardi Carlin Sweithelm Nydia Velez Carmen Salvatore	Assistants work in classrooms to support the inclusion model 95 total IEP students serviced
ESL	Linda Delamere Joann Irula ½ time ESL tutor	All identified students
Intervention Tutors	Myra Aframe Janice Smith Richard Reynolds Linda DeFeudis (Reading First) Margaret (Reading First) Donna Elms (Reading First)	
Music	Suzanne Miville	All Students
Art	Ellen Salins	All Students
Physical Education	Scott Brodin	All students
Health	M.J. Regis	Students grades 5 and 6
Office Staff	Andrea Cassidy Maria Morales (Bilingual Office IA)	All families and students at Goddard
Guidance Counselor		
School Adjustment Counselor	Debbie Bunker (3 days) Juliamy Saravia-Ahearn	Available to total school population as requested
School Psychologist	Karis Post	Available to total school population as requested

### Enrollment, Enrollment History (October 1<sup>st</sup>)

	<b>2007-08</b>	<b>Current Year 2008-09</b>	
	649	687	
EOY	685	EOY	

### Demographics

Race	% of Students in School
White/Caucasian	126/19%
African American	51/8%
Hispanic	418/64%
Asian, Pacific Islander	60/9%
Native American	0%
Limited English Proficiency	505/77%
Eligible for Free/Reduced Lunch	98%
(Other as appropriate) TBE Transitional Bilingual Students	90/14%
ESL Lab	

### Student Information

Total number of registered students	% of Students in School N = 655
Number of regular education students	
Number of special education students	
Number of ESL or LEP students	
Number of eligible for free and reduced lunch	

### Baseline Cumulative Attendance

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2007-2008	664	654	672	662	663	623				
2008-2009										

### Mobility

	Inter	Intra	Total
Entry Mobility Factor			
Exit Mobility Factor			
Combined Mobility Factor			

# 2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School: Goddard School of Science and Technology

Did school make AYP for 2007-2008: ELA: AYP NO CPI

Math: AYP Yes

Attendance: YES 95.1%

Adequate Yearly Progress Designation:

**ELA**

Aggregate No

Subgroups No

Corrective Action Subgroup

**MATH**

Aggregate Yes

Subgroups Yes

Restructuring Year 1

Overall AYP	English Language Arts			Math			Attendance	
	Met Target		CPI	Met Target		CPI	Met Target	%
	P	I		P	I			
Aggregate	No	No	57.9	No	Yes	61.6	Yes	95.1%
Students with Disabilities	No	No	56.9	No	Yes	60.6	Yes	94.2%
Limited English Proficient	No	Yes	50.2	No	yes	55.1	Yes	95.1%
Low Income	No	No	56.4	No	Yes	59.9	Yes	94.9%
African American/Black	-	-	-	-	-	-	-	-
Asian or Pacific Islander	-	-	76.9	-	-	86.1	-	-
Hispanic	No	No	53.0	No	Yes	58.0	Yes	94.8%
Native American	-	-	-	-	-	-	-	-
White	No	No	65.9	No	Yes	67.2	Yes	94.9%

## Introduction

The faculty at the Goddard School has conducted extensive data analysis as a means to identify our areas of weakness in an attempt to accurately create solutions needed to reach our data driven goals. Our greatest challenge has become to increase our student proficiency speaking, reading and writing the English Language while we simultaneously provide them with access to grade appropriate, Massachusetts State aligned curriculum in ELA, Mathematics, Social Studies and Science/Engineering and Technology. We believe that our School Wide FOCUS will provide the framework needed to bring about powerful instructional change. This framework is comprehensive, data driven and instructionally focused. As one reads our school improvement plan the thread that ties all of the instructional strategies and action steps together is our FOCUS.

*“A Coordinated school-wide effort to have all Goddard students read, comprehend and respond thoughtfully (orally and in writing) through a consistent set of school-wide best teaching practices as measured by school-based internal formative assessments, student work, MAP DIBELS and MCAS.”*

Our instructional FOCUS touches the whole school. Every professional, every child, every day. We have agreed as a group of instructional leaders that we will hold each other mutually accountable to the FOCUS and this plan so that EVERY child will show growth in the area of our instructional FOCUS.

The Goddard School of Science and Technology is a large urban school situated in the Main South section of Worcester. Our current enrollment of 656 is a slight decrease from the end of 07-08 school year. Our demographic data tells us that 98% of our families are living below the poverty line. Eighty one percent of our families are minority. Of the 656 students who attend Goddard 530 are second language learners. Many of our families have never has schooling due to the conditions of their homelands. They seek not only refuge from a life of strife but also one of America’s greatest promises, free public education for all. Reading First data K-3, and MAP(2-6) and MCAS data (3-6) has identified significant numbers of students who are just beginning or still learning to read while being required to access information by reading. This data presents us with the root causes to reading difficulties that are present in the lower grades but manifest themselves in the upper grades and across the curriculum.

Goddard is home to the Transitional Bilingual program grades 1-6 as well as an ESL Lab program 1-6 and Special Education K-6 for TBE students. As we reflected upon our data in relation to our FOCUS statement, it became especially evident that we needed to identify, learn and use the most effective evidence-based teaching practices to meet the needs of all of our students but especially second language learners. Our work to date has been to select a small set of evidence-based teaching practices and work to build faculty expertise. **Interactive Read Alouds** that support our **Reading Response Journals, ERAH (Everybody Reads at Home)** home to school reading program, **Writing Across the Curriculum**. Teams of teachers meet regularly to reflect upon their implementation of our best teaching practices, examine student work in relation to student growth.

Goddard remains committed to improving literacy skills to increase NCLB proficiency indices both in ELA and in Mathematics as well as ensuring equity and access for proficiency with all cohorts of students. *We will increase our students’ proficiency listening, speaking, reading and writing the English Language while we provide them access to grade appropriate Massachusetts State aligned curriculum in ELA, Mathematics, Social Studies and Science/Engineering and Technology*

## English Language Arts Analysis

Write a short narrative piece that describes the data associated with your ELA goals (mini analysis).

Grade level teams of teachers worked cooperatively to analyze data and reflect upon trends that were present throughout the analysis. Our initial data from the Reading First project and the MAP (Measures of Academic Progress) assessment tool identified specific, critical skill needs in students K-3. (Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency, Vocabulary Development, and Comprehension)

A significant challenge faced by teachers in all grades are the number of students entering yearly in the fall semester that score significantly below established benchmarks on these assessments. Across grade levels an average of 50% or more students enter school yearly with specific skill deficits. Historically, the lack of these skills have impeded our student's ability to learn to read proficiently by grade 3 thus impacting their ability to make meaning from text and demonstrate proficiency. In addition, MCAS and MAP data grades 4-6 has identified significant numbers of students who are still struggling with inferential comprehension as well as phonics deficits. This data provides us with the root causes to reading difficulties that we know are present in the lower grades but manifest themselves as comprehension difficulties in the middle grades. Our students struggle with making meaning from what they read and applying what they read.

A second common thread was the large number of English Language Learners who score significantly below the aggregate and the mean of grade level test scores. While E.L.L. students do demonstrate growth, the gap between English Speaking and non English speaking widens over time. By the time T.B.E. students are in the middle grades the average RIT score is significantly below grade level. This diminishes their ability to access all subject areas. Teachers from all grades and all programs acknowledge that as a school with 81% of the students second language learners, supporting the acquisition of vocabulary will support the development of strong E.L.A. skills. Our challenge then becomes rooted in instructional changes which will not only demonstrate growth but narrow the gap each year.

Our FOCUS work has led us to examine closely our deficits in comprehension across grade levels. Data MAP, MCAS, DIBELS, student work and classroom observations confirmed that we needed to identify one area of FOCUS (Comprehension) and a small number of instructional best practices that we could implement school wide. As we further examined comprehension we agreed that students needed to be able to respond thoughtfully orally, and in writing to what they have read. MCAS data confirms student deficits in open response across grade levels and subjects. MCAS Question analysis indicates that our second language population struggles with complex vocabulary as well. We have identified four school wide strategies for the 08-09 school year. ERAH Every body Reads at Home (School to home to school reading program), Interactive read alouds, Reading Response Journals and writing across the curriculum. Our belief is that if we hold each other mutually accountable to high standards and agreed upon best practices then we will close the gap for our students.

**2008-2009 – School Improvement Action Plan**  
**Improve reading instruction and accelerate students that are below grade level to reach grade level.**

**Overview of School’s Reading and English Language Arts Program**

<b>ELA/Reading Program</b>	<b>Actions Steps</b>	<b>Leader</b>	<b>Resources</b>	<b>Frequency</b>
<b>Tier I</b> Houghton Mifflin	<ul style="list-style-type: none"> <li>90 minute uninterrupted reading instruction time for all students.</li> </ul>	Building Administrators Reading First Reading Specialist Reading Coach ILT District Reading First Coach	Title I Reading First City Funds	Daily 90 minutes
<b>Tier II</b> Houghton Mifflin Intervention Strategies Waterford Early Success Soar to Success Early Reading Intervention Sonday (small groups) Sidewalks	<ul style="list-style-type: none"> <li>identify students needing supplemental instruction based on three tier model</li> <li>provide 30 minutes to small group (5 students or less) of supplemental instruction</li> <li>monitor individual student progress</li> <li>adjust flexible groupings based on data</li> <li>teams look at student work samples and data to help guide the modification and adjustments of instruction.</li> </ul>	Building Administrators Reading First Reading Specialist Reading Coach ILT	Title I Reading First City Funds Sonday Consultant Ideal Consultant Houghton Mifflin Consultant MADOE Implementation Facilitator	Daily 30 minutes
<b>Tier III</b> Interventions	<ul style="list-style-type: none"> <li>identify students needing intensive instruction based on three tier model</li> <li>provide 60 minutes to small groups (3 students or less) of intervention instruction</li> <li>monitor individual student progress</li> <li>adjust flexible groupings based on data</li> </ul>	Building Administrators Reading First Reading Specialist Reading Coach ILT District Reading First COACH  Sped Staff	Title I Reading First City Funds Special Education Funds Sonday Consultant Ideal Consultant	Daily 30 minutes
<b>ELA/Program Objectives</b>	<b>Actions Steps</b>	<b>Leader</b>	<b>Resources</b>	<b>Frequency/Timeline</b>
Use data to improve reading instruction	<ul style="list-style-type: none"> <li>Review of last year’s data</li> <li>Develop grade level goals</li> <li>Use data to develop action plan for following year.</li> <li>Team of teachers are involved in regular building Learning Walks/Walkthroughs/rounds organized by the principal and Instructional Leadership Team.</li> </ul>	<ul style="list-style-type: none"> <li>Administration</li> <li>Grade level teams</li> <li>Reading First Reading Specialist</li> <li>Reading Coach</li> <li>ILT</li> <li>Staff</li> </ul>	Title I City Funds Reading First	Weekly 90 min. ILT meetings For planning

	<ul style="list-style-type: none"> <li>Principal will spend no less than two hours each day doing informal visits.</li> </ul>			
Continue to develop and utilize staff to coordinate resources and activities in the building for the literacy school wide models	<ul style="list-style-type: none"> <li>Bi-Monthly grade level meetings</li> <li>Monthly Vertical team meetings</li> <li>Discuss FOCUS issues</li> <li>Analyze data</li> <li>Oversee, implement, and adjust intervention plans for students</li> </ul>	<ul style="list-style-type: none"> <li>Staff members</li> <li>Administrators</li> <li>Special Education</li> <li>Title I</li> <li>ESL</li> <li>Reading First Reading Specialist</li> <li>ILT Reading Coach</li> <li></li> </ul>	Title I City Funds Reading First Title III	Weekly 90 min ILT . meetings For plan

<b>ELA/Reading Program Objectives</b>	<b>Actions Steps</b>	<b>Leader</b>	<b>Resources</b>	<b>Frequency/Timeline</b>
Provide resources that directly relate to grade level FOCUS strategies and SIP action steps.	<ul style="list-style-type: none"> <li>Purchase supplemental instructional materials that support grade FOCUS best practices.</li> </ul>	<ul style="list-style-type: none"> <li>Reading First Reading Specialist</li> <li>Reading Coach</li> <li>ILT</li> <li>Staff</li> <li>Building Administrators</li> </ul>	Title I City Funds Reading First Title III	<b>Summer/Fall 2008-09</b> <b>On going as needed</b> <b>throughout school year 2008-09</b>
Provide targeted PD in support of key teaching strategies related to the schools instructional focus.	<ul style="list-style-type: none"> <li>Continue implementation of MA Reading First Grant Action Plan.</li> <li>Staff Training in Houghton Mifflin</li> <li>Attend Vocabulary Workshops</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		
Continue targeted Professional development plan	<ul style="list-style-type: none"> <li>Continue implementation of MA Reading First Grant Action Plan</li> <li>Staff training in FOCUS identified best practices</li> <li>Staff training in FOCUS best practices that support ESL students</li> <li>Continued trainings in DI strategies that support FOCUS best practices</li> </ul>	<ul style="list-style-type: none"> <li>Title I</li> <li>Reading First Reading Specialist</li> <li>Reading COACH</li> <li>ILT</li> <li>ESL Staff</li> </ul>	Title I City Funds Reading First Title III	<b>Weekly 2008-09</b>

Continue sustained staff development model	<ul style="list-style-type: none"> <li>• Implement FOCUS staff development plan that includes time for implementation, reflection, FOCUS based walk throughs, and observation of peers</li> <li>• Two FOCUS based grade level meeting per month</li> <li>• Monthly FOCUS based practices grade level meetings K-3</li> <li>• Monthly FOCUS based best practices vertical team meetings</li> <li>• DIBELS Progress Monitoring</li> <li>• MAP Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Building Administration</li> <li>• COACH</li> <li>• Reading First Reading Coach</li> <li>• </li> </ul>	Title I City Funds Reading First	<b>Weekly to accommodate all staff development needs 2008-09</b>
Provide staff development in the area of differentiating instruction	<ul style="list-style-type: none"> <li>• Training staff in the area of differentiating instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Title I</li> <li>• Administrators</li> <li>• COACH</li> <li>• Reading First Coach</li> </ul>	Title I City Funds Reading First	<b>Monthly 2008-09</b>
Encourage students to attend out-of-school time programs	<ul style="list-style-type: none"> <li>• Identify students</li> <li>• Communicate with parents the benefits of after school and summer school programs</li> </ul>	<ul style="list-style-type: none"> <li>• Century 21 Administration</li> <li>• School Administration</li> </ul> <p>After School On Site Administrator</p>	Title I City Funds Reading First Title III Century 21 Funds	<b>Fall/Summer 2008-09 for before and after school programs On going as new students enter school 2008-09</b>

**Kindergarten**

**Goal I ELA/Reading: Data**

DIBELS Assessment	Fall 2008 Performance			Actual Winter 2009			Outcome Spring 09		
	% of Students			% of Students			% of Students		
	At Risk	Some Risk	No Risk	At Risk	Some Risk	No Risk	At Risk	Some Risk	No Risk
<i>Initial Sound Fluency</i>	42%	22%	36%	12%	45%	43%			
<i>Letter Naming Fluency</i>	56%	15%	29%	30%	27%	43%			
<i>Phoneme Segmentation Fluency</i>				23%	27%	50%			
<i>Nonsense Words</i>				28%	25%	47%			
<i>Oral Fluency</i>									

Kindergarten DRA Assessment Fall 06	% Below Benchmark	% At Benchmark	% Above Benchmark
<i>Reading Level</i>	NA	NA	NA

## Kindergarten

### ELA/Reading Goal 1 EXTERNAL

**One hundred percent of our students will show improvement in Reading as measured by the administration of the MCAS. No less than 60% of the students will show growth to the next performance level. The remaining 40% will show growth within their performance level. Our goal is to have 67.9 % at Proficient in 2009.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Classroom instruction will reflect FOCUS best practices (Interactive Read Alouds, Reading Response Journals, ERAH	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily opportunities for shared and interactive writing.(FOCUS)	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with weekly opportunities to express their opinions about facts or information learned during read alouds through drawings or writings.(FOCUS)	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide all students with the opportunity to infer how a character feels through drawings or writings.(FOCUS)	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Conduct bi monthly grade level FOCUS meetings to examine student focus work (Readers response journals, ERAH activities and writing across the curriculum).	Focus Professional Development- in house	Bi-monthly	Title I City Funds Reading First Funds MClass reports School data binders	Principal Reading COACH Reading First Reading Specialist ILT members	Monthly Calendars Agendas Meeting notes Focus Newsletter Exit slips
Teachers will provide students with weekly instructional opportunities to think beyond the text. (use knowledge of language structure to anticipate the text. Make predictions based upon information in pictures, predict the ending of a story based upon reading the beginning and middle, make predictions based upon personal experience and knowledge. (FOCUS)	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Continue to administer DIBELS progress monitoring to determine flexible instructional groups, and intervention groups	Reading First Reading Coach Mentoring	Weekly	M Class reports Palm DIBELS data School data binders DAB technical support staff	Principal COACH Reading First Reading Specialist	Performance on DIBELS DIBELS Sub test data Teachers Observation Anecdotal Records

				Staff	
--	--	--	--	-------	--

**Kindergarten**

**ELA/Reading Goal 2: INTERNAL**

**2a. One hundred percent of our students will show improvement in reading as demonstrated by the administration of the MAP assessment. Our goal is to have 100% of students grades 2,3,4,5 and 6 grow one performance level and to have a 30% increase in students scoring at the Nationally Normed RIT grade level.**

**2b. One hundred percent of our students will move to the next proficiency band as measured by the DIBELS with an increase of 35% of students achieving EOY benchmark for grades K,1,2 and 3.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will measure individual reading progress three times yearly for all students using the DIBELS and DRA to drive instructional decisions in the classroom.	DIBELS refresher DRA refresher Grade level Literacy meetings	FALL Winter Spring Ongoing progress monitoring for at risk students	M Class reports Palm DIBELS data School data binders DRA assessments DAB technical support staff	Principal COACH Teachers Reading First Reading Specialist ILT	DIBELS Sub test data Teachers Observation Anecdotal Records DRA Assessment GRADE Assessment
Dibels data will be posted at the classroom level and student level outside of all classrooms K-3.	Focus Professional Development- in house	All year modified at benchmark and progress monitoring	M class reports Supplies for bulletin boards	Principal COACH Teachers Reading First Reading Specialist ILT	DIBELS Sub test data
Members of the ILT will Conduct grade level (FOCUS?Reading First) data meetings to review benchmark data, progress monitoring and student goal sheets to determine if further intervention is necessary.	In House Grade level meetings with ILT	Monthly	M Class reports Palm DIBELS data School data binders DAB technical support staff Ideal Consultant	Principal COACH Teachers Reading First Reading Specialist ILT	Data Grade Level Binders Student progress monitoring goal sheets
Teachers will provide students with daily interactive read alouds and literature discussions as part of FOCUS best practices.	FOCUS PD In House	Daily	Title I Funds	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD
Teachers will model and demonstrate behaviors that help students achieve better understanding/comprehension of text.	FOCUS PD In House	Daily	Title I Funds	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS Agenda Minutes from PD

