

STOUGHTON PUBLIC SCHOOLS

DATA ACTION PLAN

School: Stoughton High School

School Year: 2013-2014

Grade / Department: 9 & 10 English

Subject / Area: ELA

Data Team Members:

Juliette Miller, Principal
Mark Galligan, Humanities Coordinator
Denise Webster, Assistant Principal
Alex Loud, English Director
English Department Teachers

Date Completed: November 4, 2013

Assessment(s) / Data Utilized: Grade 10 ELA MCAS Results

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.

In 2013 we saw a significant reduction in the total percentage of students scoring in the Needs Improvement and Failing categories; 12% in 2010, 10% in 2011, 9% in 2012 and 4% in 2013. Our students continue to demonstrate high achievement on the ELA MCAS. Since the 2009 MCAS, 45% on average of Stoughton High School students have demonstrated High to Very High growth on the grade 10 ELA MCAS. In 2013, 48% of the grade 10 students demonstrated High to Very High growth. However, in 2013, 27% of grade 10 students demonstrated Low to Very Low growth. High-priority concern: low growth on ELA MCAS.

Though we score at or above the state percent correct on each standard, our students scored the least number of points on the Writing Anchor Standards when compared to the Reading and Language Anchor Standards. In 2013, grade 10 students received 72% of the possible points on the Writing Anchor Standard compared to 81% and 86% on the Reading and Language Anchor Standards respectively. In particular our students scored only 62% correct on the Text Types and Purposes standard. High-priority concern: writing to text, argumentative essay writing, and analytical essay writing.

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Student Learning SMART Goal: On the grade 10 2014 ELA MCAS, students will increase the percentage of points earned on the writing anchor standards by 10% (from 72% to 82%).

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
English, Science and Mathematics Departments will participate in Writing Toolkit professional development (writing and analyzing writing).	Professional Development Time	Humanities & STEM Coordinators Assistant Superintendent	5 sessions (10/24/13, 12/12/13, 1/30/14, 3/6/14, 6/5/14)
English and Science teachers will implement the use of Writing Toolkits in their instruction and imbed these toolkits in their curriculum.	Professional Development Feedback/Assistance	Humanities & STEM Coordinators Principal Assistant Principals	October 2013 – June 2014
All teachers will maintain a portfolio of student writing that represents use of the writing toolkits (for ELA, Science, and Social Studies teachers) or other writing types and that represents a variety of courses and levels taught. 3 examples from this portfolio will be uploaded to BaselineEdge as part of the common artifact submission process. This is mandated through the MA-state educator evaluation system.	None	Humanities & STEM Coordinators Principal Assistant Principals	October 2013 – June 2014
Utilize CFAs and CSAs aligned to the MA CCSS in ELA and Mathematics created by the respective departments, analyze the results, and address areas of concern when and where they develop.	School Net Access School Net training Professional Collaboration Time	Humanities & STEM Coordinators Assistant Superintendent Principal	October 2013 – June 2014

English teachers will participate in professional development on the PARCC writing rubric and utilize this rubric in their instruction and assessments.	Professional Development Time Professional Collaboration Time	Humanities Coordinator English Director	November 2013
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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Professional Practice SMART Goal:

During professional collaboration and development time, English Department Teachers will analyze data (MCAS, CFAs, CSAs, School Net created assessments), discuss and implement revisions to instruction, and imbed revisions in the curriculum to correct and improve student learning resulting in a net SGP increase of 5% .

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
English teachers will participate in School Net training.	School Net Access School Net Training Professional Development Time	Humanities Coordinator Assistant Superintendent Principal	November, 2013 - January, 2014
English teachers will create tests aligned to MA CCSS in ELA using MCAS released items, CFAs and CSAs, and the Pearson database.	School Net Access Professional Development Time Professional Collaboration Time	Humanities Coordinator Assistant Superintendent Principal English Director	November 2013 – June 2014
English teachers will analyze data (MCASs, CFAs, CSAs), discuss and implement revisions to instruction, and imbed revisions and CEPAs (Common Embedded Performance Assessments) in the curriculum.	Professional Development Time Professional Collaboration Time	Humanities Coordinator Assistant Superintendent Principal English Director	November 2013 – June 2014
English teachers will develop new materials and curriculum for English Instructional Lab 1 and 2.	Professional Development Time Stipends	Humanities Coordinator Assistant Superintendent Principal	November 2013 – June 2014

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DATA ACTION PLAN

School: Stoughton High School

School Year: 2013-2014

Grade / Department: 9 & 10 Math

Subject / Area: Mathematics

Data Team Members: Juliette Miller, Principal
Janet Sullivan, STEM Coordinator
Kathleen Fidler, Mathematics Director
Mathematics Department Teachers

Date Completed: November 4, 2013

Assessment(s) / Data Utilized: Grade 10 2013 Mathematics MCAS

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.

