School Improvement Plan

School Year 2015-2016
Elizabeth Carter Brooks Elementary School
Principal: *Maria Reidy*
Joseph Chagnon, Psychologist
Jessica Amaral, Kindergarten
Mary-Anne Dalton, 2nd Grade
Kimberly Calheta, 4th Grade
James Darling, TLS
Daniel Viegas, TLS

Section 1. Set goals aligned to the AIP

(a) Describe the goals you have for student outcomes, in terms of approximate number of students that you need to move to meet each of the three goals listed above.

Brooks School did not meet 2014-2015 proficiency targets and our accountability status remained at Level 3.

DIBELS

Based on DIBELS 2015/2016 BOY results:

Kindergarten 1 will need to move **5** students collectively from *Below (5 students)/Well Below Benchmark (8 students)* to Benchmark in order to meet 40% of students moving into proficiency for composite score

Grade 1 will need to move **2** students collectively from *Below (3 students)/Well Below Benchmark (1 students)* to Benchmark in order to meet 40% of students moving into proficiency for composite score

Grade 2 will need to move **5** students collectively from *Below (6 students)/Well Below Benchmark (6 students)* to Benchmark in order to meet 40% of students moving into proficiency for composite score.

Galileo ELA

Based on 2014/2015 Galileo EOY results (grade level goals are based on previous year's data):

Grade 3 will need to move **9** students collectively from *Warning(4 students)/Needs Improvement(19 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement,* **2** students need to move from *Needs Improvement* to *Proficient*, and **3** students need to move from *Proficient* to *Advanced.*

Grade 4 will need to move **7** students collectively from *Warning(3 students)/Needs Improvement(15 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement,* **2** students need to move from *Needs Improvement* to *Proficient*, and **2** students need to move from *Proficient* to *Advanced.*

Grade 5 will need to move **12** students collectively from *Warning(7 students)/Needs Improvement(22 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement,* **2** students need to move from *Needs Improvement* to *Proficient*, and **2** students need to move from *Proficient* to *Advanced.*

Galileo Mathematics

Based on 2014/2015 Galileo EOY results (grade level goals are based on previous year's data):

Grade 3 will need to move **7** students collectively from *Warning(7 students)/Needs Improvement(11 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement,* **1** student needs to move from *Needs Improvement* to *Proficient*, and **2** students need to move from *Proficient* to *Advanced.*

Grade 4 will need to move **3** students collectively from *Warning(4 students)/Needs Improvement(4 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement,* **1** student needs to move from *Needs Improvement* to *Proficient*, and **2** students need to move from *Proficient* to *Advanced.*

Grade 5 will need to move **8** students collectively from *Warning(4 students)/Needs Improvement(15 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement,* **2** students need to move from *Needs Improvement* to *Proficient*, and **1** student needs to move from *Proficient* to *Advanced.*

Note: PARCC and Galileo BOY Galileo ELA/Math Benchmark are not yet available

(b) Describe the process or system you will use to revisit student data throughout the year and track progress toward your goals as new data become available.

Classroom Level:

- Teacher maintained tri-fold folders (labeled *Instructional Focus Group (intensive), Strategic, On-Level/Advanced*) with Pearson Reading Street and enVisionMATH2.0 baseline data using individual student Post-Its labeled with test date/score. Unit tests (comprehension) will then be tracked and recorded on these Post-Its and moved to appropriate locations to track intervention and growth.

- Tracking students demonstrating mastery by standard (Galileo benchmarks, PARCC, Pearson Reading Street and enVisionMATH2.0 Unit tests) to help identify high priority concerns needed for re-teach.

Grade Level:

- Teacher Collaborative Team (TCT): Teachers will analyze Galileo benchmark reports and Intervention alerts to determine high priority concerns and high risk/at risk students to develop a re-teach plan and post-test. Post-tests will be revisited to determine need for further course of action.

School Level:

- The Instructional Support Team: IST, with each grade being represented, will meet two times a month to address individual high risk students' needs and supports. Data will consist of common formative testing and district testing. The principal and ESL teacher are also members.