Teachers will provide daily opportunities to support students thinking beyond the literal meaning of text through discussions before and after the text.	FOCUS PD In House	Daily	Title I Funds	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS Agenda Minutes from PD
Teachers will select texts for interactive read alouds and discussions based upon genre, forms, text structure, language and literary features and vocabulary.	FOCUS PD In House	Weekly	Title I Funds	Principal COACH Teachers Reading First Reading Specialist ILT	
Teachers will place students in homogeneous, needs based flexible instruction groups based upon DIBELS/and ERI data.	In house Reading First Data Meetings	Monthly	Reading First City Funds Title I Funds	Teachers Reading First Reading Specialist Reading First Coach COACH	DIBELS, beginning, middle and end of year benchmark data DIBELS Progress Monitoring ERI pre and Post tests and unit tests
Teachers will provide all students with 120 minutes of Houghton Mifflin Reading instruction daily. Instruction will include double dose specific skills interventions by classroom teacher and support personnel.	FOCUS best practices PD (in house)	Daily	City Funds Reading First Funds Title I Funds	Teachers COACH Literacy Tutors Reading First Reading Specialist	Teacher weekly plans
Teachers will create, post and refer to Exemplars for all K students for FOCUS Instructional Strategies. ERAH activities, Readers Response Journals, writing across the curriculum.)		Daily	Office of English Language Learners Components of Effective Reading Instruction for English Language Learners	Principal Reading Coach ILT Reading First Reading Specialist	Posted Teacher made Exemplars//student work Teacher observations Informal assessments
Teachers will participate twice monthly FOCUS best practice professional development (ERAH, Readers Response Journals' and writing across the curriculum)	In House Reading First PD Meetings	Twice Monthly	Reading First City Funds Title I Funds	COACH Reading First Reading Specialist Teachers	Agenda's for meetings Teacher attendance sheets Minutes from Meeting

**ELA/Reading Goal 3**

**Kindergarten**

**One hundred percent of our low income/ELL students will show improvement in reading as demonstrated by the administration of the 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. While our current achievement in reading for low Income/ELL subgroup is 50.2% or above on the MCAS, this subgroup will make AYP of at least 75% in 2009 or Safe Harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will measure individual reading progress three times yearly and monthly progress monitoring for at risk students using the DIBELS and DRA to drive instructional decisions in the classroom.	DIBELS refresher DRA refresher Grade level Literacy meetings	FALL Winter Spring Ongoing progress monitoring for at risk students	M Class reports Palm DIBELS data School data binders DRA assessments DAB technical support staff	Principal COACH Teachers Reading First Reading Specialist ILT	DIBELS Sub test data Teachers Observation Anecdotal Records DRA Assessment GRADE Assessment
K Teachers will provide Low Income and ELL students identified as at risk on the DIBELS with a minimum of 30-60 minutes of additional specific reading instruction using supplemental materials in ISF LNF (Tier II ERI, Waterford Early Reading Program), PSF and NWF.	SEI/TBE workshops, seminars and strategies for categories 1-4 Reading First Meetings, seminars	Daily	Title I City Funds Reading First Funds ERI Elements of Reading	Principal COACH Teachers  SPED Teachers ELL Teachers	DIBELS progress monitoring ERI unit assessments
K Teachers will individualize and supplement phonics, fluency instruction for ELL/low income students.		Daily	Office of English Language Learners Title I funds Title III funds	Principal ELL teachers Teachers	Teacher observations Informal assessment Dibels
K Teachers will utilize data (DIBLES/GRADE) to create instructional centers which address the specific skill needs of ELL/low income.(LNF, ISF, PSF, NWF)	Reading First Monthly meetings	Bi-monthly	Title I Reading First Funds City Funds	Principal Teachers Reading First Reading Specialist COACH	Instructional centers Referenced to data

(The aggregate and all subgroups).					
K Teachers will continue to meet at Grade level to set individual student goals and monitor progress for ELL/low Income students in the aggregate and all subgroups).	Reading First Monthly meetings	Monthly	Title I City Funds Reading First Funds Teacher data books Individual student goal sheets	Principal Teachers Reading First Reading Specialist COACH	DIBELS Data DIBELS Progress monitoring data
Teachers will provide students identified by DIBELS and ERI data with daily instruction to address fluency problems (LNF, PSF NWF).	DIBELS Refresher (In house) ERI Refresher (In house)	Daily	Reading First City Funds Title I Funds	Teachers COACH Reading First Reading Specialist	DIBELS, beginning, middle and end of year benchmark data DIBELS Progress Monitoring ERI pre and Post tests and unit tests
K Teachers will provide a variety of pre/early readers for students using ERAH Library Classroom Phonics Libraries, Waterford Readers, Wright Group Books	FOCUS PD In House	Daily	Title I Reading First Funds City Funds	Teachers Reading First Reading Specialist COACH	Lesson Plans passed into administration
K Teachers will partner ELL/ low income students according to learning profile for center and independent activities.	City Wide DI Professional Development	Daily	Title I Reading First Funds City Funds	Teachers Reading First Reading Specialist COACH	Lesson Plans passed into administration
Teachers will provide additional opportunities for at risk students for shared writing to develop composition skills and improve their ability to reflect upon a text.	FOCUS best practices professional development.	Weekly	Title I Reading First Funds City Funds	Teachers Reading First Reading Specialist COACH	Lesson Plans passed into administration
Appropriate language objectives for LEP students are evident and posted daily and aligned to the ELPBO.	FOCUS PD In House	Daily	Title I Reading First Funds City Funds	Teachers Reading First Reading Specialist COACH	Lesson Plans passed into administration

**Grade 1**  
**Goal I ELA/Reading: Data**

<b>DIBELS Assessment</b>	<i>Fall 2008 Performance</i>			<i>Winter2009 Performance</i>			<i>Spring 2009 Performance</i>		
	<i>% of Students</i>			<i>% of Students</i>			<i>% of Students</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>At Risk</i>	<i>Some Risk</i>	<i>No Risk</i>
<i>Initial Sound Fluency</i>									
<i>Letter Naming Fluency</i>	25%	18%	57%						
<i>Phoneme Segmentation Fluency</i>	19%	24%	57%	8%	19%	73%			
<i>Nonsense Word Fluency</i>	21%	25%	54%	20%	26%	54%			
<i>Oral Reading Fluency</i>				18%	30%	52%			

<b>DRA Assessment</b>	<b>% Below Benchmark</b>	<b>% At Benchmark</b>	<b>% Above Benchmark</b>
<i>Fall 08</i>			
<i>Reading Level 3-6 +</i>	97%	3%	0%

# Grade 1

## ELA/Reading Goal 1 EXTERNAL:

**One hundred percent of our students will show improvement in Reading as measured by the administration of the MCAS. No less than 60% of the students will show growth to the next performance level. The remaining 40% will show growth within their performance level. Our goal is to have 67.9 % at Proficient in 2009.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Classroom instruction will reflect FOCUS best practices (Interactive Read Alouds, Reading Response Journals, ERAH.	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily opportunities for shared and interactive writing.(FOCUS)	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with weekly opportunities to express their opinions about facts or information learned during read alouds through drawings or writings.(FOCUS)	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide all students with the opportunity to infer how a character feels through drawings or writings.(FOCUS interactive read alouds)	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with weekly instructional opportunities to think beyond the text. (use knowledge of language structure to anticipate the text. Make predictions based upon information in pictures, predict the ending of a story based upon reading the beginning and middle, make predictions based upon personal experience and knowledge. (FOCUS)	Focus Professional Development- in house	Weekly	Title I City Funds Reading First Funds MClass reports School data binders	Principal Reading COACH Reading First Reading Specialist ILT members	Monthly Calendars Agendas Meeting notes Focus Newsletter Exit slips

Teachers will provide daily opportunities for students to provide specific examples and evidence from the text to support their thinking orally in writing.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
---	--	--------	---	---	---

## Grade 1

### ELA/Reading Goal 2: INTERNAL

**2a. One hundred percent of our students will show improvement in reading as demonstrated by the administration of the MAP assessment. Our goal is to have 100% of students grades 2,3,4,5 and 6 grow one performance level and to have a 30% increase in students scoring at the Nationally Normed RIT grade level.**

**2b. One hundred percent of our students will move to the next proficiency band as measured by the DIBELS with an increase of 35% of students achieving EOY benchmark for grades K,1,2 and 3.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will measure individual reading progress using the DIBELS and DRA to drive instructional decisions in the classroom.	DIBELS refresher Grade level Literacy meetings	FALL Winter Spring	M Class reports Palm DIBELS data School data binders DAB technical support staff Reading First Funds	Principal COACH  Reading First Reading Specialist Staff	DIBELS Sub test data Teachers Observation Anecdotal Records GRADE Assessment
DIBELS data will be posted at the classroom level and student level outside of all classrooms K-3.	FOCUS PD In House	Fall, Winter, Spring	M Class reports Palm DIBELS data School data binders DAB technical support staff Reading First Funds	Principal Teachers COACH Reading First Reading Specialist	DIBELS Sub Test Data
Grade one teachers and the ILT will conduct FOCUS/Reading First data meetings to review benchmark data, progress monitoring and student goal sheets to refine instruction and interventions.	Grade Level Reading First Meetings with	Monthly	M Class reports Palm DIBELS data School data binders DAB technical support staff Reading First Funds	Principal COACH  Reading First Reading Specialist Staff	Data Grade Level Binders Student progress monitoring goal sheets

Grade one teachers will continue to administer DIBELS progress monitoring to determine flexible instructional groups, and intervention groups	Reading First Reading Coach Mentoring	Biweekly	M Class reports Palm DIBELS data School data binders DAB technical support staff Reading First Funds	Principal COACH  Reading First Reading Specialist Staff	Performance on DIBELS DIBELS Sub test data Teachers Observation Anecdotal Records
Teachers will place students in homogeneous, needs based flexible instruction groups based upon DIBELS and Sonday data.	RFRS modeling RF Professional development	Daily	Reading First City Funds Title I Funds	Principal Teachers Reading First Reading Specialist Reading First Coach COACH	DIBELS, beginning, middle and end of year benchmark data DIBELS Progress Monitoring Sonday pre/post test data End of unit tests
Teachers will provide a minimum of 90 minutes of core instruction daily to students. An additional 30 minutes of double dose instruction will be provided by classroom teacher	Reading First Professional Development	Daily	City Funds Reading First Funds Title I Funds	Teachers COACH Literacy Tutors Reading First Reading Specialist	Teacher observations End of Unit Teats DIBELS Benchmark Data Progress monitoring
Teachers will provide students identified by DIBELS and Sonday data with daily instruction to address fluency problems ( PSF NWF).	Sonday Refresher Reading First Sonday Consultant	Daily	Reading First City Funds Title I Funds	Teachers COACH Reading First Reading Specialist	DIBELS Data Sonday End of Unit Tests
Teachers will provide students with daily interactive read alouds and literature discussions as part of FOCUS best practices.	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teachers will model and demonstrate behaviors that help students achieve better understanding/comprehension of text.	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teachers will provide daily opportunities to support students thinking beyond the literal meaning of text through discussions before and after the text.	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teachers will select texts for interactive read alouds and discussions based upon genre, forms, text structure, language and literary features and vocabulary.	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teachers will provide all students with daily opportunities to bring background	Components of Effective Reading Instruction for	Daily	Office of English Language Learners	Principal COACH	DIBELS benchmark data

knowledge to understanding characters and their knowledge and to understand the context of a text.	English Language Learners Release day		Components of Effective Reading Instruction for English Language Learners	ELL Teachers Reading First Reading Specialist	Teacher observations Informal assessments
Teachers will participate in monthly grade level FOCUS best practices professional development in a collegial format to improve student comprehension. Teachers will examine and reflect upon student work as well as participate in informal school wide FOCUS walk throughs.	In house Reading First Training	Monthly	Reading First City Funds Title I Funds	COACH Reading First Reading Specialist Teachers	Agenda for session Record of attendance DIBELS Data

### Grade 1

#### ELA/Reading Goal 3:

**One hundred percent of our low income/ELL students will show improvement in reading as demonstrated by the administration of the 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. While our current achievement in reading for low Income/ELL subgroup is 50.2% or above on the MCAS, this subgroup will make AYP of at least 75% in 2009 or Safe Harbor.**

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> 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	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide Low Income and ELL students identified as at risk on the DIBELS with 30 minutes of additional specific reading instruction to address PSF, ISF.	SEI/TBE workshops, seminars and strategies for categories 1-4 Reading First Meetings, seminars	Daily 2006-22008	Title 1 funds Reading First Literacy Grand Sunday Program	Principal COACH Teachers ILT SPED Teachers ELL Teachers	DIBELS progress monitoring HM unit assessments Teacher Observations Informal assessment
Teachers/and Support staff will provide students in the aggregate and subgroups scoring at risk supplemental materials (Sunday, SIPS, Early Success, intervention) daily.	Observations for Fidelity Sunday consultant observations	Daily 30 minutes	Title 1 funds Reading First Literacy Grand Sunday Program	Reading First Literacy Tutor	SONDAY Unit Assessments
Teachers will provide additional opportunities for low income/ELL students to participate in focused	City Wide After DIBELS DI Professional development	Daily	Title 1 funds Reading First Literacy Grand	Teachers Reading First Reading Specialist	DIBELS progress monitoring HM unit assessments Teacher Observations

explicit instruction that guides them in the process of thinking beyond the text orally and in writings.				COACH	Informal assessment
Teachers will progress monitor at risk students bi-monthly in PSF and ISF and post student progress on classroom student data display.	DIBELS Refresher In house Reading First Training	Weekly	Reading First City Funds Title I Funds	Teachers Reading First Reading Specialist Principal	MCLASS data
Teachers will provide students with tiered assignments based upon identified instructional needs.	DI Refresher	Daily	Office of English Language Learners Title I funds Title V funds	Principal COACH Teachers ILT RFRS	Teacher observations Informal assessment MELA-O
Teachers will utilize DIBLES/GRADE data to differentiate instruction that addresses the specific skill needs of at risk students in the aggregate and subgroups.	Reading First Monthly meetings	Bi-monthly	Title I Reading First	Principal Teachers Reading First Reading Specialist COACH	Instructional centers Referenced to data
Teachers will provide all students with leveled readers from classroom libraries using classroom DRA levels to support Individual daily reading and ERAH.	MAP Academy	Daily	Title I Reading First	Principal Teachers Reading First Reading Specialist COACH	DIBELS Data
Appropriate language objectives for LEP students are evident and posted daily and aligned to the ELPBO.	FOCUS PD In House	Daily	Title III Funds Reading First	Principal Teachers Reading First Reading Specialist COACH	Lesson Plans passed into administration MELA-O

<b>Grade 2 Goal 1 ELA/Reading: Data</b>	<b>FALL 2008</b>				<b>WINTER 2009</b>				<b>SPRING 2009</b>			
<b>Grade 2 MAP Assessment</b>	<b>MEAN RIT</b>	<b>%LO</b>	<b>%AV</b>	<b>%HI</b>	<b>MEAN RIT</b>	<b>%LO</b>	<b>%AV</b>	<b>%HI</b>	<b>MEAN RIT</b>	<b>%LO</b>	<b>%AV</b>	<b>%HI</b>
<i>Lang:Vocab/Concept Dev.</i>	166.8	64%	20%	16%	171.3	67%	24%	9%				
<i>Understand Text Imag/Lit</i>	168.2	54%	28%	18%	173.4	65%	18%	17%				
<i>Understand Text Inform/Expos</i>	167.9	56%	26%	18%	172.1	63%	26%	11%				
<i>Genre/Fict/Nonfiction</i>	168.4	53%	24%	23%	172.7	62%	18%	20%				
<i>Style &amp; Language</i>	171.5	53%	30%	17%	178.4	53%	35%	12%				

<b>Grade 2 DRA Assessment Fall 08</b>	<b>% Below Benchmark</b>	<b>% At Benchmark</b>	<b>% Above Benchmark</b>
<i>Reading Level</i>	70%	23%	7%

## Grade 2

### ELA/Reading Goal 1: EXTERNAL

**One hundred percent of our students will show improvement in Reading as measured by the administration of the MCAS. No less than 60% of the students will show growth to the next performance level. The remaining 40% will show growth within their performance level. Our goal is to have 67.9 % at Proficient in 2009.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Classroom instruction will reflect FOCUS best practices (Interactive Read Alouds, Reading Response Journals, ERAH.	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily opportunities for shared and interactive writing.(FOCUS)	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with weekly opportunities to express their opinions about facts or information learned during read alouds through drawings or writings.(FOCUS)	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide all students with opportunities to respond thoughtfully to read alouds in their readers response journals.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide timely and specific feedback in writing that promotes students thinking beyond the text and about the text.	Focus Professional Development- in house	Weekly	Title I City Funds Reading First Funds	Principal Reading COACH Reading First Reading Specialist ILT members	Monthly Calendars Agendas Meeting notes Focus Newsletter Exit slips
Teachers will provide students with a range of possible forms (functional	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library	Principal ILT Members	Lesson Plans Exemplars

writing, Narrative writing and informational writing) to respond to when responding to what has been read.			Reading First Funds	Reading COACH Classroom Teachers	Response Journals passed into Principal monthly
Teachers will provide all students with leveled readers based upon MAP Lexile scores. For ERAH individual readers as well as guided reading selections..	Reading First Reading Coach Mentoring	Weekly	M Class reports Palm DIBELS data School data binders DAB technical support staff	Principal COACH Reading First Reading Specialist Staff	Performance on DIBELS DIBELS Sub test data Teachers Observation Anecdotal Records

## Grade 2 INTERNAL

**2a. One hundred percent of our students will show improvement in reading as demonstrated by the administration of the MAP assessment. Our goal is to have 100% of students grades 2,3,4,5 and 6 grow one performance level and to have a 30% increase in students scoring at the Nationally Normed RIT grade level.**

