

STOUGHTON PUBLIC SCHOOLS

DATA ACTION PLAN

School: South Elementary **School Year:** 2013-2014
Grade / Department: Grades K-5 **Subject / Area:** ELA
Data Team Members: Maureen Mulvey, Jessica Slagen, Sheridan Russell, Andrea Pires, Rebecca Doherty, Julie Asztalos, Melissa Johnson, Cat Mahoney and Amy Mulkern **Date Completed:** 11-12-13
Assessment(s) / Data Utilized: MCAS Spring 2013

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.

Using Edwin Analytics, various student data points were filtered, collected and analyzed. In general our strengths include: high growth and achievement in the 5th grade English Language Arts as is evident with a SGP median of 72 and placement in the upper right quadrant. 75% of our 5th graders are proficient/advanced. 56% of our 4th graders are proficient/advanced. 58% of our 3rd graders are at proficient/advanced. All students assessed in ELA/reading in spring of 2013 present as 64% are proficient or higher. More specifically, our high needs group including low income and students with disabilities has shown steady improvement throughout the past 3 years increasing from 33% (2011) to 39 % (2012) (to 41% (2013) of high needs subgroup as proficient or higher in ELA performance. Third grade students are performing strongly in the domains of Language 89% correct and Reading 74% . Fifth grade students are also performing strongly in the domains of Language 82% correct and Reading 71% . Both grades are above the district and state's % . 4th grade is identified as needing more support in the language anchor standard (conventions of standard English and knowledge of language). We, as a team, are targeting the weaker question type responses: open response and short answer responses as we do well on the multiple choice question types in ELA/reading being 2-4 percentage points above the state's performance.

STOUGHTON PUBLIC SCHOOLS
DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Student Learning SMART Goal: By June 2014, 65% (28/43 students) of third grade students, 60% (23/38 students) of 4th grade students, and 80% (33/41 students) of fifth graders will improve their scores on the English Language Arts MCAS to Proficient or Advanced.

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Use 6 box graphic organizer to respond to questions by using evidence from the text to support answers	Graphic Organizers Smartboard Highlighters	Classroom Teachers Reading Specialists Special Education Staff Paraprofessionals	ongoing
Increase use of QAR to help students clarify what the question is asking and where/how to find the answer	QAR resources Nonfiction books	Classroom Teachers Reading Specialists Special Education Staff Paraprofessionals	ongoing
Use modeling and explicit instruction to teach students how to find information in the text and use it to answer a question.	Post-it notes Highlighters	Classroom Teachers Reading Specialists Special Education Staff Paraprofessionals	ongoing
Create a rubric with which to measure students' ability to determine the main idea and supporting details of both fiction and nonfiction texts	Common planning time	Classroom teachers Reading teacher Special Education staff	ongoing
Assess students' abilities to determine main idea and supporting details using poweroutlines	High Quality Text Graphic Organizer Highlighters Post-it notes	Classroom teachers Reading teacher Special Education staff	ongoing

Provide students with opportunities for repeated practice providing evidence to support their answers across all areas of the curriculum.	High Quality Text Highlighters Post-it Notes Close Reading Resources	Classroom Teachers Reading Specialists Special Education Staff Paraprofessionals	ongoing
Create questions which require students to go back to the text to provide evidence which supports their answers	High Quality Text Professional Resources Common Planning Time	Classroom Teachers Reading Specialists Special Education Staff Paraprofessionals	ongoing

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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Professional Practice SMART Goal: Teachers will identify PARCC language and integrate it into lessons to prepare children for PARCC assessments. Teachers will receive professional development in close reading and use professional resources to develop a greater understanding of the practice, using it to create comprehension questions to support students’ understanding of text through close reading.

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Examine available PARCC resources to determine vocabulary	PARCC questions Common planning time	Classroom Teachers Reading Specialists	ongoing
Integrate vocabulary into literacy units	Common planning time	Classroom Teachers Reading Specialists	ongoing
Design questions based on vocabulary to administer to students	Common planning time	Classroom Teachers Reading Specialists	ongoing
Design CEPA assessments to determine students’ proficiency at PARCC vocabulary	Common planning time	Classroom Teachers Reading Specialists	ongoing
Teachers participate in professional development to understand what close reading is and how to design questions	Articles Professional Resources Professional Development	Cheryl Bromley Jones Humanities Specialist	ongoing
Teachers spend time reviewing professional resources and finding appropriate text to use for close reading	Common planning time High Quality text	Classroom teachers Reading teacher Special Education	ongoing
Teachers create comprehension questions to use with close reading articles	Common planning time Professional Resources	Classroom teachers Reading teacher Special Education staff	ongoing

Teachers create a bookmark students can use to code the text while close reading	Common planning time Professional Resources	Classroom teachers Reading teacher Special Education staff	ongoing
Teachers analyze students' long compositions Spring 2013 and score them	Staff meeting time	Classroom teachers Principal	ongoing
Teachers utilize student exemplar compositions during writing instruction	Smartboard Document Camera	4 th grade teachers	ongoing