- School Instructional Leadership Team: SILT, with upper/lower grade level, will meet two times a month to address school wide focus and will use benchmark and common formative assessment measures (by grade level) to determine modifications for success. The principal and Teachers & Learning Specialist are also members.

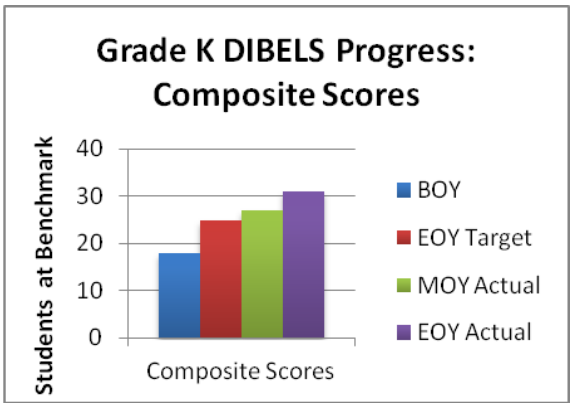
- An office data wall will reflect Pearson Reading Street and enVisionMATH2.0 Unit test, Galileo benchmark, and district writing in response to text data. Data will be tracked by grade level and individual students will be identified by means of Post-It in three categories: instructional focus group, strategic, and proficient/advanced.

Section 2. Use data to determine school-specific strengths and weaknesses for each AIP objective

(a) What progress did your school make last year in student learning?

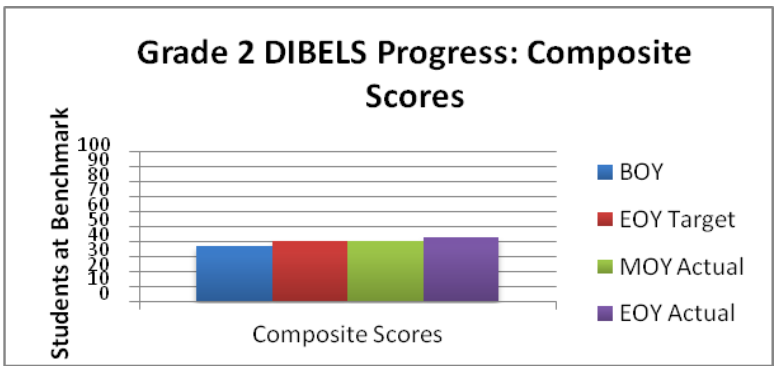
DIBELS (2014/2015)

Kindergarten increased by 30% the number of students proficient on DIBELS composite score from BOY to EOY (52% - 82%).



Grade 1 increased by 10% the number of students proficient on DIBELS composite score from BOY to EOY (62% to 72

Grade 2 increased by 6% the number of students proficient on DIBELS composite score from BOY to EOY (73% to 79



Galileo ELA Benchmark (2014/2015)

Grade 2

- **Grade 2** reduced the number of students in *warning* at EOY by 2 (66.66%) and *needs improvement* by 6 (76%), based upon NBPS guidelines.

Grade 2 areas of strength, based upon Galileo intervention report:

Standard	E.C. Brooks Percentage Proficient	NBPS Percentage Proficient	Differential
MA.RL.2.4 Craft and Structure: Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supple rhythm and meaning in a story, poem, or song.	97.87%	79.25%	+ 18.62%
MA.RI.2.5 Craft and Structure: Know and use various text features (e.g. captions, bold print, subheading, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	93.62%	75.31%	+18.31%
MA.RI.2.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	93.62%	81.42%	+12.20%
MA.RL.2.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	80.85%	74.48%	+6.37%
MA.RL.2.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.	80.85%	66.95%	+13.90%
MA.RI.2.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.	76.60%	72.05%	+4.55

Grade 3

- **Grade 3** reduced the number of students in *needs improvement* at EOY by 7 (31.81%), based upon NBPS guidelines.

Grade 3 areas of strength, based upon Galileo intervention report:

Standard	E.C. Brooks Percentage Proficient	NBPS Percentage Proficient	Differential
MA.RL.3.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non literal language.	80.95%	82.29%	- 1.34%
MA.RL.3.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	73.81%	59.80%	+14.01%

Grade 4

- **Grade 4** reduced the number of students in *warning* at EOY by 6 (46.15%), based upon NBPS guidelines.