**2b. One hundred percent of our students will move to the next proficiency band as measured by the DIBELS with an increase of 35% of students achieving EOY benchmark for grades K,1,2 and 3.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Measure individual reading progress using the DIBELS and MAPS to drive instructional decisions in the classroom.	DIBELS refresher Grade level Literacy meetings	FALL Winter Spring	Title I Funds City Funds Reading First Funds M Class reports Palm DIBELS data School data binders	COACH  Reading First Reading Specialist Staff	DIBELS Sub test data Teachers Observation Anecdotal Records GRADE Assessment
Dibel and MAP data will be posted at the classroom level and student level outside of all grade 2 classrooms .	FOCUS PD In House	Fall Winter Spring	Title I Funds City Funds Reading First Funds MClass Reports	Principal Teachers COACH Reading First Reading Specialist	DIBELS Sub Test Data
Conduct grade level FOCUS/Reading First data meetings to review benchmark data, progress monitoring and student goal sheets to drive instruction.	Grade Level Common Planning data Meetings with ILT	Monthly	Title I Funds City Funds Reading First Funds M Class reports Palm DIBELS data School data binders	COACH  Reading First Reading Specialist Staff	Data Grade Level Binders Student progress monitoring goal sheets

Administer DIBELS progress monitoring bi monthly to determine flexible instructional groups, and intervention groups	Reading First Reading Specialist Mentoring	Twice monthly	Title I Funds City Funds Reading First Funds M Class reports Palm DIBELS data	COACH  Reading First Reading Specialist Staff	Performance on DIBELS DIBELS Sub test data Teachers Observation Anecdotal Records
Teachers will ensure that students know and understand their MAP and DIBELS data and celebrate student growth throughout the year.	Reading First Reading Coach ILT Teachers	Fall Winter Spring Benchmark sessions Progress monitoring bimonthly	Title I Funds City Funds Reading First Funds MAP Data DIBELS Data	COACH Teachers Reading First Reading Specialist Support Staff	Lists of Intervention groups MAP RIT scores MAP student growth data DIBELS data
Teachers will place students in homogeneous, needs based flexible instruction groups based upon DIBELS data.	RFRS modeling RF Professional development	Daily	Reading First City Funds Title I Funds	Principal Teachers Reading First Reading Specialist Reading First Coach COACH	DIBELS, beginning, middle and end of year benchmark data DIBELS Progress Monitoring Sunday pre/post test data End of unit tests
Teachers will provide students with daily interactive read alouds and literature discussions as part of FOCUS best practices.	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teachers will model and demonstrate behaviors that help students achieve better understanding/comprehension of text.	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teachers will provide daily opportunities to support students thinking beyond the literal meaning of text through discussions before and after the text.	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teachers will select texts for interactive read alouds and discussions based upon genre, forms, text structure, language and literary features and vocabulary.	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data

## Grade 2

### ELA/Reading Goal 3:

**One hundred percent of our low income/ELL students will show improvement in reading as demonstrated by the administration of the 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. While our current achievement in reading for low Income/ELL subgroup is 50.2% or above on the MCAS, this subgroup will make AYP of at least 75% in 2009 or Safe Harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide all students with leveled readers from classroom libraries for ERAH and daily guided reading groups using classroom Dibels/ORF DRA data.	FOCUS PD In House	Daily	Title I Funds City Funds Reading First Funds	Teachers COACH Support Staff	MAP Lexile Data
Teachers and support staff will provide at risk students with 30 minutes of additional reading intervention using Sonday, Read Naturally and Harcourt Fluency Kits to improve fluency and comprehension.	In house refreshers yearly for Sonday and Read Naturally	Daily	Title I Funds City Funds Reading First Funds	Teachers  Support Staff Reading First Reading Specialist	Sonday Unit tests Read Naturally Unit Tests
Teachers will use instructional leveled expository text in small flexible groups to improve literal and inferential comprehension skills for identified at risk students.	FOCUS PD In House	Weekly	Title I Funds City Funds Reading First Funds	Teachers  Support Staff	MAP benchmark data Fall, Winter, Spring
ESL teachers will individualize vocabulary instruction for ELL students.	Grade level Vocabulary Study group Office of English Language Learners	Daily	Title I Funds City Funds Reading First Funds	SEI Teachers Title III Funds	MAP Data Mela-O data

Teachers will adjust content, process and product in response to student readiness for vocabulary and comprehension lessons.	DI Refresher 08-09	Daily	Title I Funds City Funds Reading First Funds	Teachers	MAP Vocabulary scores
Teachers will use DIBELS, formative assessments (teacher observations, HM assessments, learning logs) and HM Extra Support Handbook to flexibly group students in order to address needs.	Grade Level Meetings	Daily	Title I Funds City Funds Reading First Funds	Teachers	Lesson Plans DIBELS Data MAP Data
Appropriate language objectives for LEP students are evident and posted daily and aligned to the ELPBO.	FOCUS PD In House	Daily	Title III Funds City Funds Reading First Funds	Teachers	Lesson Plans MELA-O

<b>Grade 3 Goal I ELA/Reading: Data</b>	<b>FALL 2008</b>				<b>WINTER 2009</b>				<b>SPRING 2009</b>			
<b>Grade 3 MAP Assessment</b>	<b>MEAN RIT</b>	<b>%LO</b>	<b>%AV</b>	<b>%HI</b>	<b>MEAN RIT</b>	<b>%LO</b>	<b>%AV</b>	<b>%HI</b>	<b>MEAN RIT</b>	<b>%LO</b>	<b>%AV</b>	<b>%HI</b>
<i>Lang:Vocab/Concept Dev.</i>	175.7	67%	22%	11%	181.1	73%	16%	11%				
<i>Understand Text Imag/Lit</i>	176.8	63%	20%	17%	181.2	63%	25%	12%				
<i>Understand Text Inform/Expos</i>	177.0	68%	16%	16%	183.3	56%	30%	14%				
<i>Genre/Fict/Nonfiction</i>	178.9	59%	19%	22%	183.9	61%	21%	18%				
<i>Style &amp; Language</i>	181.0	65%	20%	15%	188.4	55%	33%	12%				

<b>MCAS Score Analysis of last year's Grade 3 scores for this year's Grade 4 students</b>			
<b>How many scored?</b>		<b>How many scored?</b>	
45-48	1	N/A	
37-44	6	42-44	2
22-28	19	26-28	11
11-21	27	19-21	10
0-10	5	9-10	4

**3 MCAS  
Data Synopsis for last year's grade 3 students  
Reading/ELA Subject Sub-Scores**

<p><i>Language:</i>  School 49%  District 63%  State 77%</p>
--

**Reading and Literature:**

School 57%

District 60%

State 70%

**Item Analysis (Multiple Choice & Open Response)**

	<i>School</i>	<i>District</i>	<i>State</i>
<b>MC</b>	<b>60%</b>	<b>66%</b>	<b>78%</b>
<b>OR</b>	<b>45%</b>	<b>44%</b>	<b>50%</b>

**Grade 3****ELA/Reading Goal 1 EXTERNAL**

**One hundred percent of our students will show improvement in Reading as measured by the administration of the MCAS. No less than 60% of the students will show growth to the next performance level. The remaining 40% will show growth within their performance level. Our goal is to have 67.9 % at Proficient in 2009.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Classroom instruction will reflect FOCUS best practices (Interactive Read Alouds, Reading Response Journals, ERAH. And writing across the curriculum.	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily opportunities for shared and interactive writing.(FOCUS)	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide timely written feedback to students weekly in RRJ to guide and support revisions that meet or exceed proficiency .	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily instructional opportunities to learn different ways to share their thinking about reading through shared and modeled readers response.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly

Teachers will provide all students with opportunities to respond thoughtfully to read alouds in their readers response journals.	Focus Professional Development- in house	Weekly	Title I City Funds Reading First Funds MClass reports School data binders	Principal Reading COACH Reading First Reading Specialist ILT members	Monthly Calendars Agendas Meeting notes Focus Newsletter Exit slips
Teachers will provide timely and specific feedback in writing that promotes students thinking beyond the text and about the text.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with a range of possible forms (functional writing, Narrative writing and informational writing) to respond to when responding to what has been read.	Reading First Reading Coach Mentoring	Weekly	M Class reports Palm DIBELS data School data binders DAB technical support staff	Principal COACH Reading First Reading Specialist Staff	Performance on DIBELS DIBELS Sub test data Teachers Observation Anecdotal Records
Teachers will provide students with the opportunity to revise work based upon written feedback received.	In house professional Development FOCUS	weekly	Title I Funds City Funds Reading First Funds	Principal COACH Reading First Reading Specialist	FOCUS agenda Meeting from meeting Teacher exit slips
Teachers will cross reference classroom by RIT MAP data with DIBELS to determine intervention groups.	Reading First Reading Coach	Fall Winter Spring	Title I Funds City Funds Reading First Funds MAP Data DIBELS Data	Principal COACH Teaches Support Staff	Lists of Intervention groups MAP RIT scores MAP student growth data DIBELS data
Teachers will use MAP Lexile data to provide all students with individual readers for ERAH and daily guided reading groups..	Refresher 2008-09	Weekly	Title I Funds City Funds Reading First Funds MAP Lexile Data	Principal COACH Teaches Support Staff	Lexile data for each child Lexiled student readers

**ELA/Reading**

**Goal 2: INTERNAL**

**2a. One hundred percent of our students will show improvement in reading as demonstrated by the administration of the MAP assessment. Our goal is to have 100% of students grades 2,3,4,5 and 6 grow one performance level and to have a 30% increase in students scoring at the Nationally Normed RIT grade level.**

**2b. One hundred percent of our students will move to the next proficiency band as measured by the DIBELS with an increase of 35% of students achieving EOY benchmark for grades K,1,2 and 3.**

<i>Action Steps</i>	<i>Professional</i>	<i>Timeline/Date</i>	<i>Resources</i>	<i>Person Responsible</i>	<i>Monitoring</i>
---------------------	---------------------	----------------------	------------------	---------------------------	-------------------

What Actions will occur? What steps will staff take?	<b>Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Completed</b> 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	What are the existing and new resources that will be used to accomplish the activity?	Who will provide the leadership? Who will do the work?	<b>Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Measure individual reading progress using the DIBELS and MAPS to drive instructional decisions in the classroom.	DIBELS refresher Grade level Literacy meetings	FALL Winter Spring	Title I Funds City Funds Reading First Funds M Class reports Palm DIBELS data School data binders	COACH  Reading First Reading Specialist Staff	DIBELS Sub test data Teachers Observation Anecdotal Records GRADE Assessment
DIBELS and MAP data will be posted at the classroom level and student level outside of all grade 3 classrooms .	FOCUS PD In House	Fall Winter Spring	Title I Funds City Funds Reading First Funds MClass Reports School Data Binders	Principal Teachers COACH Reading First Reading Specialist	DIBELS Sub Test Data MAP Data
Conduct grade level FOCUS/Reading First data meetings to review benchmark data, progress monitoring and student goal sheets to drive instruction.	Grade Level Common Planning Meetings with ILT	Monthly	Title I Funds City Funds Reading First Funds M Class reports Palm DIBELS data School data binders	COACH  Reading First Reading Specialist Staff	Data Grade Level Binders Student progress monitoring goal sheets
Teachers will continue to measure individual reading progress using the DIBELS and MAPS to drive instructional decisions in the classroom.	DIBELS refresher Grade level Literacy meetings	FALL Winter Spring	Title I Funds City Funds Reading First Funds M Class reports Palm DIBELS data School data binders	Principal COACH  Reading First Reading Specialist Staff	DIBELS Sub test data Teachers Observation Anecdotal Records
Administer DIBELS progress monitoring bi monthly to determine flexible instructional groups, and intervention groups	Reading First Reading Specialist Mentoring	Twice monthly	Title I Funds City Funds Reading First Funds M Class reports Palm DIBELS data	COACH  Reading First Reading Specialist Staff	Performance on DIBELS DIBELS Sub test data Teachers Observation Anecdotal Records
Teachers will provide students with daily interactive read alouds and literature discussions as part of FOCUS best practices.(FOCUS)	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data MCAS Data
Teachers will model and demonstrate behaviors that help students achieve better understanding/comprehension of text.(FOCUS)	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data MCAS Data
Teachers will provide daily opportunities to support students thinking beyond the literal meaning of	FOCUS PD In House	Daily	Reading First City Funds Title I Funds	Principal COACH Teachers	Lesson Plans FOCUS agenda Minutes from PD

text through discussions before and after the text.(FOCUS)			FOCUS Library	Reading First Reading Specialist ILT	DIBELS Data MCAS Data
Teachers will select texts for interactive read alouds and discussions based upon genre, forms, text structure, language and literary features and vocabulary.(FOCUS)	FOCUS PD In House	Daily	Reading First City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data MCAS Data
Teachers will Utilize MAP data to conduct student goal setting conferences. for reading comprehension.	COACH MAP Academy	3X yearly Fall parent/teacher/student Winter, Spring student teacher	Title I Funds City Funds MAP data	Principal COACH Staff	Student goal sheets Student reflection sheets Parent attendance
Stamina will be increased by using Elements of Reading Fluency Kits, Read Naturally and through teacher modeling using longer passages.		Weekly	City Funds Reading First Funds Title I Funds	Teachers COACH Reading First Reading Specialist	MAP Data MCAS Data
Vocabulary instruction will be provided by the classroom teacher in partnership with the SEI teacher using the Elements of Reading Vocabulary Kit and theme vocabulary from the core program.	Grade level Vocabulary Study group	Daily	Title I Funds City Funds Reading First Funds	SEI Teachers Title III Funds	MAP Data Mela-O data

### Grade 3

#### ELA/Reading Goal 3:

**One hundred percent of our low income/ELL students will show improvement in reading as demonstrated by the administration of the 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. While our current achievement in reading for low Income/ELL subgroup is 50.2% or above on the MCAS, this subgroup will make AYP of at least 75% in 2009 or Safe Harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will place students in homogeneous, needs based flexible instruction groups based upon MAP, DIBELS, Grade data.	Reading First Differentiated Instruction MAP Academy	Daily	Reading First City Funds Title I Funds	Teachers Reading First Reading Specialist	MAP data DIBELS data Grade Data
Teachers will provide at risk students			Reading First	Teachers	

identified by DIBELS and Grade Data with Harcourts Elements of Reading-fluency kits and use of Reading Naturally as daily interventions to address fluency and comprehension problems.	Sunday Refresher Reading First Sunday Consultant	Daily	City Funds Title I Funds	COACH Reading First Reading Specialist	DIBELS Data Grade Data Sunday End of Unit Tests
Teachers will provide all at risk students with leveled readers from classroom Lexiled libraries using classroom MAP Lexile data for ERAH and guided reading groups.	MAP Academy	Daily	Title I Funds City Funds Reading First Funds	Teachers COACH Support Staff	MAP Lexile Data
Teachers will support at risk students with daily practice in finding evidence from a text or personal experience as accountability for their opinions.	MAP Academy	Weekly	Title I Funds City Funds Reading First Funds	Teachers COACH Support Staff	MAP Lexile Data
Teachers and support staff will provide at risk students with 30 minutes of additional intervention to further develop their ability to express and expand their thinking and improve their ability to reflect on a text using SIPS, SOAR to Success, SIDEWALKS	In house PD	Daily	Title I Funds City Funds Reading First Funds	Teachers ILT Reading First Reading Specialist Literacy Tutors	Fountas and Pinnell Continuum of Literacy Learning
Teachers will provide opportunities for students to respond to a wide variety of genres at the students' independent and instructional reading levels. This will take place during small group instruction and in centers.	Reading First MADOE trainings	Weekly	Title I Funds City Funds Reading First Funds	Teachers Support Staff	MAP benchmark data Fall, Winter, Spring
Teachers and support staff will provide Low Income and ELL students scoring at risk with 30 minutes of a research based intervention daily .	In house refreshers yearly	Daily	Title I Funds City Funds Reading First Funds	Teachers Reading First Reading Specialist	Sidewalks Unit tests

<b>Grade 4 Goal I ELA/Reading: Data</b>	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
<b>Grade 4 MAP Assessment</b>	<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>	<b>179.8</b>	<b>75%</b>	<b>17%</b>	<b>8%</b>	<b>186.6</b>	<b>68%</b>	<b>21%</b>	<b>11%</b>				
<i>Understand Text Imag/Lit</i>	<b>180.0</b>	<b>75%</b>	<b>17%</b>	<b>8%</b>	<b>190.6</b>	<b>60%</b>	<b>23%</b>	<b>17%</b>				
<i>Understand Text Inform/Expos</i>	<b>179.9</b>	<b>77%</b>	<b>18%</b>	<b>5%</b>	<b>189.1</b>	<b>64%</b>	<b>26%</b>	<b>10%</b>				
<i>Genre/Fict/Nonfiction</i>	<b>181.8</b>	<b>74%</b>	<b>17%</b>	<b>9%</b>	<b>191.2</b>	<b>51%</b>	<b>31%</b>	<b>18%</b>				
<i>Style &amp; Language</i>	<b>187.9</b>	<b>72%</b>	<b>14%</b>	<b>14%</b>	<b>192.5</b>	<b>66%</b>	<b>18%</b>	<b>16%</b>				

**Grade 4 MCAS Data Synopsis for last year's grade 3 students  
Reading/ELA Subject Area Sub-scores**

<p><i>Language:</i>  School 49%  District 63%  State 77%</p>
--

<b>Reading and Literature:</b>			
School 57%			
District 60%			
State 70%			
<b>Item Analysis (Multiple Choice &amp; Open Response):</b>			
	<i>School</i>	<i>District</i>	<i>State</i>
<b>MC</b>	60%	66%	78%
<b>OR</b>	45%	44%	50%

MCAS Score Analysis of last year's Grade 3 scores for this year's students			
How many scored?		How many scored?	
44-48	6	N/A	0
37-43	16	41-43	8
21-36	18	34-36	8
0-20	20	18-20	6

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

<b>Language:</b>			
School 58%			
District 68%			
State 78%			
<b>Reading and Literature:</b>			
School 51%			
District 56%			
State 67%			
<b>Item Analysis (Multiple Choice &amp; Open Response):</b>			
	<i>School</i>	<i>District</i>	<i>State</i>
<b>MC</b>	59%	67%	79%
<b>OR</b>	40%	40%	49%

