

Worcester Public Schools
Roosevelt
Elementary Level
School Improvement Plan
2008 - 2010

School:

ROOSEVELT SCHOOL



Vision Statement:

Our vision for Roosevelt School is to prepare all students who enter our learning community with the skills, experiences, and knowledge to advance to the next level of their education. The students will demonstrate proficiency within a data-driven, standards-based curriculum.

Focus Statement:

Coordinated whole-school efforts to have all Roosevelt students show growth in their ability to read and comprehend various genres through the implementation of a common, consistent set of school-wide teaching strategies. Growth in student learning will be measured by DIBELS, DRA, MAP, MEPA and MCAS.

School Profile Information

Basic Information	
Name of School	
Address	
Telephone	
Fax	
School Web Page URL	
Principal	
Phone, E-mail Address	
Alternative Contact at School	

Worcester Public Schools Evidence Checklist

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

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

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

Position	Personnel	# of Students	Signature
Principal			
Assistant Principal			
Reading/Writing Coach			
Mathematics Coach			
Pre School Teacher			
Pre-School Instructional Assistant			N/A
Kindergarten			
Kindergarten Instructional Assistant			N/A
First Grade			
Second Grade			
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Special Education Teacher			
Special Education Instructional Assistant			N/A
ESL			
Intervention Tutor			N/A
Music			N/A
Art			N/A
Physical Education			N/A
Health			N/A
Office Staff			N/A
Guidance Counselor			N/A
School Adjustment Counselor			N/A
School Psychologist			N/A

Enrollment, Enrollment History (October 1st)

2009	2008
	687 students

Demographics

Race	% of Students in School
White/Caucasian	48.0%
African American	8.4%
Hispanic	37.6%
Asian, Pacific Islander	5.7%
Native American	0.3%
Limited English Proficiency	33.5%
Eligible for Free/Reduced Lunch	57.6%
(Other as appropriate)	

Student Information

Total number of registered students	687 Students
Number of regular education students	530 Students
Number of special education students	157 Students
Number of ESL or LEP students	230 Students
Number of eligible for free and reduced lunch	396 Students

Baseline Cumulative Attendance

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2007-2008	710	689	687	655	671	665	670	673	673	666
2008-2009	663	640								

Mobility

	Inter	Intra	Total
Entry Mobility Factor	19 (2.77%)	11 (1.60%)	30 (4.37%)
Exit Mobility Factor	6 (0.87%)	5 (0.73%)	11 (1.60%)
Combined Mobility Factor	3.64%	2.33%	5.97%

2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School:

Did school make AYP for 2008: ELA: No Math: No Attendance: Yes

Adequate Yearly Progress Designation:

Overall AYP	English Language Arts			Math			Attendance	
	Met Target		CPI	Met Target		CPI	Met Target	%
	P	I		P	I			
Aggregate	No	No	69.2	No	Yes	66.9	Yes	95.6
Students with Disabilities	No	No	53.4	No	Yes	50.2	Yes	94.5
Limited English Proficient	No	No	47.2	No	No	47.4	Yes	93.6
Low Income	No	No	62.4	NO	Yes	60.1	Yes	94.8
African American/Black	—	—	82.9	—	—	77/1		
Asian or Pacific Islander	—	—	—	—	—			
Hispanic	No	No	51.0	No	No	49.0	Yes	94.1
Native American	—	—	—	—	—			
White	No	No	79.0	Yes	Yes	77.0	Yes	96.4

Introduction/Executive Summary

Roosevelt School is a large urban school with a current population of 737 students. Due to diverse needs of our school population we have not made Adequate Yearly Progress especially in our ELL subgroup. With the assistance of Focus On Results we have developed a comprehensive plan to improve student success. Forty-one percent of our students are not reading on grade level, our goal is to have 100 percent of our students show growth in Reading by moving up at least one level on the MCAS with 80% showing proficiency by the year 2010.

Based on every students' learning needs as evidenced by multiple sources of data which was interpreted by administration, Roosevelt's Instructional Leadership Team(ILT) and all members of our staff, **Reading Comprehension** was chosen as our Instructional Focus. The ILT wrote our school wide focus statement which was then approved by the entire staff. All went to work to communicate our Instructional focus to students, parents, families, and community members. Next, our fifth and sixth grade students worked to write our focus statement in student friendly language. "*Roosevelt Students know that it is important to understand what we read... We believe if you can read, you can succeed*". Both statements are communicated relentlessly. They are posted throughout the school and are listed in The Friday Note(a newsletter to parents) and the Roosevelt Reader(a newsletter to teachers).

Teachers and staff went to work identifying three evidenced-based teaching practices to implement in each and every classroom, for each and every student. The ILT went on a site visit to similarly focused schools and asked questions on key practices. Teacher study groups were held during grade level meetings to discuss instructional practices and their alignment with our focus and goals. The three teaching strategies chosen by the teachers are:

Guided Reading
Think Alouds/Modeling
Vocabulary Instruction

All three of the practices chosen promote good teaching and model rigorous, challenging work and meet the needs of our students. School based professional development is aligned with the instructional focus. Professional development activities have included workshops with Reading consultants, workshops held by our own teachers, classroom visits, and readings of professional articles. This summer a group of teachers participated in an online book club reading of Mosaic of Thought, which allowed for a great school year start. There is ongoing assessment of student learning and teachers receive the training they need to engage in implementing the assessments. Learning and student achievement goals have been created as benchmarks for progress. Teacher surveys have been created to know how effective the professional development opportunities are and when it is time to move on to another practice.

In order for our students to be successful in the twenty-first century they must be able to read at or above grade level. By building expertise, changing practice, monitoring student learning and communicating relentlessly our students will become proficient readers and successful learners.

English Language Arts Analysis

Our school's instructional focus for the 2008-2009 school year is Reading Comprehension. Three best teaching practices were chosen for English Language Arts by the staff. They are: Guided Reading, Think Alouds/Modeling, and Explicit Vocabulary Instruction. A professional development plan has been designed to ensure teachers are completely trained in all three best instructional practices. Our Instructional Leadership Team (ILT) has guided the faculty in the analysis of our school's formative and summative assessments. The assessments that we use vary by grade level but include the following: *DIBELS in grades K-3*, *DRA in grades K-6*, *GRADE in grades K-3*, *MAP Reading in grades 2-6*, *MCAS ELA in grades 3-6*, and *MEPA for our ELL students*. Initial analysis of the Spring 2008 MCAS data showed AYP was not made in English Language Arts. Fall MAP scores for grades 2 to 6 showed that close to half the students at each grade are reading below grade level. DIBELS scores for grades k and 1 showed more than half of our students need some form of Reading intervention.

- Grade K:
- Grade 1:
- Grade 2:
- Grade 3:
- Grade 4:
- Grade 5:
- Grade 6:

Each Grade Level Team (GLT) meets regularly to analyze student data and performance of these assessments and to plan interventions when necessary for groups of students. The data has revealed that our students need more explicit reading strategy instruction and continual opportunities for practice of those reading strategies to improve their reading comprehension. Our assessment data that we obtained through the NWEA Dynamic Reports and DIBELS has revealed that we have about half of our students reading below proficiency level. Having gathered a great deal of information from the data, each grade identified and prioritized the following key areas of weakness in students' performance:

- Kindergarten:
- Grade 1:
- Grade 2:
- Grade 3:
- Grade 4:
- Grade 5:
- Grade 6: Understanding Text, Genre: Fiction/Nonfiction, Style and Language

Teachers then worked to develop action steps to address these weaknesses. Intervention plans were put in place for our at risk students. Some of the intervention programs being used during small group instruction are: Early Reading Intervention, SIPPS, Soar to Success, Early Success, Foundations, and Making Meaning. Teachers, tutors, instructional assistants were all trained in these programs. Our entire staff also participated in LETRs training. The goals and actions steps of Roosevelt's School Improvement Plan will be used as a blueprint for success and academic growth for all students.

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

ELA/Reading Program	Action Steps	Leader	Resources	Frequency
Tier I Houghton Mifflin	<ul style="list-style-type: none"> • 90 minute uninterrupted reading instruction time 	<ul style="list-style-type: none"> • Building Administrators • Reading First Coach • District Reading First 		
Tier II Houghton Mifflin Strategies Waterford Early Success Soar to Success Early Reading Intervention Sunday (small groups)	<ul style="list-style-type: none"> • identify students needing supplemental instruction based on three tier model • provide 30 minutes to small group (5 students or less) of supplemental instruction • monitor individual student progress • adjust flexible groupings based on data • teams look at student work samples and data to help guide the modification and adjustments of instruction 			
Tier III Interventions	<ul style="list-style-type: none"> • identify students needing intensive instruction based on three tier model • provide 60 minutes to small groups (3 students or less) of intervention instruction • monitor individual student progress • adjust flexible groupings based on data 			
ELA/Program Objectives	Action Steps	Leader	Resources	Frequency/Timeline
Use data to improve reading instruction	<ul style="list-style-type: none"> • Review of last year's data • Develop grade level goals • Use data to develop action plan for following year • Team of teachers are involved in regular building Learning Walks/Walkthroughs/rounds organized by the Principal and Instructional Leadership team • Principal will spend no less than two hours each day in classrooms doing informal visits 	<ul style="list-style-type: none"> • Grade level team • Reading First Coach • Staff 		

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"> • Monthly grade level meetings • Discuss curriculum issues • Discuss scheduling issues • Analyze Data • Oversee, implement, and adjust intervention plans for students 	<ul style="list-style-type: none"> • Staff members • Administrators • Special Education • Title I • ESL • Reading First Coach 		
Provide resources that directly relate to grade level goals and school goals	<ul style="list-style-type: none"> • Purchase supplemental instructional materials that support grade level goals 	<ul style="list-style-type: none"> • Reading First Coach • Staff • Building Administrators 		
Provide targeted PD in support of key teaching strategies related to the schools instructional focus	<ul style="list-style-type: none"> • Continue implementation of MA Reading First Grant Action Plan • Staff training in Houghton Mifflin • Attend vocabulary development workshops 			
Continue targeted professional development plan	<ul style="list-style-type: none"> • Continue with the staff development plan which build expertise, ensures change in practices, monitors results and communicate progress to all staff and includes time for implementation, reflection, sharing with peers, and observation of peers • Post data through and school to showcase school, grade level and classroom goals. Celebrate student success at meeting these goals • One hour grade level meeting per month • Monthly grade level meetings K-3 • Quarterly grade level meeting 4-6 • DIBELS Progress Monitoring • MAP Progress Monitoring 			
Provide staff development in the area of differentiating instruction	<ul style="list-style-type: none"> • Training staff in the area of differentiating instruction 			
Encourage students to attend out-of-school time programs	<ul style="list-style-type: none"> • Identify students • Communicate with parents the benefits of afterschool and summer programs 			

School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in Reading Comprehension as demonstrated by the administration of the MCAS Reading test. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 60% at Proficient or Advanced in Reading in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Through work with Focus on Results and implementation of common, consistent school-wide teaching strategies, teachers will provide students with the necessary skills to comprehend various reading genres.	Grade-Level Team Meetings Faculty Meetings After-School workshops Commonwealth Priority Meetings	Long-Term Action On going	Focus on Results Title I Funding Houghton-Mifflin Professionals Articles and Journals	Reading Coaches Classroom Teachers Sped Teachers ELA Tutors ILT Members	MCAS HM unit tests MAP
Targeted school-wide professional development in: <ul style="list-style-type: none"> • Guided Reading • Modeling • LETRS • DI will provide teachers with the instructional skills and knowledge to provide lessons and activities to develop Reading Comprehension strategies to all students.	Grade-Level Team Meetings Faculty Meetings After-School Workshops	September, 2008-June, 2009	Title I Funding LETRS Manual Focus on Results materials DI materials	Classroom Teachers Administration Reading Coaches ELA Tutors Sped Teachers ILT Members Professional Consultants	MCAS Workshop Exit Slips Classroom Observations Learning Walks
Teachers will provide weekly MCAS preparation lessons including all their students.	Grade Level Team Meetings	November, 2008 Ongoing	Sample questions from past MCAS MCAS anchors Open-Ended Activities Sample Rubrics	Classroom Teachers Reading Coaches	MCAS Open-Ended scores Classroom Observations
Teachers and staff will complete monthly reading assignments to keep current in reading instruction and assessment research.	Faculty Meetings Common Planning Time	September, 2008 Ongoing, monthly	Professional Journals Professional Articles NISL Articles Focus On Results Articles Teacher Suggested Readings	Administration ILT members Reading Coaches	Article Reflections GLT conversations Teacher Writing Assignments Faculty Meeting Group Work
Teachers will interpret item analysis MCAS data from Spring 08 and plan instruction to meet the needs of all students.	Grade Level Team Meetings Faculty Meetings NWEA website	September, 2008 Ongoing	MCAS item analysis	Reading Coaches Administration Classroom Teachers SPED Teachers	MCAS scores Open Responses Faculty Meeting Group Work

School Goal 2 INTERNAL

2a. MAP/Instructional Focus Goal

One hundred percent of our students will show improvement in READING Comprehension as demonstrated by the administration of MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