Grade 4 areas of strength, based upon Galileo intervention report:

Standard	E.C. Brooks Percentage Proficient	NBPS Percentage Proficient	Differential
MA.RL.4.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	91.11%	88.48%	+ 2.63%
MA.RL4.6 Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.	80.00%	77.95%	+2.05%

Grade 5

- **Grade 5** exceeded the EOY target, based upon NBPS guidelines, for ELA Galileo benchmark testing for proficiency by 3 students, reducing the number of students in *warning* by 2 (50%) and the number of students in *needs improvement* by 7 (43.75%).

Grade 5 areas of strength, based upon Galileo intervention report:

Standard	E.C. Brooks Percentage Proficient	NBPS Percentage Proficient	Differential
MA.RL.5.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	82.50%	74.87%	+ 7.63%
MA.RL.5.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	80.00%	54.99%	+25.01%
MA.L.5.4a Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	77.50%	60.78%	+16.72%

District Math Open Response, Grades 3 – 5 (2014/15)

- **Grade 3** (1.35) exceeded the MA state average (1.24) for the Spring/*April* Math Open Response assessment average score, according to 2014-2015 District Math Open Response 3-5 Comparison Data.

- **Grade 4** (2.17) exceeded NBPS district Spring/*April* Math Open Response assessment average (1.91), in addition to exceeding the *April* MA state average (1.70) , according to 2014-2015 District Math Open Response 3-5 Comparison Data.

- **Grade 5** (2.57) exceeded NBPS district Spring/*April* Math Open Response assessment averages (2,32), in addition to exceeding the MA Spring/ *April* state average (2.35), according to 2014-2015 District Math Open Response 3-5 Comparison Data.

Galileo Mathematics Benchmark EOY (2014/2015)

Grade 2

Grade 2 areas of strength, based upon Galileo intervention report:

Standard	E.C. Brooks	New Bedford	Differential
MA-2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	95.74%	84.86%	10.88%
MA-2-NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	91.49%	78.97%	12.52%
MA-2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	91.49%	92.77%	-1.28%

Grade 3

- Moved 53% (9 Students) of the students scoring in the Needs Improvement/Warning levels to Proficient or better.

Grade 3 areas of strength, based upon Galileo intervention report:

Standard	E.C. Brooks	New Bedford	Differential
MA-3.MD.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	97.62%	90.14%	7.48%
*MA-3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	97.62%	97.47%	0.15%
MA-3.MD.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	78.57%	63.20%	15.37%

Grade 4

- Moved 45% (14 Students) of the students scoring in the Needs Improvement/Warning levels to Proficient/Advanced.

Grade 4 areas of strength, based upon Galileo intervention report:

Standard	E.C. Brooks	New Bedford	Differential
*MA-4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	93.33%	81.42%	11.91%
MA-4.NF.4b Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.)	91.11%	64.41%	26.70%
*MA-4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	91.11%	80.63%	10.48%
-MA-4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusion	88.89%	59.10%	29.79%

Grade 5

Grade 5 areas of strength, based upon Galileo intervention report:

Standard	E.C. Brooks	New Bedford	Differential
*MA-5.MD.5b Apply the formulas V = l x w x h and V = b x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	90.00%	82.07%	7.93%

*MA-5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (a) A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit”• of volume, and can be used to measure volume. (b) A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	90.00%	82.07%	7.93%
*MA-5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000).	87.50%	69.51%	17.99%
*MA-5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	82.50%	67.51%	14.99%

Focused Schools

Professional development delivered by *Focused Schools*, began in 2014/15 and will continue in 2015/16 to define roles, set focus, and strengthen the School Instructional Leadership Team (SILT). Phase one of the Focused Schools’ Framework was completed in 2014/2015[1], paving the way for Phase 2[2] and Phase 3[3] in 2015/2016.