## Grade 4

## ELA/Reading Goal 1:EXTERNAL

One hundred percent of our students will show improvement in Reading as measured by the administration of the MCAS. No less than 60% of the students will show growth to the next performance level. The remaining 40% will show growth within their performance level. Our goal is to have 67.9 % at Proficient in 2009.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Classroom instruction will reflect FOCUS best practices (Interactive Read Alouds, Reading Response Journals, ERAH. And writing across the curriculum.	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily opportunities for shared and interactive writing.(FOCUS)	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide timely written feedback to students weekly in RRJ to guide and support revisions that meet or exceed proficiency .	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily instructional opportunities to learn different ways to share their thinking about reading through shared and modeled readers response.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly

Teachers will provide all students with opportunities to respond thoughtfully to read alouds in their readers response journals.	Focus Professional Development- in house	Weekly	Title I City Funds Reading First Funds MClass reports School data binders	Principal Reading COACH Reading First Reading Specialist ILT members	Monthly Calendars Agendas Meeting notes Focus Newsletter Exit slips
Teachers will provide timely and specific feedback in writing that promotes students thinking beyond the text and about the text.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will cross reference MAP and MCAS skills with Houghton Mifflin goals in Vocabulary and Comprehension to ensure double dosing of skills by unit.	Reading First Reading Coach Mentoring	Weekly	M Class reports Palm DIBELS data School data binders DAB technical support staff	Principal COACH Reading First Reading Specialist Staff	Performance on DIBELS DIBELS Sub test data Teachers Observation Anecdotal Records
Teachers will provide students with leveled readers based upon MAP Lexile scores for IDR.	MAP Academy yearly refresher	Weekly	Title I Funds City Funds	COACH Principal	Agenda from Academy Participation sign in sheets

## Grade 4

### ELA/Reading Goal 2: INTERNAL

One hundred percent of our students will show improvement in reading as demonstrated by the administration of the MAP assessment. Our goal is to have 100% of students grades 2,3,4,5 and 6 grow one performance level and to have a 30% increase in students scoring at the Nationally Normed RIT grade level.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Measure individual reading progress using the MAPS to drive instructional decisions in the classroom.	Grade level Literacy meetings	FALL Winter Spring	Title I Funds City Funds MAP Academy School data binders	Teachers Principal COACH Reading First Reading Specialist Staff	Teachers Observation Anecdotal Records MAP Data

MAP data will be posted at the classroom level and student level outside of all grade 4 classrooms .	FOCUS PD In House	Fall Winter Spring	Title I Funds City Funds MAP Academy	Principal Teachers COACH Reading First Reading Specialists	MAP Data
Conduct grade level FOCUS/Reading data meetings to review benchmark data, student work and FOCUS best practices to drive instruction.	Grade Level Common Planning with ILT members	Monthly	Title I Funds City Funds Reading First Funds M Class reports Palm DIBELS data School data binders	COACH  Reading First Reading Specialist Staff	Data Grade Level Binders Student progress monitoring goal sheets
Teachers will place students in homogeneous, needs based flexible instructional groups based upon MAP RIT data.	Grade Level Common Planning with ILT members	Daily	City Funds Title I Funds MAP Data NWEA website	Teachers COACH	MAP RIT data
Teachers will use Lexile data to provide all students with leveled readers for ERAH and guided reading group instruction.	FOCUS PD In House	Weekly	City Funds Title I Funds Classroom Lexile data	Teachers COACH Support Staff	Student Lexile data
Teachers will provide students with daily interactive read alouds and literature discussions as part of FOCUS best practices.	FOCUS PD In House	Daily	City Funds Title I Funds FOCUS Library	Principal COACH Teachers Reading First Reading Specialist ILT	Lesson Plans FOCUS agenda Minutes from PD MAP Data
Teachers will model and demonstrate behaviors that help students achieve better understanding/comprehension of text.	FOCUS PD In House	Daily	City Funds Title I Funds FOCUS Library	Principal COACH Teachers ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teachers will provide daily opportunities to support students thinking beyond the literal meaning of text through discussions before and after the text.	FOCUS PD In House	Daily	City Funds Title I Funds FOCUS Library	Principal COACH Teachers ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teachers will select texts for interactive read alouds and discussions based upon genre, forms, text structure, language and literary features and vocabulary.	FOCUS PD In House	Daily	City Funds Title I Funds FOCUS Library	Principal COACH Teachers ILT	Lesson Plans FOCUS agenda Minutes from PD DIBELS Data
Teacher will provide students with more complex Lexiled readers that increase student reading stamina.	In house grade level Reading meetings	Weekly	City Funds Title I Funds	Teachers	MAP and MCAS Data
Teachers will Utilize MAP data to conduct student goal setting	COACH MAP Academy	3X yearly Fall parent/teacher/student	Title I Funds City Funds MAP data	Teachers Principal COACH	Student goal sheets Student reflection sheets

conferences. for reading comprehension.		Winter, Spring student teacher	Student data Goal setting materials Goal reflection materials	Staff	Parent attendance
Teachers will continue to implement Making Meaning to provide students with strategies that increase inferential comprehension.	Making Meaning Fidelity of implementation observations and feedback sessions	Daily	City Funds Title I Funds	Teachers COACH	MAP and MCAS data

## Grade 4

### ELA/Reading Goal 3:

**One hundred percent of our low income/ELL students will show improvement in reading as demonstrated by the administration of the 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. While our current achievement in reading for low Income/ELL subgroup is 50.2% or above on the MCAS, this subgroup will make AYP of at least 75% in 2009 or Safe Harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will tier assignments to meet the varied instructional needs of all students.	DI Refresher	Daily	Title I Funds City Funds DI Materials	Principal ILT Teachers COACH Support Staff	MCAS Data Lesson Plans
Teachers will provide at risk students with additional , small group skills based focused word work daily to support specific phonics and vocabulary instructional needs	FOCUS PD In House	Daily	Title I Funds City Funds	Principal ILT Teachers COACH Support Staff	MCAS Data Lesson Plans
Teachers will observe at risk students reading behaviors weekly and meet at grade level teams to discuss and plan lessons based upon Fountas and Pinnell's literacy Learning Continuum.	FOCUS PD In House	Weekly	Title I Funds City Funds	Principal ILT Teachers COACH Support Staff	MCAS Data Lesson Plans
Teaches will provide at risk students	FOCUS PD In House	Daily	Title I Funds	Principal	MCAS Data

with an additional 30 minutes daily of intervention to reinforce searching for and using information, summarizing and inferring.			City Funds	ILT Teachers COACH Support Staff	Lesson Plans
Teachers will provide at risk students with additional instruction daily to think critically/evaluate ERAH texts.	FOCUS PD In House	Daily	Title I Funds City Funds DI Materials	Principal ILT Teachers COACH Support Staff	MCAS Data Lesson Plans
Teachers will teach comprehension skills in the context of rigorous and meaningful literature using varied supplementary texts for at risk students.	FOCUS PD In House	Daily	City Funds Title I Funds	Principal ILT Teachers COACH Support Staff	MAP RIT DATA Lexile Data
Teachers will adjust content, process and product in response to student readiness for vocabulary and comprehension lessons.	DI Refresher	Daily	City Funds Title I Funds	Principal ILT Teachers COACH	MAP Data MCAS Data
MAP RIT data and formative assessments to monitor understanding are used to form flexible instruction groups.	DI In house Refresher 2008-09	Daily	City Funds Title I Funds	Principal ILT Teachers COACH	MAP RIT Data
Teachers will provide all students with leveled reader from classroom Lexiled libraries for guided reading groups and ERAH.	FOCUS PD 08-09	Daily	City Funds Title I Funds	Principal ILT Teachers COACH	MAP Data MCAS Data
Teachers will utilize learning centers which include books on tape and varied reading materials in order to meet the instructional needs of at risk students.	FOCUS PD/Differentiated Instruction Professional Development refresher 08-09	Daily	City Funds Title I Funds	Principal ILT Teachers COACH	MAP Data MCAS Data

Grade 5 Goal 1: ELA/Reading : Data	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>	193.6	60%	25%	15%	197.9	57%	25%	18%				
<i>Understand Text Imag/Lit</i>	197.0	55%	24%	21%	202.1	49%	30%	21%				
<i>Understand Text Inform/Expos</i>	195.8	54%	32%	14%	201.3	55%	27%	18%				
<i>Genre/Fict/Nonfiction</i>	196.4	56%	30%	14%	201.5	52%	30%	18%				
<i>Style &amp; Language</i>	197.8	58%	24%	18%	202.2	57%	20%	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> School 58% District 68% State 78%			
<i>Reading and Literature:</i> School 51% District 56% State 67%			
<i>Item Analysis (Multiple Choice &amp; Open Response):</i>			
	<i>School</i>	<i>District</i>	<i>State</i>
<i>MC</i>	59%	67%	79%
<i>OR</i>	40%	40%	49%
<i>Writing prompt</i>	63%	65%	71%

<b>MCAS Score Analysis of last year's Grade 4 scores for this year's students</b>			
<b>How many scored?</b>		<b>How many scored?</b>	
260-280	0	N/A	
240-258	15	256-258	1
220-238	50	236-238	8

200-218	34	216-218	21
---------	----	---------	----

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

**Reading/ELA Subject Area Sub-scores**

<p><b>Language:</b>  <b>School 61%</b>  <b>District 68%</b>  <b>State 79%</b></p>															
<p><b>Reading and Literature:</b>  <b>School 50%</b>  <b>District 56%</b>  <b>State 67%</b></p>															
<p><b>Item Analysis (Multiple Choice &amp; Open Response):</b></p> <table border="1"> <thead> <tr> <th></th> <th><i>School</i></th> <th><i>District</i></th> <th><i>State</i></th> </tr> </thead> <tbody> <tr> <td><b>MC</b></td> <td><b>57%</b></td> <td><b>64%</b></td> <td><b>79%</b></td> </tr> <tr> <td><b>OR</b></td> <td><b>41%</b></td> <td><b>45%</b></td> <td><b>52%</b></td> </tr> </tbody> </table>					<i>School</i>	<i>District</i>	<i>State</i>	<b>MC</b>	<b>57%</b>	<b>64%</b>	<b>79%</b>	<b>OR</b>	<b>41%</b>	<b>45%</b>	<b>52%</b>
	<i>School</i>	<i>District</i>	<i>State</i>												
<b>MC</b>	<b>57%</b>	<b>64%</b>	<b>79%</b>												
<b>OR</b>	<b>41%</b>	<b>45%</b>	<b>52%</b>												

**Grade 5**

**ELA/Reading Goal 1: EXTERNAL**

**One hundred percent of our students will show improvement in Reading as measured by the administration of the MCAS. No less than 60% of the students will show growth to the next performance level. The remaining 40% will show growth within their performance level. Our goal is to have 67.9 % at Proficient in 2009.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Classroom instruction will reflect FOCUS best practices (Interactive Read Alouds, Reading Response Journals, ERAH. And writing across the curriculum.	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with	Focus Professional	Daily	Title I Funds	Principal	Lesson Plans

daily opportunities for shared and interactive writing.(FOCUS)	Development- in house		Focus Comprehension Library Reading First Funds	ILT Members Reading COACH Classroom Teachers	Exemplars Response Journals passed into Principal monthly
Teachers will provide timely written feedback to students weekly in RRJ to guide and support revisions that meet or exceed proficiency	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily instructional opportunities to learn different ways to share their thinking about reading through shared and modeled readers response.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide all students with opportunities to respond thoughtfully to read alouds in their readers response journals.	Focus Professional Development- in house	Weekly	Title I City Funds Reading First Funds MClass reports School data binders	Principal Reading COACH Reading First Reading Specialist ILT members	Monthly Calendars Agendas Meeting notes Focus Newsletter Exit slips
Teachers will provide timely and specific feedback in writing that promotes students thinking beyond the text and about the text.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will use MAP RIT data to place students in homogeneous, needs based flexible instructional groups.	In House refresher	Monthly	M Class reports Palm DIBELS data School data binders DAB technical support staff	Principal COACH Reading First Reading Specialist Staff	Performance on DIBELS DIBELS Sub test data Teachers Observation Anecdotal Records
Teachers will provide all students with leveled readers based upon MAP Lexile scores for IDR.	In house Refresher 2008-09	Weekly	Title I Funds City Funds Lexile data Lexile web site	Teachers COACH Administration	Lexile data
Teachers will conduct grade level Reading data meetings to monitor initial, mid cycle and end of year progress, to monitor student growth in vocabulary and comprehension as well as share instructional strategies.	Grade Level Data Meetings with COACH and Principal	Monthly	Title I Funds City Funds MAP data School data binders	Principal COACH  Staff	Data Grade Level Binders Student progress monitoring goal sheets MAP Data

## Grade 5

### ELA/Reading Goal 2: INTERNAL

**One hundred percent of our students will show improvement in reading as demonstrated by the administration of the MAP assessment. Our goal is to have 100% of students grades 2,3,4,5 and 6 grow one performance level and to have a 30% increase in students scoring at the Nationally Normed RIT grade level.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Measure individual reading progress using the MAPS to drive instructional decisions in the classroom.	Grade level Literacy meetings	FALL Winter Spring	Title I Funds City Funds School data binders MAP Data	Principal ILT COACH Teachers	MAP data Teachers Observation Anecdotal Records
MAP data will be posted at the classroom level and student level outside of all grade 5 classrooms .	FOCUS PD In House	Fall Winter Spring	Title I Funds City Funds	Principal ILT COACH Teachers	MAP Data
Conduct grade level FOCUS/Reading data meetings to review benchmark data, student work and FOCUS best practices to drive instruction.	Grade level meeting ILT	Monthly	Title I Funds City Funds FOCUS Resources	COACH  Reading First Reading Specialist Staff	Data Grade Level Binders Student progress monitoring goal sheets
Teachers will use Lexile data to provide all students with leveled readers for ERAH and guided reading group instruction.	FOCUS PD In House	Weekly	City Funds Title I Funds Classroom Lexile data ERAH libraries	Teachers COACH Support Staff	Student Lexile data
Teachers will model and demonstrate behaviors that help students achieve better understanding/comprehension of text.	FOCUS PD In House	Weekly	City Funds Title I Funds FOCUS resources	Teachers Coach ILT Administration	
Teachers will provide daily opportunities to support students thinking beyond the literal meaning of text through discussions before and after the text.	FOCUS PD In House	Daily	City Funds Title I Funds FOCUS resources	Teachers Coach ILT Administration	
Teachers will select texts for interactive read alouds and discussions based upon genre, forms, text structure, language		Weekly			

and literary features and vocabulary.	FOCUS PD In House				
Teachers will teach reading as a process: Use strategies that activate prior knowledge Help students make and test predictions Structure help during instruction Provide after reading applications.		Daily	City Funds Title I Funds	Teachers COACH Support Staff	MAP and MCAS Data
Teachers will conduct read alouds using authentic literature to expose students to substantive literary pieces.		Weekly	Title I Funds City Funds  Variety of authentic literature	Teachers	MAP and MCAS Data
Teacher will provide students with more complex Lexiled readers that increase student reading fluency and stamina.	In house grade level meetings	Weekly	City Funds Title I Funds	Teachers	MAP and MCAS Data
Teachers will Utilize MAP data to conduct student goal setting conferences. <b>for</b> comprehension.	In House refresher 2008-09	3X yearly Fall parent/teacher/student Winter, Spring student teacher	Title I Funds City Funds MAP data Student data Goal setting materials Goal reflection materials	Teachers Principal COACH Staff	Student goal sheets Student reflection sheets Parent attendance

## Grade 5

### ELA/Reading Goal 3:Sub Groups

**One hundred percent of our low income/ELL students will show improvement in reading as demonstrated by the administration of the 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. While our current achievement in reading for low Income/ELL subgroup is 50.2% or above on the MCAS, this subgroup will make AYP of at least 75% in 2009 or Safe Harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will place students in homogeneous, needs based flexible instruction groups based upon MAP RIT data, formative assessments, teacher observations and skills assessments.		Daily	City Funds Title I Funds MAP Data NWEA website	Teachers COACH	MAP RIT data

Teachers will provide all students with leveled readers from classroom Lexiled libraries using classroom MAP Lexile data.	Map Academy	Daily	City Funds Title I Funds	Teachers	MAP RIT DATA Lexile Data
Teachers will adjust content, process and product in response to student readiness for vocabulary and comprehension lessons.	WPS Differentiated Instruction Professional Development 2007-08	Daily	City Funds Title I Funds	Teachers COACH	MAP Data MCAS Data
Intervention teachers will use MAP RIT data to provide at risk students with additional comprehension and vocabulary skill interventions using Wilson Reading and SOAR To Success program.	MAP academy In house Refresher 2008-09	Daily	City Funds Title I Funds	Teachers COACH Administration	MAP RIT Data
Teachers will group students of similar readiness levels, interest or learning profiles to engage in meaningful instructional activities which address comprehension and vocabulary skills.	Making Meaning in house review. Monitoring for Fidelity of implementation	Weekly	City Funds Title I Funds	Teachers COACH	MAP Data MCAS Data

<b>Grade 6 Goal I : ELA/Reading: Data</b>	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
<b>Grade 6 MAP Assessment</b>	<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>	196.8	63%	28%	8%	200.3	65%	19%	16%				
<i>Understand Text Imag/Lit</i>	198.7	60%	22%	19%	202.0	63%	19%	18%				
<i>Understand Text Inform/Expos</i>	199.5	61%	19%	20%	200.3	67%	15%	18%				
<i>Genre/Fict/Nonfiction</i>	199.1	57%	28%	15%	201.9	59%	24%	17%				
<i>Style &amp; Language</i>	201.4	56%	26%	18%	201.1	67%	18%	15%				

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

<b>Language:</b>			
<i>School</i>	<i>61%</i>		
<i>District</i>	<i>68%</i>		
<i>State</i>	<i>79%</i>		
<b>Reading and Literature:</b>			
<i>School</i>	<i>50%</i>		
<i>District</i>	<i>56%</i>		
<i>State</i>	<i>67%</i>		
<b>Item Analysis (Multiple Choice &amp; Open Response):</b>			
	<i>School</i>	<i>District</i>	<i>State</i>
<i>MC</i>	<i>57%</i>	<i>64%</i>	<i>77%</i>
<i>OR</i>	<i>41%</i>	<i>45%</i>	<i>52%</i>

