

Worcester East Middle Schools
School Improvement Plan
November 2008-2010

School:
Worcester East Middle School

Vision Statement:

It is our vision to prepare all students who enter our learning community with the skills, experience and knowledge to successfully meet the demands of the next level of their education. Each student will receive high quality, effective instruction in all subject areas within a culture that supports academic achievement and emotional growth. Each will demonstrate proficiency within a data-driven, standards-based curriculum measured by MCAS, MAP and classroom assessments. We will also ensure that students successfully transition from elementary school and on to high school by offering programs designed to address the unique social, emotional and developmental needs of middle school students. Parents will be active partners in the advancement of their child's education through attendance and participation in programs and events offered throughout the school year.

Mission Statement:

Worcester East Middle School is a community of learners and educators engaged in the development of skills that enable our students to reach their potential. We provide a climate of rigorous intellectual development within a caring environment. We collaborate with the community to offer students opportunities and exploratory experiences that challenge them to become independent thinkers and life-long learners.

Focus Statement:

Worcester East Middle School's focus is to improve reading comprehension and writing skills across the curriculum.

School Profile Information

Basic Information	
Name of School	WORCESTER EAST MIDDLE SCHOOL
Address	420 GRAFTON STREET
	WORCESTER, MA 01604
Telephone	508-799-3430
Fax	508-799-8251
School Web Page URL	www.wpsweb.com/wems/
Principal	ROSE M. DAWKINS
Phone, E-mail Address	508-799-3430, dawkinsr@worc.k12.ma.us
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
- # 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)
- # Principal's 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
- # CMP checklists, e.g. Unit/Quarter Class checklists, Unit/Quarter Individual Profile of Progress Worcester Public Schools
ELA Portfolios
- # ISSPs
- # After School/Summer School Attendance
- # Professional development listing of teacher participation
- # Curriculum maps
- # Curricula scope and sequence

Middle Staff Roster 2008-2009 (Correct staffing for appropriate level)

Position	Personnel	# of Students	Signature
Principal	Rose M. Dawkins		
Assistant Principal	Susan Bussing Bruce Wells		
7th Grade Teacher	Abraham, Rosa Borg, Tracey Buono, Michael Cusson, Susan Geitz, Lynne Grieb, Todd Heenan, Matthew Lamberto, Mary Lito, Irgena Lorincz, Christine Quinn, Anne Marie Quist, Dorothy Rutkiewicz, Mary Ellen Sullivan, Joseph Turner, Robin	55 63 71 71 71 63 71 63 71 62 52 61 66 71 67	
8th Grade Teacher	Brian, Dara Dame, Eileen Fain, Howard Garbarczk, Barbara Giarusso, Philip Horan, Matthew Huynh, Thuan Kett-O'Doherty, Ann Marie Krawczyk, Linda O'Rourke, Mary Reischutz, Jason Sedares, John Solomon, Frederica Tate, Veronica	59 72 93 53 76 90 92 71 51 53 59 92 59 73	

Special Education	Amato, Donna	42	
	Bracero, Kathy	113	
	Coleman, Terry	41	
	Grasseschi-Roach, Cindy	46	
	Hasselquist, Kelly	46	
	McBarron, David		
	Moussa, Claudette	42	
	Santospago, Lisa	127	
	Thomas, June	114	
Toney, Thomas	43		
ESL	O'Rourke, Maryellen	77	
Literacy Coach	Caprice Kopka		N/A
Music	Johnson, Jason	73	N/A
Art	Lord, Stacy	81	N/A
	Salins, Kenneth	90	
Physical Education	Donovan, Maryalyce	74	N/A
	Healey, John	84	
Health	Redway, Alicia	82	N/A
Office Staff	Alston, Ariadna		N/A
	Colon, Carmen		
School Adjustment Counselor	Mahoney, Maura		N/A
Guidance Counselor	Robicheau, Celia		N/A
	Vartanian, Robin		
School Psychologist	Mastrototorio, Sandra		N/A

Enrollment, Enrollment History (October 1st)

2009	2008
583	572

Demographics

Race	% of School
White/Caucasian	31.9%
African American	14.8%
Hispanic	47.0%
Asian, Pacific Islander	6.0%
Native American	0.3%
Limited English Proficiency	19.0%
Eligible for Free/Reduced Lunch	84.4%
(Other as appropriate)	

Student Information

	% of School
Total number of registered students	
Number of regular education students	72.0%
Number of special education students	28.0%
Number of ESL or LEP students	19.0%
Number of eligible for free and reduced lunch	84.4%

Baseline Cumulative Attendance

Year	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
2007-2008	544	537	536	513	530	526	528	533	534	519
2008-2009	552	531								

Mobility

	Inter	Intra	Total
Entry Mobility Factor	3.77%	4.63%	8.4%
Exit Mobility Factor	1.72%	3.60%	5.32%
Combined Mobility Factor	5.49%	8.23%	13.72%

2008 Adequate Yearly Progress (AYP) Report Summary

District: Worcester Public School

School: Worcester East Middle School

Did school make AYP for 2008: ELA YES Math NO Attendance YES

Adequate Yearly Progress Designation:

Did the school meet the standard for AYP?

Overall AYP	English Language Arts		Math		Attendance	
	Made AYP	CPI	Made AYP	CPI	Made AYP	CPI
Aggregate	Yes	78.2	No	49.4	Yes	94.7
Students with Disabilities	No	55.6	No	28.4	Yes	94.0
Limited English Proficient	Yes	64.3	No	40.7	Yes	94.9
Low Income	Yes	76.4	No	46.3	Yes	94.4
African American/Black	No	74.6	No	44.3	Yes	95.2
Asian or Pacific Islander		87.9		70.7		
Hispanic	Yes	73.4	No	43.9	Yes	94.3
Native American						
White	Yes	84.2		55.0	Yes	94.5

Introduction/Executive Summary

After careful analysis of MCAS, MAP, and student work by all teachers it was determined that vocabulary, critical reading of grade level text and student's ability to respond effectively in writing were areas of concern in all content areas. Student answers to open response questions in math, ELA and science, as well as performance on the classroom tasks which required independent reading and writing indicated a need for improved instructional strategies and a comprehensive focus on reading and writing. The Principal working with the Instructional Leadership Team and in collaboration with Team teachers determined that Worcester East Middle School's focus should be on improving reading comprehension and writing skills across curriculum.

Professional Development to promote teaching strategies to focus our practice on improving reading comprehension and writing skills in all areas has been based on *Better Learning Through Structured Teaching* by Fisher, D and Frey, N. The four components of the text will meet critical challenges, including differentiating instruction and making effective use of class time. The four components are: focus lessons, guided instruction, collaborative learning, and independent tasks.

Worcester East Middle School's plan is to implement this focus through professional development, monitoring classroom practices and support implementation of strategies aligned with the teaching standards outlined in the Worcester Public Schools Learning Walk Continuum. Each department is developing and providing students with content specific reading and writing instruction to support our focus. Students will receive daily academic support in reading and writing to raise and improve academic performance.

English Language Arts Analysis

We will continue to employ many of the strategies that we believe contributed to Worcester East Middle School's attainment of AYP for the second year in ELA. We have identified several areas for strategic instruction to improve student performance. These strategies include explicit teaching of testing vocabulary, instruction on Latin and Greek cognates, multiple opportunities to read critically and respond in writing, adherence to the MCAS rubrics for evaluating student work, and common MCAS-like assessments administered in both ELA and Reading classes multiple times each quarter. We have strategically focused on open response questions, providing students with instruction using clearly defined criteria for a four point response. Analysis of the data indicates that this has been very successful. Our percentage correct on the open response questions in 2007 compared to our 2008 are as follows: Grade 7 – 34% correct on open response questions in 2007 increased to **53%** correct in 2008, an increase of 19%; Grade 8 – 28% correct on open response questions in 2007 increased to **60%** in 2008, an increase of 32%. Our special education students did not make AYP in 2008, and our Action Plan for that subgroup contains additional instructional support for more guided reading and writing opportunities.

The percentage of students at each performance level for our Grade 7 students are as follows: 40% were Advanced or Proficient in 2008, compared to 42% in 2007; 43% were Needs Improvement in 2007, compared to 41% in 2008; and 15% were in the Warning level in 2008, compared to 17% in 2007. Our analysis indicated no improvement by grade seven students from 2007 through 2008 on the long composition; therefore we have developed a plan to improve student performance of this portion of the test. To address the relative flat lined performance on topic development (2007- 6.3 and 2008- 6.4) and conventions (2007 - 5.7 and 2008 - 5.9) by grade seven students on the long composition portion of their test, we will be using the Six Traits Writing Process. Using Six Traits we will develop common writing strategies with a focus on the editing process as well as improve student writing with clear organization, supporting details, voice, word choice and sentence fluency.

The percentage of students at each performance level for our Grade 8 students are as follows: 62% were Advanced or Proficient in 2008, compared to 51% in 2007, an increase of 11%; 31% were Needs Improvement in 2007, compared to 39% in 2007, a decrease of 8%; and 7% were in the Warning level in 2008, compared to 9% in 2007.

We have adopted improving reading comprehension and writing across the curriculum as our school-wide focus. To a greater extent than in prior years, content area teachers are designing lessons and assessments that include reading and writing assignments that are relevant and rigorous.