2B. DIBELS/Instructional Focus Goal

One hundred percent of our students will show improvement in READING as demonstrated by the administration of DIBELS. No less than 75% of students will show growth into the next performance level. The remaining 25% will show growth within their performance level by increasing their individual score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will interpret MAP data consistently and clearly and work with students to set individual goals and monitor growth through data walls	Grade Level Team Meetings Faculty Meetings NWEA website	November, 2008/2009 January, 2009/2010 May, 2009/2010	NWEA webs Agendas	Classroom Teachers Reading Coaches Administration	MAP Individual Goal Sheets
Teachers will participate in ongoing professional development in our three identified best practices: Guided Reading, Think Alouds/ Modeling, Vocabulary as part of ongoing work with Focus on Results.	Afterschool Workshops Faculty Meetings Staff Development Days	September, 2008 Ongoing	Reading Coaches Focus on Results Reading Consultants	Reading Coaches Classroom Teachers Administration Outside Consultants	Learning Walks MCAS MAP DRA DIBELS GRADE Student Work
Utilizing MAP and DIBELS data teachers will identify students in need of Tier II intervention services and implement targeted small group instruction using approved intervention materials.	Afterschool Workshops Faculty Meetings Staff Development Days	September, 2008 Ongoing	SSIPS ERI Early Success Soar To Success Foundations Making Meaning FCRR website LETRs	Tutors Instructional Assistants Reading Coaches Classroom Teachers Administration	Learning Walks MCAS MAP DRA DIBELS GRADE Student Work Classroom Observations

School Goals 3 Sub Groups

One hundred percent of our ELL students will show improvement in Reading as demonstrated by the administration of the MCAS Reading Test. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current CPI in reading for ELL subgroup is 47.2, this subgroup will make CPI of at least 85.4 in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Eligible ELL students will be transferred out of the bilingual classrooms and put into transitional ESL lab classrooms in preparation for placement in monolingual classrooms in the future.	After school Workshops Faculty Meetings Staff Development Days Grade Level Teams ELL Department Meetings	September / October 2008 June 2009	Houghton Mifflin ESL Materials Making Meaning ERI Comprehension Strategies	ESL Lab Teachers ESL Support Teachers Reading Coaches Principal & Assistant Principal	DIBELS Testing MAP Testing Teacher Assessments Learning Walks Classroom Observations
ESL lab teachers will use appropriate technologies and instructional materials to ensure that students make progress with attaining reading goals.	After school Workshops Faculty Meetings Staff Development Days ELL Department Meetings Grade Level Teams	September, 2008 Ongoing	Houghton Mifflin ESL Materials Making Meaning ERI Comprehension Strategies	ESL Lab Teachers ESL Support Teachers Reading Coaches Principal & Assistant Principal	DIBELS Testing MAP Testing Teacher Assessments Learning Walks Classroom Observations
School-wide ELL data will be reviewed by teachers and appropriate intervention materials will be used to strengthen and support our ELL learners.	After school Workshops Faculty Meetings Staff Development Days Grade Level Teams ELL Department Meetings	November 2008 January 2009 June 2009	ESL Materials	ESL Lab Teachers ESL Support Teachers Reading Coaches Principal & Assistant Principal	DIBELS Testing MAP Testing Teacher Assessments Learning Walks Classroom Observations

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

DIBELS Assessment	<i>Fall 2008 Performance</i>			<i>Actual Winter 2009</i>			<i>Outcome (Actual Spring 2009)</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>	10	35	43						
<i>Letter Naming Fluency</i>	10	35	43						
<i>Phoneme Segmentation Fluency</i>									
<i>Nonsense Words</i>									
<i>Oral Fluency</i>									

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

Kindergarten

School Goal 1 ELA/Reading:

One hundred percent of our students will show improvement in Reading Comprehension as demonstrated by the administration of the MCAS Reading test. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 60% at Proficient or Advanced in Reading in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide direct instruction in comprehension through read alouds, think alouds, and classroom discussions	GLT Meetings Faculty Meetings Staff Development Day	September, 2008 Ongoing Daily	Houghton Mifflin Materials Classroom Libraries Materials received from PD Workshops	Classroom Teacher Classroom IA Reading Coach	DRA DIBELS Teacher Observation Teacher Checklis
Teachers will interpret DIBELS scores regularly and will progress monitor students to create small flexible reading groups to work on targeted skills, a HIGH prep DI strategy.	Staff Development Day DIBELS Training GLT Meetings	October, 2008	DIBELS Palm Pilots Houghton Mifflin Materials Internet Resources	Classroom Teacher Reading Coach Administration	DIBELS DRA
Teachers will include all students in daily guided reading groups.	Focus on Results Work Staff Development Day Classroom Visits	November, 008 Ongoing Daily	Guided Reading Materials Houghton Mifflin Books Classroom Libraries	Classroom Teacher Reading Coach Instructional Assistants Tutors	Teacher's Formative Assessments DRA DIBELS Teacher Checklists

Kindergarten

School Goal 2 ELA/Reading:

2a. MAP/Instructional Focus Goal

One hundred percent of our students will show improvement in READING Comprehension as demonstrated by the administration of MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

2B. DIBELS/Instructional Focus Goal

One hundred percent of our students will show improvement in READING as demonstrated by the administration of DIBELS. No less than 75% of students will show growth into the next performance level. The remaining 25% will show growth within their performance level by increasing their individual score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will prepare students for MCAS and MAP by utilizing DRA and DIBELS. Through progress monitoring and interpreting data, students will be placed in flexible groups to address students' needs for success.	GLT Meetings PD Day Faculty Meetings	September, 2008 Ongoing according to assessment schedules	NWEA Website DIBELS Website	Reading Coaches Classroom Teachers Instructional Assistants Tutors`	DIBELS monitoring DRA assessments
Teachers will utilized the Houghton Mifflin Reading Series for reading instruction and concentrate on Reading Comprehension according to work with Focus on Results	Collaboration during Common Planning Time Classroom Visits in all Grades	September, 2008-June, 2009	Houghton-Mifflin Materials Internet Resources Focus on Results	Classroom Teachers Instructional Assistants	DIBELS DRA Teacher Assessments
Teachers will use DRA and DIBELS assessment to guide instruction, students will be placed in guided reading groups according to data.	Afterschool Workshops GLT Meetings	January, 2009 June, 2009	Houghton Mifflin Leveled Readers Classroom Libraries Book Rooms	Reading Coaches Classroom Teachers	DIBELS DRA Teacher Assessments

Kindergarten

School Goal 3 ELA/Reading:

One hundred percent of our ELL students will show improvement in Reading as demonstrated by the administration of the MCAS Reading Test. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current CPI in reading for ELL subgroup is 47.2, this subgroup will make CPI of at least 85.4 in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will give ELL students extra support during guided reading, according to their needs based on data collected.	GLT Meetings After School Workshops	September, 2008 Ongoing daily	DIBELS website Internet Resources	Classroom Teachers Reading Coaches Instructional Assistants	DIBELS DRA GRADE
Teachers will incorporate instructional strategies from all ELL category trainings into their daily instruction.	ELL Category 1, 2,3, 4 Training	September, 2008 Ongoing	Houghton Mifflin Support Materials for ELL students	Classroom Teachers ESL Teachers Instructional Assistants	DIBELS DRA GRADE Teacher Checklists HM assessments
Teachers will utilize supplemental reading material from the Two-Way Pilot Program during Reading instruction.	Two-Way Program Meetings	September, 2008-June, 2009	Two-Way Program ELL materials	Two-Way Program Teachers	DIBELS DRA Woodcock-Munoz

Grade One
ELA/Reading

DIBELS Assessment	Fall 2008 Performance			Actual Winter 2009			Outcome (Actual Spring 2009)		
	# of Students			# of Students			# of Students		
	At Risk	Some Risk	No Risk	At Risk	Some Risk	No Risk	At Risk	Some Risk	No Risk
Initial Sound Fluency									
Letter Naming Fluency	26	11	54						
Phoneme Segmentation Fluency	26	11	54						
Nonsense Words	26	11	54						
Oral Fluency									

Grade 1 DRA Assessment	% Below Benchmark	% At Benchmark	% Above Benchmark
Reading Level	46%	41%	5.2%

Grade 1

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in Reading Comprehension as demonstrated by the administration of the MCAS Reading test. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 60% at Proficient or Advanced in Reading in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Through work with Focus on Results and implementation of common, consistent school wide teaching strategies teachers will provide students with the necessary skills to comprehend various reading genres	GLT Meetings Common Planning Time Faculty Meetings After School Workshops	September, 2008 Ongoing	Focus on Results Title I Funding	Reading Coaches Administration Classroom Teachers ELA Teacher	DRA Teacher Checklists Running Records DIBELS GRADE
Teachers will interpret and analyze data to drive instruction for all students	GLT Meetings Faculty Meetings	November, 2008 Ongoing according to assessment schedules	DRA materials DIBELS website	Classroom Teachers Reading Coaches Administration	DRA DIBELS GRADE Running Records
Teachers will provide weekly practice in vocabulary development, comprehension strategies, and formulating clear written responses.	Common Planning Time GLT Meetings	September, 2008 Ongoing Weekly	Book Room materials Houghton Mifflin Materials Guided Reading Resources	Classroom Teachers Tutors Reading Coaches	Classroom Observations Journals Test Improvements Antecedotal records

Grade 1

ELA/Reading School Goal 2:

2a. MAP/Instructional Focus Goal

One hundred percent of our students will show improvement in READING Comprehension as demonstrated by the administration of MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

2B. DIBELS/Instructional Focus Goal

One hundred percent of our students will show improvement in READING as demonstrated by the administration of DIBELS. No less than 75% of students will show growth into the next performance level. The remaining 25% will show growth within their performance level by increasing their individual score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teacher will interpret DIBEL data consistently and through progress monitoring will work with students to set individual goals and monitor growth through data walls.	GLT Meetings Faculty Meetings MCLASS website	2008-2010, according to assessment schedules	MCLASS website DIBELS FCRR activities	Classroom Teacher Reading Tutors SPED Teacher Instructional Assistants	DIBELS Teacher Assessments
Teachers will participate in ongoing professional development in our three identified best practices; guided reading, Think Alouds/Modeling, Vocabulary as part of our work with Focus on Results.	After School Workshops Faculty Meetings	2008-2010 Ongoing	Focus on Results Title I Funding	Reading Coaches Classroom Teachers Administration Outside Consultants	DIBELS DRA Observations Learning Walks
Utilizing DIBELS data teachers will identify students in need of Tier II intervention services and implement targeted small group instruction using approved intervention materials.	GLT Meetings After School Workshops District Trainings	November, 2008 Ongoing	SSIPs ERI FCRR Website	Reading Tutors Reading Coaches Classroom Teachers	DIBELS DRA Teacher Checklists Intervention Checklists

Grade 1

ELA/Reading Goal 3:

One hundred percent of our ELL students will show improvement in Reading as demonstrated by the administration of the MCAS Reading Test. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current CPI in reading for ELL subgroup is 47.2, this subgroup will make CPI of at least 85.4 in 2009 or safe harbor.

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Classroom Teachers will use appropriate instructional strategies with their ELL students to ensure that students make progress while attaining reading goals.</p>	<p>ELL Department Meetings Faculty Meetings ELL Workshops</p>	<p>2008 Ongoing</p>	<p>Houghton Mifflin Materials ESL Materials ERI Comprehension Strategies</p>	<p>ESL Lab Teachers ESL Support Teachers Reading Coaches Classroom Teachers</p>	<p>DIBELS Teacher Assessments MEPA MELA-O</p>
<p>School-wide ELL data will be reviewed by teachers and appropriate intervention materials will be used to strengthen and support our ELL students</p>	<p>ELL Workshops ELL Department Meetings GLT</p>	<p>November 2008 January, 2009 June, 2009 November, 2009 January, 2010 June, 2010</p>	<p>ESL Materials ERI</p>	<p>ESL Lab Teachers ESL Support Teams Bilingual Teachers Reading Coaches Classroom Teachers</p>	<p>DIBELS Teacher Assessments MEPA MELA-O</p>
<p>ELS lab and Bilingual teachers will maintain comprehensive records in order to make sound decisions when placing ELLS in monolingual classrooms.</p>	<p>ELL Trainings ELL Department Meetings</p>	<p>2008 Ongoing Regularly</p>	<p>Houghton Mifflin Materials ESL Materials ERI Comprehensive Strategies</p>	<p>ESL Lab Teachers ESL support Teachers Bilingual Teachers Reading Coaches</p>	<p>DIBELS Teacher Assessments MEPA MELA-O</p>

Grade 2 Goal 1 ELA/Reading: Data	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 2 MAP Assessment	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>
<i>Lang:Vocab/Concept Dev.</i>	172	51.1	17.0	32.								
<i>Understand Text Imag/Lit</i>	177	41	22	38.								
<i>Understand Text Inform/Expos</i>	174	49	19.3	32.								
<i>Genre/Fict/Nonfiction</i>	178	42	18.1	40								
<i>Style & Language</i>	177.4	42	27	31								

