

STOUGHTON PUBLIC SCHOOLS

DATA ACTION PLAN

School: Joseph R. Dawe, Jr. Elementary

School Year: 2013-2014

Grade / Department: K-5

Subject / Area: English Language Arts

Data Team Members: Dawe Teachers

Date Completed: November 7, 2013

Assessment(s) / Data Utilized: Spring 2013 English Language Arts MCAS Results and Test Questions

Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for the identified group of students. Cite evidence such as results from available assessments.

Areas of Strength

Students in all grade levels have strong, developed writing skills. The school scored above state level for all open response questions and writing prompts.

- Grade 3: Students accurately identified details to support open response questions, with 72% finding two or more details and 92% finding one or more details.
- Grade 4: Students produced clear and coherent writing, scoring 90% (12% higher than the district) in the production and distribution writing standard. Students scored 77% on the writing prompt and 55% on the open response questions.
- Grade 5: Students displayed strength in answering multiple choice questions, answering 76% of questions correctly. In particular the students have strong skills with comprehension of informational texts.

High-Priority Concerns

Students are struggling with getting deeper in their comprehension skills and making inferences about the text. Figurative language, (metaphors and similes) in poetry and prose also cause students to struggle.

- Grade 3: Students struggled with identifying main idea, and utilizing all paragraphs to answer test questions. A high-priority concern for these students is the skill of close reading. Grade 3 students have also struggled with figurative language comprehension.
- Grade 4: Students struggle with figurative language and rereading for evidence, 73% of test items involving this skill were correct, 4% below the district level and 7% below state level.
- Grade 5: Students in grade 5 have struggled with complex vocabulary and understanding what is being asked.

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

By June 2014, 14% of students school-wide (24 students) in the warning or needs improvement category will improve their score by at least one achievement level. In grade 3, 6% of students will improve. In grade 4, 4% of students will improve and 4% of students in grade 5 scoring warning or needs improvement will improve their score by one achievement level.

Student Learning SMART Goal:

The percentage of students school-wide increasing from proficient to advanced will be 5%. 2% of students in grade 3, 1% of students in grade 4 and 2% of students in grade 5 will move from proficient to advanced.

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Students will use developed skills to find meanings of unknown vocabulary words. (Context clues, root words, breaking words apart etc.)	ELA Curriculum tools and complimentary resources	Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff	By March 17, 2014
Students will code text when reading to help with identifying main ideas and details.	ELA Curriculum tools and complimentary resources	Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff	By March 17, 2014
Students will close read texts and cite specific evidence from the text.	ELA Curriculum tools and complimentary resources	Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff	By March 17, 2014
Students will identify figurative language (similes and metaphors) in poetry and prose four times per month.	ELA Curriculum tools and complimentary resources	Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff	By March 17, 2014

Students will re-read text multiple times to improve literal and inferential comprehension.	ELA Curriculum tools and complimentary resources	Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff	By March 17, 2014
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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Teachers and staff will assist 14% of students school-wide (24 students) in the warning or needs improvement category to improve student scores by at least one achievement level. In grade 3, 6% of students will improve, in grade 4, 4% of students will improve and 4% of students in grade 5 in warning or need improvement will improve their score by one achievement level.

Professional Practice SMART Goal:

The percentage of students school-wide increasing from proficient to advanced will be 5%. 2% of students in grade 3, 1% of students in grade 4 and 2% of students in grade 5 will move from proficient to advanced.

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Teachers will help students develop skills to find meanings of unknown vocabulary words. (context clues, root words, breaking words apart etc.)	ELA Curriculum tools and complimentary resources	Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff	By March 17, 2014
Teachers will expose students to text that requires students to make inferences, in their regular English Language Arts lessons.	ELA Curriculum tools and complimentary resources	Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff	Weekly by March 17, 2014
Teachers will teach students to code text when reading to help with identifying main ideas and details.	ELA Curriculum tools and complimentary resources	Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff	By March 17, 2014
Teachers will instruct students on close reading skills and citing specific evidence from the text.	ELA Curriculum tools and complimentary resources	Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff	By March 17, 2014