<b>MCAS Score Analysis of last year's Grade 5 scores for this year's students</b>			
<b>How many scored?</b>		<b>How many scored?</b>	
260-280	0	N/A	0
240-258	19	256-258	3
220-238	49	236-238	5
200-218	30	216-218	18

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

<i>Language:</i>			
<i>School</i>	<i>54%</i>		
<i>District</i>	<i>66%</i>		
<i>State</i>	<i>77%</i>		
<i>Reading and Literature:</i>			
<i>School</i>	<i>50%</i>		
<i>District</i>	<i>62%</i>		
<i>State</i>	<i>68%</i>		
<i>Item Analysis (Multiple Choice &amp; Open Response):</i>			
	<i>School</i>	<i>District</i>	<i>State</i>
<i>MC</i>	<i>54%</i>	<i>67%</i>	<i>76%</i>
<i>OR</i>	<i>45%</i>	<i>52%</i>	<i>56%</i>

## Grade 6

### ELA/Reading Goal 1: EXTERNAL

**One hundred percent of our students will show improvement in Reading as measured by the administration of the MCAS. No less than 60% of the students will show growth to the next performance level. The remaining 40% will show growth within their performance level. Our goal is to have 67.9 % at Proficient in 2009.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Classroom instruction will reflect FOCUS best practices (Interactive Read Alouds, Reading Response Journals, ERAH. And writing across the curriculum.	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily opportunities for shared and interactive writing.(FOCUS)	Focus Professional Development- in house	Daily	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide timely written feedback to students weekly in RRJ to guide and support revisions that meet or exceed proficiency	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide students with daily instructional opportunities to learn different ways to share their thinking about reading through shared and modeled readers response.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly
Teachers will provide all students with opportunities to respond thoughtfully to read alouds in their readers response journals.	Focus Professional Development- in house	Weekly	Title I City Funds Reading First Funds MClass reports School data binders	Principal Reading COACH Reading First Reading Specialist ILT members	Monthly Calendars Agendas Meeting notes Focus Newsletter Exit slips
Teachers will provide students with daily interactive read alouds and literature discussions as part of FOCUS best practices.	Focus Professional Development- in house	Weekly	Title I Funds Focus Comprehension Library Reading First Funds	Principal ILT Members Reading COACH Classroom Teachers	Lesson Plans Exemplars Response Journals passed into Principal monthly

Teachers will model and demonstrate behaviors that help students achieve better understanding/comprehension of text.	Reading Coach Mentoring	Weekly	M Class reports Palm DIBELS data School data binders DAB technical support staff	Principal COACH Reading First Reading Specialist Staff	Performance on DIBELS DIBELS Sub test data Teachers Observation Anecdotal Records
Teachers will provide students with leveled readers based upon MAP Lexile scores for ERAH and Guided reading groups	Map Academy Refresher 2008-09	On going	Title I Funds City Funds NEWA report site NWEA grade level reports	Teachers COACH Support Staff	MAP Lexile Scores
Teachers will conduct monthly grade level Reading data meetings to monitor progress, examine practice, and provide support to students.	Grade Level Data Meetings with COACH and Principal	Monthly	Title I Funds City Funds MAP data School data binders	Principal COACH  Staff	Data Grade Level Binders Student progress monitoring goal sheets

## Grade 6

### ELA/Reading Goal 2: INTERNAL

**One hundred percent of our students will show improvement in reading as demonstrated by the administration of the MAP assessment. Our goal is to have 100% of students grades 2,3,4,5 and 6 grow one performance level and to have a 30% increase in students scoring at the Nationally Normed RIT grade level.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Measure individual reading progress using the MAPS to drive instructional decisions in the classroom.	Grade level Literacy meetings	FALL Winter Spring	Title I Funds City Funds M Class reports Palm DIBELS data School data binders	COACH  Reading First Reading Specialist Staff	DIBELS Sub test data Teachers Observation Anecdotal Records GRADE Assessment
MAP data will be posted at the classroom level and student level outside of all grade 6 classrooms .		Fall Winter Spring and Progress monitoring for at risk students	City Funds Title I Funds Data Supplies	COACH Teachers Administration ILT	MAP Data Posted data displays
Conduct grade level FOCUS/Reading data meetings to review benchmark data, student work and FOCUS best practices to drive instruction.	Grade Level Reading First Meetings with	Monthly	Title I Funds City Funds Reading First Funds M Class reports Palm DIBELS data School data binders	COACH  Reading First Reading Specialist Staff	Data Grade Level Binders Student progress monitoring goal sheets

Teachers will use Lexile data to provide all students with leveled readers for ERAH and guided reading group instruction.	FOCUS PD In House	Weekly	City Funds Title I Funds Classroom Lexile data	Teachers COACH Support Staff	Student Lexile data
Teachers will continue to measure individual reading progress using MAP data to drive instructional decisions in the classroom.	MAP refresher Grade level Literacy meetings	FALL Winter Spring	Title I Funds City Funds NEWA report site NWEA grade level reports Descart	Teachers COACH  Administration	List of flexible groupings MAP RIT scores Student growth data
Teachers will use MAP RIT data to place students in homogeneous, needs based flexible groups.	MAP Academy Refresher 2008-09	On going Fall, Winter, Spring	Title I Funds City Funds NEWA report site NWEA grade level reports	Teachers COACH Principal	MAP Data Classroom by RIT Reading List of flexible groups
Teachers will provide daily opportunities to support students thinking beyond the literal meaning of text through discussions before and after the text.	FOCUS PD In House	Daily	Title I Funds City Funds	ILT Coach Teachers Administration	Teacher Plans FOCUS Agendas Meetings from meetings
Teachers will select texts for interactive read alouds and discussions based upon genre, forms, text structure, language and literary features and vocabulary.	FOCUS PD In House	Weekly	Title I Funds City Funds	ILT Coach Teachers Administration	Teacher Plans FOCUS Agendas Meetings from meetings
Teachers will teach reading as a process: Use strategies that activate prior knowledge Help students make and test predictions Structure help during instruction Provide after reading applications.	FOCUS PD In House	Daily	City Funds Title I Funds	Teachers COACH Support Staff	Teacher Plans FOCUS Agendas Meetings from meetings
Teachers will Utilize MAP data to conduct student goal setting conferences.	MAP refresher 08--09	3X yearly Fall parent/teacher/student Winter, Spring student teacher	Title I Funds City Funds MAP data Student data Goal setting materials Goal reflection materials	Teachers Principal COACH Staff	Student goal sheets Student reflection sheets Parent attendance

## Grade 6

### ELA/Reading Goal 3:

**One hundred percent of our low income/ELL students will show improvement in reading as demonstrated by the administration of the 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. While our current achievement in reading for low Income/ELL subgroup is 50.2% or above on the MCAS, this subgroup will make AYP of at least 75% in 2009 or Safe Harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will place at risk students in homogeneous, needs based flexible instruction groups based upon MAP, data and formative assessments (teacher observations, unit tests, learning logs)	MAP academy In house Refresher 2008-09	Ongoing	Title I Funds City Funds NWEA web site MAP data	Teachers COACH Administration	MAP RIT Data
Teachers will provide at risk students (ELL) with leveled readers (ERAH, Guided reading groups) from classroom Lexiled libraries using classroom MAP Lexile data.	FOCUS In House PD	Weekly	Title I Funds City Funds NWEA web site MAP data Lexile .com ERAH Library	Teachers COACH Administration	MAP Data Lexile Data
Teachers will provide at risk students with additional instruction to address fluency and vocabulary needs to increase their reading stamina.		Weekly	Title I Funds City Funds	Teachers COACH Administration	Teacher Plans
Teachers will adjust content, process and product in response to student readiness for vocabulary and comprehension lessons. For at risk (ELL students).		Daily	Title I Funds City Funds FOCUS Resources	Teachers Coach ILT Administration	Teacher Plans FOCUS PD Agendas Notes from sessions
Teachers will provide at risk students (ELL) with tiered assignments to ensure that skills needs are being addressed while also ensuring that content meets grade level standards.		Weekly	Title I Funds City Funds	Teachers Coach ILT Administration	Samples of tiered assignments Created at FOCUS PD Agendas
Teachers will provide additional support for ELL students as they write in their Reading Response Journals.	FOCUS In House PD	Daily	Title I Funds City Funds FOCUS Resources	Teachers Coach ILT	Samples of student work Passed into principal monthly

				Administration	
Teachers will use MAP RIT data to provide at risk students with additional comprehension and vocabulary skills interventions daily.	MAP academy 2006-07 In house Refresher 2007-08	Daily	City Funds Title I Funds	Teachers COACH Administration	MAP RIT Data Teacher Plans Samples of work
Vocabulary instruction will be provided by the classroom teacher in partnership with the SEI teacher using the Elements of Reading Vocabulary Kit.	In House Professional Development on Beck's Vocabulary Instruction	Weekly	City Funds Title I Funds Title III Funds	Teachers ESL Teachers COACH Reading First Reading Specialist	Lesson Plans

## Mathematics Analysis

This analysis represents significant time examining our data (both MCAS and MAP) in relation to our overall demographics in an attempt to uncover critical issues associated with our need for improvement in Mathematics. Goddard had been identified as a School In Need of Improvement in Mathematics in 01 and 02. In 03 and 04 the school made its AYP in Mathematics. In 05 and 06 we did not make sufficient growth and so again were identified as a School In Need of Improvement. In 06-07 we made small gains and made AYP for our aggregate and some subgroups. In 07-08 we again made our AYP for the aggregate and some subgroups. As we continue to reflect on our small gains we recognize that we remain critically low and must continue the urgency in our work and FOCUS. Our demographics have changed significantly over the past three years. Subgroups suggest discrete groups of children with special instructional needs. However currently this is not true. We believe that without the following information critical instructional issues would not be apparent if we did not explain the overlapping nature of them. Currently the Goddard community is represented 81% minority. The significance to this data point is that the overwhelming majority of students at Goddard are not Native English Speakers. Thus, as we analyze data for aggregate students, at Goddard we are really analyzing ELL students. In addition 98% of the students are Low Income. Again the aggregate is also Low Income. Within the ELL group we have sub groups of language proficiencies as identified by LAU categories. Eighty one percent of our students are non native speakers of English. Many students are still learning to speak and read English as they learn content information in Mathematics. Our conclusion was that our Mathematics analysis needed to include looking at language, vocabulary, reading and writing in relation to Mathematics content to drive instructional change. With exceptional dedication and enthusiasm, the leadership team and faculty worked in small groups and as a whole to analyze MCAS and MAP Mathematics data. Content data was analyzed with the needs of Students with Disabilities, as well. As the group worked to unearth the underlying causes of student performance, they also began to think about strategies to remedy the inconsistencies in achievement.

MAP data grades 2-6 and MCAS data 4-6 indicate that students at Goddard have made progress in Number Sense. This is true as we look at the aggregate as well as subgroups. The school community agrees that there needs to be a continued focus on number sense as a means to ensure that students have a solid foundation to build upon. Goddard will continue to include a strong language component. Our FOCUS statement is centered around comprehension development across the curriculum. Our English Language Learners population continues to grow yearly. Our current population is over 500 students. With this in mind our commitment to language, vocabulary and concept development is still strong.

Goddard’s areas of weakness across grade levels are measurement, geometry, and open response questions. Our FOCUS work will address open response problem solving. In addition grade level meetings have been orchestrated around professional development, examining student work and collegial discussions on lesson studies. We believe that this new format will ensure that we continue to grow and make our AYP.

– School Improvement Action Plan  
**Improve mathematics instruction and accelerate students that are below grade level to reach grade level**  
**Overview of School’s Mathematics Program**

<b>Mathematics Program</b>	<b>Actions Steps</b>	<b>Leader</b>	<b>Resources</b>	<b>Frequency</b>
Everyday Mathematics	<ul style="list-style-type: none"> <li>60-90 minute math block</li> </ul>	Classroom Teacher Title I Math COACH	Title I Funds City Funds	Daily
Use MCAS and MAP data to drive instruction	<ul style="list-style-type: none"> <li>identify students needing further math instruction and support</li> <li>monitor individual student progress</li> </ul>	Classroom Teacher Title I Math COACH Intervention Tutor		Ongoing monthly
Staff Development	<ul style="list-style-type: none"> <li>monitoring pacing of program</li> <li>identify teacher needs</li> <li>provide workshop opportunities for staff to become familiar with EDM</li> </ul>	Title I Math COACH Classroom Teacher SPED teacher		Monthly  Monthly

<b>EDM Program Objectives</b>	<b>Actions Steps</b>	<b>Leader</b>	<b>Resources</b>	<b>Frequency/Timeline</b>
Use data to improve mathematics instruction	<ul style="list-style-type: none"> <li>Review of last year's data</li> <li>Develop grade level goals</li> <li>Review of this year's data</li> <li>Use data to develop action plan</li> </ul>	Building Administrator Title I Math COACH Classroom Teacher SPED teacher	Title I Funds City Funds	Ongoing Fall Winter Spring
Continue to develop and utilize staff to coordinate math resources and activities	<ul style="list-style-type: none"> <li>Monthly grade level meetings</li> <li>Discuss curriculum issues</li> <li>Discuss scheduling issues</li> <li>Analyze data</li> <li>Oversee and implement intervention plans for students</li> </ul>	<ul style="list-style-type: none"> <li>Staff members</li> <li>Building Administrators</li> <li>Special Education</li> <li>Title I Math Coach</li> <li>ESL staff</li> <li>ILT</li> </ul>	Title I Funds City Funds	Monthly
Provide resources that directly relate to grade level math goals	<ul style="list-style-type: none"> <li>Purchase supplemental instruction materials that support grade level goals</li> </ul>	Title I Math Coach Administration Building Administration	Worcester Public Schools Math Specialist Title I Funds City Funds	Ongoing
Provide research based sustained staff development in math instruction	<ul style="list-style-type: none"> <li>Staff training in Everyday Math</li> </ul>	Title I Math Coach Administration Building Administration ILT	Title I Funds Office of NCLB and Professional Development City Funds	Weekly
Provide staff development in the area of differentiating instruction in mathematics	<ul style="list-style-type: none"> <li>Train staff in differentiating instruction for mathematics</li> </ul>	Building Administration Title I Math Coach Administration	Title I Funds City Funds	Monthly Short term

**Kindergarten**  
**Goal 1 Mathematics -Data**

For SY 2008-2009	<i>Unit Test- FALL 2008</i>	<i>Unit Test-WINTERDIBELS 2009</i>	<i>Unit Test-SPRINGDIBELS 2009</i>
<b>Kindergarten Everyday Math Assessment</b>	X		
<b>DIBELS Math Assessment</b>		X	X

## Kindergarten

### Mathematics Goal 1: EXTERNAL

One Hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 65% of the students will show growth to the next performance level. The remaining 35% will show growth within their performance level. Our goal is to have no less than 71.6% at Proficient or above in 2009.

#### Rationale: Students will achieve at higher levels if teachers use data to inform instruction

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide daily opportunities for students to explain their thinking in individual and small group settings in math. (respond thoughtfully orally) FOCUS	FOCUS In House PD	Daily	City Funds Title I Funds FOCUS Resources	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teachers will provide students with daily opportunities to demonstrate their understanding using pictures and manipulatives in mathematics. (Respond thoughtfully orally and in writing) FOCUS	FOCUS In House PD	Weekly	MCAS Open Response Questions Learning Logs	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teaches will provide students with weekly interactive read alouds using content specific (mathematics/ measurement/number sense) texts (responding thoughtfully orally). FOCUS	FOCUS PD In House	Weekly	Title I Funds City Funds FOCUS Read Aloud Resources School Leveled Library	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teachers will provide students with weekly opportunities to explain their understanding in writing of introduced mathematical concepts in learning logs. (respond thoughtfully in writing) FOCUS	FOCUS school wide PD	Weekly	Title I Funds City Funds	Principal Teachers Coach	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas

Teachers will respond in writing in a timely fashion to student work and allow for student revision. FOCUS	FOCUS school wide PD	Daily	City Funds Title I Funds FOCUS Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will use curriculum maps to ensure they are teaching to MA Mathematics Frameworks.	FOCUS PD In House	Daily	Title I Funds City Funds Curriculum Map created by Math Coaches	Principal Teachers Coach	Teacher Plans passed into administration Grade Level Meeting Agendas

## Kindergarten

### Mathematics Goal 2: INTERNAL

One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MAP Assessment. No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their overall RIT score from Fall to Spring. Our goal is to have no less than 65% at their grade level benchmark by June 2009

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> 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	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use informal assessments, individual profile of progress and observations to progress monitor student achievement in Number Sense.		Monthly	Title I Funds City Funds ED Math assessments	Principal Teachers Coach Staff	Qualitative Classroom data submitted o principal
Continue to use ED math assessments to monitor student growth in Number Sense.		Monthly	ED Math Assessment materials	Principal Teachers Coach	ED Math Assessments
Teachers will meet with grade		Monthly	Title I Funds	Principal Teachers	Minutes from meetings

level team to examine student work to progress monitor student growth in mathematics in relation to instructional strategies used..			City Funds	Coach	Agendas from PD
Teachers will use the DIBELS three times yearly to monitor student achievement. Data will be posted by grade/classroom and student.	WPS/FOCUS PD	Three times yearly And progress monitoring	Title I Funds City Funds	Principal Teachers Coach Math Tutor	Data submitted to principal
Teachers will use data to provide students with center activities that address number sense skills.	FOCUS PD In House	Daily	City Funds Title I Funds	Teachers Administration Coach ELL Teachers Sped Teachers	Data submitted to principal Plans submitted to principal ED Math Assessments
Teachers will provide students with daily opportunities to use manipulatives to master number sense, measurement and geometry concepts.	FOCUS PD In House	Daily	City Funds Title I Funds	Teachers Administration Coach	Teacher's plans submitted to principal
Teachers will provide all students with daily estimation problems and a forum to share answers and explain their thinking.	FOCUS PD In House	Daily	City Funds Title I Funds	Teachers Administration Coach ELL Teachers Sped Teachers	Teacher's plans submitted to principal
Teachers will provide daily instruction that relate mathematical language and symbolism of operations to problem situations.	FOCUS PD In House	Daily	Title I Funds City Funds Title III Funds	Teachers Administration ESL Teachers SPED Teachers	Teacher's Plans