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

Reading Program	Actions Steps	Leader	Resources	Timeline/Date Completed
Great Source Literacy Program	All students except those who are enrolled in world languages receive an extra period of instruction devoted to building reading comprehension skills. This includes targeted instruction for those students identified in the lowest quartile.	ELA Curriculum Liaison ELA Department Head Literacy Coach Building Administrator Reading Teachers Special Ed Teachers ELL Teachers	Great Source materials: Reader’s Handbook (RH) RH Student Application Book Sourcebook Daybook 3-2 Word Study Materials	September 08 to June 09
ELA Program	Actions Steps	Leader	Resources	Timeline/Date Completed
Holt Elements of Literature Program	Teachers will utilize Holt materials to provide standard based instruction in English Language Arts and improve student performance in reading and writing	ELA Department Head Literacy Coach ELA Teachers Special Education Teachers ELL Teacher	Holt Elements of Literature	October 08 to June 09
ELA/Program Objectives	Actions Steps	Leader	Resources	Timeline/Date Completed
Use MCAS/MAP/Classroom data to improve reading and writing instruction	Review last year’s data Develop grade level goals Review this year’s data Use data to develop action plan for following year	ELA Department Head Literacy Coach ELA Teachers Reading Teachers Special Ed Teachers ELL Teachers	MCAS data MAP data	September 08 to June 09
Develop and utilize strategies to support staff and coordinate resources for activities which promote focus on improving reading comprehension and writing skills across the curriculum.	Department Head Meetings Discuss curriculum issues Discuss scheduling issues Analyze data Oversee and implement intervention plans for students	Building Administrators ELA Department Head Literacy Coach All Teachers	Literacy material to support focus of improved reading comprehension and writing skills across the curriculum.	September 08 to June 09
Provide resources that support standard based instruction	Department Head will monitor teacher lesson plans	Building Administrators Department Head Literacy Coach Reading Teachers English Teachers Special Ed Teachers	Holt Write Source Great Source materials: Reader’s Handbook (RH) RH Student Application Book Sourcebook Daybook 3-2 Word Study Materials	September 08 to June 09
Continue sustained staff development model	Continue with the staff development plan that includes time for implementation, reflection, sharing with peers, and observation of peers One hour department meeting per month MAP Progress Monitoring	Building Administrators Department Head Literacy Coach	Focus on Results Better Learning Through Structured Teaching	Monthly Department meetings Professional Development meetings Staff meetings
Encourage students to attend out-of-school time programs	Identify students Communicate with parents about the benefits of participating in the after school program	After school program administrator and staff	21 st Century math and reading materials.	September 2008 to May 2009

ELA/Reading School Goal 1 EXTERNAL

One hundred percent of our students will show improvement in English/Reading Language Arts 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 64% at Proficient or above in 2009.

Action Steps What Actions will occur? What steps will be taken by staff?	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?
Perform MCAS item analysis to identify skill deficits, trends, and to identify competency on question types (open response and multiple choice). Analyze long composition scores for both topic development and conventions.	Bi-weekly department meetings during CPT District monthly department meetings Professional development release days	October 2008 through May 2009	MCAS data	Building Administrators Literacy Coach Department Heads All teachers	School-wide MCAS practice test MCAS results (vocabulary concepts) MAP scores (vocabulary strand) Lesson Plans Classroom Observations Classroom vocabulary assessments
Teachers will deliver explicit systematic instruction to expand vocabulary by focusing on context clues and common Greek and Latin cognates	Bi-weekly department meetings during CPT District monthly department meetings	Fall 2008- spring 2009 Incorporated in weekly lessons in all content areas	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results MAP strands
Teachers will model strategies and provide opportunities necessary for students to identify purpose, structure, elements of literary genre, and respond with evidence from the text to support their understanding	Professional Development for all teachers on guided reading and writing including differentiated instruction from <i>Better Learning Though Structured Teaching</i> for reading comprehension	Ten hours of district mandated professional development	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results MAP strands
All teachers will deliver explicit instruction, model strategies and provide opportunities for students to write with a clear coherent organization and sufficient details	Professional Development for all teachers on guided reading and writing including differentiated instruction from <i>Better Learning Though Structured Teaching</i> for reading comprehension	Ten hours of district mandated professional development	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results MAP strands
Teachers will deliver explicit instruction focusing on strategies to improve reading comprehension skills using the eight strategies of effective readers	Bi-weekly department meetings during CPT District monthly department meetings	Fall 2008- spring 2009 Incorporated in weekly lessons in all content areas	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results MAP strands

Analyze MCAS data to determine student ability to guide our school-wide focus on reading and writing across the curriculum.	Bi-weekly department meetings during CPT District monthly department meetings	October 2008 through May 2009	MCAS data	Building Administration Department Heads All teachers	MCAS results School-wide MCAS practice test
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ELA/Reading School Goal 2 INTERNAL

One hundred percent of our students will show improvement in English/Reading Language Arts as demonstrated by the administration of MAP Assessment. No less than 60% of students will meet or exceed their growth scores. The remaining 40% 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 be taken by staff?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use MAP data to measure student reading progress and drive instructional decisions in the classroom	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
MAP results will be disaggregated by classes. Teachers will analyze data by strand and reference the Descartes for instructional targets to enhance, develop, and introduce skills.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
MAP data will be used to support and guide instruction for all teachers in our school-wide focus on reading comprehension and writing skills	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
Use formative MAP data to create meaningful flexible groupings to address specific skill deficits	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
Teachers will use MAP data to differentiate instruction by content, process, or product	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
Individual students MAP scores will be used to set goals for growth targets	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	Prior to Winter and Spring MAP testing	MAP scores NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP scores Improved student progress towards growth target

Incentives to engage students in the MAP assessment process will be provided through collaboration between teachers and the PBIS committee.	PBIS Committee meetings	Prior to Winter and Spring MAP testing	PBIS incentive rewards	Building Administration PBIS Committee members Literacy Coach All teachers	MAP scores Improved student progress towards targeted growth
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ELA/Reading School Goal 3 Sub Group

One hundred percent of our SPECIAL EDUCATION students will show improvement in English/Reading Language Arts as demonstrated by the administration of the MCAS. No less than 23.5% of students will show growth to the next performance level. The remaining 76.5% will show growth within their performance level. While our current achievement in English/Reading Language Arts for SPECIAL EDUCATION subgroup is 15.3% proficient or above, this subgroup will make AYP of at least 25.3% in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will be taken staff?	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?
All teachers will design lessons that are aligned with the state standards and the district curriculum guidelines and include differentiated instruction to meet the needs of all students.	Content Department Meetings Special Education Department Meetings Review and feedback to teachers of Lessons Plans by Department Heads and Building Administration	September 2008- June 2009 weekly	Massachusetts Frameworks Teachers' Curriculum guides Lesson Plan Template	Building Administration Department Heads	Department Heads will review lesson plan Classroom observations
All teachers will design lessons that include guided instruction leading to independent student work. They will scaffold instruction, use graphic organizers, and administer ongoing formative assessments to support students' academic achievement.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days Professional Development - Better Learning Through Structured Teaching	September 2008- June 2009 weekly	MAP scores MCAS results Classroom Assessments	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MAP Scores MCAS Scores Classroom Assessments Lesson Plans Classroom observations
Special Education teachers will provide instruction that includes modeling, guided reading and writing opportunities to strengthen student performance for our school-wide focus on improved reading comprehension and writing skills.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days Better Learning Through Structured Teaching	September 2008- June 2009	MAP scores MCAS results Classroom assessments	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MAP Scores MCAS Scores Classroom Assessments Lesson Plans Classroom observations
Special Education teachers will individualize instruction to meet the needs of their students as outlined in the students' IEP or 504 plans.	Monthly Special Education Department Meetings	September 2008- June 2009 monthly	Worcester Public School's Guidelines for IEP Writing	Building Administration Special Education Department Head Special Education Department Chairperson Guidance	IEP/504 monitoring
Special Education teachers will analyze MCAS data to determine specific areas of need and develop strategies to target instruction to address them.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days	September 2008- June 2009 monthly	MCAS results	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MCAS scores Classroom Assessments Lesson Plans Classroom observations

Special Education teachers will use MAP data and the Descartes continuum of skills to design lessons to address skill deficits and monitor progress for individual students each testing period.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days	September 2008- June 2009 monthly	MAP results	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MAP scores Classroom Assessments Lesson Plans Classroom observations
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Grade 7

ELA/Reading: Data

Grade 7 MAP Assessment	FALL 2008				WINTER 2009				SPRING 2009			
	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
<i>Language: Vocabulary/Concept Development</i>	209.0	47%	28%	23%								
<i>Understanding Text Imaginary/Literary</i>	210.7	43%	27%	28%								
<i>Understanding Text Informative/Expository</i>	209.6	47%	29%	24%								
<i>Genre/Fiction/Nonfiction</i>	212.4	62%	30%	28%								
<i>Style & Language</i>	211.5	45%	26%	28%								

Grade 7 MCAS Data Synopsis for last year's grade 7 students (short analysis explaining data)

Reading/ELA Subject Area Sub-scores

Language:

In 2008 Worcester East Middle grade 7 students attained 5.2 points of a possible 7 points in the language strand, 75% correct.

Reading and Literature:

In 2008 Worcester East Middle grade 7 students attained 28.1 points of a possible 45 points in the literature strand, 62% correct.

Item Analysis (Multiple Choice & Open Response):

In 2008 Worcester East Middle grade 7 students attained 24.9 points of a possible 36 points on the multiple choice questions, 69% correct.

In 2008 Worcester East Middle grade 7 students attained 8.4 points of a possible 16 points on the open response questions, 53% correct.