Grade 2 DRA Assessment	% Below Benchmark	% At Benchmark	% Above Benchmark
<i>Reading Level</i>	63	22	15

Grade 2

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in Reading Comprehension as demonstrated by the administration of the MCAS Reading test.. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 60% at Proficient or Advanced in Reading in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will use instructional practices chosen from work with Focus on Results to implement daily targeted comprehension practice.	GLT Faculty Meeting After School Workshops	September, 2008-June 2010	Daily Warm Up Activities Houghton Mifflin Avenues English to the Beat	Classroom Teachers SPED Teachers Literacy Tutors Reading Coaches Instructional Assistants	Daily Warm Ups MCAS practice questions MAP
Teachers will utilize comprehension-based Reading activities on a regular basis.	GLT Faculty Meetings After School Workshops	September, 2008-June, 2010	Houghton Mifflin Materials Leveled Readers Trade Books	Classroom Teachers Administration SPED Teachers Literacy Tutors Reading Coaches	MAP GRADE DRA
Using data from MAP, GRADE, DIBELS, DRA teachers will target reading intervention skills through small group instruction.	GLT Faculty Meetings Common Planning Time After School Workshops	October, 2008 Ongoing	SSIPS ERI Descartes Early Success	Literacy Tutors Reading Coaches ELA Teachers Administration	SSIPS results DIBELS DRA GRADE

Grade 2

ELA/Reading School Goal 2:

2a. MAP/Instructional Focus Goal

One hundred percent of our students will show improvement in READING Comprehension as demonstrated by the administration of MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

2B. DIBELS/Instructional Focus Goal

One hundred percent of our students will show improvement in READING as demonstrated by the administration of DIBELS. No less than 75% of students will show growth into the next performance level. The remaining 25% will show growth within their performance level by increasing their individual score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will administer vocabulary tests to go along with the main selections in the student's reading anthology.	GLT Meetings FCRR	Fall, 2008-Spring, 2010	Houghton Mifflin Materials FCRR website	Classroom Teachers SPED Teachers Literacy Tutors	Vocabulary Tests
Teachers will create flexible groups based on DIBELS to provide students with intensive remediation on a Tier II level	GLT Meetings Common Planning Time	Fall, 2008-Spring, 2010	SSIPS ERI Foundations FCRR	Classroom Teachers SPED Teachers Literacy Tutors Administration	DIBELS DIBELS Progress Monitoring

Grade 2

ELA/Reading School Goal 3:

One hundred percent of our ELL students will show improvement in Reading as demonstrated by the administration of the MCAS Reading Test. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current CPI in reading for ELL subgroup is 47.2, this subgroup will make CPI of at least 85.4 in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
ESL Lab classroom Teachers will use appropriate technologies and instructional materials to ensure that students make progress, and they will share their materials and practices with other teachers.	GLT Meetings Classroom visits ELL Department Meetings	Fall, 2008-June 2010	FCRR Houghton Mifflin Avenues Houghton Mifflin Materials Listening Centers National Geographic Smart Boards	ESL Lab Teachers Classroom Teachers Administration Reading Coaches	Vocabulary Tests DIBELS MAP Teacher Assessments
Teachers will group students based on DIBELS results and will give those students at risk intensive intervention.	GLT Meetings Faculty Meetings	October, 2008 Ongoing	SSIPS ERI Foundations Making Meaning	ESL Lab Teachers Classroom Teachers LD Teacher Administration Tutors ELA Teacher Reading Coaches	DIBELS DIBELS Progress Monitoring
ESL Lab teachers and classroom teachers will review all ELL data to strengthen and support their daily instructions and ensure all ELL students are instructed in guided reading groups daily.	GLT Meetings ELL Department Meetings Faculty Meetings After School Workshops	October, 2008 Ongoing Daily	ESL Materials Avenues English to the Beat	Literacy Tutors Classroom Teachers Administration SPED Teachers	MAP DIBELS Teacher Assessments Classroom Observations Learning Walks

Grade 3	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 3 MAP Assessment	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>
<i>Lang:Vocab/Concept Dev.</i>	186.9	42	26	31.8								
<i>Understand Text Imag/Lit</i>	189.6	42	17.0	40.9								
<i>Understand Text Inform/Expos</i>	187.7	43	22.7	34								
<i>Genre/Fict/Nonfiction</i>	189.6	35	28.4	36								
<i>Style & Language</i>	189.3	40.9	28.4	30.6								

Grade 3 MCAS

Data Synopsis for last year's grade 3 students

Reading/ELA Subject Sub-Scores

Language: The total number of possible points to attain was 14. Roosevelt students average points attained was 8.3 (59%) compared to the district at 8.8 (63%) and the state 10.8 (77%)

Reading and Literature: The total number of possible points attained was 82. Roosevelt students average possible points was 52.7 (64%) compared to the district at 49.4 (60%) and the state at 57.6. (78%).

Item Analysis (Multiple Choice & Open Response): The total number of possible points for multiple choice questions was 72. Roosevelt students average points attained was 49.5 (69%) compared to the district at 47.7 (66%) and the state at 56.4 (78%). The total number of possible points for open-response questions was 24. Roosevelt's students average points attained was 11.6 (48%) compared to the districts 10.6 (44%) and the state's 12.0 (45%).

Grade 3

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in Reading Comprehension as demonstrated by the administration of the MCAS Reading Test. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 60% at Proficient or Advanced in READING IN 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide weekly modeling and practicing of strategies and skills to complete MCAS questions correctly.	GLT Meetings	November, 2008 Ongoing Weekly	Sample MCAS Questions Open-Ended Activities Sample Rubrics	Classroom Teachers Instructional Assistants SPED Teachers Reading Coaches ELA Teacher Administration	MCAS Open Ended Sample Scores Classroom Observations
Teachers will participate in professional development in Guided Reading, LETRS and Reading Comprehension to ensure students instructed in skills and strategies to be successful.	GLT Meetings After School Workshops	November, 2008 Ongoing	LETRs Manual Title I Funding Guided Reading Resources	Classroom Teachers Reading Coaches Administration ILT	MCAS Teacher Assessments
Teachers will collect, analyze, and interpret data from MAP, GRADE, DRA, and DIBELS to drive instruction.	GLT Meeting NWEA.org MCLASS	September, 2008 Ongoing according to assessment schedule	Data from all Assessments	Administration Classroom Teachers Reading Coaches ELA Teacher	Assessment Portfolios Data Walls

Grade 3

ELA/Reading School Goal 2:

2a. MAP/Instructional Focus Goal

One hundred percent of our students will show improvement in *READING Comprehension* as demonstrated by the administration of MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

2B. DIBELS/Instructional Focus Goal

One hundred percent of our students will show improvement in *READING* as demonstrated by the administration of DIBELS. No less than 75% of students will show growth into the next performance level. The remaining 25% will show growth within their performance level by increasing their individual score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will analyze MAP data to monitor progress, develop goals, create focus groups and use resources to improve reading instructions.	Grade Level Meetings Faculty Meetings Staff Development Days Common Planning Time	November, 2008-November, 2010 MAP: Fall, Winter, Spring MCAS: Fall	NWEA Website/Reports MAP Assessments Computers Agendas	Classroom Teachers SPED Teachers Administration Reading Coaches ELA Teacher	MAP scores Individual Goal Sheets Teacher Assessments Teacher Observations Portfolios
Teachers will utilize DIBELS, DRA, and MAP scores to differentiate instruction and assign students to flexible guided reading groups.	Grade Level Meetings Faculty Meetings Common Planning Time	MAP: Fall, Winter, Spring DIBELS: Fall, Winter, Spring; Progress Monitoring	NWEA Website DIBELS, MCLASS Reports Lexile Leveled Readers Palm Pilots	Classroom Teachers SPED Teachers Administration Reading Coaches ELA Teacher	Houghton-Mifflin Unit Tests NWEA Reports DesCartes RIT Scores Teacher's Data Binders
Teachers will implement small group instruction utilizing Tier II intervention kits.	Common Planning Time Grade Level Meetings LETRs Training	November, 2008 Ongoing Daily	SSIPs Soar to Success	Classroom Teachers SPED Teachers Administration Reading Coaches ELA Teacher Tutors	MAP Teacher Assessments Student work samples Classroom Observations Journals

Grade 3

ELA/Reading School Goal 3:

One hundred percent of our ELL students will show improvement in Reading as demonstrated by the administration of the MCAS Reading Test. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current CPI in reading for ELL subgroup is 47.2, this subgroup will make CPI of at least 85.4 in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will utilize HM ELL Handbook to differentiate instruction for their ELL students.	Grade Level Meetings Faculty Meetings	November, 2008 Ongoing	HM ELL Handbook ELL Category Training	Classroom Teachers Reading Coaches SPED Teachers ESL Tutor Administration	Formal and Informal Observations Classroom Assessments Student Participation Teacher Observations MEPA MELA-O
ESL Lab Teachers will provide "at risk" ELL students with 30 minutes of additional reading instruction utilizing reading intervention strategies.	ELL Department Meetings	November, 2008 Ongoing	HM ELL Handbook Lexile Readers ESL Materials	ESL Teachers Classroom Teachers Tutors Reading Coaches	Formal Assessments Teacher Observations HM unit tests MEPA MELA-O
Teachers will review ELL resources and provide additional reading support for ELL students.	Grade Level Meetings Faculty Meetings ELL Department Meetings	November, 2008 Ongoing daily	Leveled Readers ELL Support Books Technology	ESL Teachers Classroom Teachers Administrators SPED Teachers	Writing Assessments Classroom Observations Learning Walks ESL Checklists

Grade 4	FALL 2008				WINTER 2009				SPRING 2009			
Grade 4 MAP Assessment	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
<i>Lang:Vocab/Concept Dev.</i>	193.6	47.6	27.9	24.4								
<i>Understand Text Imag/Lit</i>	197.8	38	19.7	41.8								
<i>Understand Text Inform/Expos</i>	194.4	45	30	24								
<i>Genre/Fict/Nonfiction</i>	198.8	34.8	27.9	37								
<i>Style & Language</i>	198.1	36	25.5	38								

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

Reading/ELA Subject Area Sub-scores

Language: The total number of possible points to attain was 14. Roosevelt students average points attained was 8.3 (59%) compared to the district at 8.8 (63%) and the state 10.8 (77%)

Reading and Literature: The total number of possible points attained was 82. Roosevelt students average possible points was 52.7 (64%) compared to the district at 49.4 (60%) and the state at 57.6. (78%).

Item Analysis (Multiple Choice & Open Response): The total number of possible points for multiple choice questions was 72. Roosevelt students average points attained was 49.5 (69%) compared to the district at 47.7 (66%) and the state at 56.4 (78%). The total number of possible points for open-response questions was 24. Roosevelt's students average points attained was 11.6 (48%) compared to the districts 10.6 (44%) and the state's 12.0 (45%).

MCAS Score Analysis of last year's Grade 3 scores for this year's Grade 4 students			
How many scored?		How many scored?	
36-40	26 Students	N/A	
30-35	16 Students	34-35	9 Students
22-29	21 Students	27-29	9 Students
0-21	20 Students	19-21	4 Students

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

Language: The total number of possible points to attain was 13. Roosevelt students average points attained was 8.3 (64%) compared to the district at 8.9 (68%) and the state 10.2 (778%)

Reading and Literature: The total number of possible points attained was 99. Roosevelt students average possible points was 54.0 (55%) compared to the district at 55.0(56%) and the state at 66.1 (67%).

Item Analysis (Multiple Choice & Open Response): The total number of possible points for multiple choice questions was 72. Roosevelt students average points attained was 47.7 (66%) compared to the district at 48.1 (67%) and the state at 56.9 (79%). The total number of possible points for open-response questions was 40. Roosevelt's students average points attained was 14.7(37%) compared to the districts 15.8(40%) and the state's 19.5(49%).