## Kindergarten

**Mathematics Goal 3: One Hundred percent of our ELL students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 55% of the students will show growth to the next performance level. The remaining 45% will show growth within their performance level. While our current achievement for the ELL subgroup is 55.1 proficient or above on MCAS, this subgroup will make CPI of at least 65.1% in 2009 or safe harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide center activities according to readiness, interest and learning profiles that support at risk students to construct number meaning by using manipulatives to represent concepts of numbers in the real world.		Centers created twice monthly	City Funds Title I Fund	Teachers Math Coach	Center Activities ED Math Assessments
Teachers will provide flexible small group instruction using formative assessments as data that engages students in problem solving and communication.		Daily	City Funds Title I Fund Title III Funds	Coach Teachers ELL Teachers SPED Teachers	Lists of groups submitted to principal
Teachers will provide students in the aggregate and subgroups (ELL)with specific content and process number sense vocabulary instruction daily.		Weekly	City Funds Title I Fund Title III Funds	Coach Administration Teachers ELL Teachers SPED Teachers	Vocabulary lists passed into principal
Teachers will group ELL			City Funds		

students using formative assessments and provide intervention support using manipulatives and teacher created games and activities to supplement EDM.		Ongoing	Title I Fund	Teachers Administration	List of intervention groups passed into principal ED Math Assessments
Teachers will provide ELL students with the opportunity to work in small groups, as partners, individually and as a whole group to deepen their number sense understanding as well as opportunities to verbally communicate their thinking.		Daily	City Funds Title I Fund Title III Funds	Teachers ELL Teachers SPED Teachers	ED Math Assessments Lesson Plans

**Grade 1**

**Goal 1 Mathematics -Data**

For SY 2006-2007 Record only the final Spring 2007 Test Results	<i>Unit Test- FALL 2008</i>	<i>Unit Test-WINTER 2009</i>	<i>Unit Test-SPRING 2009</i>
<b>Grade 1 Everyday Math Assessment</b>	X	X	
<b>DIBELS Math Assessment</b>		X	X

**Grade 1**

**Mathematics Goal 1: EXTERNAL**

**One Hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 65% of the students will show growth to the next performance level. The remaining 35% will show growth within their performance level. Our goal is to have no less than 71.6% at Proficient or above in 2009.**

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> 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	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide daily opportunities for students to			City Funds	Principal	Lesson Plans

explain their thinking in individual and small group settings in math. (respond thoughtfully orally) FOCUS	FOCUS In House PD	Daily	Title I Funds FOCUS Resources	Teachers Coach ILT	Passed into administration FOCUS PD Agendas
Teachers will provide students with daily opportunities to demonstrate their understanding using pictures and manipulatives in mathematics. (Respond thoughtfully orally and in writing)FOCUS	FOCUS In House PD	Weekly	Learning Logs	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teaches will provide students with weekly interactive read alouds using content specific (mathematics/ measurement/number sense) texts (responding thoughtfully orally).FOCUS	FOCUS PD In House	Weekly	Title I Funds City Funds FOCUS Read Aloud Resources School Leveled Library	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teachers will provide students with weekly opportunities to explain their understanding in writing of introduced mathematical concepts in learning logs. (respond thoughtfully in writing) FOCUS	FOCUS school wide PD	Weekly	Title I Funds City Funds	Principal Teachers Coach	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will respond in writing in a timely fashion to student work and allow for student revision. FOCUS	FOCUS school wide PD	Daily	City Funds Title I Funds <b>FOCUS Funds</b>	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will use curriculum maps to ensure they are teaching to MA Mathematics Frameworks.	FOCUS PD In House	Daily	Title I Funds City Funds Curriculum Map created by Math Coaches	Principal Teachers Coach	Teacher Plans passed into administration Grade Level Meeting Agendas

## Grade 1

### Mathematics Goal 2:

#### INTERNAL

**One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MAP Assessment. No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their overall RIT score from Fall to Spring. Our goal is to have no less than 65% at their grade level benchmark by June 2009**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use Formative assessments, and observations to progress monitor student achievement in Number Sense, Measurement and Geometry.	FOCUS PD	Monthly	Title I Funds City Funds ED Math assessments ED Math games <b>FOCUS Funds</b>	Principal Teachers Coach ILT	Qualitative Classroom data
Teachers will meet in grade level teams to review student work and examine best practice strategies that promote student growth.	FOCUS PD Grade level meetings	Monthly	Title I Funds City Funds <b>FOCUS Funds</b>	Principal Teachers Coach ILT	Meeting Agendas Teacher exit slips Meeting notes Teacher plans

Teachers will participate in Writing across the curriculum FOCUS best practices professional development monthly.	FOCUS PD	Monthly	Title I Funds City Funds <b>FOCUS Funds</b>	Principal Teachers Coach ILT	Meeting Agendas Teacher exit slips Meeting notes Teacher plans
Teachers will use agreed upon grade level strategies to increase students ability to respond thoughtfully in writing in their math journals.	FOCUS PD	weekly	Title I Funds City Funds <b>FOCUS Funds</b>	Principal Teachers Coach ILT	Meeting Agendas Teacher exit slips Meeting notes Teacher plans
Teachers will use the DIBELS three times yearly to monitor student achievement. Data will be posted by grade/classroom and student.	WPS/FOCUS PD	Three times yearly And progress monitoring	Title I Funds City Funds <b>FOCUS Funds</b>	Principal Teachers Coach Math Tutor	DIBELS data from database monitored by administration.
Teachers will use data to provide students with center activities that address number sense skills.		Daily	City Funds Title I Funds	Teachers Administration Coach ELL Teachers Sped Teachers	Teacher's plans submitted to principal
Teachers will provide students with daily opportunities to use manipulatives as they master number sense and measurement concepts.		Daily	City Funds Title I Funds	Teachers Administration Coach	Teacher's plans submitted to principal
Teachers will provide all students with daily estimation problems and a forum to share answers and explain their thinking.		Daily	City Funds Title I Funds	Teachers Administration Title II B Coach ELL Teachers Sped Teachers	Teacher's plans submitted to principal

## Grade 1

**Mathematics Goal 3: Mathematics Goal 3: One Hundred percent of our ELL students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 55% of the students will show growth to the next performance level. The remaining 45% will show growth within their performance level. While our current achievement for the ELL subgroup is 55.1 proficient or above on MCAS, this subgroup will make CPI of at least 65.1% in 2009 or safe harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide center activities according to readiness, interest and learning profiles that support at risk students to construct number meaning by using manipulatives to represent concepts of numbers in the real world.		Centers created twice monthly	City Funds Title I Fund	Teachers Coach	Center Activities ED Math Assessments
Teachers will provide flexible small group instruction using formative assessments as data that engages students in problem solving and communication.		Daily	City Funds Title I Fund	Coach Teachers ELL Teachers SPED Teachers	Lists of groups submitted to principal
Teachers will provide students in the aggregate and at risk subgroups (ELL) with specific content and process number sense, measurement, Geometry vocabulary instruction daily.		Weekly	City Funds Title I Fund Title III Funds	Coach Administration Teachers ELL Teachers SPED Teachers	Vocabulary lists passed into principal
Teachers will group ELL students using formative assessments and provide intervention support using manipulatives and teacher created games and activities to supplement EDM.		Ongoing	City Funds Title I Fund	Teachers Administration	List of intervention groups passed into principal ED Math Assessments
Teachers will provide at risk (ELL) students with the opportunity to work in small groups, as partners, individually and as a whole group to deepen their number sense understanding as well as opportunities to verbally communicate their thinking.		Daily	City Funds Title I Fund Title III Funds	Teachers ELL Teachers SPED Teachers	ED Math Assessments Lesson Plans
Teachers will meet monthly in					

grade level teams to review at risk student work and reflect upon instructional strategies that promote mastery.	FOCUS PD in House		City Funds Title I Fund <b>FOCUS Funds</b>	Teachers Coach	FOCUS agendas Minutes from meetings
--	-------------------	--	--	-------------------	--

Grade 2 MAP Assessment	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</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>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>
<i>Number Sense and Operations</i>	165.7	73%	12%	15%	169.9	74%	14%	12%				
<i>Patterns and Algebra</i>	170.8	58%	15%	27%	173.8	68%	18%	14%				
<i>Geometry</i>	176.6	36%	28%	36%	180.9	46%	26%	28%				
<i>Measurement</i>	172.6	54%	22%	24%	174.3	73%	14%	13%				
<i>Data Analysis and Probability</i>	173.0	52%	26%	22%	175.7	63%	23%	14%				

**Grade2  
Mathematics -Data**

For SY 2008-2009	<i>Unit Test- FALL 2008</i>	<i>Unit Test-WINTER 2009</i>	<i>Unit Test-SPRING 2009</i>
------------------	-----------------------------	------------------------------	------------------------------

<b>Grade 2 Everyday Math Assessment</b>	X		
<b>DIBELS</b>		X	X

## Grade 2

### Mathematics Goal 1: EXTERNAL

One Hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 65% of the students will show growth to the next performance level. The remaining 35% will show growth within their performance level. Our goal is to have no less than 71.6% at Proficient or above in 2009.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide daily opportunities for students to explain their thinking in individual and small group settings in math. (respond thoughtfully orally) FOCUS	FOCUS In House PD	Daily	City Funds Title I Funds FOCUS Resources	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teachers will provide students with daily opportunities to demonstrate their understanding using pictures and manipulatives in mathematics. (Respond thoughtfully orally and in writing) FOCUS	FOCUS In House PD	Weekly	MCAS Open Response Questions Learning Logs	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teaches will provide students with weekly interactive read	FOCUS PD In House	Weekly	Title I Funds	Principal Teachers	Lesson Plans

alouds using content specific (mathematics/ measurement/number sense) texts (responding thoughtfully orally).FOCUS			City Funds FOCUS Read Aloud Resources School Leveled Library	Coach ILT	Passed into administration FOCUS PD Agendas
Teachers will provide students with weekly opportunities to explain their understanding in writing of introduced mathematical concepts in learning logs. (respond thoughtfully in writing) FOCUS	FOCUS School Wide PD	Weekly	Title I Funds City Funds <b>FOCUS Funds</b>	Principal Teachers Coach	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will respond in writing in a timely fashion to student work and allow for student revision. FOCUS	FOCUS School Wide PD	Daily	City Funds Title I Funds <b>FOCUS Funds</b>	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide daily opportunities for students to explain their thinking orally (respond thoughtfully)(FOCUS)	FOCUS School Wide PD	Daily	City Funds Title I Funds <b>FOCUS Funds</b>	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide daily opportunities for students to draw and/or use manipulatives to demonstrate their conceptual understanding in math.(Responding thoughtfully in writing)(FOCUS)	FOCUS School Wide PD	Daily	City Funds Title I Funds <b>FOCUS Funds</b>	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide weekly opportunity for students to listen and participate in interactive read alouds using content based literature, specifically in Math.(FOCUS)	FOCUS School Wide PD	Weekly	City Funds Title I Funds <b>FOCUS Funds</b>	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will use curriculum maps to ensure they are teaching to MA Mathematics Frameworks.	FOCUS PD In House	Daily	Title I Funds City Funds Curriculum Map created by Math Coaches	Principal Teachers Coach	Teacher Plans passed into administration Grade Level Meeting Agendas

## Grade 2

### Mathematics Goal 2:

#### INTERNAL

One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MAP Assessment. No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their overall RIT score from Fall to Spring. Our goal is to have no less than 65% at their grade level benchmark by June 2009

<i><b>Action Steps</b></i> What Actions will occur? What steps will staff take?	<i><b>Professional Development</b></i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i><b>Timeline/Date Completed</b></i> 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	<i><b>Resources</b></i> What are the existing and new resources that will be used to accomplish the activity?	<i><b>Person Responsible</b></i> Who will provide the leadership? Who will do the work?	<i><b>Monitoring Effectiveness</b></i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to use MAP data to inform classroom decisions and to progress monitor student achievement in Number Sense and Measurement.	MAP Academy refresher 08-09	Monthly	Title I Funds City Funds ED Math assessments ED Math games	Principal Teachers Coach	MAP Data
Teachers will meet monthly at	In House FOCUS PD	Monthly	Title I Funds	Principal Teachers	ED Math Assessments

Grade level to review student work and lessons that demonstrate FOCUS worthy work.			City Funds FOCUS Funds	Coach	
Teachers will use formative Assessment and progress reports to monitor student growth in mathematics. They will share written feedback that promotes student growth.	In House FOCUS PD	Quarterly	Title I Funds City Funds	Principal Teachers Coach	Report card grades
Teachers will model and discuss a variety of problem situations to help students move from the concrete to the abstract to improve number sense.		Daily	Title I Funds City Funds	Teachers Administration ESL Teachers SPED Teachers	Teachers Lesson Plans Passed into principal weekly
Teachers will provide students with daily oral estimation problems and a forum to share and explain their thinking to improve number sense and measurement.		Daily	Title I Funds City Funds	Teachers Administration ESL Teachers SPED Teachers Title IIB Math Coach	List of estimation problems submitted to principal and Mathematics coach
Teachers will provide students with daily opportunities to develop proficiency with basic facts and algorithms to improve whole number computation.		Daily	Title I Funds City Funds	Teachers Administration ESL Teachers SPED Teachers	MAP Data
Teachers will use MAP Data and ED Math Assessment data to inform daily instructional decisions, use of games and centers.	Refresher 2008-09	Ongoing	MAP Data/Descarte Title I Funds City Funds	Teachers Administration ESL Teachers SPED Teachers	MAP Data Teacher Plans passed into Principal

## Grade 2

**Mathematics Goal 3: Mathematics Goal 3: One Hundred percent of our ELL students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 55% of the students will show growth to the next performance level. The remaining 45% will show growth within**

their performance level. While our current achievement for the ELL subgroup is 55.1 proficient or above on MCAS, this subgroup will make CPI of at least 65.1% in 2009 or safe harbor.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide independent activities that support ELL students to construct number meaning by using manipulatives to represent concepts of numbers in the real world.		Weekly	City Funds Title I Fund	Teachers Math Coach	Center Activities ED Math Assessments
Teachers will provide flexible small group instruction using MAP RIT data, EDM unit tests, formative assessments (teacher observations, Math Boxes) that engages students in problem solving and communication		Daily	City Funds Title I Fund	Teachers ELL Teachers SPED Teachers	Lists of groups submitted to principal
Teachers will meet in grade level teams to review at risk (ELL) student work and discuss FOCUS best practices that support student understanding..	In House FOCUS PD	Monthly	City Funds Title I Fund	Administration COACH Teachers ELL Teachers SPED Teachers ILT	Agendas Notes from meetings
Teachers will group at risk (ELL) students according to MAP RIT data, EDM unit tests, EDM formative assessments for intervention groups.	MAP Academy refresher 08-09	Ongoing	City Funds Title I Fund	Teachers Administration	List of intervention groups passed into principal ED Math Assessments
Teachers will provide at risk (ELL) students with the opportunity to work in small groups, as partners, individually and as a whole group to deepen their number sense understanding as well as opportunities to verbally	FOCUS PD In House	Daily	City Funds Title I Fund	Teachers COACH ELL Teachers SPED Teachers ILT	Lesson Plans Agenda PD notes and teacher exit slips

communicate their thinking.					
Teachers will implement tiered assignments within EDM lessons to meet at risk student needs.	FOCUS PD In House	Daily	City Funds Title I	Teachers ELL Teachers SPED Teachers	Lesson Plans Agenda PD notes and teacher exit slips

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>	179.0	63%	28%	9%	187.5	65%	18%	17%				
<i>Patterns and Algebra</i>	186.3	46%	29%	25%	189.1	59%	24%	17%				
<i>Geometry</i>	185.7	51%	32%	17%	189.9	59%	24%	17%				
<i>Measurement</i>	183.7	59%	28%	13%	189.0	62%	22%	16%				
<i>Data Analysis and Probability</i>	182.9	47%	38%	15%	189.1	68%	16%	16%				

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

**Mathematics Subject Area Sub-scores**

**Number Sense and Operations:**

**School**

**District 63%**

**State 73%**

<b>Patterns, Relations, and Algebra</b> <b>School</b> <b>District 69%</b> <b>State 69%</b>																
<b>Geometry:</b> <b>School 65%</b> <b>District 63%</b> <b>State 71%</b>																
<b>Measurement:</b> <b>School</b> <b>District 69%</b> <b>State 77%</b>																
<b>Data Analysis, Statistics, and Probability:</b> <b>School</b> <b>District 59%</b> <b>State 78%</b>																
<b>Item Analysis (Multiple Choice &amp; Open Response):</b> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>MC</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SA</td> <td>54%</td> <td>59%</td> <td>72%</td> </tr> <tr> <td>OR</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		School	District	State	MC				SA	54%	59%	72%	OR			
	School	District	State													
MC																
SA	54%	59%	72%													
OR																

### Grade 3

#### Mathematics Goal 1: EXTERNAL

One Hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 65% of the students will show growth to the next performance level. The remaining 35% will show growth within their performance level. Our goal is to have no less than 71.6% at Proficient or above in 2009.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide daily opportunities for students to present and explain their thinking/mathematical	FOCUS In House PD	Daily	City Funds Title I Funds FOCUS Resources	Principal Teachers Coach	Lesson Plans Passed into administration

reasoning (Respond thoughtfully orally) FOCUS				ILT	FOCUS PD Agendas
Teachers will provide students with weekly Open Response question . Students will be scaffolded to present their thinking/reasoning in writing in their Math learning logs. (Respond thoughtfully in writing)FOCUS	FOCUS In House PD	Weekly	MCAS Open Response Questions Learning Logs	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teachers will provide students with weekly content based interactive read alouds. (Mathematics)(Responding thoughtfully orally to what has been read)FOCUS	FOCUS PD In House	Weekly	Title I Funds City Funds FOCUS Read Aloud Resources School Leveled Library	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teachers will continue to provide students with manipulatives and graphic supports to further develop skills in Measurement, Number Sense and Data Analysis and Statistics as measured by MCAS.		Weekly	Title I Funds City Funds	Principal Teachers Coach	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide weekly opportunities for students to participate in think alouds using content specific informational texts.(Responding thoughtfully orally)FOCUS	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide students with frequent and informative written feedback that informs revision of math learning log assignments.	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will use curriculum maps to ensure they are teaching to MA Mathematics Frameworks.	FOCUS PD In House	Daily	Title I Funds City Funds Curriculum Map created by Math Coaches	Principal Teachers Coach	Teacher Plans passed into administration Grade Level Meeting Agendas

## Grade 3

### Mathematics Goal 2:

#### INTERNAL

One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MAP Assessment. No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their overall RIT score from Fall to Spring. Our goal is to have no less than 65% at their grade level benchmark by June 2009