[1] **Phase 1: Identifying a school wide instructional focus based on an assessment of students’ needs**

[2] **Phase 2: Having and implementing a school wide instructional focus that meets students’ needs**

[3] **Phase 3: Living a unity of purpose through a clear instructional focus that drives all decisions**

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:

DIBELS (2014/2015)

According to NBPS district guidelines, **Grade 1** did not meet the district target of 40 students benchmarking based on composite score, with 39 students reaching benchmark.

Repeated Subtest: NWF-Correct Letter Sounds				
Benchmark	42	43.2	39	40
Below Benchmark	6		5	7
Well Below Benchmark	0		5	4

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Galileo ELA Benchmark EOY (2014/2015)

Grade 2

- According to NBPS district guidelines, **Grade 2** did not meet the district target of 28 students reaching proficiency based on composite score, with 24 students reaching proficiency.

Grade 2 areas of concern, based upon Galileo intervention report:

Standard	E.C. Brooks Percentage Proficient	NBPS Percentage Proficient	Differential
MA.RF.2.3F Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.	4.26%	14.23%	- 9.97%
MA.RI.2.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	19.15%	20.59%	- 1.44%
MA.RL.2.6 Craft and Structure: Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	31.91%	40.75%	- 8.84%

MA.RL.2.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, and how to demonstrate understanding of key details in a text.	34.04%	47.28%	- 13.24%
MA.RF.2.3b Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.	42.55%	46.61%	- 4.06%

Grade 3

- According to NBPS district guidelines, **Grade 3** did not meet the district target of 30 students reaching proficiency based on composite score, with 24 students reaching proficiency.

Grade 3 areas of concern, based upon Galileo intervention report:

Standard	E.C. Brooks Percentage Proficient	NBPS Percentage Proficient	Differential
MA.L.3.4d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	4.76%	13.19%	- 8.43%
MA.RI.3.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.	7.14%	13.37%	- 6.23%
MA.L.3.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	9.52%	16.89%	- 7.37%
MA.RI.3.8 Integration of Knowledge and Ideas: describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	19.05%	22.31%	- 3.26%
MA.RL.3.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	23.81%	35.23%	- 11.42%
MA.RI.3.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.	26.19%	20.87%	+ 5.32

Grade 4

- According to NBPS district guidelines, **Grade 4** did not meet the district target of 26 students reaching proficiency based on composite score, with 16 students reaching proficiency.

Grade 4 areas of concern, based upon Galileo intervention report:

Standard	E.C. Brooks Percentage Proficient	NBPS Percentage Proficient	Differential
MA.RI.4.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	8.89%	7.09%	+1.80%
MA.L.4.4c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	24.44%	17.72%	+6.72%
MA.RL.4.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	26.67%	37.20%	- 10.53%
MA.RI.4.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	31.11%	28.15%	+2.96%
MA.RL.4.5 Craft and Structure: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	35.56%	31.79%	+3.77%
MA.RI.4.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	37.78%	35.73%	+2.05%

Grade 5

Grade 5 areas of concern, based upon Galileo intervention report:

Standard	E.C. Brooks Percentage Proficient	NBPS Percentage Proficient	Differential
MA.RL5.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	10.00%	12.83%	- 2.83%
MA.RI.5.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	20.00%	23.45%	- 3.45%
MA.RI.5.5 Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	22.50%	22.08%	+ 0.42%
MA.RI.5.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	35.00%	20.93%	+14.07%
MA.RL5.5 Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	37.50%	21.56%	+15.94%
MA.L.5.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	37.50%	21.45%	+16.05

Galileo Benchmark Math EOY (2014/2015)

Grade 2

- Grade 2 had 16 out of 27 standards score below 80%
- Number of students in *Warning* increased by 50% (2 students).

Standard	E.C. Brooks	New Bedford	Differential
MA-2-NBT.5 Fluently adds and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	38.30%	40.12%	-1.82%
MA-2-NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	40.43%	42.47%	-2.04%
MA-2-NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations. - Explanations may be supported by drawings or objects.	42.55%	44.15%	-1.60%
MA-2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	68.09%	79.31%	-11.22%

Grade 3

- Grade 3 underperformed the district in 14 out of 26 standards

Standard	E.C. Brooks	New Bedford	Differential
*MA-3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories	57.14%	72.33%	-15.19%
*MA-3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	11.90%	23.51%	-11.61%
*MA-3.MD.5 Recognize area as an attribute of plane figures and understands concepts of area measurement. (a) A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. (b) A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	69.05%	83.82%	-14.77%
*MA-3.NF.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	23.81%	49.55%	-25.74%

Grade 4

- Grade 4 had 24 out of 33 standards score below 80%
- Number of students in *Warning* increased by 33% (1 student).