Grade 4

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in Reading Comprehension as demonstrated by the administration of the MCAS Reading Test. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 60% at Proficient or Advanced in Reading in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide weekly open-ended response questions on selections embedded in Houghton Mifflin.	GLT Meetings MCAS Professional Development	September, 2008 Ongoing	Houghton Mifflin Anthology Four Point Rubric Sample Open-Ended Questions	Classroom Teachers SPED Teachers ELA Teacher Reading Coach	Open Ended Answers MCAS
Teachers will provide MCAS preparation lessons and will differentiate test taking lessons according to students' past MCAS item analysis.	GLT Meetings Faculty Meetings	September, 2008 Ongoing Weekly	Past MCAS tests MCAS item Analysis MCAS Student Data	Classroom Teachers Administration Instructional Assistants	Classroom Observation Test Taking Checklists MCAS
Teachers will give students daily writing assignments, and implement a writing program which will ensure success on the long composition.	Faculty Meeting After School Workshop	September, 2008 Ongoing Weekly	MCAS Anchors MCAS Sample Questions Six Traits of Writing	Classroom Teachers SPED Teachers Reading Coaches	Rubrics MCAS Writing Samples Teacher Assessments

Grade 4

ELA/Reading School Goal 2:

2a. MAP/Instructional Focus Goal

One hundred percent of our students will show improvement in READING Comprehension as demonstrated by the administration of MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will interpret MAP data consistently and clearly; they will work with students to set individual goals and monitor growth through data walls.	GLT Meetings Faculty Meetings NWEA Website LETRs Training Staff Development Days	November, 2008 January, 2009 May, 2009 November, 2009 January, 2010 May, 2010	NWEA Website Agenda Books LETRs Manual	Classroom Teacher ELA Teacher Reading Coach Administration	MAP Goal Setting Sheets Classroom Observation
Teachers will participate in professional development that teaches strategies and skills applicable to classroom lessons to ensure student achievement in Reading Comprehension.	After School Workshops Faculty Meetings	September, 2008 Ongoing	Guided Reading Materials Houghton Mifflin Materials Reading Consultants	Classroom Teachers ELA Teachers Reading Coaches Administration	MAP Teacher Assessments Learning Walks
Teachers will identify students in need of intervention, and flexible small groups will be established with students working with Tier II intervention kits. Students will be assessed regularly to ensure progress is being made.	GLT Meeting After School Workshops	November, 2008 Ongoing	Level Readers Soar to Success	Instructional Assistant Classroom Teachers SPED teachers Reading Coaches Administration	Classroom Observations DRA MAP Teacher Assessments

Grade 4

ELA/Reading School Goal 3:

One hundred percent of our ELL students will show improvement in Reading as demonstrated by the administration of the MCAS Reading Test. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current CPI in reading for ELL subgroup is 47.2, this subgroup will make CPI of at least 85.4 in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
ELL students will be transitioned into regular classrooms with ESL support from the ESL teacher.	GLT Meetings ELL Department Meetings	November, 2008-June, 2010	ESL Materials Houghton Mifflin ELL Support Materials ELL Department	ESL Teachers Classroom Teachers Administration SPED Teachers	MAP Testing MCAS Prep Work MCAS Teacher Assessments
Teachers will place ELL students in flexible guided reading groups according to their MAP scores, reading comprehension skills will be taught and retaught when necessary to ensure growth in Reading.	After School Workshops ELL Department Meetings GLT Meetings	November, 2008 Ongoing Daily	Houghton Mifflin Leveled Readers ELL Support Materials Book Room Materials Guided Reading Resources	Classroom Teachers Instructional Assistants SPED Teachers	MAP MCAS Teacher Assessments
ELL data will be interpreted by teachers and it will be utilized to drive instruction to support our ELL learners. Student strengthes and weaknesses will be identified and skills will be taught to bring the students up to grade level in Reading.	Faculty Meetings GLT Meetings	November, 2008 Ongoing	ESL Materials Houghton Mifflin Materials Guided Reading Materials Visuals Print Rich Environment Vocabulary Materials	Classroom Teachers Administration Reading Coaches ELA Teachers ESL Teacher SPED Teachers	MEPA MELA-O MAP MCAS

Grade 5	FALL 2008				WINTER 2009				SPRING 2009			
Grade 5 MAP Assessment	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
<i>Lang:Vocab/Concept Dev.</i>	199.7	42.8	23	33.7								
<i>Understand Text Imag/Lit</i>	204.1	38.9	24.6	36.3								
<i>Understand Text Inform/Expos</i>	203.2	40.2	31	28.5								
<i>Genre/Fict/Nonfiction</i>	205.6	33.7	23	42.8								
<i>Style & Language</i>	203.2	36	29.8	33.7								

Grade 5 MCAS Data Synopsis for this year's class (use last year's Grade 4 scores)

Reading/ELA Subject Area Sub-scores

Language: The total number of possible points to attain was 13. Roosevelt students average points attained was 8.3 (64%) compared to the district at 8.9 (68%) and the state 10.2 (778%)

Reading and Literature: The total number of possible points attained was 99. Roosevelt students average possible points was 54.0 (55%) compared to the district at 55.0(56%) and the state at 66.1 (67%).

Item Analysis (Multiple Choice & Open Response): The total number of possible points for multiple choice questions was 72. Roosevelt students average points attained was 47.7 (66%) compared to the district at 48.1 (67%) and the state at 56.9 (79%). The total number of possible points for open-response questions was 40. Roosevelt's students average points attained was 14.7(37%) compared to the districts 15.8(40%) and the state's 19.5(49%).

MCAS Score Analysis of last year's Grade 4 scores for this year's Grade 5 students			
How many scored?		How many scored?	
260-280	0 Students	N/A	
240-258	21 Students	256-258	1 Student
220-238	31 Students	236-238	10 Students
200-218	22 Students	216-218	16 Students

Grade 5 MCAS Data Synopsis for last year's grade 5 students

Reading/ELA Subject Area Sub-scores

Language: The total number of possible points to attain was 12. Roosevelt students average points attained was 7.7 (64%) compared to the district at 9.1 (68%) and the state 9.5 (79%)

Reading and Literature: The total number of possible points attained was 100. Roosevelt students average possible points was 59.1 (59%) compared to the district at 56.2(56%) and the state at 66.5(67%).

Item Analysis (Multiple Choice & Open Response): The total number of possible points for multiple choice questions was 72. Roosevelt students average points attained was 48.6 (68%) compared to the district at 46.4(47%) and the state at 55.2(77%). The total number of possible points for open-response questions was 40. Roosevelt's students average points attained was 18.3(46%) compared to the districts 17.8(45%) and the state's 20.8(52%).

Grade 5

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in Reading Comprehension as demonstrated by the administration of the MCAS Reading test. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 60% at Proficient or Advanced in Reading in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide biweekly MCAS preparation including all students.	Grade Level Team Meetings	November, 2008 Ongoing	Sample questions from past tests MCAS anchors MCAS open ended questions HM open ended questions	Classroom Teachers SPED Teachers Reading Coaches	MCAS Open-Ended Scores Classroom Observations
Teachers will analyze MAP results to differentiate instruction.	Grade Level Team Meetings	November, 2008 Ongoing	Sample Rubrics NWEA.org MAP Results DesCartes	Principal Classroom Teachers SPED Teachers	MAP scores
Teachers will complete professional development hours in LETRs training and use the information learned to drive reading instruction.	Faculty Meetings	October, 2008-February, 2009 Ongoing for instruction	LETRS manual Professional Journals/articles	Reading Coach	Discussions Exit Slips Observations

Grade 5

ELA/Reading School Goal 2:

2a. MAP/Instructional Focus Goal

One hundred percent of our students will show improvement in READING Comprehension as demonstrated by the administration of MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will conduct Guided Reading groups daily during ELA block and will discuss and reflect about the effective instructional practice with GLT members.	LETRs workshop Guided Reading Videos and presentation Visits to other classrooms	November 2008 Ongoing daily	Houghton Mifflin materials Supplemental materials	Classroom Teachers Reading Coaches SPED Teachers	DRA MAP Teacher Assessments Running Records
Through discussion and study groups teachers will use Reading Strategies known to bring success in Reading Comprehension. (Monitoring Meaning, Using Background, Schema, Inferring, Determining Importance, Synthesizing, Questioning, Visualizing)	Mosaic of Thought Guided Reading PD ILT meetings	September, 2008 Ongoing daily	Mosaic of Thought Book Guided Reading Materials	Classroom Teacher Administrators SPED Teachers Reading Coaches	DRA MAP Teacher Assessments ILT Agendas Classroom Observations
Teachers will meet regularly to review SMARTe goals and review and monitor benchmarks for all students. Through the data work teacher will implement the gradual release of responsibility model with the students	Mosaic of Thought Pearson and Gallagher Journals and Articles	January, 2009 Ongoing	Mosaic of Thought Pearson and Gallagher	Reading Coaches Classroom Teacher SPED Teacher	DRA MAP Conversation GLT Meeting Agendas

Grade 5

ELA/Reading School Goal 3:

One hundred percent of our ELL students will show improvement in Reading as demonstrated by the administration of the MCAS Reading Test. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current CPI in reading for ELL subgroup is 47.2, this subgroup will make CPI of at least 85.4 in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will work with students to increase English vocabulary knowledge.	LETRs Workshop Dr. Mary Howard Workshop GLT Meetings with Colleagues	November, 2008-June, 2009	Houghton Mifflin Materials LETRs manual Dictionary.com Synonyms.com Supplementary Materials	Classroom Teacher SPED Teacher Reading Coaches ESL Teacher	DRA Teacher Assessments MAP(vocabulary)
Teachers will model former ELA MCAS Grade 5 tests taking strategies in small groups to ELL students.	GLT Meetings Faculty Meetings	Spring, 09/10	Former Grade 5 MCAS tests	Classroom Teacher SPED Teacher	MCAS Teacher Assessments MAP
Teachers will incorporate games into the ELA curriculum to enhance student vocabulary; students will be placed in small groups to carry out this LO prep DI strategy	GLT Meetings DI Workshops Classroom Visits	Spring 09/10	Reading Vocabulary Games Reading Comprehension Games	Classroom Teacher SPED Teacher	MCAS Teacher Observation Teacher Assessments

Grade 6	FALL 2008				WINTER 2009				SPRING 2009			
Grade 6 MAP Assessment	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
<i>Lang:Vocab/Concept Dev.</i>	205.7	45.7	25	28.9								
<i>Understand Text Imag/Lit</i>	206.5	43	25	31								
<i>Understand Text Inform/Expos</i>	206.4	38.5	28.9	32.5								
<i>Genre/Fict/Nonfiction</i>	206.9	43	22.8	33.7								
<i>Style & Language</i>	208.2	49	18	32.5								

Grade 6 MCAS Data Synopsis for this year's class (use last year's Grade 5 scores)

Reading/ELA Subject Area Sub-scores

Language: The total number of possible points to attain was 12. Roosevelt students average points attained was 7.7 (64%) compared to the district at 7.1 (68%) and the state 9.5 (79%)

Reading and Literature: The total number of possible points attained was 100. Roosevelt students average possible points was 59.1 (59%) compared to the district at 56.2(56%) and the state at 66.5(67%).

Item Analysis (Multiple Choice & Open Response): The total number of possible points for multiple choice questions was 72. Roosevelt students average points attained was 48.6 (68%) compared to the district at 46.4(47%) and the state at 55.2(77%). The total number of possible points for open-response questions was 40. Roosevelt's students average points attained was 18.3(46%) compared to the districts 17.8(45%) and the state's 20.8(52%).

MCAS Score Analysis of last year's Grade 5 scores for this year's Grade 6 students			
How many scored?		How many scored?	
260-280	0 students	N/A	
240-258	33 Students	256-258	5 Students
220-238	31 Students	236-238	7 Students
200-218	11 Students	216-218	5 Students

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

Language: The total number of possible points to attain was 9. Roosevelt students average points attained was 5.2 (58%) compared to the district at 5.9(66%) and the state 6.9 (77%)

Reading and Literature: The total number of possible points attained was 103. Roosevelt students average possible points was 55.6 (54%) compared to the district at 63.4(62%) and the state at 70.0(87%).

Item Analysis (Multiple Choice & Open Response): The total number of possible points for multiple choice questions was 72. Roosevelt students average points attained was 43.2 (60%) compared to the district at 48.5(67%) and the state at 54.5(76%). The total number of possible points for open-response questions was 40. Roosevelt's students average points attained was 17.5(44%) compared to the districts 20.8(52%) and the state's 22.4(56%).

