

STOUGHTON PUBLIC SCHOOLS

DATA ACTION PLAN

School: West Elementary

School Year: 2013-2014

Grade / Department: K-5

Subject / Area: ELA

Data Team Members: L. Feeney, M. Morgan, L. Higgins,
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Date Completed: 10-24-13

Assessment(s) / Data Utilized: 2013 MCAS results, 2013 MCAS 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.

Strengths: Although there is no school wide strength when compared with state data, there are significant grade level areas of improvement.

Grade 3: On the released MCAS questions, there was a decreased number of blank/0 for multiple choice, short answer and open response questions. (All open response questions were under 1.0% difference of the state average.)

Grade 5: Open Response scores were above state average by 6%. On the released MCAS questions, all open response/short answer averages were above the state average.

High-Priority Concerns:

Grades 3-5: Grammar and Vocabulary/Context Clues

Grade 3-4: Open Response/Questions and Process Vocabulary ;(All standards were below state average)

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Student Learning SMART Goal: By June 2014, 30% (23) students who scored Blank/0 or 1 for Open Response/Short answer questions will demonstrate increased achievement in writing proficiency by improving their score by at least 1 scoring level.

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Students will respond to oral and written questions in complete sentences using appropriate grammar at all times.		Teachers Students	Throughout the 13-14 School year.
Bill Atwood will do model lessons in the classroom of strategies to be used by students.	Bill Atwood Professional Development	Teachers Administration Students	Dec. 2013-Jan. 2014
Students will assess “good” writing using writing rubrics	MCAS writing samples Writing rubrics	Teachers Students	Throughout the 13-14 School year.
Students will write daily in accordance with the district curriculum.	District literacy curriculum Literacy Coach	Teachers Students	Daily
Students will produce a sustained writing piece.	MCAS Writing Prompts Joan Pokrant Text; Open Response Writing	Teachers Students	Weekly
Students will participate in individual writing conferences with their teachers.		Teachers Students	Following sustained writing assignments throughout the 13-14 school year.

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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Professional Practice SMART Goal: Throughout the 2013-2014 school year teachers will model “good” writing using exemplars based on writing rubrics to improve students who scored Blank/0 or 1 by one (1) level.

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Teachers will require students to respond to oral and written questions in complete sentences using appropriate grammar at all times.		Teachers Students	Throughout the 13-14 School year.
Teachers will provide daily opportunities for students to write in accordance with the district literacy curriculum.	District literacy curriculum Literacy Coach Bill Atwood Professional Development	Teachers Students Administration	Daily throughout the 13-14 school year.
Teachers will provide students with opportunities to produce a sustained writing piece.	MCAS Writing Prompts Joan Pokrant Text; Open Response Writing	Teachers Students Administration	Weekly throughout the 13-14 school year.
Teachers will regularly have individual writing conferences with students in regards to sustained writing.	Literacy Coach Professional Development/Best Practices during staff meetings and offered during afterschool teacher time	Teachers Students	Following sustained writing assignments throughout the 13-14 school year.
Bill Atwood will do model lessons in the classroom of strategies to be used by students.	Bill Atwood Professional Development	Teachers Administration	Dec. 2013-Jan. 2014.

STOUGHTON PUBLIC SCHOOLS

DATA ACTION PLAN

School: West Elementary School

School Year: 2013-2014

Grade / Department: K-5

Subject / Area: Math

Data Team Members: L. Feeney, M. Morgan, S. Canty, E. Roche, K. Craven, J. Booth, K. Smaldone, A. Leaser, K. Banis, F. Rashid, L. Albonesi

Date Completed: 10-24-13

Assessment(s) / Data Utilized: 2013 MCAS results, 2013 MCAS 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.

Strengths: Although there is no school wide strength when compared with state data, there are significant grade level areas of improvement.

Grade 3: On the released MCAS questions, all questions with the exception of one short and open response were within .51% of the state average

Grade 5: On the released MCAS questions, all but one question were answered. Above state average: Operations and Algebraic Thinking;

Analyze patterns and relationships; Write and Interpret numerical expression.

High-Priority Concerns: In all grades, student achievement regarding Measurement and Data (time, money) was well below the State average.

Student achievement in regards to Complex Questions; open response and short answer.

After reviewing the test questions it was determined that students had difficulty knowing how to approach and solve complex questions.

A lack proficiency in math vocabulary was identified as a key factor.

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DATA ACTION PLAN – STUDENT LEARNING SMART GOAL

Student Learning SMART Goal: By June 2014, 30% (18) students who scored Blank/0 for Open Response/Short Answer questions will demonstrate increased achievement in solving complex math questions by improving their score by at least 1 scoring level.

Student Learning – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Students will use common math vocabulary through written and oral expression across all disciplines.	Envisions – vocabulary Bill Atwood text; “How did you get that?”	Teachers Students	Throughout the 13-14 school year.
Math coaches will do model lessons in the classroom of strategies to be used by students.	Math Coaches	Teachers Math Coaches	Throughout the 13-14 school year as needed.
Students will regularly demonstrate understanding of the approach and process needed to solve specific open response and short answer questions.	Envisions: “Reasoning” section within each topic	Teachers Students	Daily
Students will discuss and solve complex math problems, specifically pertaining to measurement, time, and money.	Envisions: Performance Assessments: previous MCAS questions, Bill Atwood Text	Teachers Students	Minimum: at completion of topic/unit Weekly: gr. 4 and 5

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DATA ACTION PLAN – PROFESSIONAL PRACTICE SMART GOAL

Professional Practice SMART Goal: Throughout the 2013-2014 school year teachers will model for students the process/strategies of how to approach and answer complex questions to improve those who scored Blank/0 by 1 level.

Professional Practice – Planned Activities			
Action Steps	Supports/Resources from School/District	Responsible Parties	Timeline
Common math vocabulary as presented in Envisions will be used in all classrooms across all disciplines.	Envisions – vocabulary Bill Atwood text; “How did you get that?” Professional Development provided at staff meetings	Teachers Math Coaches Administration	Throughout the 13-14 school year
Math coaches will do model lessons in the classroom of strategies to be used by students.	Math Coaches	Teachers Math Coaches	Throughout the 13-14 school year as needed.
Have students regularly demonstrate understanding of the approach and process needed to solve specific open response and short answer questions.	Envisions: “Reasoning” section within each topic	Teachers	During daily lessons
Teachers will have students discuss and solve complex math problems; specifically pertaining to measurement, time and money.	Envisions: Performance Assessments: previous MCAS questions, Bill Atwood Text	Teachers	Minimum: at completion of topic/unit Weekly: gr. 4 and 5