Standard	E.C. Brooks	New Bedford	Differential
*MA-4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	31.11%	45.23%	-14.12%
*MA-4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	35.56%	32.25%	3.31%
*MA-4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	40.00%	47.10%	-7.10%
*MA-4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	44.44%	56.74%	-12.30%

Grade 5

- Grade 5 had 24 out of 31 standards score below 80%

Standard	E.C. Brooks	New Bedford	Differential
*MA-5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	12.50%	20.78%	-8.28%
*MA-5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	17.50%	34.70%	-17.20%
*MA-5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	40.00%	52.32%	-12.32%
-MA-5.NF.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) Ã÷4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	42.50%	61.29%	-18.79%

According to SILT for the 2015/2016 school year, based on formative assessment including, but not specific to *Galileo benchmark tests*, *Pearson Reading Street unit tests*, *Pearson Reading Street* *Writing to Sources*, and *district common formative open responses*, has identified writing in response to text across all content areas as a struggle. This includes deficits in the use of key ideas and details, identifying main idea, and summarizing in literature/informational text, comparing multiple texts to support an argument, and an evidence-based, explanatory approach to mathematical word problems.

Additionally, based upon the Galileo intervention report, the number of students' proficient for **Grades 3-5** in **MA.RL.3.5, 4.5, and 5.5** were below 40%. This standard is a commonality in concern amongst the grades responsible for the PARCC test.

Based upon the Galileo intervention report for Mathematics EOY of 2014/2015, there was an overall concern for students completing word problems with proficiency. In Grades 2-5, word problems standards (MA-2.MD.8, MA-3.OA.8, MA-3.MD.1, MA-4.OA.3, MA-4.NF.3d, ***MA-4.MD.2, MA-4.NF.4c, MA-4.OA.2***, MA-5.NF.2, MA-5.NF.3) were below 55% (with the exception of the highlighted standards in Grade 4), which is a concern due to prevalence on standardized tests (such as PARCC).

Ten Percent (10%) of students were identified as English Language Learners, based on WIDA Access testing, but did not receive level-based support from an ESL educator for the 2014/2015 school year. Additionally in 2014/2015, due to a resignation of a special education teacher, grades 4 and 5 did not receive support from a *highly qualified* special education teacher.

Supports for Areas of Concern

For 2015/2016, support staff has been added to address areas of concern. An ESL teacher will deliver direct, level based instruction to ELLs. A part-time TLS in math and another in ELA will provide data analysis, coaching, and curriculum supports to all teachers. A full-time SPED teacher and a part-time SPED teacher will address the IEP/(504, if applicable) accommodations.

In partnership with the University of Massachusetts – Dartmouth, UMASS tutors will offer in-class assistance daily, working directly with students in small, strategic groups.

School-based professional development will be offered bi-monthly to address school-based academic areas of concern and to identify/implement evidence-based practices daily in every classroom.

Additional direct, targeted instruction will be provided by all teachers after-school.

Section 3. Develop strategies/actions to address focus areas

(a) List your school's primary focus areas and 1-3 secondary focus areas for this year. At least one should be ELA/literacy-focused and at least one should be math-focused. These focus areas could be either general (e.g., improve reading comprehension, improve writing) or standard-specific (e.g., improve narrative writing).