Grade 6

ELA/Reading School Goal 1:

One hundred percent of our students will show improvement in Reading Comprehension as demonstrated by the administration of the MCAS Reading test. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 60% at Proficient or Advanced in Reading in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide students with weekly open ended MCAS questions and will model appropriate responses and give practice to answering these questions correctly.	GLT Meetings Common Planning Time	December, 2008 Ongoing Weekly	Past MCAS tests Anchor Activities	Classroom Teachers Instructional Assistants SPED Teachers	Teacher Assessment Classroom Observation GLT Conversation MCAS Rubric MCAS
Teachers will create flexible guided reading groups and work with the students below grade level everyday to bring them up in Reading Comprehension and Differentiate Instruction.	GLT Meetings After School Workshops Professional Development Days	November, 2008 Ongoing Daily	Guided Reading Resources Leveled Readers Comprehension Strategies from Mosaic of Thought Reading Comprehension Games	Reading Coachers ELA Teacher Administration Classroom Teachers SPED Teachers	MAP DRA MCAS Teacher Assessment Learning Walks
Teachers will model Reading Comprehension strategies through Read Alouds and Think Alouds	GLT Meetings Professional Development Days After School Workshops Classroom Visits Professional Readings	September, 2008 Ongoing Daily	Classroom Libraries Book Room Houghton Mifflin Materials	Classroom Teachers ELA Teacher Administration Reading Coaches SPED Teachers	DRA MCAS MAP Classroom Observations Teacher Checklists

Grade 6

ELA/Reading School Goal 2:

2a. MAP/Instructional Focus Goal

One hundred percent of our students will show improvement in READING Comprehension as demonstrated by the administration of MAP Assessment. No less than 75% of students will meet or exceed their growth scores. The remaining 25% will show growth in their over all RIT score from Fall to Spring. Our goal is to have no less than 80% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will monitor MAP progress through consistent interpretation of data, data walls and implement strategies according to their weaknesses.	GLT Meetings Common Planning Time MWEA Website Timeline Goals DI Training	September, 2008-June 2010	NWEA website Agenda ILT Blog Data Walls	Classroom Teachers Reading Coaches SPED Teachers Instructional Assistants Administration	MAP DRA MCAS Learning Walks
Teachers will participate in professional development to improved guided reading group lessons and implement DI strategies to address all students' needs.	GLT Meetings Professional Development Days After School Workshops	November, 2008-June 2010	DI Materials Guided Reading Resources Reading Consultants Houghton Mifflin Materials	Classroom Teachers Reading Coaches SPED Teachers Instructional Assistants Administration	MAP DRA MCAS Learning Walks Classroom Observations
Teachers will assist students in setting individual goals and strategies to improve their MAP scores.	GLT Meetings Professional Development Days Common Planning Time NWEA Website	October, 2008 January, 2009 May, 2009 October, 2009 January, 2010 May, 2010	NWEA Web Site Guide Reading Practices Instructional Practices	Classroom Teachers Reading Coaches SPED Teachers Instructional Assistants Administration	MAP DRA MCAS Learning Walks Teacher Checklist

Grade 6

ELA/Reading School Goal 3:

One hundred percent of our ELL students will show improvement in Reading as demonstrated by the administration of the MCAS Reading Test. No less than 25% of students will show growth to the next performance level. The remaining 75% will show growth within their performance level. While our current CPI in reading for ELL subgroup is 47.2, this subgroup will make CPI of at least 85.4 in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
ELL students will be transitioned into the regular classrooms with support from the ESL teacher.	ELL Department Meetings Faculty Meetings	September, 2008 Ongoing	ESL Materials ELPBO Houghton Mifflin ELL Materials	Classroom Teachers ESL Teachers Administration SPED Teachers Reading Coaches	MEPA MELA-O DRA MAP MCAS Teacher Observation
ELL students will participate in DI classroom lessons within Houghton Mifflin Instruction and Center Activities. The three main instructional practices will be reinforced continuously during instruction.	ELL Department Meetings GLT Meetings Common Planning Time	September, 2008 Ongoing Daily	ESL Materials Reading Comprehension Strategies Houghton Mifflin Materials	Classroom Teachers ESL Teachers Administration SPED Teachers Reading Coaches	MEPA MELA-O DRA MAP MCAS Teacher Observation Learning Walks
ELL students will participate in leveled guided reading groups and focus will be on Reading Comprehension Strategies.	After School Workshops Common Planning Time GLT Meetings	September, 2008 Ongoing Daily	Guided Reading Materials Book Room Materials Houghton Mifflin Leveled Readers.	Classroom Teachers ESL Teachers Administration SPED Teachers Reading Coaches	MEPA MELA-O DRA MAP MCAS Teacher Observation

Mathematics Analysis

Our Spring 2008 Math MCAS data shows encouraging results. Our improvement rating is on target, and we made AYP for our aggregate group. We also made AYP for all our subgroups except our Limited English Proficient students and our Hispanic students. We still are scoring close, but always below the state averages across the board, however the gap is decreasing in almost all areas across all grades. Hence, analysis results of the Spring 2007 and 2008 MCAS data showed AYP was not fully made in Math. However, we are confident we are heading in the right direction and with safe harbor and continued intervention we hope to make AYP in our aggregate again and in all subgroups this year.

Although our Schoolwide Instructional Focus is Reading Comprehension we are diligently working to ensure academic success continues in Math. Teachers, Math Coach and support staff continue to meet to interpret data from MCAS, MAP and EDM unit tests. When setting Math goals and action steps, teachers referred to Everyday Math resources, support materials, and MCAS Prep materials. All teachers remain concerned with the low performance on the open-response type questions. There has been some improvement on the rubric scores on the open response questions. We had a lot of students moving up from Proficient to Advanced: 12 of our sixth grade students and ___ of our fifth grade students received an advanced score. However, we must move more of our students up to proficient from needs improvement and warning. MAP results are closely analyzed by strands. Student performance goals were chosen in Math by grade level. Summarizing the gaps in student performance helped us to recognize the areas of the math curriculum that needs the most emphasis. Some of these gaps will be addressed through an increased use of relevant math vocabulary with teachers participating in staff development with the Frayer Model. Teachers will also focus time on practice of basic math facts and continual practice of open-ended math questions across all grade levels. We have identified and prioritized the following key areas for focus for student performance. They are as follows:

- Grade 6:
- Grade 5:
- Grade 4:
- Grade 3:
- Grade 2:
- Grade 1:
- Kindergarten:

Teachers work to ensure their instruction is aligned with the Massachusetts State Frameworks. Our math coach is prepared to train all our teachers in the Frayer Model of Math Vocabulary and consistently shares information and materials with all teachers during Grade Level Meetings on vertical mapping to guarantee that all students are receiving instruction on their grade level that will prepare them for the next grade. With all this in mind and all pertinent information gathered from the data, teachers went to work to develop action steps to address student needs in Math. Our work with Focus on Results allows us to include math in our professional development plan; instruction includes math curriculum during guided reading groups and math vocabulary is also addressed across all curricular areas. Roosevelt showcases our pockets of excellence and teachers are learning from each other. Visits to other Worcester Public Schools has also provided us with great opportunities to learn from other qualified Worcester teachers. The goals and action steps of Roosevelt's School Improvement Plan will address and enhance students' academic growth in mathematics.

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

Mathematics Program	Actions Steps	Leader	Resources	Frequency
Everyday Mathematics	<ul style="list-style-type: none"> 60-90 minute math block 	Classroom Teacher		
Use MCAS and MAP data to drive instruction	<ul style="list-style-type: none"> identify students needing further math instruction and support monitor individual student progress 	Classroom Teacher Intervention Tutor Title I Math Coach		
Staff Development	<ul style="list-style-type: none"> monitoring pacing of program identify teacher needs provide workshop opportunities for staff to become familiar with EDM games 	Title I Math Coach Classroom Teacher SPED teacher		
EDM Program Objectives	Actions Steps	Leader	Resources	Frequency/Timeline
Use data to improve mathematics instruction	<ul style="list-style-type: none"> Review of last year’s data Develop grade level goals Review of this year’s data Use data to develop action plan 	Title I Math Coach Classroom Teacher SPED teacher		
Continue to develop and utilize staff to coordinate math resources and activities	Monthly grade level meetings <ul style="list-style-type: none"> Discuss curriculum issues Discuss scheduling issues Analyze data Oversee and implement intervention plans for students 	Staff members Administrators Special Education Title I ESL		
Provide resources that directly relate to grade level math goals	<ul style="list-style-type: none"> Purchase supplemental instruction materials that support grade level goals 			
Provide research based sustained staff development in math instruction	<ul style="list-style-type: none"> Staff training in Everyday Math 			
Provide staff development in the area of differentiating instruction in mathematics	<ul style="list-style-type: none"> Train staff in differentiating instruction for mathematics 			

School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MCAS. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth **within** their performance level. Our goal is to have no less than 45 % at Proficient or Above in 2009.

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Teachers will model for students how to explain their strategies for solving open response items both orally and in writing. Direct instruction will be given to students in these skills during Math groups and guided reading groups.</p>	<p>Professional Development Day Grade Level Teams Faculty Meetings</p>	<p>September, 2008 Ongoing Daily</p>	<p>MCAS Sample Questions MCAS Rubrics MCAS Anchors Open-Ended Questions Guided Reading Materials Math Comprehension Books</p>	<p>Classroom Teachers SPED Teachers Administration Math Coach</p>	<p>MCAS Classroom Observations Teacher Checklists Open Ended Responses</p>
<p>Teachers will post pertinent standards based math vocabulary and refer to in relevantly throughout math lessons, they will utilize the Frayer Model for vocabulary development.</p>	<p>Faculty Meetings Common Planning Time</p>	<p>January, 2009 Ongoing Daily</p>	<p>Frayer Model EDM Resources Math Vocabulary State Frameworks Vertical Mapping Materials</p>	<p>Math Coach Administration Classroom Teachers SPED Teachers Math Tutors Instructional Assistants</p>	<p>Classroom Observations Student Work Pre/Post Tests EDM Unit Tests MCAS</p>
<p>Teachers will participate in staff development and utilize materials which provides knowledge and information in vertical teaching of the Massachusetts State Standards.</p>	<p>Professional Development Days Afterschool Workshops Math Coach Support</p>	<p>January, 2009 Ongoing Daily</p>	<p>Vertical Mapping Materials State Frameworks</p>	<p>Math Coach Administration Classroom Teachers SPED Teachers Math Tutors Instructional Assistants</p>	<p>MCAS Classroom Observations Learning Walks</p>

School Goal 2 INTERNAL

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 70% of students will meet or exceed their growth scores. The remaining 30% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will utilize MAP data to drive instruction, and to focus teaching the math skills that students perform in the LO category.	Faculty Meetings Grade Level Meetings	October, 2008 Ongoing	NWEA Website EDM Materials Supplemental Math Materials EDM Games	Math Coach Classroom Teachers SPED Teachers Administration	MAP Classroom Observations EDM game outcomes Classroom Checklists EDM Unit Tests
Teachers will assist students in setting individual goals to ensure growth during each assessment period, and data walls will be used to chart growth.	Faculty Meetings Site Visits Common Planning Time	November, 2008 Ongoing	Student Agendas NWEA Website Focus on Results Materials	Math Coach Classroom Teachers	MAP Data Walls Individual Goal Setting Sheets Classroom Observations Learning Walks
Teachers will identify students in need of math intervention and provide support and intense instructions.	Grade Level Meetings Common Planning Time	November, 2008 Ongoing	Math Tutors Math Intervention Kits Basic Skills Practice Sheets Rocket Math	Math Coach Classroom Teachers Instructional Assistants	Teacher Checklists Classroom Observation Small Group Observation MAP

School Goals 3 Sub Groups

One hundred percent of our ELL students will show improvement in Math as demonstrated through the administration of the MCAS Math Test. No less than 25% of ELL students will show growth to the next performance level. The remaining 75% will show growth within their performance level. With our current number of ELL students in grades 3, 4, 5, and 6 at 108, our goal is to have at least 11(10%) of those students move from the “Warning” or “Needs Improvement” categories into the “Proficient” category.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will participate in staff development opportunities in the area of differentiated instruction in Mathematics.	ELL Department Meetings Math Coach Support School Site Visits	September, 2008 Ongoing	ESL Math materials EDM Materials Center Supplements	Classroom Teachers SPED Teachers Math Tutors	EDM unit tests Rocket Math Center Checklists
Teachers will provide ELL students with resources that will directly relate to their mathematical needs through centers and time with tutors.	ELL Department Meetings Math Coach Support School Site Visits	September, 2008 Ongoing	ESL Math materials EDM Materials Center Supplements	Classroom Teachers SPED Teachers Math Tutors	EDM unit tests Rocket Math Center Checklists
Teachers will enable ELL students to develop strategies to label and answer all parts of multi –step questions through effective modeling.	Grade Level Team Meetings Faculty Meetings Math Coach Support	September, 2008 Ongoing	Sample MCAS tests MCAS scoring rubrics Student work anchors Overheads	Classroom Teachers SPED Teachers Math Coach	Student Work Lesson Plans Classroom Observations

Mathematics

	<i>Baseline - FALL 2008</i>	<i>Mid Year Assessment - WINTER 2009</i>	<i>End of Year Assessment - SPRING 2009</i>
Kindergarten Everyday Math Assessment			

Kindergarten

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MCAS. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 45 % at Proficient or Above in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will model using manipulatives how to read and solve mathematical problems.	Math Coach's Meetings Grade Level Meetings	September-June Ongoing	EDM Materials Math Games Math Tutor	Classroom Teachers Math Coach Math Tutors	Teacher Observation EDM Assessments Pre-Assessments Post-Assessments
Teachers will provide direct instruction and center based math activities to develop and reinforce mathematical skills.	Grade Level Meetings Math Coach's Meetings	September-June Ongoing	EDM Materials Teacher Created Activities Math Manipulatives	Classroom Teachers SPED Teachers Tutors Instructional Assistants	EDM Assessments Pre Assessments Post Assessments Teacher Observation Student Work
Teachers will develop flexible groups to focus on areas of need.	Grade Level Meetings Math Coach's Meetings	September-June Ongoing	Informal EDM Assessments Teacher Observations	Classroom Teachers SPED Teachers Tutors Instructional Assistants	EDM Assessments Teacher Observations Student Work

Kindergarten

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 70% of students will meet or exceed their growth scores. The remaining 30% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Rationale: Using data analyzed in Goal 1, teachers will apply appropriate skills, concepts, and instructional strategies to ensure students will achieve at high levels.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will set individual goals for their students and will focus instruction on math skills where their students struggle.	Grade Level Meetings Faculty Meetings	September-June Ongoing	EDM Materials	Classroom Teachers Math Tutors Instructional Assistants	Student Work Observations Informal Assessments Learning Walks
Teachers will utilize data walls to help track students' progress and monitor their math performance.	Grade Level Meetings Faculty Meetings	January, 2009 Ongoing	EDM Materials Teacher Made Materials	Classroom Teachers Math Tutors Instructional Assistants	Student Work Observations Informal Assessments Learning Walks Data Walls
Teachers will identify students in need of math intervention and provide support and intense instruction.	Grade Level Meetings	September-June Ongoing	EDM Materials Teacher Observations Student Groups	Classroom Teachers Math Tutors Instructional Assistants	Student Work Observations Informal Assessments Learning Walks

Kindergarten

Mathematics School Goal 3:

One hundred percent of our ELL students will show improvement in Math as demonstrated through the administration of the MCAS Math Test. No less than 25% of ELL students will show growth to the next performance level. The remaining 75% will show growth within their performance level. With our current number of ELL students in grades 3, 4, 5, and 6 at 108, our goal is to have at least 11(10%) of those students move from the “Warning” or “Needs Improvement” categories into the “Proficient” category.