Grade 7 MCAS Data Synopsis for this year's class (use last year's grade 6 scores) (Explain any curricular or instructional adjustments for your current grade 7 students)
Reading/ELA Subject Area Sub-scores

Language:
 In 2007 Worcester East Middle grade 7 students attained 3.3 points of a possible 5 points in the language strand, 65% correct.

Reading and Literature:
 In 2007 Worcester East Middle grade 7 students attained 29.2 points of a possible 47 points in the literature strand, 62% correct.

Item Analysis (Multiple Choice & Open Response):
 In 2007 Worcester East Middle grade 7 students attained 24.9 points of a possible 36 points on the multiple choice questions, 69% correct.

 In 2007 Worcester East Middle grade 7 students attained 7.5 points of a possible 16 points on the open response questions, 47% correct.

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	8	N/A	
240-258	93	256-258	8
220-238	105	236-238	21
200-218	39	216-218	27

Grade 7

ELA/Reading Goal 1: External

One hundred percent of our students will show improvement in English/Reading Language Arts 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 50% at Proficient or above in 2009.

Action Steps What Actions will occur? What steps will be taken by staff ?	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?
Perform MCAS item analysis to identify skill deficits, trends, and to identify competency on question types (open response and multiple choice). Analyze long composition scores for both topic development and conventions.	Bi-weekly department meetings during CPT District monthly department meetings Professional development release days	October 2008 through June 2009	MCAS data	Building Administrators Department Heads Literacy Coach All teachers	MCAS analysis data distributed and discussed for next action steps
Teachers will deliver explicit systematic instruction to expand vocabulary by focusing on context clues and common Greek and Latin cognates.	Bi-weekly department meetings during CPT District monthly department meetings	September 2008- June 2009 Incorporated in weekly lessons in all content areas	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook WPS Vocabulary Cognate List All content area texts	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results
Teachers will model strategies and provide opportunities necessary for students to identify purpose, structure, elements of literary genre, and respond with evidence from the text to support their understanding.	Professional Development for all teachers on guided reading and writing including differentiated instruction from <i>Better Learning Though Structured Teaching</i> for reading comprehension.	Ten hours of district mandated professional development	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All content area texts	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results
All teachers will deliver explicit instruction, model strategies and provide opportunities for students to write with a clear coherent organization and sufficient details.	Professional Development for all teachers on guided reading and writing including differentiated instruction from <i>Better Learning Though Structured Teaching</i> for reading comprehension.	Ten hours of district mandated professional development	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results
Teachers will deliver explicit instruction focusing on strategies to improve reading comprehension skills using the eight strategies of effective readers.	Professional Development for all teachers on guided reading and writing including differentiated instruction from <i>Better Learning Though Structured Teaching</i> for reading comprehension.	Ten hours of district mandated professional development	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All content area texts	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results

Analyze MCAS data to determine student ability to guide our school-wide focus on reading and writing across the curriculum.	Bi-weekly department meetings during CPT District monthly department meetings	October 2008 through May 2009	MCAS data	Building Administration Department Heads All teachers	MCAS results School-wide MCAS practice test
Teachers will provide opportunities for writing long compositions that demonstrate a well developed topic, clear organization, varied word choice and sentence fluency, distinctive voice, and proper use of conventions to support school-wide focus on improved writing skills.	Bi-weekly department meetings during CPT District monthly department meetings	September 2008 through June 2009	Write Source MCAS practice materials Holt Elements of Literature	Building Administration Literacy Coach ELA/Reading Department Head All teachers of ELA	MCAS results Classroom Assessments School-wide MCAS practice test
Teachers will provide opportunities for responding to text using critical reading of the prompt, referencing the text to determine relevant information, and writing a response using three separate pieces of supporting evidence from the text to support school-wide focus on improved writing skills.	Bi-weekly department meetings during CPT District monthly department meetings	September 2008 through June 2009	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All context area texts	Building Administration Literacy Coach ELA/Reading Department Head All teachers of ELA and Reading All content teachers	MCAS results Classroom Assessments School-wide MCAS practice test
Teachers will provide reading opportunities for determining main idea, basic facts, and details in a text and using them as the basis for interpretation to support school-wide focus on improved reading comprehension (standard eight).	Bi-weekly department meetings during CPT District monthly department meetings	September 2008 through June 2009	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All content area texts	Building Administration Literacy Coach ELA/Reading Department Head All teachers of ELA and Reading All content teachers	MCAS results Classroom Assessments School-wide MCAS practice test

Grade 7

ELA/Reading Goal 2: Internal

One hundred percent of our students will show improvement in English/Reading Language Arts as demonstrated by the administration of MAP Assessment. No less than 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 52.9 % proficient according to the NWEA school report data by June 2009.

Action Steps What Actions will occur? What steps will be taken by staff ?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use MAP data to measure student reading progress and drive instructional decisions in the classroom.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
MAP results will be disaggregated by classes. Teachers will analyze data by strand and reference the Descartes for instructional targets to enhance, develop, and introduce skills.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
MAP data will be used to support and guide instruction for all teachers in our school-wide focus on improving reading comprehension and writing skills.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
Use formative MAP data to create meaningful flexible groupings to address specific skill deficits.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
Teachers will use MAP data to differentiate instruction by content, process, or product.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
Individual students' MAP scores will be used to set goals for growth targets.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	Prior to Winter and Spring MAP testing	MAP scores NWEA Reports	Team teachers	MAP scores Improved student progress towards targeted growth

Incentives to engage students in the MAP assessment process will be provided through collaboration between teachers and the PBIS committee.	PBIS Committee meetings	Prior to Winter and Spring MAP testing	PBIS incentive rewards	Building Administration PBIS Committee members Literacy Coach All teachers	MAP scores Improved student progress towards growth target
To support our school-wide focus on improved reading comprehension, teachers will provide reading opportunities for students to locate, interpret, and draw conclusions from complex informational texts. (Descartes, Understanding Text/Informational Expository).	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All content area texts	Building Administration Literacy Coach ELA/Reading Department Head All teachers of ELA and Reading All content teachers	MAP data Classroom assessments

Grade 7

ELA/Reading School Goal 3: SPECIAL EDUCATION

One hundred percent of our GRADE SEVEN SPECIAL EDUCATION students will show improvement in English/Reading Language Arts as demonstrated by the administration of the MCAS. No less than 23.5 of students will show growth to the next performance level. The remaining 76.5 will show growth within their performance level. While our current achievement in English/Reading Language Arts for SPECIAL EDUCATION subgroup is 5.0% proficient or above, this subgroup will make AYP of at least 15.0% in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will staff take?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
All teachers will design lessons that are aligned with the state standards and the district curriculum guidelines and the state standards and include differentiated instruction to meet the needs of all students.	Content Department Meetings Special Education Department Meetings Review and feedback to teachers of Lessons Plans by Department Heads and Building Administration	September 2008- June 2009 weekly	Massachusetts Frameworks Teachers' Curriculum guides Lesson Plan Template	Building Administration Department Heads	Department Heads will review lesson plan Classroom observations
All teachers will design lessons that include guided instruction leading to independent student work. They will scaffold instruction, use graphic organizers, and administer ongoing formative assessments to support students' academic achievement.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days Professional Development - Better Learning Through Structured Teaching	September 2008- June 2009 weekly	MAP scores MCAS results Classroom Assessments	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MAP Scores MCAS Scores Classroom Assessments Lesson Plans Classroom observations
Special Education teachers will provide instruction that includes modeling, guided reading and writing opportunities to strengthen student performance for our school-wide focus on improved reading comprehension and writing skills.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days Better Learning Through Structured Teaching	September 2008- June 2009	MAP scores MCAS results Classroom assessments	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MAP Scores MCAS Scores Classroom Assessments Lesson Plans Classroom observations
Special Education teachers will individualize instruction to meet the needs of their students as outlined in the students' IEP or 504 plans.	Monthly Special Education Department Meetings	September 2008- June 2009 monthly	Worcester Public School's Guidelines for IEP Writing	Building Administration Special Education Department Head Special Education Department Chairperson Guidance	IEP/504 monitoring
Special Education teachers will analyze MCAS data to determine specific areas of need and develop strategies to target instruction to address them.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days	September 2008- June 2009 monthly	MCAS results	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MCAS scores Classroom Assessments Lesson Plans Classroom observations
Special Education teachers will use MAP data and the Descartes continuum of skills to design lessons to address skill deficits and monitor progress for individual students each testing period.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days	September 2008- June 2009 monthly	MAP results	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MAP scores Classroom Assessments Lesson Plans Classroom observations

Grade 8

ELA/Reading: Data

Grade 8 MAP Assessment	FALL 2008				WITNER 2007				SPRING 2007			
	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI	MEAN RIT	LO	AV	HI
<i>Word Meaning</i>	210.4	56%	24%	19%								
<i>Literal Comprehension</i>	211.4	52%	22%	25%								
<i>Interpretive Comprehension</i>	209.7	56%	22%	20%								
<i>Evaluative Comprehension</i>	211.8	50%	25%	24%								
<i>Literature</i>	212.0	51%	23%	25%								

Grade 8 MCAS Data Synopsis for last year's grade 8 students (short analysis explaining data)

Reading/ELA Subject Area Sub-scores

Language:

In 2008, Worcester East Middle grade 8 students attained 4.2 points of a possible 6 points in the language strand, 75% correct.

Reading and Literature:

In 2008, Worcester East Middle grade 8 students attained 30.2 points of a possible 46 points in the literature strand, 62% correct.