Primary Focus Area: ELA/Writing

- *Improve reading comprehension in all subject areas with a main focus in the following areas*: **main idea, summary, close read**
- *Improve Writing Skills across all content areas with a main focus on implementing graphic organizers to assist students with organization*
- *Math: problem-solving, with a focus on fractions and number sense*

#1 Primary Focus Area: *ELA- main idea, summarizing, close read*

Activities	Person(s) Responsible	By when
Develop formative assessments around the primary focus areas of main idea, summarizing, close reading using Galileo, CFA, Reading Street, CCR, Classroom Observations	Teachers TLS ELL SPED Students	11/15
Expose students to different graphic organizers as visual aids to support their understanding of the focus areas. Use graphic organizers to identify exemplars of students work.	Teachers TLS ELL SPED	10/15
Identify/ Drawing illustrations to support the focus areas to identify main idea, summaries (FRAYER MODEL)	Teachers TLS	11/15

	ELL SPED	
Sleuth Activity using sticky notes or highlight tape as strategies to identify main idea, summarize, close read through group/class discussion	Teachers TLS ELL SPED	11/15
One Book One School (Because of Mr. Terupt) Using the Novel Study Handout teacher's model the thinking process aloud to identify main idea, summarizing, and close reading strategies.	Teachers TLS ELL SPED	10/15
Incorporate Teacher.depaul.edu additional (reading resources) as the THEY DO for formative assessments. Using the formative assessments as a tool to group students to deliver differentiated instruction.	Teachers TLS ELL SPED	10/15
Reading Street Stories to plan lessons with primary objectives to focus on the skill of the main idea, summarize and close read in each story. Develop TCT time during the day so teachers have an opportunity to plan together.	Teachers TLS ELL SPED Teachers, SILT, Principal	10/15 Oct 1X week
Communicate literacy skills as a school-wide priority for core instruction across all subject areas	Principal, SILT	Sept / Oct staff meetings PD day
Share resources and provide PD on visible thinking strategies, close reading and higher order thinking skills for teachers to develop their repertoire of instructional strategies.	Principal, Teachers	October - ongoing

Provide training on literacy instruction, assessment and using Reading Street to teachers during PD days and TCT time.	Principal	Sept / Oct staff meetings PD Day
Use district ELA benchmarks and CFA's to monitor student progress in reading comprehension skills.	Grades 2-5 Teachers	BOY, MOY, EOY 2x per trimester
Identify at risk students through data analysis during SILT and TCT	SILT, Teachers	Monthly
Develop a school wide data wall for grades K-5 teachers to have data driven conversations during the BOY, MOY, EOY.	**Teachers Principal TLS**	**BOY MOY EOY 3X per trimester (ongoing)**
Classroom Data Folders (BOY), (MOY), (EOY) in place to move students across the areas of improving from W to NI, NI to Prof, Prof to Advanced	**Teachers, Students TLS**	**BOY MOY EOY**

#2 Secondary Focus Area: *Writing Skills across the Content Area*

Activities	Person(s) Responsible	By when
Create Writing Rubric & Exemplars for modeling writing	Teachers, students, TLS Principal	Dec
Use writing templates to organize thoughts and process response to answer questions accurately and completely.	Teachers, TLS, Students, Principal	Dec
Create CFA for looking at student work before the writing process	Teachers, TLS, Lisa Dion, Principal	Dec
Use Writing to Sources to create teacher model lessons (mini-lessons) to use with students	Teachers, TLS, ELL, SPED	Dec
Develop Monthly Writing Prompts (LASW)	**Teachers, Principal, ELL, TLS, SPED**	**Dec**

#3 Secondary Focus Area: *Math (Fractions, Number Sense)*

Activities	Person(s) Responsible	By when
Using Base Ten Materials develop lessons to incorporate base ten materials during Number Sense Instruction	TLS, Teachers	October
Create Galileo Quizzes in standards that are below 75%	TLS, Teachers, SPED	Ongoing
Create exit tickets with rubrics to assess standards using multiple approaches of understanding the standard	TLS, Teachers, Principal	Ongoing
Create word list & examples of math vocabulary throughout the standards (FRAYER MODEL)	Teachers	Ongoing
Lesson Plan Activators Video before and after lessons.	Teachers, TLS	Ongoing
Create formative assessment strategies throughout the math lessons.	Teachers, TLS, Principal, SPED, ELL	Ongoing
Develop Multiple Choice Math Problems that require students to find more than one correct answer	Teacher, TLS	Ongoing
Develop a vertical connection to fractions from previous, now, after so that students can make connections from what was previously taught.	Teachers, TLS	Ongoing
Develop a PRE test before teaching fractions to get a baseline of what students already know. Develop differentiated lessons based on the PRE test. Construct a POST-TEST after to determine students understanding of fractions.	Teachers, TLS, SPED, Principal	Ongoing
Create hands on approach activities to teach fractions in a deeper meaningful way.	Teachers, TLS, SPED	Ongoing
Create Math Community Teams of students in classrooms to differentiate instruction based on data or formative assessments.	Teachers, TLS, SPED	Ongoing