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to use MAP data and formative assessment data to inform classroom decisions and to progress monitor student achievement in Number Sense, Measurement, and Geometry.	MAP Academy Refresher 2008-09	Monthly	MAP Data/Descarte Title I Funds City Funds ED Math assessments ED Math games	Principal Teachers Coach	MAP Data Agenda for refresher
Continue to use MAP data to create skills groups for Number Sense, Measurement and Geometry.	MAP Academy Refresher 2008-09	Monthly	MAP Data/Descarte ED Math Assessment materials	Principal Teachers Coach	MAP Data
Teachers will model and discuss a variety of problem situations to help students move from the concrete to the abstract to improve number sense.(Respond thoughtfully orally)	In House FOCUS PD	Daily	Title I Funds City Funds	Teachers Administration ESL Teachers SPED Teachers ILT	Teachers Lesson Plans Passed into principal weekly FOCUS Agendas
Teachers will provide students with daily oral estimation	In House FOCUS PD		Title I Funds	Teachers Administration	List of estimation

problems and a forum to share and explain their thinking to improve number sense.(Respond Thoughtfully Orally)		Daily	City Funds	ESL Teachers SPED Teachers ILT	problems submitted to principal and Mathematics coach FOCUS Agendas
Teachers will provide students with daily opportunities to develop proficiency with basic facts and algorithms to improve whole number computation.		Daily	Title I Funds City Funds	Teachers Administration ESL Teachers SPED Teachers	MAP Data
Teachers will use MAP Data and ED Math Assessment data to inform daily instructional decisions, use of games and centers.	MAP Academy Refresher 2008-09	Ongoing	MAP Data/Descarte Title I Funds City Funds	Teachers Administration ESL Teachers SPED Teachers	MAP Data Teacher Plans passed into Principal

### Grade 3

**Mathematics Goal 3: Mathematics Goal 3: One Hundred percent of our ELL students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 55% of the students will show growth to the next performance level. The remaining 45% will show growth within their performance level. While our current achievement for the ELL subgroup is 55.1 proficient or above on MCAS, this subgroup will make CPI of at least 65.1% in 2009 or safe harbor.**

<i><b>Action Steps</b></i> What Actions will occur? What steps will staff take?	<i><b>Professional Development</b></i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i><b>Timeline/Date Completed</b></i> 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	<i><b>Resources</b></i> What are the existing and new resources that will be used to accomplish the activity?	<i><b>Person Responsible</b></i> Who will provide the leadership? Who will do the work?	<i><b>Monitoring Effectiveness</b></i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide at risk students identified by MAP RIT data, unit assessments and formative assessment intervention to address deficits in number sense, measurement and data analysis/probability.	FOCUS PD	Monthly	City Funds Title I Fund	Teachers Coach ILT	Lesson Plans Assessment data
Teachers will provide flexible small group instruction according to MAP RIT that addresses areas of need, number		Daily	City Funds Title I Fund	Teachers COACH ELL Teachers	Lists of groups submitted to principal

sense, measurement and data analysis/probability.				SPED Teachers ILT	
Teachers will provide students in the aggregate and subgroups with specific content and process number sense, measurement, vocabulary instruction daily.	In House FOCUS PD Grade level meetings	Weekly	City Funds Title I Fund	Administration Teachers COACH ELL Teachers SPED Teachers ILT	FOCUS PD Agendas Teacher exit slips Lesson Plans
Teachers will group at risk (ELL) students according to needs for intervention groups using tiered assignments. Assignments will be created in at Grade level meetings. Student work will be reviewed monthly.	FOCUS PD In House	Monthly	City Funds Title I Fund	Teachers Administration ILT	List of intervention groups passed into principal FOCUS PD Agendas
Teachers will provide at risk students (ELL) with the opportunity to work in small groups, as partners, individually and as a whole group to deepen their number sense, measurement and geometry understanding as well as opportunities to verbally communicate their thinking.		Daily	City Funds Title I Fund Title III Funds	Teachers ELL Teachers SPED Teachers	ED Math Assessments Lesson Plans

<b>Grade 4 MAP Assessment</b>	<b>FALL 2008</b>				<b>WINTER 2009</b>				<b>SPRING 2009</b>			
	<b>MEAN RIT</b>	<b>%LO</b>	<b>%AV</b>	<b>%HI</b>	<b>MEAN RIT</b>	<b>%LO</b>	<b>%AV</b>	<b>%HI</b>	<b>MEAN RIT</b>	<b>%LO</b>	<b>%AV</b>	<b>%HI</b>
<i>Number Sense and Operations</i>	190.1	59%	26%	15%	199.3	43%	37%	20%				
<i>Patterns and Algebra</i>	192.6	54%	26%	20%	201.6	50%	21%	29%				
<i>Geometry</i>	193.4	54%	22%	24%	199.5	51%	30%	19%				
<i>Measurement</i>	189.3	67%	15%	18%	197.4	61%	21%	18%				
<i>Data Analysis and Probability</i>	190.3	59%	24%	17%	198.1	58%	25%	17%				

**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**

**Number Sense and Operations:**

**School**

**District 63%**

**State 73%**

**Patterns, Relations, and Algebra**

**School**

<i>District 69%</i> <i>State69%</i>																
<i>Geometry:</i> <i>School 65%</i> <i>District 63%</i> <i>State 71%</i>																
<i>Measurement:</i> <i>School</i> <i>District 69%</i> <i>State77%</i>																
<i>Data Analysis, Statistics, and Probability:</i> <i>School</i> <i>District 59%</i> <i>State78%</i>																
<i>Item Analysis (Multiple Choice &amp; Open Response):</i>																
<table border="1"> <thead> <tr> <th></th> <th><i>School</i></th> <th><i>District</i></th> <th><i>State</i></th> </tr> </thead> <tbody> <tr> <td><i>MC</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>SA</i></td> <td><i>54%</i></td> <td><i>59%</i></td> <td><i>72%</i></td> </tr> <tr> <td><i>OR</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		<i>School</i>	<i>District</i>	<i>State</i>	<i>MC</i>				<i>SA</i>	<i>54%</i>	<i>59%</i>	<i>72%</i>	<i>OR</i>			
	<i>School</i>	<i>District</i>	<i>State</i>													
<i>MC</i>																
<i>SA</i>	<i>54%</i>	<i>59%</i>	<i>72%</i>													
<i>OR</i>																

<b>MCAS Score Analysis (last year's Grade 3 scores for this year's Grade 4 students)</b>			
<b>How many scored?</b>		<b>How many scored?</b>	
36-40	11students	N/A	
30-35	16students	34-35	1students
26-29	17students	28-29	8students
22-25	25students	24-25	11students
8-21	12students	19-21	17students
0-7	1students	5-7	2students

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

<p><b>Number Sense and Operations:</b>  School 59%  District 57%  State 65%</p>																
<p><b>Patterns, Relations, and Algebra:</b>  School 76%  District 64%  State 73%</p>																
<p><b>Geometry:</b>  School 57%  District 57%  State 48%</p>																
<p><b>Measurement:</b>  School 43%  District 54%  State 63%</p>																
<p><b>Data Analysis, Statistics, and Probability</b>  School 65%  District 58%  State 70%</p>																
<p><b>Item Analysis (Multiple Choice &amp; Open Response):</b></p> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>MC</td> <td>65%</td> <td>65%</td> <td>74%</td> </tr> <tr> <td>SA</td> <td>66%</td> <td>56%</td> <td>62%</td> </tr> <tr> <td>OR</td> <td>56%</td> <td>48%</td> <td>60%</td> </tr> </tbody> </table>		School	District	State	MC	65%	65%	74%	SA	66%	56%	62%	OR	56%	48%	60%
	School	District	State													
MC	65%	65%	74%													
SA	66%	56%	62%													
OR	56%	48%	60%													

## Grade 4

### Mathematics Goal 1: EXTERNAL

One Hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 65% of the students will show growth to the next performance level. The remaining 35% will show growth within their performance level. Our goal is to have no less than 71.6% at Proficient or above in 2009.

<b>Action Steps</b>	<b>Professional Development</b>	<b>Timeline/Date Completed</b>	<b>Resources</b>	<b>Person Responsible</b>	<b>Monitoring Effectiveness</b>
What Actions will occur? What steps will staff take?	How will staff acquire the necessary skills and attitudes to implement the activity?	When will this strategy or action begin and end? Please indicate if this is a long term	What are the existing and new resources that will be used to accomplish the activity?	Who will provide the leadership? Who will do the work?	What ongoing formative evidence will be gathered to show this activity is making a

		(more than one year) or short term action			difference in student outcome?
Teachers will provide daily opportunities for students to present and explain their thinking (respond thoughtfully orally) /mathematical reasoning. FOCUS	FOCUS In House PD	Daily	City Funds Title I Funds	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teachers will provide students with weekly Open Response question . Students will be scaffolded to present their thinking/reasoning in writing in their Math learning logs. (Respond thoughtfully in writing)FOCUS	FOCUS In House PD	Weekly	MCAS Open Response Questions Learning Logs	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teachers will provide students with weekly content based interactive read alouds. (Mathematics)(Responding thoughtfully orally to what has been read)FOCUS	FOCUS PD In House	Weekly	Title I Funds City Funds FOCUS Read Aloud Resources School Leveled Library	Principal Teachers Coach ILT	Lesson Plans Passed into administration FOCUS PD Agendas
Teachers will continue to provide students with manipulatives and graphic supports to further develop skills in Measurement, Number Sense and Data Analysis and Statistics as measured by MCAS.(Responding thoughtfully in writing)FOCUS		Weekly	Title I Funds City Funds	Principal Teachers Coach	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide weekly opportunities for students to participate in think alouds using content specific informational texts. (Responding thoughtfully Orally) FOCUS	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide students with frequent and informative written feedback that informs revision of math learning log assignments.	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will use curriculum maps to ensure they are	FOCUS PD In House	Daily	Title I Funds City Funds	Principal Teachers	Teacher Plans passed into administration

teaching to MA Mathematics Frameworks.			Curriculum Map created by Math Coaches	Coach	Grade Level Meeting Agendas
--	--	--	--	-------	-----------------------------

## Grade 4

### Mathematics Goal 2: INTERNAL

**One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MAP Assessment. No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their overall RIT score from Fall to Spring. Our goal is to have no less than 65% at their grade level benchmark by June 2009**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to use MAP data and formative assessments to inform classroom decisions and to progress monitor student achievement in Number Sense, measurement and Data Analysis and Statistics..	MAP Academy refresher 08-09 FOCUS PD	Monthly	MAP Data/Descarte Title I Funds City Funds ED Math assessments ED Math games	Principal Teachers Coach	MAP Data Teacher Plans FOCUS PD Agendas
Continue to use MAP data and formative assessment to create skills groups for Number Sense.	MAP Academy refresher 08-09 FOCUS PD	Monthly	MAP Data/Descarte ED Math Assessment materials	Principal Teachers Coach	MAP Data Teacher Plans FOCUS PD Agendas
Teachers will model and discuss a variety of problem situations to help students move from the concrete to the abstract to improve number sense.	FOCUS PD InHouse	Daily	City Funds Title I Funds	Teachers Principal Coach	Teacher plans submitted to principal FOCUS PD Agendas Teacher exit slips
Teachers will provide students with daily oral estimation problems and a forum to share and explain their thinking to improve number sense.		Daily	City Funds Title I Funds	Teachers Principal Coach	MAP Data

Teachers will provide students with daily opportunities to develop proficiency with basic facts and algorithms to improve whole number computation.	FOCUS PD	Daily	City Funds Title I Funds	Teachers Principal Coach ILT	MAP Data
Teachers will use MAP Data and ED Math Assessment data to inform daily instructional decisions, use of games and centers.	MAP Academy Refresher 2008-09	Ongoing	City Funds Title I Funds MAP Data ED Math Resources	Teachers Principal Coach ILT	MAP Data Teacher Plans submitted to principal
Teachers will provide daily opportunities for writing to promote critical thinking and writing skills.	FOCUS PD	Daily	City Funds Title I Funds	Teachers Principal Coach	MAP Data MEPA Data

## Grade 4

**Mathematics Goal 3: Mathematics Goal 3: One Hundred percent of our ELL students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 55% of the students will show growth to the next performance level. The remaining 45% will show growth within their performance level. While our current achievement for the ELL subgroup is 55.1 proficient or above on MCAS, this subgroup will make CPI of at least 65.1% in 2009 or safe harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide activities that support at risk students (ELL) to construct number meaning by using manipulatives to represent concepts of numbers in the real world.	Math Coach ILT In House PD	Centers created twice monthly	City Funds Title I Fund FOCUS Funds	Teachers Math Coach ILT	Center Activities ED Math Assessments
Teachers will partner at risk (ELL) students according to readiness, interest and learning profiles for problem solving activities.	Math Coach ILT In House PD	Daily	City Funds Title I Fund Title III Funds	Coach Teachers ELL Teachers SPED Teachers ILT	Lists of groups submitted to principal
Teachers will provide students in			City Funds	Coach	

the aggregate and subgroups (ELL) with specific content and process number sense vocabulary instruction daily.	In House vocabulary curriculum teams	Weekly	Title I Fund Title III Funds	Administration Teachers ELL Teachers SPED Teachers ILT	Vocabulary lists passed into principal
Teachers will group at risk (ELL) students according to MAP RIT data, unit assessments, formative assessments (teacher observations) for intervention groups.	MAP Academy review 08-09	Ongoing	City Funds Title I Fund	Coach Teachers Administration ILT	List of intervention groups passed into principal ED Math Assessments
Teachers will provide students with the opportunity to work in small groups, as partners, individually and as a whole group to deepen their number sense understanding as well as opportunities to verbally communicate their thinking using anchor activities.	FOCUS PD In House	Daily	City Funds Title I Fund FOCUS Funds	Coach Teachers ELL Teachers SPED Teachers ILT	ED Math Assessments Lesson Plans FOCUS PD Agendas

Grade 5 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>	206.5	48%	23%	29%	212.8	41%	36%	23%				
<i>Patterns and Algebra</i>	210.3	32%	37%	30%	212.1	44%	33%	23%				
<i>Geometry</i>	209.4	44%	27%	29%	213.3	42%	30%	28%				
<i>Measurement</i>	205.6	52%	25%	23%	210.3	43%	31%	26%				
<i>Data Analysis and Probability</i>	208.0	46%	28%	26%	211.3	42%	36%	22%				

**Grade 5 MCAS Data Synopsis for this year's class use last year's grade 4 scores**

**Mathematics Subject Area Sub-scores**

<p><b>Number Sense and Operations:</b>  School 59%  District 57%  State 65%</p>
<p><b>Patterns, Relations, and Algebra:</b>  School 76%  District 64%  State 73%</p>
<p><b>Geometry:</b>  School 57%  District 57%  State 68%</p>

<b>Measurement:</b> School 43% District 54% State 63%			
<b>Data Analysis, Statistics, and Probability:</b> School 65% District 58% State 70%			
<b>Item Analysis (Multiple Choice &amp; Open Response):</b>			
	<b>School</b>	<b>District</b>	<b>State</b>
<b>MC</b>	65%	65%	74%
<b>SA</b>	66%	56%	62%
<b>OR</b>	56%	48%	60%

<b>MCAS Score Analysis (Use last year's scores for this year's students.)</b>			
<b>How many scored?</b>		<b>How many scored?</b>	
260-280	0	N/A	0
240-258	17	256-258	3
220-238	44	236-238	4
200-218	27	216-218	17

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

**Mathematics Subject Area Sub-scores**

<b>Number Sense and Operations:</b> School 50% District 55% State 64%	
<b>Patterns, Relations, and Algebra:</b> School 63% District 63% State 70%	

**Geometry:**  
**School 46%**  
**District 61%**  
**State 73%**

**Measurement:**  
**School 27%**  
**District 46%**  
**State 56%**

**Data Analysis, Statistics, and Probability:**  
**School 60%**  
**District 54%**  
**State 63%**

**Item Analysis (Multiple Choice & Open Response):**

	<i>School</i>	<i>District</i>	<i>State</i>
<b>MC</b>	<b>60%</b>	<b>64%</b>	<b>73%</b>
<b>SA</b>	<b>54%</b>	<b>56%</b>	<b>69%</b>
<b>OR</b>	<b>38%</b>	<b>45%</b>	<b>55%</b>

**GRADE 5**

**Mathematics Goal 1: EXTERNAL**

**One Hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 65% of the students will show growth to the next performance level. The remaining 35% will show growth within their performance level. Our goal is to have no less than 71.6% at Proficient or above in 2009.**

<i><b>Action Steps</b></i> What Actions will occur? What steps will staff take?	<i><b>Professional Development</b></i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i><b>Timeline/Date Completed</b></i> 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	<i><b>Resources</b></i> What are the existing and new resources that will be used to accomplish the activity?	<i><b>Person Responsible</b></i> Who will provide the leadership? Who will do the work?	<i><b>Monitoring Effectiveness</b></i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use MAP data to inform grade level and classroom instructional decisions to monitor student achievement in Number Sense, measurement, geometry.	MAP Academy	Monthly	MAP Data/Descarte Title I Funds City Funds ED Math assessments ED Math games	Principal Teachers Coach	MCAS Data
Use MAP data to create instructional skills groups .	MAP Academy	Monthly	MAP Data Descarte ED Math Assessment materials	Principal Teachers Coach	MCAS Data
Continue to use Formative Data to inform and support grade level instructional decisions.		Quarterly	Title I Funds City Funds Report Cards Progress reports	Principal Teachers Coach	MCAS Data
Teachers will provide daily opportunities for students to present and explain their thinking/mathematical	FOCUS school wide PD	weekly	Title I Funds City Funds Report Cards	Principal Teachers Coach	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting

reasoning (respond thoughtfully orally). FOCUS			Progress reports		agendas
Teachers will provide students with weekly Open Response question. Students will be scaffolded to present their thinking/reasoning in writing in their Math learning logs. (Respond thoughtfully in writing) FOCUS	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide students with weekly content based interactive read alouds. (Mathematics)(Responding thoughtfully orally to what has been read) FOCUS	FOCUS school wide PD	Weekly	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will continue to provide students with manipulatives and graphic supports to further develop skills in Measurement, Number Sense and Data Analysis and Statistics as measured by MCAS. (Responding thoughtfully in writing) FOCUS	FOCUS school wide PD	Weekly	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide weekly opportunities for students to participate in think alouds using content specific informational texts. (Responding thoughtfully Orally) FOCUS	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide students with frequent and informative written feedback that informs revision of math learning log assignments.	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will use curriculum maps to ensure they are	FOCUS PD In House	Daily	Title I Funds City Funds	Principal Teachers	Teacher Plans passed into administration

teaching to MA Mathematics Frameworks.			Curriculum Map created by Math Coaches	Coach	Grade Level Meeting Agendas
--	--	--	--	-------	-----------------------------