Item Analysis (Multiple Choice & Open Response):

In 2008, Worcester East Middle grade 8 students attained 24.9 points of a possible 36 points on the multiple choice questions, 69% correct.

In 2008, Worcester East Middle grade 8 students attained 9.5 points of a possible 16 points on the open response questions, 53% correct.

Grade 8 MCAS Data Synopsis for this year's class (use last year's grade 7 scores) (Explain any curricular or instructional adjustments for your current grade 8 students)
Reading/ELA Subject Area Sub-scores

Language:
*In 2007, Worcester East Middle grade 7 students attained 3.3 points of a possible 5 points in the language strand, 75% correct.
 We have increased instructional time for vocabulary development.*

Reading and Literature:
*In 2007, Worcester East Middle grade 7 students attained 29.2 points of a possible 47 points in the literature strand, 62% correct.
 We have designed common assessments that provide practice for students aligned with MCAS type questions to promote critical reading.*

Item Analysis (Multiple Choice & Open Response):
*In 2007, Worcester East Middle grade 7 students attained 24.9 points of a possible 36 points on the multiple choice questions, 69% correct.
 In 2007, Worcester East Middle grade 7 students attained 7.5 points of a possible 16 points on the open response questions, 53% correct.
 We will continue with specific instruction for facilitating student's ability to answer open response questions.*

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	8	N/A	
240-258	140	256-258	16
220-238	72	236-238	24
200-218	17	216-218	10

Grade 8
ELA/Reading Goal 1: External

One hundred percent of our students will show improvement in English/Reading Language Arts 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 72% at Proficient or above in 2009.

Action Steps What Actions will occur? What steps will be taken by staff ?	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?
Perform MCAS item analysis to identify skill deficits, trends, and to identify competency on question types (open response and multiple choice). Analyze long composition scores for both topic development and conventions.	Bi-weekly department meetings during CPT District monthly department meetings Professional development release days	October 2008 through June 2009	MCAS data	Building Administrators Department Heads Literacy Coach All teachers	MCAS analysis data distributed and discussed for next action steps
Teachers will deliver explicit systematic instruction to expand vocabulary by focusing on context clues and common Greek and Latin cognates.	Bi-weekly department meetings during CPT District monthly department meetings	September 2008- June 2009 Incorporated in weekly lessons in all content areas	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook WPS Vocabulary Cognate List All content area texts	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results
Teachers will model strategies and provide opportunities necessary for students to identify purpose, structure, elements of literary genre, and respond with evidence from the text to support their understanding.	Professional Development for all teachers on guided reading and writing including differentiated instruction from <i>Better Learning Though Structured Teaching</i> for reading comprehension.	Ten hours of professional development at afterschool mandated by district sessions	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All content area texts	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results
All teachers will deliver explicit instruction, model strategies and provide opportunities for students to write with a clear coherent organization and sufficient details.	Professional Development for all teachers on guided reading and writing including differentiated instruction from <i>Better Learning Though Structured Teaching</i> for reading comprehension.	Ten hours of professional development at afterschool mandated by district sessions	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results
Teachers will deliver explicit instruction focusing on strategies to improve reading comprehension skills using the Eight Strategies Effective Readers Use Across the Curriculum.	Professional Development for all teachers on guided reading and writing including differentiated instruction from <i>Better Learning Though Structured Teaching</i> for reading comprehension.	Ten hours of professional development at afterschool mandated by district sessions	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All content area texts	Building Administration Literacy Coach Department Heads All teachers	School-wide common assessments Classroom Assessments Classroom observations MCAS results

Analyze MCAS data to determine student ability to guide our school-wide focus on reading and writing across the curriculum.	Bi-weekly department meetings during CPT District monthly department meetings	October 2008 through June 2009	MCAS data	Building Administration Department Heads All teachers	MCAS results School-wide MCAS practice test
Teachers will provide opportunities for responding to text using critical reading of the prompt, referencing the text to determine relevant information, and writing a response using three separate pieces of supporting evidence from the text to support school-wide focus on improved writing skills.	Bi-weekly department meetings during CPT District monthly department meetings	September 2008 through June 2009	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All context area texts	Building Administration Literacy Coach ELA/Reading Department Head All teachers of ELA and Reading All content teachers	MCAS results Classroom Assessments School-wide MCAS practice
Teachers will provide reading opportunities for determining main idea, basic facts, and details in a text and using them as the basis for interpretation to support school-wide focus on improved reading comprehension (standard eight).	Bi-weekly department meetings during CPT District monthly department meetings	September 2008 through June 2009	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All content area texts	Building Administration Literacy Coach ELA/Reading Department Head All teachers of ELA and Reading All content teachers	MCAS results Classroom Assessments School-wide MCAS practice
To support our school-wide focus on improved reading comprehension, teachers will provide reading opportunities for students to identify and use knowledge of common graphic features, organizational structures, and identify evidence used to support an argument (standard thirteen).	Bi-weekly department meetings during CPT District monthly department meetings	September 2008 through June 2009	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All content area texts	Building Administration Literacy Coach ELA/Reading Department Head All teachers of ELA and Reading All content teachers	MCAS results Classroom Assessments School-wide MCAS practice

Grade 8

ELA/Reading Goal 2: Internal

One hundred percent of our students will show improvement in English/Reading Language Arts as demonstrated by the administration of MAP Assessment. No less than 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring

Our goal is to have no less than 61.7 % proficient according to the NWEA school report data by June 2009.

Action Steps What Actions will occur? What steps will be taken by staff ?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use MAP data to measure student reading progress and drive instructional decisions in the classroom.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
MAP results will be disaggregated by classes. Teachers will analyze data by strand and reference the DesCartes for instructional targets to enhance, develop, and introduce skills.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
MAP data will be used to support and guide instruction for all teachers in our school-wide focus on improving reading comprehension and writing skills.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
Use formative MAP data to create meaningful flexible groupings to address specific skill deficits.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
Teachers will use MAP data to differentiate instruction by content, process, or product.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	MAP results NWEA Reports	Building Administration Literacy Coach Department Heads All teachers	MAP data Classroom assessments
Individual students' MAP scores will be used to set goals for growth targets.	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	Prior to Winter and Spring MAP testing	MAP scores NWEA Reports	Team teachers	MAP scores Improved student progress towards growth target

Incentives to engage students in the MAP assessment process will be provided through collaboration between teachers and the PBIS committee.	PBIS Committee meetings	Prior to Winter and Spring MAP testing	PBIS incentive rewards	Building Administration PBIS Committee members Literacy Coach All teachers	MAP scores Improved student progress towards growth target
To support our school-wide focus on improved reading comprehension, teachers will provide reading opportunities for students to locate, interpret, and draw conclusions from complex informational texts. (Descartes, Understanding Text/Informational Expository).	Bimonthly department meetings during CPT Monthly Department Meetings Staff Development days in October and March	September 2008 to June 2009	Holt Elements of Literature Write Source Reader's Handbook Student Application Book Sourcebook Daybook All content area texts	Building Administration Literacy Coach ELA/Reading Department Head All teachers of ELA and Reading All content teachers	MAP data Classroom assessments

Grade 8

ELA/Reading School Goal 3: SPECIAL EDUCATION

One hundred percent of our GRADE EIGHT SPECIAL EDUCATION students will show improvement in English/Reading Language Arts as demonstrated by the administration of the MCAS. No less than 23.5% of students will show growth to the next performance level. The remaining 76.5 will show growth within their performance level. While our current achievement in English/Reading Language Arts for SPECIAL EDUCATION subgroup is 30% proficient or above, this subgroup will make AYP of at least 40% in 2009 or safe harbor.

Action Steps What Actions will occur? What steps will be taken by staff ?	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?
All teachers will design lessons that are aligned with the state standards and the district curriculum guidelines and include differentiated instruction to meet the needs of all students.	Content Department Meetings Special Education Department Meetings Review and feedback to teachers of Lessons Plans by Department Heads and Building Administration	September 2008- June 2009 weekly	Massachusetts Frameworks Teachers' Curriculum guides Lesson Plan Template	Building Administration Department Heads	Department Heads will review lesson plan Classroom observations
All teachers will design lessons that include guided instruction leading to independent student work. They will scaffold instruction, use graphic organizers, and administer ongoing formative assessments to support students' academic achievement.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days Professional Development - Better Learning Through Structured Teaching	September 2008- June 2009 weekly	MAP scores MCAS results Classroom Assessments	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MAP Scores MCAS Scores Classroom Assessments Lesson Plans Classroom observations
Special Education teachers will provide instruction that includes modeling, guided reading and writing opportunities to strengthen student performance for our school-wide focus on improved reading comprehension and writing skills.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days Better Learning Through Structured Teaching	September 2008- June 2009	MAP scores MCAS results Classroom assessments	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MAP Scores MCAS Scores Classroom Assessments Lesson Plans Classroom observations
Special Education teachers will individualize instruction to meet the needs of their students as outlined in the students' IEP or 504 plans.	Monthly Special Education Department Meetings	September 2008- June 2009 monthly	Worcester Public School's Guidelines for IEP Writing	Building Administration Special Education Department Head Special Education Department Chairperson Guidance	IEP/504 monitoring
Special Education teachers will analyze MCAS data to determine specific areas of need and develop strategies to target instruction to address them.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days	September 2008- June 2009 monthly	MCAS results	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MCAS scores Classroom Assessments Lesson Plans Classroom observations
Special Education teachers will use MAP data and the DesCartes continuum of skills to design lessons to address skill deficits and monitor progress for individual students each testing period.	Monthly Staff Meetings Monthly Department Meetings Fall and Spring Staff Development Days	September 2008- June 2009 monthly	MAP results	Building Administration ELA Department Head SPED Department Head Literacy Coach SPED Teachers	MAP scores Classroom Assessments Lesson Plans Classroom observations

Mathematics Analysis

Data analysis in Mathematics began with the instructional staff analyzing MCAS Math scores to guide our efforts to improve mathematics instruction and accelerate students who are not performing at the Proficiency level. The results of the 2008 MCAS in Math for grade seven showed 15% achieving Advanced or Proficient, a decrease of 6% from 2007, 33% of our students scored in Needs Improvement, which remained constant from 2007, and 52% in Warning/Failing compared to 45% in 2007. The weakest performing subgroup in 2008 was SPED with a CPI of 28.0. Analysis of the strand areas in 2008 indicated that Geometry (30% correct), Measurement (38% correct), and Number Sense and Operations (46% correct) were the areas of greatest difficulty for seventh grade students.