<p>Teachers will help students identify figurative language (similies and metaphors) in poetry and prose four times per month.</p>	<p>ELA Curriculum tools and complimentary resources</p>	<p>Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff</p>	<p>By March 17, 2014</p>
<p>Teachers will instruct students to re-read text multiple times to improve literal and inferential comprehension.</p>	<p>ELA Curriculum tools and complimentary resources</p>	<p>Classroom Teachers, Reading Teachers, Special Education Teachers, Support Staff</p>	<p>By March 17, 2014</p>

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DATA ACTION PLAN

School: Joseph R. Dawe, Jr. Elementary

School Year: 2013-2014

Grade / Department: K-5

Subject / Area: Mathematics

Data Team Members: Dawe Teachers

Date Completed: November 7, 2013

Assessment(s) / Data Utilized: Spring 2013 Mathematics MCAS Results and Test Questions

Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for the identified group of students. Cite evidence such as results from available assessments.

Areas of Strength

Evidence from the Spring 2013 Mathematics MCAS indicates that students demonstrated a strong understanding of numbers and operations in base ten.

High-Priority Concerns

The students struggle with multi-step open response and short answer questions, where they were unable to receive full credit for these questions. Students also showed an overall weakness with measurement, scoring an average at or below state level in this domain.

- Grade 3: Students struggled in the area of geometric measurement, specifically understanding concepts of area and relating area to multiplication and division. Students scored 62%, on level with the district but 6% below state level.
- Grade 4: Students performed below state level on 69% of the test questions in the measurement domain. Students struggled with Open Response and Short Answer questions. The school scored 40%, scoring 7% below state level and 4% below district level on open response questions. Students scored 65% on short answer questions, compared to the district score of 66% and state score of 70%. In the domain of measurement and data students answered 47% of test questions in this domain correctly, 2% below district level and 9% below the state level.
- Grade 5: Geometric measurement and understanding concepts of volume's relation to addition and multiplication was the only domain below the state by 1%.

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Student Learning SMART Goal:

By June 2014, there will be a decrease of 6% of students who scored in Needs Improvement and Warning and an increase, by 6%, in the number of students who scored Proficient and Advanced. Grades three, four, and five will show a decrease/increase of 2% each.

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Students will be able to apply knowledge of mathematics vocabulary to open response questions.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Students will master measurement standards identified in Massachusetts Mathematics Curriculum Framework, March 2011.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Students will demonstrate mastery of basic facts.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Students will incorporate Bill Atwood’s strategies when solving problems.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Students in grade 5 will understand concepts of volume and be able to relate addition and multiplication to volume.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Students will master using a ruler, as designated by their grade level.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Students will be able to find the area and perimeter of rectangles and other shapes using formulas.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014

Students will recognize and apply math vocabulary related to measurement, mass, grams, and kilograms.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Students in grade 4 will solve problems involving equivalent fractions.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014

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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Professional Practice SMART Goal:

By June 2014 teachers will implement the following actions resulting in a decrease of 6% of student who scored in Needs Improvement and Warning and an increase, by 6%, in the number of students who scored proficient and advanced. Grades three, four, and five will show a decrease/increase of 2% each.

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
A measuring station will be created where students can practice their measurement skills.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Math Boot Camp will be re-created to supplement mathematics skills addressing different math standards each day.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Investigate the implementation of a tutoring program for students struggling with mathematics skills using SHS students or Academic Extended Day funds.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Create effective pacing charts for the school year which schedule the year for all material that will be on the MCAS.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Teachers will teach students to apply knowledge of mathematics vocabulary to open response questions.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Teachers will help students master measurement standards identified in Massachusetts Mathematics Curriculum Framework, March 2011.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014