Rationale: Students will achieve at higher levels if teachers differentiate instruction for all students in their classrooms

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will focus on implicit Vocabulary instruction within the math curriculum.	Grade Level Meetings	September-June Ongoing	EDM Materials	Classroom Teachers Math Tutors Instructional Assistants	Student Work Observations Informal Assessments Learning Walks
Teachers will use visuals and manipulatives to reinforce the development of mathematical vocabulary.	Grade Level Meetings	September-June Ongoing	EDM Materials Teacher Made Materials Fray Model	Classroom Teachers Math Tutors Instructional Assistants	Student Work Observations Informal Assessments Learning Walks
Teachers will create flexible grouping to target the needs of our ELL students.	Grade Level Meetings	September-June Ongoing	EDM Materials Teacher Observations Student Groups	Classroom Teachers Math Tutors Instructional Assistants	Student Work Observations Informal Assessments Learning Walks

Grade 1
Mathematics

	<i>End of Year - FALL 2008</i>	<i>End of Year - WINTER 2009</i>	<i>End of Year - SPRING 2009</i>
Grade 1 Everyday Math Assessment			

Grade 1

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MCAS. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth **within** their performance level. Our goal is to have no less than 45 % at Proficient or Above in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will model how to read and respond to open-response questions in math.	Faculty Meetings Grade Level Meetings Focus on Results: Instructional Practice PD	September-June Ongoing	EDM Open-Response EDM games Math Manipulatives	Classroom Teachers Math Tutors Math Coach SPED Teachers	Student Growth Checklists Daily Work EDM Unit Tests
Teachers will utilize math manipulatives, and approved text to develop number sense in our students.	Faculty Meetings Grade Level Meetings	September-June Ongoing	EDM Text EDM Manipulatives Supplemental Materials EDM Games	Classroom Teachers Math Tutors Math Coach SPED Teachers	EDM Unit Tests Informal Assessments Classroom Observations Daily Work
Teachers will model and provide opportunities for writing number sentences using +,-,>,<, and =.	Faculty Meetings Grade Level Meetings Focus on Results Instructional Practice PD	October-June Ongoing	EDM Text EDM Manipulatives Supplemental Materials EDM Games	Classroom Teachers Math Tutors Math Coach SPED Teachers	EDM Unit Tests Informal Assessments Classroom Observations Daily Work

Grade 1

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 70% of students will meet or exceed their growth scores. The remaining 30% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will assist students in setting math performance goals based on EDM assessments.	Grade Level Meetings Faculty Meetings Math Coach Support	September, 2009, 2010 January, 2009, 2010 May, 2009, 2010	EDM Data Basic Skills Assessment	Classroom Teachers SPED Teachers Math Coach Administration	EDM Assessments Basic Skills Assessments Classroom Observations
Teachers will utilize data walls to help students track and monitor their math performance.	Grade Level Meetings Common Planning Time Focus on Results	January, 2009 Ongoing	EDM Data Focus on Results Materials	Classroom Teachers SPED Teachers Math Coach Administration	EDM Assessments Data Walls Learning Walks
Teachers will analyze math data to determine areas of student weaknesses and will target those skills during small group instruction.	Grade Level Meetings Common Planning Time	October-June Ongoing	EDM Extra Support Math Supplements	Classroom Teachers SPED Teachers Math Coach Administration	Data Walls Learning Walks EDM Math Boxes

Grade 1

Mathematics School Goal 3:

One hundred percent of our ELL students will show improvement in Math as demonstrated through the administration of the MCAS Math Test. No less than 25% of ELL students will show growth to the next performance level. The remaining 75% will show growth within their performance level. With our current number of ELL students in grades 3, 4, 5, and 6 at 108, our goal is to have at least 11(10%) of those students move from the "Warning" or "Needs Improvement" categories into the "Proficient" category.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will utilize differentiated instructions strategies to form math instructional groups.	ELL Department Meetings Math Coach's support School Site Visits	January, 2009 Ongoing	ESL Math Materials EDM Materials Center Supplements	Classroom Teachers SPED Teachers Math Tutors Administration	EDM Unit Tests Rocket Math Center Checklists Classroom Observations
Teachers will use visuals and manipulatives to reinforce the development of mathematical vocabulary.	Grade Level Meetings	September-June Ongoing	EDM Materials Teacher Made Materials Frayer Model	Classroom Teachers Math Tutors Instructional Assistants	Student Work Observations Informal Assessments Learning Walks
Teachers will create flexible grouping to target the needs of our ELL students.	Grade Level Meetings	September-June Ongoing	EDM Materials Teacher Observations Student Groups	Classroom Teachers Math Tutors Instructional Assistants	Student Work Observations Informal Assessments Learning Walks

Grade 2
Mathematics

	<i>FALL 2008</i>				<i>WINTER 2009</i>				<i>SPRING 2009</i>			
Grade 2 MAP Assessment	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>	<i>MEAN RIT</i>	<i>%LO</i>	<i>%AV</i>	<i>%HI</i>
<i>Number Sense and Operations</i>	180	28	29	43								
<i>Patterns and Algebra</i>	184.2	21	20	59								
<i>Geometry</i>	187	13	21	66								
<i>Measurement</i>	181.9	26	26	48								
<i>Data Analysis and Probability</i>	183.5	26	24	50								

Grade2
Goal 1 Mathematics -Data

	<i>Unit Test- FALL 2008</i>	<i>Unit Test-WINTER 2009</i>	<i>Unit Test-SPRING 2009</i>
Grade 2 Everyday Math Assessment			

Grade 2

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MCAS. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 45 % at Proficient or Above in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will model how to read and respond to open response questions in math.	Math Coach's Meetings Grade Level Meetings Focus On Results	September-June Ongoing	Everyday Math Assessments Open Response Binder	Classroom Teachers SPED Teachers Math Coach	MAP EDM Open Response Assessments Classroom Observations
Teachers will provide a visual representation of concrete progress in math via data walls	Math Coach's Meetings Grade Level Meetings	October, 2008,2010 February, 2008, 2010 June, 2008, 2010	MAP Scores	Classroom Teachers SPED Teachers Math Coach Administration	Data Walls Map Scores Learning Walks Classroom Observations
Teachers will conference with students and set math improvement goals based on MAP scores	Math Coach's Meetings Grade Level Meetings	September, 2008,2010 January, 2008,2010 May, 2008,2010	MAP Scores Agenda Books	Classroom Teachers SPED Teachers Math Coach Administration	MAP Classroom Observations Learning Walks

Grade 2

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 70% of students will meet or exceed their growth scores. The remaining 30% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will assist students in setting performance improvement goals based on MAP and personal growth targets.	Grade Level Meetings Faculty Meetings Math Coach Support	September, 2008,2010 January, 2008,2010 May, 2008,2010	MAP Data EDM Assessment Response Binder	Classroom Teachers SPED Teachers Math Coach Administrators	MAP EDM Assessments Classroom Observations
Teachers will utilize data walls to help students track and monitor their math performance.	Grade Level Meetings Math Coach Support Focus on Results	October-June Ongoing	MAP Scores Focus on Results Materials Agenda Books	Classroom Teachers SPED Teachers Math Coach Administrators	MAP Data Walls Learning Walks
Teachers will analyze MAP data to determine areas of student weaknesses and will target those skills during small group instruction.	Grade Level Meetings Common Planning Time	October-June Ongoing	MAP Scores EDM Extra Support Math Supplements	Classroom Teachers SPED Teachers Math Coach Administrators	MAP Data Walls Learning Walks Math Boxes

Grade 2

Mathematics School Goal 3:

One hundred percent of our ELL students will show improvement in Math as demonstrated through the administration of the MCAS Math Test. No less than 25% of ELL students will show growth to the next performance level. The remaining 75% will show growth within their performance level. With our current number of ELL students in grades 3, 4, 5, and 6 at 108, our goal is to have at least 11(10%) of those students move from the “Warning” or “Needs Improvement” categories into the “Proficient” category.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will focus on implicit vocabulary instruction within the math curriculum.	Grade Level Meetings Faculty Meetings Math Coach Support	September-June Ongoing	EDM Materials Frayer Vocabulary Model Math Coach	Classroom Teachers Math Coach SPED Teachers Administration	MAP EDM Unit Tests Math Checklists EDM Math Boxes
Teachers will post and review math vocabulary in the classroom and will provide visual representations (realia).	Grade Level Meetings Faculty Meetings Math Coach Support	September-June Ongoing	EDM Materials Frayer Vocabulary Model	Classroom Teachers Math Coach SPED Teachers Administration	MAP EDM Unit Tests Classroom Observations
Teachers will utilize MAP data to target ELL students with potential for math proficiency and ensure all ELL students improve their RIT scores.	Grade Level Meetings Faculty Meetings Math Coach Support	September-June Ongoing	MAP Math Coach	Classroom Teachers Math Coach SPED Teachers Administration	MAP Math Checklists EDM Assessments

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>	193.9	30	25	45								
<i>Patterns and Algebra</i>	195.7	28	28	44								
<i>Geometry</i>	196.3	23	34	43								
<i>Measurement</i>	194.6	33	37	30								
<i>Data Analysis and Probability</i>	194.6	23	41	36								

Grade 3 MCAS Data Synopsis for last year's class

Mathematics Subject Area Sub-scores

Number Sense and Operations:

In 2007, Roosevelt scored .61 vs. state .71 (-10)...In 2008, Roosevelt scored .68 vs. state .73 (-5)...overall decrease in gap of .5

Patterns, Relations, and Algebra:

In 2007, Roosevelt scored .77 vs. state .81 (-4)...In 2008, Roosevelt scored .73 vs. state .79 (-6)...overall slight increase in gap of .02

Geometry:

In 2007, Roosevelt scored .57 vs. state .74 (-17)...In 2008, Roosevelt scored .71 vs. state .71 (0!)...overall decrease in gap of .17

Measurement:

In 2007, Roosevelt scored .66 vs. state .77 (-11)...In 2008, Roosevelt scored .74 vs. state .77 (-3)...overall decrease in gap of .08

Data Analysis, Statistics, and Probability:

In 2007, Roosevelt scored .73 vs. state .81 (-8)...In 2008, Roosevelt scored .61 vs. state .78 (-17)...overall increase in gap of .09

Item Analysis (Multiple Choice & Open Response):

Multiple Choice - In 2007, Roosevelt scored .70 vs. state .78 (-8)...In 2008, Roosevelt scored .72 vs. state .80 (-8)...overall remained same

Open Response - In 2007, Roosevelt scored .60 vs. state .73 (-13)...In 2008, Roosevelt scored .60 vs. state .68 (-8)...overall decrease in gap of .05

MCAS Score Analysis (last year's Grade 3 scores)			
How many scored?		How many scored?	
36-40	4	N/A	
30-35	26	34-35	9
26-29	19	28-29	9
22-25	14	24-25	7
22-25	17	19-21	4
0-7	3	5-7	1

Grade 3

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MCAS. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. Our goal is to have no less than 45 % at Proficient or Above in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will model for students how to explain their strategies for solving open response items both orally and in writing. Direct instruction will be given to students in these skills during math groups and guided reading groups.	Grade Level Meetings Math Coach Support Faculty Meetings Focus on Results	January-May Ongoing	MCAS Sample Questions MCAS Rubrics MCAS Prep Books Open Ended Questions	Classroom Teachers SPED Teachers Math Coach Administration Instructional Assistants	MCAS Classroom Observations Teacher Checklists Students' Work Samples Open-Ended Responses
Teachers will continue to implement center based flexible leveled grouping for Math	Math Coach Support School Site Visits (Goddard) Common Planning Time	November-June Ongoing	EDM Resources Math Vocabulary Frayer Model Massachusetts State Frameworks	Classroom Teachers SPED Teachers Math Coach Administration Instructional Assistants	Classroom Observations Student Work EDM Unit Tests
Teachers will provide a visual representation of concrete progress in math via data walls.	Grade Level Meetings Common Planning Time Interschool Observations	January-May Ongoing	MAP scores Supplemental Materials	Classroom Teachers SPED Teachers Math Coach Administration Instructional Assistants	MAP Scores Data Walls