Analysis showed that open response questions were challenging for students. The results of scores for this type of question in grade seven in 2008 was 41% correct, a decrease of 5% from 2007, indicating a continued need for strategic instruction on Open Response questions.

Our goal for grade seven students in 2009 is one hundred percent of students in Mathematics will show improvement as demonstrated by the administration of MCAS. No less than 40% of students will show growth to the next performance level. The remaining 60% will show growth within their performance level. Our goal for grade seven is to have no less than 25% at Proficient or above in 2009.

The results of the 2008 MCAS in Math for grade eight showed 25% scoring in Advanced or Proficient, an increase of 12% from 2007, 34% of our students scored in Needs Improvement compared to 33% in 2007, and 42% in Warning/Failing compared to 55% in 2007. Students performing in the warning category decreased by 13%.

The weakest performing subgroup in 2008 was SPED with a CPI of 29.0. Analysis of the strand areas in 2008 indicated that Measurement (39% correct), and Number Sense and Operations (47% correct) were the areas of greatest difficulty for eighth grade students.

In 2008 grade eight students achieved 42% correct in open response compared to 37% in 2007, an increase of 5%. Our goal for grade eight students in 2009 is one hundred percent of students in Mathematics will show improvement as demonstrated by the administration of MCAS. No less than 40% of students will show growth to the next performance level. The remaining 60% will show growth within their performance level. Our goal for grade eight is to have no less than 35% at Proficient or above in 2009. We are addressing needs of the aggregate as well as special needs of the SPED population in our Subgroup Goals to ensure that all groups meet AYP.

Measures of Academic Progress (MAP) data from fall, 2007 – fall, 2008 were analyzed for students in grade seven and grade eight. Growth Index in Math for grade 7 was 55.6% and for grade 8, 44.7%. Our goal is to increase student growth from fall 2008 – spring 2009 by three percent.

The schools focus at WEMS is “Reading and Writing in the Content Areas”. The Mathematics Department is actively and regularly incorporating reading and writing activities in the Math classes. Mathematics faculty has also recognized the deficiencies of our students in relation to computational skills. Math teachers are deliberately incorporating skills building on a regular basis in their classes. In many cases, students are making errors in other strands because of their computational weaknesses.

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
Connected Math Program	55 minute math block Identify students needing further math instruction and support for Math Technology Enrichment	Math Curriculum Liaison Math Department Head Building Administrator Guidance Personal	CMP materials ASSISTments Program Supplemental Standards-based materials	September 2008- June 2009
Mathematics Program Objectives	Actions Steps	Leader	Resources	Frequency/Timeline
Use MCAS, MAP and classroom data to improve mathematics instruction	Review data from last year Develop grade level goals Review this year's data Use data to develop action plan	Math Department Head Literacy Coach Math Teachers SPED Teachers Math Enrichment Teacher	Data sources: MCAS, MAP Classroom assessments	September 2008- June 2009
Develop and provide support for teachers to coordinate resources, supplemental materials and to improve teaching strategies	Monthly Department Meetings Analyze data	Building Administration Math Department Head Special Education ESL Teacher	MCAS data MAP data Classroom assessments	Bimonthly department meetings during CPT Monthly department meetings
Provide resources that support standard based instruction	Use supplemental instruction materials that support grade level goals	Building Administration Math Liaison Department Chair	Supplemental instructional materials	Bimonthly department meetings during CPT Monthly department meetings
Provide research based professional development opportunities for teachers, district and other provided math offerings	Recommend that teachers participate in professional development opportunities	Building Administration Math Liaison Math Department Head	Mass DESE/Intel Math Initiative And other PD math offerings	September 2008- June 2009t
Encourage students to attend out of school time programs	Identify students Communicate with parents	After school program administrator and staff	21 st Century Math and Reading materials	September 2008- May 2009

Math 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 40% of students will show growth to the next performance level. The remaining 60% will show growth **within** their performance level. Our goal is to have no less than 30 % at Proficient or above in 2009.

Action Steps What Actions will occur? What steps will be taken by staff?	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?
Perform MCAS item analysis to identify Math content and skill deficits	Bimonthly department meeting during CPT October and March Staff Development Monthly Department meetings	October – June -2009	Individual MCAS data Team MCAS data Previous MCAS questions	Building Administration Literacy Coach Department head All Math Teachers	School-wide MCAS practice results
Use MCAS data to identify skill deficits, identify strand and question type areas of weakness to drive instructional decisions in the classroom	Bimonthly department meeting during CPT October and March Staff Development Monthly Department meetings	October 2008– June 2009	MCAS data	Building Administration Literacy Coach Department head All Math Teachers	MCAS testing Unit assessments
MCAS results will be disaggregated by classes. Teachers will analyze data by performance level to develop strategies to address specific needs	Bimonthly department meeting during CPT October and March Staff Development Monthly Department meetings	October 2008– June 2009	School-wide and team MCAS data	Building Administration Literacy Coach Department head All Math Teachers	Unit assessments Formative classroom assessment
Implement a school-wide focus on reading and writing across the curriculum targeting student practice in answering open response questions	Bimonthly department meeting during CPT Monthly Department meetings	September 2008– June 2009	Previous MCAS questions Supplementary materials ASSISTments Program	Building Administration Literacy Coach Department head All Math Teachers	MCAS results Common Unit Assessment Classroom Assessments Learning Walks Classroom observations Monitoring lesson plans
Teach and review strategies to solve multiple choice and short answer questions	Bimonthly department meeting during CPT Monthly Department meetings	September 2008– June 2009	Previous MCAS questions Supplementary materials ASSISTments Program	Building Administration Literacy Coach Department head All Math Teachers	MCAS scores Common Unit Assessment Classroom Assessments Learning Walks Classroom observations Monitoring lesson plans
Individual student MCAS scores will be used to set goals for improvement.	Bimonthly department meeting during CPT Monthly Department meetings	Prior to MCAS, 2009	Individual MCAS data Team MCAS data	All Math Teachers	MCAS results

Math 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 60% of students will meet or exceed their growth scores of three or more points. The remaining 40% will show growth in their over all RIT score from fall to spring. Our goal is to have no less than 31 % at their grade level benchmark by June 2009

Action Steps What Actions will occur? What steps will be taken by staff?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use MAP data to measure student math progress and to drive instructional decisions in the classroom.	Bimonthly Math meetings CPT October and March Staff Development Monthly Math Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	MAP testing Unit assessments
MAP results will be disaggregated by classes. Teachers will analyze data by strand and reference the Des Cartes for instructional targets to enhance, develop and introduce skills.	Bimonthly Math meetings CPT October and March Staff Development Monthly Math Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing and as different strands are addressed	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	Unit assessments Formative classroom assessment
Map data will be used to support and guide instruction for all teachers in our school-wide focus on reading comprehension and writing skills.	Bimonthly Math meetings CPT October and March Staff Development Monthly Math Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	MAP testing Unit Assessment Results MCAS results
Use formative MAP data to create flexible grouping to address weaknesses of specific skills.	Bimonthly Math meetings CPT October and March Staff Development Monthly Math Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing and as different strands are addressed	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	MAP results Learning Walks Classroom observations Monitoring lesson plans
Teachers will use MAP data to differentiate instruction by content, process and product.	Bimonthly Math meetings CPT October and March Staff Development Monthly Math Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Math Teachers	MAP results Learning Walks Classroom observations Monitoring lesson plans

Individual student MAP scores will be used to set goals for student growth targets	Bimonthly Math meetings CPT October and March Staff Development Monthly Math Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	All Math Teachers	MAP scores Improved student progress to growth target
Incentives to engage students in the MAP assessment process will be provided through collaboration between the teachers and PBIS committee	PBIS committee meetings	Prior to winter and spring MAP testing	PBIS incentive rewards	PBIS committee Building Administration Literacy Coach All teachers	MAP scores Improved student progress to growth target

Math School Goal 3 Special Education and ELL

One hundred percent of our SPED students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 35% of students will show growth to the next performance level. The remaining 65% will show growth within their performance level. Our goal for this subgroup is that they will make CPI of at least 33.1 in 2009 or Safe Harbor.