Teachers will administer AIMSweb math assessment probes at least twice each month.	AIMSweb	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Teachers will instruct students to incorporate Bill Atwood's strategies when solving problems.	Bill Atwood Training	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Teachers will help grade 5 students understand concepts of volume and its relationship to addition and multiplication.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Teachers will help students master using a ruler, as designated by their grade level.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Teachers will instruct students in finding the area and perimeter of rectangles and other shapes using formulas.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Teachers will teach students how to recognize and apply math vocabulary related to measurement, mass, grams, and kilograms.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Teachers will instruct students in grade 4 on how to solve problems involving equivalent fractions.	Envision curriculum materials and other complimentary resources	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Teachers will implement problem of the week for homework starting with QFPS and then building to more focus with plan and solution.	MCAS Problem of the Week	Classroom Teachers, Special Education Teachers, Support Staff	By May 5, 2014
Math liaison will be speaking and observing teachers from the South, Hansen and grade 3 Dawe to compare and contrast math lessons to grade 4 teachers. The liaison will investigate possibilities to observe other districts as well.	Substitute Funding	Math Liaison	By May 5, 2014

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DATA ACTION PLAN

School: Joseph R. Dawe, Jr. Elementary

School Year: 2013-2014

Grade / Department: K-5

Subject / Area: Science

Data Team Members: Dawe Teachers

Date Completed: November 7, 2013

Assessment(s) / Data Utilized: Spring 2013 Science and Technology/ Engineering MCAS Results and Test Questions

Analysis of Student Learning, Growth, and Achievement

Briefly summarize areas of strength and high-priority concerns for the identified group of students. Cite evidence such as results from available assessments.

Areas of Strength

Student strengths were identified in the strands/topics of “The Earth in the Solar System”, “The Water Cycle”, and “Magnetic Energy”. Students performed better by 22% on multiple choice questions than on open response questions.

High-Priority Concerns

MCAS test results show that students are weakest in the area of technology and engineering, where they scored 8% lower than the state level, resulting in an overall decreased percentage of students in proficient and advanced from 60% to 38%.

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Student Learning SMART Goal:

Students will increase their knowledge of Earth’s History, Properties of Objects and Materials and Materials and Tools. Students answered 27% of questions correctly for Earth’s History, compared to the district at 50% and state at 59%. For properties of Objects and Materials students answered 49% of answers correctly, with the district answering 67% correct and state answering 71%. For Materials and Tools students answered 49% of answers correctly, with the district answering 57% correct and state answering 59%. Students will increase their understanding of science content, resulting in an overall percentage increase of 5% of school questions correct or 10% increase of Proficient and Advanced levels.

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Students will use study island and discovery school in order to review previously presented concepts.	Study Island, Discovery School, Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014
Students will participate in hands on activities in order to develop a more in depth understanding of science. (High Touch High Tech, and lesons wih Mrs. Perry)	High Touch, High Tech, Mrs. Perry, Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014
Students will explain understanding of science concepts in written format (Open Response practice and Science Lab Activities)	Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014
Students will apply higher level thinking skills in order to solve scientific problems.	Discovery School, Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014

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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Professional Practice SMART Goal:

Teachers will explicitly teach standards associated with Earth’s History, Properties of Objects and Materials and Materials and Tools. Students answered 27% of questions correctly for Earth’s History, compared to the district at 50% and state at 59%. For properties of Objects and Materials students answered 49% of answers correctly, with the district answering 67% correct and state answering 71%. For Materials and Tools students answered 49% of answers correctly, with the district answering 57% correct and state answering 59%. In addition teachers will increase the students’ understanding of science content, resulting in an overall percentage increase of 5% of school questions correct or 10% increase of Proficient and Advanced.

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Teachers will provide students with hands on and enrichment activities in order to increase understanding of science concepts by 5%.	Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014
Teachers will plan hands on activities that create thoughtful discussion and explanation.	Discovery School , Lessons with Mrs. Perry, Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014
Teachers will coordinate lessons with specialists in order to enrich understanding and review 4 th grade units.	Mrs. Perry, Mr. Relihan, Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014
Teachers will model grade level expectations for explaining scientific thinking in writing through open response practice.	Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014
Teachers will participate in professional development focusing on strategies for teaching science.	Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014

Teachers will provide home enrichment activities that will provide a more in depth understanding of content.	Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014
Each teacher will plan and implement one unit for Science instruction.	Science Curriculum	Classroom Teachers, Special Education Teachers, Support Staff	By May 12, 2014