## Grade 5

### Mathematics Goal 2:

#### INTERNAL

**One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MAP Assessment. No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their overall RIT score from Fall to Spring. Our goal is to have no less than 65% at their grade level benchmark by June 2009**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to use MAP data to inform classroom decisions and to progress monitor student achievement in Measurement and Geometry.	MAP Academy refresher 08-09	Monthly	MAP Data/Descartes Title I Funds City Funds ED Math assessments ED Math games	Principal Teachers Coach ILT	MAP Data
Continue to use MAP data and classroom observations/student work to create skills groups for Number Sense, measurement and geometry.	MAP Academy refresher 08-09	Monthly	MAP Data/Descartes ED Math Assessment materials	Principal Teachers Coach ILT	MAP Data Lists of skills groups
Teachers will support students to use MAP Data to set individual goals in Mathematics. Goals will be posted and revisited three times yearly.	MAP Academy refresher 08-09 FOCUS PD	Quarterly	Title I Funds City Funds Report Cards Progress reports FOCUS Funds	Principal Teachers Coach ILT	MAP data Students goals posted by classroom Goals submitted to administration. FOCUS Agendas
Teachers will meet bimonthly to discuss and refine FOCUS best practices as they apply to	FOCUS PD In House Grade Level Meeting	bimonthly	City Funds Title I Funds FOCUS Funds	Teachers Coach ILT	FOCUS Agendas Lesson Plans Grade Level minutes

mathematics. (Responding thoughtfully orally and in writing)				Administration	
Grade level teams will examine student work for evidence of consistency across grade level for proficiency.	FOCUS PD In House	monthly	City Funds Title I Funds FOCUS Funds	Teachers Coach ILT Administration	FOCUS Agendas Lesson Plans Grade Level minutes
Teachers will provide students with tiered assignments to review and master number sense concepts , measurement concepts and geometry.	FOCUS PD In House	Daily	Title I Funds City Funds	Administration Teachers Coach	List of groups submitted to principal FOCUS PD Agendas

## Grade 5

**Mathematics Goal 3: Mathematics Goal 3: One Hundred percent of our ELL students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 55% of the students will show growth to the next performance level. The remaining 45% will show growth within their performance level. While our current achievement for the ELL subgroup is 55.1 proficient or above on MCAS, this subgroup will make CPI of at least 65.1% in 2009 or safe harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will place students in homogeneous needs based flexible instructional groups based upon MAP Data.	MAP Academy 06-07 Refresher 07-08	Ongoing	Title I Funds City Funds MAP Data/Descarte	Administration Teachers Coach	Lists of flexible groups passed in to principal MAP data
Teachers will model and use visual representation strategies that demonstrate math concepts and vocabulary to ELL students.	TELL Training	Daily	Title I Funds City Funds Title III Funds	Administration Teachers Coach	Teachers plans submitted to principal
Teachers will create tiered assignments that address grade 5/at risk cohorts ELL) (ELL) deficits in measurement, geometry and number sense.	FOCUS PD In house	Monthly	City Funds Title I Funds	Teachers ILT Coach Administration	
Teachers will use MAP RIT data, unit tests and formative	MAP Academy	Daily	Title I Funds	Teachers	Teacher plans submitted to principal

assessments (teacher observations) to provide @ risk students with additional number sense , measurement and vocabulary interventions daily.	Refresher 08-09 FOCUS PD In House		City Funds MAP Data/Descarte	Coach ILT Administration	MAP data
Teachers will confer with identified at risk students (ELL) regularly using ED Math Progress monitoring checklist to monitor student growth.	Grade Level Meetings ILT Meetings	Weekly	Title I Funds City Funds ED Math materials	Teachers Coach ILT	ED Math progress checklists data
Teachers will utilize exit cards regularly as a means to monitor/assess student understanding of math concepts.	FOCUS PD In House	Weekly	Title I Funds City Funds	Teachers Coach ILT	Teacher plans based upon exit card data
Teachers will group students of similar readiness level, interest and learning profiles.	City Wide DI Professional development	<i>Daily</i>	Title I Funds City Funds	Administration Teachers	Teacher Plans Student writing samples
Intervention teacher will provide intervention support to at risk (ELL) students using Touch Math.		<i>Weekly</i>	Title I Funds City Funds	Math Tutor	Intervention groups lists passed into administration

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</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>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>
<b>Grade 6 MAP Assessment</b>												
<i>Number Sense and Operations</i>	212.0	51%	25%	24%	217.5	46%	27%	27%				
<i>Patterns and Algebra</i>	212.4	52%	26%	22%	215.2	49%	33%	18%				
<i>Geometry</i>	210.2	54%	26%	20%	215.5	46%	27%	27%				
<i>Measurement</i>	209.0	58%	20%	22%	212.0	60%	21%	19%				
<i>Data Analysis and Probability</i>	212.2	53%	20%	27%	216.1	49%	26%	25%				

**Grade 6 MCAS Data Synopsis for this year's class use last year's grade 5 scores**

**Mathematics Subject Area Sub-scores**

***Number Sense and Operations:***

*School 50%*

*District 55%*

*State 64%*

***Patterns, Relations, and Algebra:***

*School 63%*

*District 63%*

*State 70%*

***Geometry:***

*School 46%*

*District 61%*

*State 73%*

**Measurement:**

**School 27%**

**District 46%**

**State 56%**

**Data Analysis, Statistics, and Probability:**

**School 60%**

**District 54%**

**State 63%**

**Item Analysis (Multiple Choice & Open Response):**

	<i>School</i>	<i>District</i>	<i>State</i>
<b>MC</b>	<b>60%</b>	<b>64%</b>	<b>73%</b>
<b>SA</b>	<b>54%</b>	<b>56%</b>	<b>69%</b>
<b>OR</b>	<b>38%</b>	<b>45%</b>	<b>55%</b>

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

<b>How many scored?</b>		<b>How many scored?</b>	
260-280	1	N/A	0
240-258	9	256-258	0
220-238	45	236-238	7
200-218	33	216-218	20

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

**Mathematics Subject Area Sub-scores**

**Number Sense and Operations: Grade 6**

**School 66%**

**District 66%**

**State 72%**

**Patterns, Relations, and Algebra**

**School 63%**

**District 69%**

**State 75%**

**Geometry**

**School 56%**

**District 61%**

**State: 61%**

<b>Measurement:</b> School 58% District 55% State 64%			
<b>Data Analysis, Statistics, and Probability:</b> School 64% District 65% State 73%			
<b>Item Analysis (Multiple Choice &amp; Open Response):</b>			
	<i>School</i>	<i>District</i>	<i>State</i>
<i>MC</i>	62%	70%	77%
<i>SA</i>	69%	67%	72%
<i>OR</i>	62%	56%	64%

## Grade 6

### Mathematics Goal 1: EXTERNAL

One Hundred percent of our students will show improvement in MATH as demonstrated by the administration of the MCAS. No less than 65% of the students will show growth to the next performance level. The remaining 35% will show growth within their performance level. Our goal is to have no less than 71.6% at Proficient or above in 2009.

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use MAP data to inform grade level and classroom instructional decisions to monitor student achievement in Number Sense, measurement, geometry.	MAP Academy Refresher In house	Monthly	MAP Data/Descarte Title I Funds City Funds ED Math assessments ED Math games	Principal Teachers Coach	MCAS Data by grade level Teacher Plans ILT agendas Grade level meeting agendas
Use MAP data to create instructional skills groups .	MAP Academy refresher in house	Fall ,Winter, Spring	MAP Data Descarte ED Math Assessment materials	Principal Teachers Coach	MAP Data by grade level Teacher Plans

Continue to use Formative Data to inform and support grade level instructional decisions.	FOCUS school wide PD	weekly	Title I Funds City Funds Report Cards Progress reports	Principal Teachers Coach	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide daily opportunities for students to present and explain their thinking/mathematical reasoning (respond thoughtfully orally .FOCUS	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide students with weekly Open Response question . Students will be scaffolded to present their thinking/reasoning in writing in their Math learning logs. (Respond thoughtfully in writing)FOCUS	FOCUS school wide PD	Weekly	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide students with weekly content based interactive read alouds. (Mathematics)(Responding thoughtfully orally to what has been read)FOCUS	FOCUS school wide PD	Weekly	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will continue to provide students with manipulatives and graphic supports to further develop skills in Measurement, Number Sense and Data Analysis and Statistics as measured by MCAS.(Responding thoughtfully in writing)FOCUS	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will provide weekly opportunities for students to participate in think alouds using content specific informational texts. (Responding thoughtfully Orally) FOCUS	FOCUS school wide PD	Weekly	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas

Teachers will provide students with frequent and informative written feedback that informs revision of math learning log assignments.	FOCUS school wide PD	Daily	City Funds Title I Funds	Teachers ILT Coach Administration	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will use curriculum maps to ensure they are teaching to MA Mathematics Frameworks.	FOCUS PD In House	Daily	Title I Funds City Funds Curriculum Map created by Math Coaches	Principal Teachers Coach	Teacher Plans passed into administration Grade Level Meeting Agendas

## Grade 6

### Mathematics Goal 2:

#### INTERNAL

**One hundred percent of our students will show improvement in Math as demonstrated by the administration of the MAP Assessment. No less than 65% of students will meet or exceed their growth scores. The remaining 35% will show growth in their overall RIT score from Fall to Spring. Our goal is to have no less than 65% at their grade level benchmark by June 2009**

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> 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	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Continue to use MAP data and formative assessments to inform classroom decisions and to monitor student achievement in Number Sense, Measurement and Geometry.	MAP Academy review In house	Monthly	MAP Data/Descarte Title I Funds City Funds ED Math assessments ED Math games	Principal Teachers Coach	MAP Data FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Continue to use MAP data and classroom observations/student work to create skills groups for Number Sense, measurement and geometry.	MAP Academy review In house	Monthly	MAP Data/Descarte ED Math Assessment materials	Principal Teachers Coach	MAP Data FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
				Principal	

Teachers will support students to use MAP Data to set individual goals in Mathematics. Goals will be posted and revisited four times yearly.	MAP Academy review In house	Quarterly	Title I Funds City Funds Report Cards Progress reports	Teachers Coach	MAP data Students goals posted by classroom Goals submitted to administration.
Teachers will meet in grade level teams to review student work and discuss lessons and instructional strategies that promote student proficiency.	FOCUS PD In house	Monthly	Title I Funds City Funds MAP Data MCAS open response data ED Math curriculum benchmarks and goals	Administration Teachers Coach ILT	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas
Teachers will meet monthly to review ED Math curriculum to discuss and model best instructional practices.	In House Math curriculum Team	Monthly	Title I Funds City Funds ED Math Materials	Administration Teachers Coach	Minutes from meeting
Teachers will utilize instructional techniques to enhance student understanding of content, test taking math vocabulary. Examples Exemplars, vocabulary journals, flash cards, word walls, hands on, small skill groups.		Daily	Title I Funds City Funds	Administration Teachers	FOCUS PD Agendas Teacher Plans ILT agendas Grade level meeting agendas

## Grade 6

**Mathematics Goal 3: Mathematics Goal 3: One Hundred percent of our ELL students will show improvement in Mathematics as demonstrated by the administration of the MCAS. No less than 55% of the students will show growth to the next performance level. The remaining 45% will show growth within their performance level. While our current achievement for the ELL subgroup is 55.1 proficient or above on MCAS, this subgroup will make CPI of at least 65.1% in 2009 or safe harbor.**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
---	---	---	---	---	--

Teachers will place ELL) students in homogeneous needs based flexible instructional groups based upon MAP Data and Formative assessments.	MAP Academy Refresher 08-09	Ongoing	Title I Funds City Funds MAP Data/Descarte	Administration Teachers Coach	Lists of flexible groups passed in to principal
Teachers will use MAP RIT and Lexile data, unit tests and formative assessments to provide @ risk students ELL) with additional number sense and vocabulary interventions daily.	MAP Academy Refresher 08-09 FOCUS PD	Daily	Title I Funds City Funds MAP Data/Descarte	Administration Teachers Coach ILT	Teacher plans submitted to principal MAP data
Teachers will confer with identified at risk students (ELL, Low Income, Sped) regularly using ED Math Progress monitoring checklist to monitor student growth.	In House PD	Weekly	Title I Funds City Funds ED Math materials	Teachers	ED Math progress checklists data
Teachers will utilize exit cards regularly as a means to monitor/assess student understanding of math concepts.	FOCUS PD	Weekly	Title I Funds City Funds	Teachers	Teacher plans based upon exit card data
Intervention teacher will provide intervention support to at risk students (ELL) using Touch Math.	3xweekly	Weekly	Title I Funds City Funds	Administration Math Tutor IA's Clark/UPC/WPI student volunteers	Intervention lists passed into administration
Teachers will partner students according to readiness, interest and learning profile for problem solving activities.	FOCUS DI Professional Development	Weekly	Title I Funds City Funds	Administration Teachers Coach ILT	Weekly plans passed into administration Agenda's from PD Exit slips from staff
Teachers will use learning centers and anchor activities to address number sense, measurement and data analysis/probability.	FOCUS DI Professional Development	Weekly	Title I Funds City Funds	Administration Teachers Coach ILT	Agenda's from PD Exit slips from staff

---

## **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.

Research suggests that schools in more economically depressed communities make more contacts with families about the problems and difficulties their children are having. More needs to be done to develop balanced partnership programs that include contacts about positive accomplishments of students (cited in Epstein 1997). It is essential to improve communication to increase understanding and cooperation between families and school. Analysis of our students' academic achievement indicates the importance of forming stronger partnerships with our parents to improve student academic success.

Nationally and locally, schools are striving to develop positive partnerships with families for the benefit of all children's education. Epstein points out that families want to know how to ensure that high quality programs are in place for their children and want, also, to learn how to best help their children succeed in improved programs. Epstein cites research reinforcing the notion that all families care about their children, want them to succeed and are eager to learn how to be good partners for their children's education. Goddard parents have identified the following three areas of focus that they would like to focus upon for the 08-09 school year. 1) Behavioral/social emotional issues, Homework/reading at home support, housing

Our goal is to continue to improve school to home and home to school communication. We recognize that two way communication between teachers and families increase understanding and cooperation between home and school. Thoughtful and frequent communication demonstrate to our students that their teachers and families are working together to help them succeed at school.

**Family Involvement Goal I: Provide effective school to home and home to school communication.**

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

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
1.Send home student work and school notices in individual student envelope once a week requiring parent signature.		Weekly August, 20068– June, 2009	City Funds Title I Funds Funding for envelopes	Teachers Parents Students Secretarial Staff	Parent sign off on envelopes
2.Provide parents with monthly calendars of events.		Monthly 2008-09	City Funds	Administration	Calendars
3. Continue using weekly agenda for all students. Include teacher weekly notes home and parental response.		Daily 2008-09	WPS Per pupil Funds	Teachers Parents Students	Agendas Photo copies of actual agendas passed in to administration
4.Provide parents with Everybody Reads at Home (ERAH) Focus strategy training during school hours and after school hours.		Three times yearly	City funds Grant funds from NCJW	Administration ILT Teachers	Program Hanbook
5. Provide parents with grade appropriate ERAH parents hand book.		Twice yearly	City funds Grant funds From NCJW	Administration ILT Teachers	Handbook

6. Provide families with weekly ERAH books , book bags and activity sheets.		weekly	City funds Grant funds From NCJW	Administration ILT Teachers	ERAH Library for entire school Book bags for all students
7. Provide ERAH kick off family celebration evening.		Fall 08	City funds Grant funds From NCJW	Administration ILT Teachers	Program Pictures of event handouts
8. Communicate regularly with parents using Connect Ed service.		Minimum of twice per month	Funding for service City Funds Title I Funds	Administration	Print out of calls made

**Family Involvement Goal 2:**

Increase opportunities for teachers and parents to support students in their learning by assisting parents with parenting skills and by helping teachers better understand families.

**Rational:** By Increasing opportunities for parents to participate in activities that relate to their children’s learning, families will be more able to support student learning.

**Rationale:**

<b>Action Steps</b> What Actions will occur? What steps will staff take?	<b>Professional Development</b> How will staff acquire the necessary skills and attitudes to implement the activity?	<b>Timeline/Date Completed</b> 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	<b>Resources</b> What are the existing and new resources that will be used to accomplish the activity?	<b>Person Responsible</b> Who will provide the leadership? Who will do the work?	<b>Monitoring Effectiveness</b> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
1. Conduct workshops that help parents support their children with homework.		Fall/Spring 2008-09	Title I funds 21 <sup>st</sup> century After School sessions/funds	Administration Teachers	Attendance sign in sheets
2. Conduct workshops that help parents of LEP children support literacy development at home.		Fall /Spring 2008-09	Office of English Language Learners flyers	Teachers Support staff ESL Staff	Attendance sign in sheet

			Reading First Flyers Title III funds		
3. Provide parents with workshops that help them address their child's social/emotional issues		Monthly 2008/09	Student Support Staff	Adjustment Counselors Administration	Adjustment counselor weekly log
4. Increase advertising and outreach to attract parents to programs in Family Health Center		Outreach as each family enrolls at Goddard 2008-09	Flyers Goddard Office Staff	Family Health Center Office Staff	Enrollment data
5. Sponsor health fair, include information on asthma, childhood illnesses, nutrition, etc.		Yearly Spring 2008-09	Fallon Health Grant Family Health Center staff and resources	Family Health Center Staff Community agencies School partners; guest speakers, materials	Invitations Attendance Feedback
6. Provide parents with Second Step and Steps to Respect workshops .	Steps to respect training	Yearly 2008-09	Second Step and Steps to respect kits Handouts	Administration Adjustment Counselors Behavior Specialist	Attendance sheets for events
7. Include tips on parenting, helping children with schoolwork, test taking in the newsletter		Monthly 2008-09	Office Staff clerical time Goddard monthly news letter	Behavior Specialist Training specialist Professional literature Parent Liaison	Newsletters