One hundred percent of our ELL students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 40% of students will show growth to the next performance level. The remaining 60% will show growth within their performance level. Our goal for the ELL subgroup is that they will make CPI of at least 48.6 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will be taken by staff?	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?
All teachers will differentiate instruction through process (instructional strategies), product (student work/outcomes) and program (core curriculum and supplemental materials).	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008 – June 2009	MAP Data Des Cartes Classroom Assessment Supplemental Materials	Building Administration Literacy Coach Department head All Teachers	MAP Assessments Classroom Assessments Learning Walks Classroom Observations MEPA
All teachers will use formative data to create flexible grouping to address weaknesses of specific skills.	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008 – June 2009	MAP Data Des Cartes Classroom Assessment Supplemental Materials	Building Administration Literacy Coach Department head All Teachers	MAP Assessments Classroom Assessments Learning Walks Classroom Observations
Special Education teachers, ELL, and all classroom teachers will deliver explicit instruction in math skills as outlined in the state frameworks and standards.	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008 – June 2009	MAP MCAS MCAS Practice Materials Classroom Assessment Supplemental Materials	Building Administration Literacy Coach Department head All Teachers	Classroom Assessments MAP Assessments MEPA Learning Walks Classroom Observations MEPA
Special Education teachers, ELL, and all teachers will individualize instruction to meet the specific learning needs of their students.	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data Scheduled study skills period Classroom assessment Unit assessment test	Building Administration Literacy Coach Department head All Teachers	MAP data Unit assessments Classroom assessments Learning Walks Classroom Observations MEPA

<p>All teachers will scaffold instruction specific to the use of graphic organizers and strategies to support writing of open response answers. All teachers will participate in and implement strategies from Better learning Through Structured Teaching to further differentiate instruction for all students.</p>	<p>Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT</p>	<p>September 2008 – June 2009</p>	<p>Graphic Organizers MCAS MCAS Practice Materials Better learning Through Structured Teaching</p>	<p>Building Administration Literacy Coach Department head All Teachers</p>	<p>MAP data Unit assessments Classroom assessments Learning Walks Classroom Observations MEPA</p>
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Grade 7 Mathematics - Data

Grade 7 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>	220.0	41%	29%	28%								
<i>Patterns Relations and Algebra</i>	219.4	41%	32%	26%								
<i>Geometry</i>	220.0	42%	31%	26%								
<i>Measurement</i>	215.8	52%	28%	19%								
<i>Data Analysis, Statistics, and Probability</i>	223.0	38%	26%	36%								

**Grade 7
Goal 1 Mathematics -Data**

	<i>Unit Test- FALL 2008</i>	<i>Unit Test-WINTER 2009</i>	<i>Unit Test-SPRING 2009</i>
Grade 7 Connected Mathematics Program (CMP)	average score- 77		
Math ASSISTments (Insert School Time Line)			

Grade 7 MCAS Data Synopsis for this year's class use last year's grade 7 scores (short analysis explaining data)

Mathematics Subject Area Sub-scores

<p>Number Sense and Operations: <i>In 2008, WEMS grade7 students received 5.1 points out of a possible 13 points on the number sense strand.</i></p>
<p>Patterns, Relations, and Algebra: <i>In 2008, WEMS grade7 students received 8.6 points out of a possible 15 points on the patterns, relations and algebra strand.</i></p>
<p>Geometry: <i>In 2008, WEMS grade 7 students received 2.2 points out of a possible 7 points on the geometry strand</i></p>
<p>Measurement: <i>In 2008, WEMS grade 7 students received 2.7 points out of a possible7 points on the measurement strand</i></p>
<p>Data Analysis, Statistics, and Probability: <i>In 2008, WEMS grade 7 students received 6.4 points out of a possible 12 points on the patterns, relations and algebra strand</i></p>
<p>Item Analysis (Multiple Choice & Open Response): <i>In 2008, WEMS grade7 students received 15.1 points out of a possible 29 points on the multiple choice questions, In 2008, WEMS grade 7 students received 8.3 points out of a possible 20 points on the open response questions. In 2008, WEMS grade 7 students received 2.5 points out of a possible 5 points on the short answer questions.</i></p>

Grade 7 MCAS Data Synopsis for this year's class (use last year's grade 6 scores) (Explain any curricular or instructional adjustments for your current Grade 7 students)

Mathematics Subject Area Sub-scores

<p>Number Sense and Operations: <i>In 2007, WEMS grade7 students received 6.4 points out of a possible 14 points on the number sense strand.</i></p>
<p>Patterns, Relations, and Algebra: <i>In 2007, WEMS grade7 students received 7.8 points out of a possible 15 points on the patterns, relations and algebra strand</i></p>
<p>Geometry: <i>In 2007, WEMS grade 7 students received 3.7 points out of a possible 7 points on the geometry strand</i></p>
<p>Measurement: <i>In 2007, WEMS grade 7 students received 2.6 points out of a possible7 points on the measurement strand</i></p>
<p>Data Analysis, Statistics, and Probability: <i>In 2007, WEMS grade 7 students received 6.4 points out of a possible 11 points on the patterns, relations and algebra strand</i></p>
<p>Item Analysis (Multiple Choice & Open Response): <i>In 2007, WEMS grade7 students received 15.0 points out of a possible 29 points on the multiple choice questions, In 2007, WEMS grade 7 students received 9.2 points out of a possible 20 points on the open response questions. In 2007, WEMS grade 7 students received 2.7 points out of a possible 5 points on the short answer questions.</i></p>

How many scored?		How many scored?	
260-280	10	N/A	
240-258	29	256-258	7
220-238	81	236-238	10
200-218	132	216-218	76

Grade 7

Mathematics Goal 1: External

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MCAS No less than 40% of students will show growth to the next performance level. The remaining 60% will show growth **within** their performance level. Our goal is to have no less than 25 % at Proficient or above in 2009.

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

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?
Measure individual math progress using MCAS data to drive instructional decisions in the classroom.	Bimonthly math meetings Staff Development Days, CPT Department meetings	September 2008 – June, 2009	Individual MCAS data	Administration Department Heads Literacy Coach All Teachers	MCAS results Classroom Assessments Classroom observations Monitoring lesson plans
Perform MCAS item analysis to identify skill deficits and trends.	Bimonthly math meetings Staff Development Days, CPT Department meetings	September 2008 – June, 2009	MCAS results/ DOE	Administration Department Heads Literacy Coach All Teachers	MCAS results Classroom assessments School-wide MCAS practices
Develop curriculum guidelines and Best Practices, common unit and quarterly assessments to address state frameworks and evaluate progress	Bimonthly math meetings Staff Development Days, CPT Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Massachusetts State Frameworks CMP text Quarterly Assessment Data Unit Assessment Data	Administration Department Heads Literacy Coach All Teachers	Unit assessment results Classroom observations Monitoring lesson plans
Develop updated visual representations of students' performance to display progress to encourage greater achievement.	Bimonthly math meetings Staff Development Days, CPT Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Quarterly Assessment data Unit Assessment results Progress Report/Report Card Data Grading Software	All Math Teachers	Common Unit Assessment Classroom Assessments Classroom observations Monitoring lesson plans
Prepare and administer to students review materials to maintain mastery of concepts previously taught.	Bimonthly math meetings Staff Development Days, CPT Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Previous MCAS questions CMP text ASSISTments Program Supplementary Materials	All Math Teachers	Common Unit Assessment Classroom Assessments Classroom observations Monitoring lesson plans
Provide and evaluate ongoing formative assessments, to monitor students' strength and weaknesses to re-teach skills where needed.	Bimonthly math meetings Staff Development Days, CPT Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Previous MCAS questions CMP text ASSISTments Program Supplementary Materials	All Math Teachers	Common Unit Assessment Classroom Assessments Classroom observations Monitoring lesson plans
Implement a school-wide focus on reading and writing across the curriculum targeting open response questions and using scoring rubrics	Bimonthly math meetings Staff Development Days, CPT Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Previous MCAS questions CMP text ASSISTments Program Supplementary Materials	All Math Teachers	Open Response Results (Four Point Rubric with element breakdown)
Deliver explicit systematic instruction in patterns, relations, and algebra using all four representations of two variables.	Bimonthly math meetings Staff Development Days, CPT Department meetings	September 2008 – June, 2009	Previous MCAS questions CMP text ASSISTments Program Supplementary Materials	All Math Teachers	Common Unit Assessment Classroom Assessments Classroom observations Monitoring lesson plans

**Grade 7
Mathematics 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 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring As of the Fall, 2008 administration of MAP, seventh graders achieved a mean RIT of 219.7 and a median of 221. The norm for this testing period is a mean of 224.1 and a median of 225. Our goal is to have no less than 32.6 % at their grade level benchmark by June 2009

Action Steps What Actions will occur? What steps will be taken by staff?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use MAP data to measure student math progress and to drive instructional decisions in the classroom.	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	MAP testing Unit assessments
MAP results will be disaggregated by classes. Teachers will analyze data by strand and reference the Des Cartes for instructional targets to enhance, develop and introduce skills.	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008– June 2009 After fall, winter and spring MAP testing and as different strands are addressed	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	Unit assessments Formative classroom assessment
Map data will be used to support and guide instruction for all teachers in our school-wide focus on reading comprehension and writing skills in the content areas.	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	MAP testing Unit Assessment Results MCAS results
Use formative MAP data to create flexible grouping to address weaknesses of specific skills.	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008– June 2009 After fall, winter and spring MAP testing and as different strands are addressed	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	MAP results Learning Walks Classroom observations Monitoring lesson plans

Teachers will use MAP data to differentiate instruction by content, process and product.	Bimonthly department meeting during CPT October and March Staff Development Monthly Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Math Teachers	MAP results Learning Walks Classroom observations Monitoring lesson plans
Individual student MAP scores will be used to set goals for student growth targets	Bimonthly department meeting during CPT October and March Staff Development Monthly Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	All Math Teachers	MAP scores Improved student progress to growth target
Incentives to engage students in the MAP assessment process will be provided through collaboration between the teachers and PBIS committee	PBIS committee meetings	Prior to winter and spring MAP testing	PBIS incentive rewards	PBIS committee Building Administration Literacy Coach All teachers	MAP scores Improved student progress to growth target

Grade 7

Mathematics Goal 3: Subgroups

One hundred percent of our SPED students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 35% of students will show growth to the next performance level. The remaining 65% will show growth within their performance level. While our current achievement in Math for SPED subgroup is 0% proficient or above, this subgroup will make CPI of at least 32.7 in 2009 or Safe Harbor.