Grade 3

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 70% of students will meet or exceed their growth scores. The remaining 30% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will target at risk groups for intervention and implement focus intervention groups.	Grade Level Meetings Common Planning Time Math Coach	October, 2008,2009 February, 2009,2010 May, 2009, 2010	MAP Scores NWEA Website EDM Games Supplemental Materials EDM Materials	Classroom Teachers SPED Teachers Instructional Assistants Math Coach Administration	MAP Classroom Observations EDM Games Classroom Checklists EDM Unit Tests Teacher Records
Teachers will assist students in setting individual goals to ensure growth during each assessment period and data walls will be used to chart growth.	Common Planning Time Grade Level Meetings Faculty Meetings	October- May Ongoing	Student Agendas NWEA Website Data Walls	Classroom Teachers SPED Teachers Instructional Assistants Math Coach Administration	MAP Classroom Observations EDM Games Classroom Checklists EDM Unit Tests Teacher Records
Teachers will identify students in need of math intervention and provide support and intense intervention.	Common Planning Time Grade Level Meetings	September-June Ongoing	EDM Materials Supplemental Materials Math Coach	Classroom Teachers SPED Teachers Instructional Assistants Math Coach Administration	MAP Classroom Observations EDM Games Classroom Checklists EDM Unit Tests Teacher Records

Grade 3

Mathematics School Goal 3:

One hundred percent of our ELL students will show improvement in Math as demonstrated through the administration of the MCAS Math Test. No less than 25% of ELL students will show growth to the next performance level. The remaining 75% will show growth within their performance level. With our current number of ELL students in grades 3, 4, 5, and 6 at 108, our goal is to have at least 11(10%) of those students move from the “Warning” or “Needs Improvement” categories into the “Proficient” category.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will use MAP data to target ELL students with potential for Math Proficiency and to ensure students improve at least one level.	Grade Level Meetings	October, 2008, 2009 January, 2009, 2010 Math, 2009, 2010	MAP NWEA Website	Classroom Teachers Math Coaches SPED Teachers Administration	Teacher Records Lesson Plans Center Activities MAP
Teachers will post a review of Math Vocabulary in the classroom and provide visual representations (realia).	Grade Level Meetings	September-June Ongoing	EDM Materials Frayer Vocabulary Model	Classroom Teachers Math Coaches SPED Teachers Administration	MAP EDM Unit Tests Classroom Observations Learning Walks
Teachers will provide ELL students with resources that will directly relate to their mathematical needs through centers	Ell Department Meetings Math Coach Support School Site Visits	September-June Ongoing	ESL Math Materials EDM Materials Center Materials	Classroom Teachers Math Coaches SPED Teachers Administration	MCAS MEPA EDM Unit Tests

Grade 4 MAP Assessment	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
<i>Number Sense and Operations</i>	201.6	38	36	28								
<i>Patterns and Algebra</i>	206.3	23	30	47								
<i>Geometry</i>	207.9	23	28	49								
<i>Measurement</i>	201.3	43	28	29								
<i>Data Analysis and Probability</i>	204.5	30	35	35								

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:

In 2007, Roosevelt scored .61 vs. state .71 (-10)...in 2008, Roosevelt scored .68 vs. state .73 (-5)...overall decrease in gap of .05

Patterns, Relations, and Algebra

In 2007, Roosevelt scored .77 vs. state .81 (-4)...in 2008, Roosevelt scored .73 vs. state .79 (-6)...overall slight increase in gap of .02

Geometry:

In 2007, Roosevelt scored .57 vs. state .74 (-17)...in 2008, Roosevelt scored .71 vs. state .71 (0!)...overall decrease in gap of .17

Measurement:

In 2007, Roosevelt scored .66 vs. state .77 (-11)...in 2008, Roosevelt scored .74 vs. state .77 (-3)...overall decrease in gap of .08

Data Analysis, Statistics, and Probability:

In 2007, Roosevelt scored .73 vs. state .81 (-8)...in 2008, Roosevelt scored .61 vs. state .78 (-17)...overall increase in gap of .09

Item Analysis (Multiple Choice & Open Response):

Multiple Choice...In 2007, Roosevelt scored .70 vs. state .78 (-8)...in 2008, Roosevelt scored .72 vs. state .80 (-8)...overall remained the same

Open Response...In 2007, Roosevelt scored .60 vs state .73 (-13)...in 2008, Roosevelt scored .60 vs state .68 (-8)...overall decrease in gap of .05

MCAS Score Analysis (last year's Grade 3 scores for this year's Grade 4 students)			
How many scored?		How many scored?	
36-40	4	N/A	
30-35	26	34-35	9
26-29	19	28-29	9
22-25	14	24-25	7
22-25	17	19-21	4
0-7	3	5-7	1

Grade 4 MCAS Data Synopsis for last year's Grade 4

Mathematics Subject Area Sub-scores

Number Sense and Operations:

In 2007, Roosevelt scored .54 vs. state .66 (-12)...in 2008, Roosevelt scored .52 vs. state .65 (-13)...overall slight increase in gap of .01

Patterns, Relations, and Algebra:

In 2007, Roosevelt scored .52 vs. state .67 (-15)...in 2008, Roosevelt scored .69 vs. state .73 (-4)...overall decrease in gap of .11

Geometry:

In 2007, Roosevelt scored .44 vs. state .69 (-25)...in 2008, Roosevelt scored .51 vs. state .68 (-19)...overall decrease in gap of .06

Measurement:

In 2007, Roosevelt scored .66 vs. state .62 (+4)...in 2008, Roosevelt scored .58 vs. state .63 (-5)...overall increase in gap of .09

Data Analysis, Statistics, and Probability:

In 2007, Roosevelt scored .56 vs. state .71 (-15)...in 2008, Roosevelt scored .51 vs. state .70 (-19)...overall increase in gap of .04

Item Analysis (Multiple Choice & Open Response):

Multiple Choice...In 2007, Roosevelt scored .57 vs. state .71 (-14)...in 2008, Roosevelt scored .63 vs. state .74 (-11)...overall decrease in gap of .03

Open Response...In 2007, Roosevelt scored .52 vs state .61 (-9)...in 2008, Roosevelt scored .43 vs state .60 (-17)...overall increase in gap of .08

Grade 4

Mathematics School Goal 1:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MCAS. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth *within* their performance level. Our goal is to have no less than 45 % at Proficient or Above in 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will model for students how to explain their open response items both orally and in writing. Direct instruction will be given to students in these skills during Math instruction.	Math Coach Support Grade Level Teams Focus on Results	December-May Ongoing	MCAS Exemplars Math Coach	Classroom Teachers Math Coach SPED Teachers Administration	MCAS EDM Open Responses Classroom Observations Teacher Checklists
Teachers will model the process of how to interpret a given question.	Math Coach Support Grade Level Teams Focus on Results Common Planning Time	September-June Ongoing	Math Coach Sample Questions EDM Text EDM Manipulatives Math Comprehension Books	Classroom Teachers Math Coach SPED Teachers Administration	Classroom Observations Student Work Pre/Post Tests EDM Unit Tests MCAS
Teachers will conference with students and set math improvement goals based on MAP scores.	Math Coach Support Grade Level Teams Common Planning Time	October, 2008, 2009 January, 2009, 2010 May, 2009, 2010	NWEA Website MAP Scores Sample Questions Student Agendas Data Walls	Classroom Teachers Math Coach SPED Teachers Administration	MCAS MAP Data Map Scores Informal Observations Formal Observations EDM Unit Tests

Grade 4

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 70% of students will meet or exceed their growth scores. The remaining 30% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will utilize MAP data to drive instruction and to focus teaching in Math	Grade Level Team Meetings Common Planning Time	October, 2008, 2009 January, 2009, 2010 May, 2009, 2010	NWEA Website EDM Materials EDM games EDM Manipulatives	Math Coach Classroom Teachers SPED Teachers Administration	MAP Classroom Observations EDM Unit Tests Classroom Checklists
Teachers will utilize data walls to track and monitor student performance.	Grade Level Team Meetings Common Planning Time	October, 2008, 2009 January, 2009, 2010 May, 2009, 2010	NWEA Website EDM Materials EDM games EDM Manipulatives Student Agendas Data Walls	Math Coach Classroom Teachers SPED Teachers Administration	MAP Classroom Observations EDM Unit Tests Classroom Checklists Learning Walks
Teachers will target areas in need of improvement and provide support during math centers and small groups.	Grade Level Team Meetings Common Planning Time	September-June Ongoing	Math Coach EDM Support Materials Math Centers	Math Coach Classroom Teachers SPED Teachers Administration	MAP Classroom Observations EDM Unit Tests Classroom Checklists

Grade 4

Mathematics School Goal 3:

One hundred percent of our ELL students will show improvement in Math as demonstrated through the administration of the MCAS Math Test. No less than 25% of ELL students will show growth to the next performance level. The remaining 75% will show growth within their performance level. With our current number of ELL students in grades 3, 4, 5, and 6 at 108, our goal is to have at least 11(10%) of those students move from the “Warning” or “Needs Improvement” categories into the “Proficient” category.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will use MAP data to target ELL students with potential for Math Proficiency and to ensure students improve at least one level.	Grade Level Meetings	October, 2008, 2009 January, 2009, 2010 Math, 2009, 2010	MAP NWEA Website	Classroom Teachers Math Coaches SPED Teachers Administration	Teacher Records Lesson Plans Center Activities MAP
Teachers will post a review of Math Vocabulary in the classroom and provide visual representations (realia).	Grade Level Meetings	September-June Ongoing	EDM Materials Frayer Vocabulary Model	Classroom Teachers Math Coaches SPED Teachers Administration	MAP EDM Unit Tests Classroom Observations Learning Walks
Teachers will provide ELL students with resources that will directly relate to their mathematical needs through centers	ELL Department Meetings Math Coach Support School Site Visits	September-June Ongoing	ESL Math Materials EDM Materials Center Materials	Classroom Teachers Math Coaches SPED Teachers Administration	MCAS MEPA EDM Unit Tests

Grade 5

Mathematics

Grade 5 MAP Assessment	FALL 2006				WINTER 2007				SPRING 2007			
	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI	MEAN RIT	%LO	%AV	%HI
<i>Number Sense and Operations</i>	217.7	19	37	44								
<i>Patterns and Algebra</i>	217.1	22	31	47								
<i>Geometry</i>	213.7	31	35	34								
<i>Measurement</i>	213.6	30	32	38								
<i>Data Analysis and Probability</i>	214.9	28	34	38								

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

Mathematics Subject Area Sub-scores

Number Sense and Operations:

In 2007, Roosevelt scored .54 vs state .66 (-12)...In 2008, Roosevelt scored .52 vs state .65 (-13)...overall slight increase in gap of .01

Patterns, Relations, and Algebra:

In 2007, Roosevelt scored .52 vs state .67 (-15)...In 2008, Roosevelt scored .69 vs state .73 (-4)...overall decrease in gap of .11

Geometry:

In 2007, Roosevelt scored .44 vs state .69 (-25)...In 2008, Roosevelt scored .51 vs state .68 (-19)...overall decrease in gap of .06

Measurement:

In 2007, Roosevelt scored .66 vs state .62 (+4)...In 2008, Roosevelt scored .58 vs state .63 (-5)...overall slight increase in gap of .09

Data Analysis, Statistics, and Probability:

In 2007, Roosevelt scored .56 vs state .71 (-15)...In 2008, Roosevelt scored .51 vs state .70 (-19)...overall slight increase in gap of .04

Item Analysis (Multiple Choice & Open Response):

Multiple Choice...In 2007, Roosevelt scored .57 vs state .71 (-14)...In 2008 Roosevelt scored .63 vs state .74 (-11)...overall decrease in gap of .03

Open Response...In 2007, Roosevelt scored .52 vs state .61 (-9)...In 2008, Roosevelt scored .43 vs state .60 (-17)...overall increase in gap of .08

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

How many scored?		How many scored?	
260-280	4	N/A	
240-258	13	256-258	5
220-238	32	236-238	5
200-218	21	216-218	6

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

Mathematics Subject Area Sub-scores

Number Sense and Operations:

In 2007, Roosevelt scored .52 vs state .65 (-13)...In 2008, Roosevelt scored .53 vs state .64 (-11)...overall slight decrease of .02

Patterns, Relations, and Algebra:

In 2007, Roosevelt scored .65 vs state .70 (-5)...In 2008, Roosevelt scored .65 vs state .70 (-5)...overall remains the same (0)

Geometry:

In 2007, Roosevelt scored .61 vs state .70 (-9)...In 2008, Roosevelt scored .65 vs state .73 (-8)...overall slight decrease in gap of .01

Measurement:

In 2007, Roosevelt scored .41 vs state .56 (-15)...In 2008, Roosevelt scored .48 vs state .56 (-8)...overall decrease in gap of .07

Data Analysis, Statistics, and Probability:

In 2007, Roosevelt scored .56 vs state .69 (-13)...In 2008, Roosevelt scored .62 vs state .63 (-1)...overall decrease of .12

Item Analysis (Multiple Choice & Open Response):