Stoughton High School Grade 10 students continue to achieve at high levels, the highest in the district (90% proficient or higher). Our achievement has been increasing steadily (79% in 2010, 76% in 2011, 81% in 2012, and 90% in 2013). As a result, in 2013 we saw a significant decrease in the number of students scoring in the Needs Improvement and Failing categories (20% in 2012 and 10% in 2013). However, as we continue to see the increase in achievement our median student growth percentile (SGP) has been on the decline (37.0 in 2010, 39.0 in 2011, 31.0 in 2012, and 30.0 in 2013). This is the lowest growth in the district and significantly lower than the state (50.0). High-priority concern: low-growth on Mathematics MCAS.

In 2013, SHS grade 10 students earned the least number of possible points on the Open Response (66%) questions when compared to the Short Answer (70%) and Multiple Choice (71%) questions. SHS students scored at or above the state in all domains/clusters except in 2 areas; summarize, represent, and interpret data on two categorical and quantitative variables (-4%) and seeing structure in expressions (-8%). High-priority concern: writing in mathematics and ensuring the curriculum, instruction, and assessment is aligned with the Math Practices.

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Student Learning SMART Goal: On the grade 10 2014 Mathematics MCAS, students will increase the percentage of points earned on Open Response portion of the MCAS by 8% (from 66% to 74%) and will increase the percentage of points earned on each of the Mathematics Domains by 2%.

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
English, Science and Mathematics Departments will participate in Writing Toolkit professional development (writing and analyzing writing).	Professional Development Time	Humanities & STEM Coordinators Assistant Superintendent	5 sessions (10/24/13, 12/12/13, 1/30/14, 3/6/14, 6/5/14)
Utilize CFAs and CSAs aligned to the MA CCSS in ELA and Mathematics created by the respective departments, analyze the results, and address areas of concern when and where they develop.	School Net Access School Net training Professional Collaboration Time	Humanities & STEM Coordinators Assistant Superintendent Principal	October 2013 – June 2014
Mathematics teachers will participate in professional development on the math practices and imbed them into the curriculum.	Professional Development Time Professional Collaboration Time	STEM Coordinator Assistant Superintendent Principal Mathematics Director	October 2013- June 2014
Mathematics teachers will develop new materials/curriculum for the Mathematics Instructional Lab.	Professional Development Time Stipends	STEM Coordinator Assistant Superintendent Principal	November 2013 – June 2014

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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Professional Practice SMART Goal:

During professional collaboration and development time, Mathematics Department Teachers will analyze data (MCAS, CFAs, CSAs, School Net created assessments), discuss and implement revisions to instruction, and imbed revisions in the curriculum to correct and improve student learning resulting in a net Median SGP increase of 10% (30.0 to 40.0).

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Mathematics teachers will participate in School Net training.	School Net Access School Net Training Professional Development Time	STEM Coordinator Assistant Superintendent Principal	November 2013
Mathematics teachers will create tests aligned to MA CCSS in Mathematics using MCAS released items, CFAs and CSAs, and the Pearson database.	School Net Access Professional Development Time Professional Collaboration Time	STEM Coordinator Assistant Superintendent Principal Mathematics Director	November 2013 – June 2014
Mathematics teachers will analyze data (MCASs, CFAs, CSAs), discuss and implement revisions to instruction, and imbed revisions in the curriculum.	Professional Development Time Professional Collaboration Time	STEM Coordinator Assistant Superintendent Principal Mathematics Director	November 2013 – June 2014
Mathematics teachers will develop new materials and curriculum for Mathematics Instructional Lab.	Professional Development Time Stipends	STEM Coordinator Assistant Superintendent Principal	November 2013 – June 2014