One hundred percent of our Hispanic students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 40% of students will show growth to the next performance level. The remaining 60% will show growth within their performance level. While our current achievement in Math for the ELL subgroup is 23.52% Proficient or above on MCAS, this subgroup will make CPI of at least 47.8 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will be taken by staff?	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?
All teachers will differentiate instruction through process (instructional strategies), product (student work/outcomes) and program (core curriculum and supplemental materials)	Bimonthly math meetings CPT October and March Staff Development Department meetings	September 2008 – June 2009	MAP Data Levels Des Cartes Classroom Assessment Supplemental Materials	Administration Department Heads Literacy Coach SPED Department Head All Teachers ELL Teacher	MAP Assessments Classroom Assessments
All teachers will use formative data to create flexible grouping to address weaknesses of specific skills	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June 2009	MAP Data Levels Des Cartes Classroom Assessment Supplemental Materials	Administration Department Heads Literacy Coach SPED Department Head All Teachers ELL Teacher	MAP Assessments Classroom Assessments
Special Education teachers and all classroom teachers will deliver explicit instruction in math skills as outlined in the state standards	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June 2009	MAP MCAS MCAS Practice Materials Classroom Assessment Supplemental Materials	Administration Math teacher Math Department Head All Teachers ELL Teacher	Classroom Assessments MAP Assessments MEPA
Special Education teachers and all teachers will individualize instruction to meet the specific learning needs of their students.	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data Scheduled study skills period Classroom assessment Unit assessment test	Administration SPED Department Head SPED teachers ELL Teacher	MAP data Unit assessments Classroom assessments
All teachers will scaffold instruction specific to the use of graphic organizers and strategies to support writing of open response answers.	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June 2009	Graphic Organizers MCAS MCAS Practice Materials	Administration Math Department Head Literacy Coach SPED Department Head All Teachers ELL Teacher	MCAS data Unit assessments Classroom assessments

Math teachers will encourage students to participate in opportunities for additional instruction after school programs	Bimonthly math department common planning time	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data Scheduled study skills period Classroom assessment Unit assessment test	All Math Teachers	MCAS data Unit assessments Classroom assessments
Prepare and administer to students review materials to maintain mastery of concepts	Bimonthly math department common planning time	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data Scheduled study skills period Classroom assessment Unit assessment test	All Math Teachers	MCAS data Unit assessments Classroom assessments
Special Education math teachers will attend Math Department Meetings to maintain alignment with curriculum scope and sequence.	Monthly Department meetings	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data	All Math Teachers All Special Ed Teachers	MCAS data Unit assessments Classroom assessments
Collaborate with math enrichment teacher on curriculum and skills deficits.	Monthly Department meetings	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data	All Math Teachers	MCAS data Unit assessments Classroom assessments
Special Education teachers will individualize instruction to meet the needs of their students as outlined in the students' IEP or 504 plans.	Monthly Special Education Department Meetings	September 2008- June 2009 monthly	Worcester Public School's Guidelines for IEP Writing	Building Administration Special Education Department Head Special Education Department Chairperson Guidance	IEP/504 monitoring

Grade 8
Goal I Mathematics - Data

Grade 8 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>	222.1	48%	31%	20%								
<i>Patterns Relations and Algebra</i>	222.4	48%	30%	22%								
<i>Geometry</i>	222.4	50%	31%	19%								
<i>Measurement</i>	219.2	57%	24%	18%								
<i>Data Analysis, Statistics, and Probability</i>	225.1	41%	32%	27%								

Grade 8
Goal 1 Mathematics -Data

	<i>Unit Test- FALL 2008</i>	<i>Unit Test-WINTER 2009</i>	<i>Unit Test-SPRING 2009</i>
Grade 8 Connected Mathematics Program (CMP)	Average score - 78		
Math ASSISTMENTS (Insert School Time Line)			

Grade 8 MCAS Data Synopsis for this year's class use last year's grade 8 scores (short analysis explaining data)

<p>Number Sense and Operations: <i>In 2008, WEMS grade 8 students received 6.7 points out of a possible 14 points on the number sense strand.</i></p>
<p>Patterns, Relations, and Algebra: <i>In 2008, WEMS grade 8 students received 7.6 points out of a possible 15 points on the patterns, relations and algebra strand.</i></p>
<p>Geometry: <i>In 2008, WEMS grade 8 students received 3.7 points out of a possible 7 points on the geometry strand</i></p>
<p>Measurement: <i>In 2008, WEMS grade 8 students received 2.7 points out of a possible 7 points on the measurement strand</i></p>
<p>Data Analysis, Statistics, and Probability: <i>In 2008, WEMS grade 8 students received 6.0 points out of a possible 11 points on the patterns, relations and algebra strand</i></p>
<p>Item Analysis (Multiple Choice & Open Response): <i>In 2008, WEMS grade8 students received 16 points out of a possible 29 points on the multiple choice questions, In 2008, WEMS grade 8 students received 8.5 points out of a possible 20 points on the open response questions. In 2008, WEMS grade 8 students received 2.2 points out of a possible 5 points on the short answer questions.</i></p>

Grade 8 MCAS Data Synopsis for this year's class (use last year's grade 7 scores) (Explain any curricular or instructional adjustments for your current Grade 8 students)

<p>Number Sense and Operations: <i>In 2008, WEMS grade7 students received 5.1 points out of a possible 13 points on the number sense strand.</i></p>
<p>Patterns, Relations, and Algebra: <i>In 2008, WEMS grade7 students received 8.6 points out of a possible 15 points on the patterns, relations and algebra strand.</i></p>
<p>Geometry: <i>In 2008, WEMS grade 7 students received 2.2 points out of a possible 7 points on the geometry strand</i></p>
<p>Measurement: <i>In 2008, WEMS grade 7 students received 2.7 points out of a possible7 points on the measurement strand</i></p>
<p>Data Analysis, Statistics, and Probability: <i>In 2008, WEMS grade 7 students received 6.4 points out of a possible 12 points on the patterns, relations and algebra strand</i></p>
<p>Item Analysis (Multiple Choice & Open Response): <i>In 2008, WEMS grade7 students received 15.1 points out of a possible 29 points on the multiple choice questions, In 2008, WEMS grade 7 students received 8.3 points out of a possible 20 points on the open response questions. In 2008, WEMS grade 7 students received 2.5 points out of a possible 5 points on the short answer questions.</i></p>

MCAS Score Analysis			
How many scored?		How many scored?	
260-280	14	N/A	
240-258	45	256-258	1
220-238	80	236-238	10
200-218	99	216-218	51

Grade 8

Mathematics 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 35 % at Proficient or above in 2009.

Action Steps What Actions will occur? What steps will be taken by staff?	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?
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?
Measure individual math progress by using MCAS data to drive instructional decisions in the classroom	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June, 2009	Individual MCAS data	Administration Department Heads Literacy Coach All Teachers	MCAS scores
Perform MCAS item analysis to identify skill deficits and trends	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June, 2009	MCAS results/ DOE	Administration Department Heads Literacy Coach All Teachers	MCAS results Classroom assessments School-wide MCAS practices
Develop curriculum guidelines, best practice, common unit and quarterly assessments to address state standards and evaluate student progress	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Massachusetts State Frameworks CMP text Quarterly Assessment Data Unit Assessment Data	Administration Department Heads Literacy Coach All Teachers	Unit assessment results
Develop updated visual representations of students' performance to display progress to encourage greater achievement	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Quarterly Assessment data Unit Assessment results Progress Report/Report Card Data Grading Software	All Math Teachers	Common Unit Assessment Classroom Assessments Learning Walks Classroom observations Monitoring lesson plans
Prepare and administer to students review materials to maintain mastery of concepts previously taught	Bimonthly math department common planning time Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Previous MCAS questions CMP text ASSISTments Program Supplementary Materials	All Math Teachers	Common Unit Assessment Classroom Assessments Learning Walks Classroom observations Monitoring lesson plans
Provide skill based formative assessment and develop targeted instruction to address identified needs	Bimonthly math department common planning time Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Previous MCAS questions CMP text ASSISTments Program Supplementary Materials	All Math Teachers	Common Unit Assessment Classroom Assessments Learning Walks Classroom observations Monitoring lesson plans

Implement a school-wide focus on reading and writing across the curriculum targeting student practice in answering open response questions	Bimonthly math department common planning time Department meetings	September 2008 – June, 2009 Quarterly and after unit assessments	Previous MCAS questions CMP text ASSISTments Program Supplementary Materials	All Math Teachers	Open Response Results (Four Point Rubric with element breakdown)
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Grade 8

Mathematics Goal 2:

One hundred percent of our students will show improvement in MATH as demonstrated by the administration of MAP Assessment No less than 60% of students will meet or exceed their growth scores. The remaining 40% will show growth in their over all RIT score from fall to spring. As of the Fall, 2008 administration of MAP, eighth graders achieved a mean RIT of 222 and a median of 223. The norm for this testing period is a mean of 229.3 and a median of 230.