Multiple Choice...In 2007, Roosevelt scored .65 vs state .73 (-8)...In 2008 Roosevelt scored .64 vs state .73 (-9)...overall increase in gap of .01

Open Response...In 2007, Roosevelt scored .44 vs state .57 (-13)...In 2008, Roosevelt scored .51 vs state .55 (-4)...overall decrease in gap of .09

Grade 5

Mathematics School Goal 1:

*One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MCAS. No less than 50% of students will show growth to the next performance level. The remaining 50% will show growth **within** their performance level. Our goal is to have no less than 45 % at Proficient or Above in 2009.*

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Teachers will model strategies for solving open response MCAS items, using exemplars.</p>	<p>Grade Level Team Meetings Common Planning Time Math Coach Support Focus on Results</p>	<p>January-May Weekly</p>	<p>MCAS Sample Questions MCAS rubrics Open-Ended Questions MCAS anchors</p>	<p>Classroom Teachers SPED Teachers Math Coach Administration</p>	<p>MCAS EDM Open Response Classroom Observations</p>
<p>Teachers will conference with students and set math improvement goals based on MAP scores.</p>	<p>Grade Level Team Meetings Common Planning Time</p>	<p>October, 2008, 2009 January, 2009, 2010 May, 2009, 2010</p>	<p>Computers MAP Tests Student Agendas Data Walls</p>	<p>Classroom Teachers SPED Teachers Math Coach Administration</p>	<p>MAP Data Walls Learning Walks</p>
<p>Teachers will provide a visual representation of concrete progress in math via data walls.</p>	<p>Grade Level Team Meetings Common Planning Time Inter-School Observations</p>	<p>November-May Ongoing</p>	<p>MAP Scores Hands on Materials Supplemental Materials</p>	<p>Classroom Teachers SPED Teachers Math Coach Administration</p>	<p>MAP Scores Data Walls Learning Walks</p>

Grade 5

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 70% of students will meet or exceed their growth scores. The remaining 30% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will utilize personal growth targets to help students create individualized improvement plans.	Grade Level Team Meetings Common Planning Time	October, 2008, 2009 January, 2009, 2010 May, 2009, 2010	MAP Scores Student Agenda	Classroom Teachers SPED Teachers Math Coach Administration	MAP Data Walls Classroom Observations
Teachers will implement an intervention program to improve proficiency in basic math skills.	Grade Level Team Meetings Common Planning Time	January-May Weekly	EDM Materials Supplemental Materials Computers	Classroom Teachers SPED Teachers Math Coach Administration	Classroom Observations EDM Test Scores Daily Student Work
Teachers will utilize data walls to help students track their performance in Math.	Grade Level Team Meetings Common Planning Time	January-May Ongoing	Data Walls MAP Scores NWEA Website	Classroom Teachers SPED Teachers Math Coach Administration	Data Walls MAP Daily Student Work

Grade 5

Mathematics School Goal 3:

One hundred percent of our ELL students will show improvement in Math as demonstrated through the administration of the MCAS Math Test. No less than 25% of ELL students will show growth to the next performance level. The remaining 75% will show growth within their performance level. With our current number of ELL students in grades 3, 4, 5, and 6 at 108, our goal is to have at least 11(10%) of those students move from the “Warning” or “Needs Improvement” categories into the “Proficient” category.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Teachers will provide differentiated instruction based upon MAP scores and student performance of daily math message.	Common Planning Time Math Coach Support Grade Level Team Meetings	September-June Ongoing	NWEA Website MAP Scores Daily Math Message	Classroom Teachers SPED Teachers Math Coaches Administration	MAP Individual Assessment Results Classroom Observations
Teachers will provide students with concrete visual representations of math vocabulary.	Common Planning Time Math Coach Support Grade Level Team Meetings	September-June Ongoing	EDM Materials ESL Materials Frayer Vocabulary Model EDM Support Book	Classroom Teachers SPED Teachers Math Coaches Administration	Math Notebook Classroom Observation Students' Daily Work MAP MCAS
Teachers will provide opportunities for students to graph their individual progress on EDM unit tests.	Common Planning Time Math Coach Support Grade Level Team Meetings	September-June Ongoing	EDM Test Results Student Agendas	Classroom Teachers SPED Teachers Math Coaches Administration	EDM Unit Tests Teacher Checklists Classroom Observations.

Grade 6
Mathematics

Grade 6 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>	220.6	37	17	46								
<i>Patterns and Algebra</i>	217.4	42	28	30								
<i>Geometry</i>	217.5	34	20	36								
<i>Measurement</i>	215.5	50	20	30								
<i>Data Analysis and Probability</i>	220.4	37	23	40								

Grade 6 MCAS Data Synopsis for this year's class use last year's grade 6 scores
Mathematics Subject Area Sub-scores

<p>Number Sense and Operations: <i>In 2007, Roosevelt scored .52 vs state .65 (-13)...In 2008, Roosevelt scored .53 vs state .64 (-11)...overall slight decrease of .02</i></p>
<p>Patterns, Relations, and Algebra: <i>In 2007, Roosevelt scored .65 vs state .70 (-5)...In 2008, Roosevelt scored .65 vs state .704 (-5)...overall remained the same</i></p>
<p>Geometry: <i>In 2007, Roosevelt scored .61 vs state .70 (-9)...In 2008, Roosevelt scored .65 vs state .73 (-8)...overall slight decrease of .01</i></p>
<p>Measurement: <i>In 2007, Roosevelt scored .41 vs state .56 (-15)...In 2008, Roosevelt scored .48 vs state .56 (-8)...overall decrease in gap of .07</i></p>
<p>Data Analysis, Statistics, and Probability: <i>In 2007, Roosevelt scored .56 vs state .69 (-13)...In 2008, Roosevelt scored .62 vs state .63 (-1)...overall decrease of .12</i></p>
<p>Item Analysis (Multiple Choice & Open Response): <i>Multiple Choice...In 2007, Roosevelt scored .65 vs state .73 (-8)...In 2008 Roosevelt scored .64 vs state .73 (-9)...overall increase in gap of .01</i> <i>Open Response...In 2007, Roosevelt scored .44 vs state .57 (-13)...In 2008, Roosevelt scored .51 vs state .55 (-4)...overall decrease in gap of .09</i></p>

MCAS Score Analysis (last year's Grade 5 scores for this year's Grade 6 students)			
How many scored?		How many scored?	
260-280	13	N/A	
240-258	16	256-258	0
220-238	19	236-238	5
200-218	31	216-218	15

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:

In 2007, Roosevelt scored .61 vs state .68 (-7)...In 2008, Roosevelt scored .59 vs state .72 (-13)...overall increase in gap of .06

Patterns, Relations, and Algebra:

In 2007, Roosevelt scored .61 vs state .73 (-12)...In 2008, Roosevelt scored .64 vs state .75 (-11)...overall slight decrease in gap of .01

Geometry:

In 2007, Roosevelt scored .56 vs state .63 (-7)...In 2008, Roosevelt scored .58 vs state .69 (-11)...overall increase in gap of .04

Measurement:

In 2007, Roosevelt scored .71 vs state .71 (0)...In 2008, Roosevelt scored .57 vs state .64 (-7)...overall increase in gap of .07

Data Analysis, Statistics, and Probability:

In 2007, Roosevelt scored .45 vs state .57 (-12)...In 2008, Roosevelt scored .65 vs state .73 (-8)...overall slight decrease in gap of .04

Item Analysis (Multiple Choice & Open Response):

Multiple Choice...In 2007, Roosevelt scored .62 vs state .73 (-11)...In 2008 Roosevelt scored .68 vs state .77 (-9)...overall decrease in gap of .02

Open Response...In 2007, Roosevelt scored .58 vs state .61 (-3)...In 2008, Roosevelt scored .50 vs state .64 (-14)...overall increase in gap of .11

Grade 6

Mathematics School Goal 1:

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Teachers will conference with students, and set math improvement goals based on MAP Scores.	Grade Level Team Meetings Common Planning Time	October, 2008, 2009 January, 2009, 2010 May, 2009, 2010	Computers NWEA Website MAP Tests Students Agendas Data Walls	Classroom Teachers SPED Teachers Math Coach Instructional Assistants	MAP Scores Data Walls Learning Walks
Teachers will provide a visual representation of concrete progress in math via data walls.	Grade Level Team Meetings Common Planning Time Inter-School Observations	November-May Ongoing	MAP Scores Supplemental Materials	Classroom Teachers SPED Teachers Math Coach Administration	MAP Scores DATA Walls Learning Walks

Grade 6

Mathematics School Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 70% of students will meet or exceed their growth scores. The remaining 30% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 75% at their grade level benchmark by June 2009.

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Grade 6

Mathematics School Goal 3:

One hundred percent of our ELL students will show improvement in Math as demonstrated through the administration of the MCAS Math Test. No less than 25% of ELL students will show growth to the next performance level. The remaining 75% will show growth within their performance level. With our current number of ELL students in grades 3, 4, 5, and 6 at 108, our goal is to have at least 11(10%) of those students move from the "Warning" or "Needs Improvement" categories into the "Proficient" category.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
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Teachers will provide opportunities for students to graph their individual progress on EDM unit tests.	Common Planning Time Math Coach Support Grade Level Team Meetings	September-June Ongoing	EDM Test Results Student Agendas	Classroom Teachers SPED Teachers Math Coaches Administration	EDM Unit Tests Teacher Checklists Classroom Observations.

FAMILY INVOLVEMENT

FAMILY INVOLVEMENT

We at Roosevelt School recognize that family involvement is at the core of student success. A parent is a child's first and most influential teacher. While the school assumes responsibility for the child's academic training, we need the parent to support this endeavor. It is important for parents and the community to know that working together as a team will allow us to better meet the needs of our young learners. Our Family Liaison and our Family Center have facilitated us in strengthening parent involvement.

We chose to focus our goal emphasis on Communication and Collaborating with the Community, as described in Joyce Epstein's model of family involvement. Action steps were developed to enrich the implementation of these goals. We hope to communicate our instructional focus relentlessly to ensure parents take an active role in teaching their child to read at and above grade level. Presently, teachers collaborate with parents very effectively to help improve the academic achievement of all our students. We hope to take this collaboration up a level to the community. We believe a strong community/school bond will greatly assist Roosevelt's endeavor to educate all of our students to guarantee their success in the 21st Century.

Through our hard work with Focus on Results we recognize that communication is a key to success. It is very important to always talk about what we are doing. We have chosen action steps which enhance and support our initiative to communicate relentlessly our instructional focus, reading comprehension. It is imperative that parents are aware and have a clear understanding of all the work we are doing to ensure all students reach grade level and above in Reading. Instructional data can sometimes be confusing to those who are not working with it on a regular basis. Through our communications we hope to bring a clear understanding of data to our families. Our action steps include shared updates and information about our work through staff and team meetings, weekly bulletins to parents and teachers, email, Connect Ed phone messages, and all other school communication vehicles. It is our goal to reach every single household on a regular basis. Our model of communication will result in a strong family/school bond and improved student performance.

"It takes a village to raise a child". By focusing on our Collaboration with the Community, we hope to utilize all assets of our community members to help prepare all our students for the future. We plan to reach out to our community businesses to build partnerships which will benefit our students as well as the business. Presently, many of the businesses close to Roosevelt are taking an active role in helping to raise funds to build a community playground on school property. We hope to have these businesses also take an active role in our instructional focus. Our action steps include goals which communicate our instructional focus to our community businesses, and enhance our established business partnerships.

By working on these ever-important components of parent involvement, Roosevelt's staff hopes to build a stronger home/school/community bond through relentless communication to advance our shared values and goals to enhance academic success for each and every one of our students.

Family Involvement School Goal 1:

To improve communication with families concerning our instructional focus, school programs, district policies, data and student progress through effective home to school and school to home communication.

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

<p>Action Steps What Actions will occur? What steps will staff take?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.</p>	<p>Resources What are the existing and new resources that will be used to accomplish the activity?</p>	<p>Person Responsible Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?</p>
<p>Communicate our Instructional Focus, Reading Comprehension, relentless to ensure all families and students know the focus and the work necessary to ensure all our students are reading at and above grade level.</p>	<p>Focus On Results Faculty Meetings ILT Meetings GLT Meetings</p>	<p>September-June Ongoing</p>	<p>Focus On Result Materials</p>	<p>Administration ILT Classroom Teachers</p>	<p>Parent Survey Teacher Records of Conferences</p>
<p>Continue to provide parents with a weekly English/Spanish newsletter to keep them informed of weekly and upcoming school events.</p>	<p>N/A</p>	<p>September-June Weekly</p>	<p>Newsletter Materials Office Staff</p>	<p>Administrative Assistants Administration Spanish Interpreter Teacher</p>	<p>Parent response to the newsletter</p>
<p>Encourage home/school communication and provide information on individual student data by means of student agendas.</p>	<p>N/A</p>	<p>September-June Daily</p>	<p>Student Agendas</p>	<p>Parents Teachers Title I staff</p>	<p>Parent signature in the agendas Homework Checklist</p>

Family Involvement School Goal 2:

Rationale:

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