Our goal is to have no less than 29.4 % at their grade level benchmark by June 2009

Action Steps What Actions will occur? What steps will be taken by staff?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Timeline/Date Completed When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action.	Resources What are the existing and new resources that will be used to accomplish the activity?	Person Responsible Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Use MAP data to measure student math progress and to drive instructional decisions in the classroom	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	MAP testing Unit assessments
MAP results will be disaggregated by classes. Teachers will analyze data by strand and reference the Des Cartes for instructional targets to enhance, develop and introduce skills	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008– June 2009 After fall, winter and spring MAP testing and as different strands are addressed	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	Unit assessments Formative classroom assessment
Map data will be used to support and guide instruction for all teachers in our school-wide focus on reading comprehension and writing skills in the content areas	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	MAP testing Unit Assessment Results MCAS results
Use formative MAP data to create flexible grouping to address weaknesses of specific skills	Bimonthly Math department meeting during CPT October and March Staff Development Monthly Math Department meetings Weekly Team CPT	September 2008– June 2009 After fall, winter and spring MAP testing and as different strands are addressed	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Teachers	MAP results Learning Walks Classroom observations Monitoring lesson plans

Teachers will use MAP data to differentiate instruction by content, process and product	Bimonthly department meeting during CPT October and March Staff Development Monthly Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	Building Administration Literacy Coach Department head All Math Teachers	MAP results Learning Walks Classroom observations Monitoring lesson plans
Individual student MAP scores will be used to set goals for student growth targets	Bimonthly department meeting during CPT October and March Staff Development Monthly Department meetings	September 2008– June 2009 After fall, winter and spring MAP testing	NWEA Reports Individual MAP data	All Math Teachers	MAP scores Improved student progress to growth target
Incentives to engage students in the MAP assessment process will be provided through collaboration between the teachers and PBIS committee	PBIS committee meetings	Prior to winter and spring MAP testing	PBIS incentive rewards	PBIS committee Building Administration Literacy Coach All teachers	MAP scores Improved student progress to growth target

Grade 8

Mathematics Goal 3:

One hundred percent of our SPED students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 35% of students will show growth to the next performance level. The remaining 65% will show growth within their performance level. While our current achievement in Math for SPED subgroup is 4% proficient or above, this subgroup will make AYP of at least 33.7 in 2009 or Safe Harbor.

One hundred percent of our ELL students will show improvement in Math as demonstrated by the administration of the MCAS. No less than 40% of students will show growth to the next performance level. The remaining 50% will show growth within their performance level. While our current achievement in Math for the ELL subgroup is 32.5% Proficient or above on MCAS, this subgroup will make CPI of at least 42.2 in 2009 or Safe Harbor.

Action Steps What Actions will occur? What steps will be taken by staff?	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?
All teachers will differentiate instruction through process (instructional strategies), product (student work/outcomes) and program (core curriculum and supplemental materials)	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June 2009	MAP Data Levels Des Cartes Classroom Assessment Supplemental Materials	Administration Department Heads Literacy Coach SPED Department Head All Teachers ELL Teacher	MAP Assessments Classroom Assessments
All teachers will use formative data to create flexible grouping to address weaknesses of specific skills	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June 2009	MAP Data Levels Des Cartes Classroom Assessment Supplemental Materials	Administration Department Heads Literacy Coach SPED Department Head All Teachers ELL Teacher	MAP Assessments Classroom Assessments
Special Education teachers and all classroom teachers will deliver explicit instruction in math skills as outlined in the state frameworks and standards	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June 2009	MAP MCAS MCAS Practice Materials Classroom Assessment Supplemental Materials	Administration Literacy Coach Math Department Head All Teachers ELL Teacher	Classroom Assessments MAP Assessments MEPA
Special Education teachers and all teachers will individualize instruction to meet the specific learning needs of their students	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data Scheduled study skills period Classroom assessment Unit assessment test	Administration SPED Department Head SPED Teachers ELL Teacher Math Department Head	MAP data Unit assessments Classroom assessments
All teachers will scaffold instruction specific to the use of graphic organizers and strategies to support writing of open response answers	Bimonthly math department common planning time October and March Staff Development Department meetings	September 2008 – June 2009	Graphic Organizers MCAS MCAS Practice Materials	Administration Literacy Coach Math Department Head SPED Department Head All Teachers ELL Teacher	MCAS data Unit assessments Classroom assessments

Math teachers will encourage students to participate in opportunities for additional instruction after school	Bimonthly math department common planning time	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data Scheduled study skills period Classroom assessment Unit assessment test	Math Department Head All Math Teachers	MCAS data Unit assessments Classroom assessments
Prepare and administer review materials to maintain mastery of concepts and improve computation skills	Bimonthly math department common planning time	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data Scheduled study skills period Classroom assessment Unit assessment test	Math Department Head All Math Teachers	MCAS data Unit assessments Classroom assessments
Special education math teachers will attend math department meetings to maintain alignment with curriculum scope and sequence.	Monthly Department meetings	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data	Math Department Head All Math Teachers All Special Ed Teachers	MCAS data Unit assessments Classroom assessments
Collaborate with math enrichment teacher on curriculum and skill deficits	Monthly Department meetings	September 2008 – June 2009	MCAS Data MCAS Practice Materials MAP Data	Math Department Head All Math Teachers	MCAS data Unit assessments Classroom assessments
Special Education teachers will individualize instruction to meet the needs of their students as outlined in the students' IEP or 504 plans	Monthly Special Education Department Meetings	September 2008- June 2009 Monthly	Worcester Public School's Guidelines for IEP Writing	Building Administration Special Education Department Head Special Education Department Chairperson Guidance	IEP/504 monitoring

FAMILY INVOLVEMENT

Research shows that parental involvement is a key component to student success in school. Increase communication with parents creates a partnership that is crucial at this age level in the academic area. Increasing letters, phone calls, and parental assemblies will provide parents and school staff the necessary tools to help our students follow through with school commitments. Providing parents with the guidance to be able to take part and encourage their children in their academic journey will result in parents being equal partners in their children's education.

- **To improve communication with families about school programs and student progress through effective school-to-home and home-to-school communications.**
- **To guide families to monitor, assist, interact on study habits and other learning activities**

School Involvement Goal 1: To improve communication between school and home to result in a stronger school community and an increase in student achievement

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

<i>Action Steps</i> What Actions will occur? What steps will staff take?	<i>Professional Development</i> How will staff acquire the necessary skills and attitudes to implement the activity?	<i>Timeline/Date Completed</i> When will this strategy or action begin and end? Please indicate if this is a long term (more than one year) or short term action	<i>Resources</i> What are the existing and new resources that will be used to accomplish the activity?	<i>Person Responsible</i> Who will provide the leadership? Who will do the work?	<i>Monitoring Effectiveness</i> What ongoing formative evidence will be gathered to show this activity is making a difference in student outcome?
Staff will increase contact with guardian through verbal and written communication. Staff will provide parents with a schedule of after school help sessions and academic recovery plans.	Counselors will provide training during staff meetings.	August – Faculty meeting	Connect-Ed GEARUP Office Provide Interpreters as needed Engrade (online grade monitoring system)	Principal Counselors Teachers	Quarterly contact with teachers on student academic performance. Connect-Ed message logs
Counselors will increase communication with parents by scheduling parent/teacher conferences to discuss students' academic performance Counselors will also initiate Student Support Process as needed.	Students displaying academic difficulty will be during Common Plan Time	August – June on Weekly basis or as needed.	Letters to parents Meetings with students to develop plans. Email Phone Calls Student Support Process forms	Guidance Counselors Teachers Assistant Principals	Midterm Progress Reports. Quarterly Grades Input from teachers Student/counselor Conferences
Principal will provide opportunities to meet with parents to answers questions regarding the school and the curriculum and share successes	N/A	Monthly Coffee with the Principal.	Coffee Pastries Written Materials	Principal	Sign in Sheet for attendance.

School Involvement Goal 2: To guide families on how to monitor, assist, and interact on study habits and other learning activities

Rationale: Academic performance will improve with more parental involvement in homework and other curriculum related activities.

Action Steps What Actions will occur? What steps will be taken by staff?	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 a course outline in all subjects at each grade level.	Regular meetings with Academic Department Heads.	September- June	Access to working computers, printers, and copy machines.	Administrators Department Heads All Teachers Counselors	Increased parent information about content and skills student will learn.
Counselors will present a program on transitioning from elementary to middle school to incoming grade six students. Provide informational pamphlets to parents regarding the transition as well.	Guidance department head will provide training to guidance staff prior to sixth grade presentations.	Fall Open house for grade 5 &6 students. Spring visit to all feeder schools to schedule classes.	Presentation Materials.	Administration Counselors Avid Coordinator	Open house Attendance Sheets.
Counselors will identify and schedule academic support for incoming grade 6 students that were flagged by elementary school teachers.	Meet with elementary teachers in the spring before students arrive in the fall.	Spring 2009-2010	Map data MCAS data TOSWIF (grade 6 screening test Grade 6 report cards Attendance and discipline Data	Principal Counselors Adjustment Counselors	Performance of identified students on the fall interim/report cards Use of data from fall MAP scores.