Student Record in each standard in areas of Warning, NI, Proficient, Advanced to keep students moving forward	Teachers, TLS, SPED, ELL Principal	Ongoing
envision Computer Independent Personalized Practice	**Students, Teachers, SPED, ELL, TLS**	**Ongoing**

#4 Secondary Focus Area: *Social-Emotional*

In order to improve behavior management systems at both classroom- and school-wide levels, administration and guidance staff (psychologist, counselor) will develop a plan for school-wide behavioral expectations, a reward/consequence system, and office referral procedures. Staff will develop means of improving school climate and culture among students, families, and staff.

Activities	Person(s) Responsible	By when
Develop a means of teaching and reinforcing behavioral expectations throughout the school day (to include a point/prize/reinforcement system, recognition for display or desired behaviors, etc.)	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	September 30, 2015
Develop class-wide and grade-wide social skills lesson schedule to be delivered monthly utilizing research-based social skills and/or anti-bullying curriculum	School Psychologist Adjustment Counselor	September 30, 2015
Develop plan of reinforcement/reward delivery for consistent exhibition of positive/desired behaviors	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	October 31, 2015
Develop a systematic office/discipline referral procedure, to include a referral form. This will include a distinction between “minor” and “major” offenses, what they look like, and how they are to be addressed.	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	October 31, 2015
Provide feedback to classroom teachers for how to utilize school-wide expectations and practices within their individual classrooms	School Psychologist Adjustment Counselor	Ongoing
Develop means of identifying students who are not responding to school-wide and classroom-based systems, and how to address recurring problem behaviors	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	December 31, 2015
Develop strategies to integrate family- and community-based activities into the school calendar year	Principal PTO	December 31, 2015
Develop methods to increase positive school culture/climate among school staff	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	Ongoing
Develop method/strategy to monitor ongoing effectiveness of school-wide behavior supports and interventions, including staff’s perceptions of efficacy	School Psychologist Adjustment Counselor Principal	April 30, 2016

	PBIS/PAWS Team	

(b) How will you measure student progress along the way? Please list at least <u>one</u> way you will measure <u>student progress</u> by November 1, February 1, and May 1.

	Benchmark
What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal	**Students' formative assessments increasing scores in areas of main idea, summarizing, close reading skills** **Pearson Reading Baseline Tests/Pearson enVisionMath2.0 Baseline Tests** **Pearson Reading Street CCR Unit Tests, tracked in tri-folder for growth** **DRA2 assessment for students not *on level/advanced*** **mClass DIBELS Progress Monitoring tracking for growth, according to district schedule**
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	**Students exit tickets of their understanding of fractions and number sense** **Pearson Reading Street CCR Unit tests, tracked in tri-folder for growth** **District ELA Writing (Argument/Opinion) Grades 1-2** **District ELA Writing (Research Simulation) Grades 3-5** **(January 4 – February 12) – comparison data** **District Math Performance Assessment** **(January 18-27) – comparison data** **Galileo MOY Benchmark Assessments Grades 2-5 ELA** **(January 18-27)** **DRA2 assessment for students not *on level/advanced*** **mClass DIBELS Progress Monitoring tracking for growth, according to DIBELS calendar**
What I will see by <u>May 1</u> to know that	

students are on track to meet the end-of-year goal	**Student samples of writing in (LASW) from Oct-May** **District Writing (Narrative) Grades 1-5 (February 29-April 15)** **District Math Performance Assessment Grades 1-5 (April 11-april 15)** **mClass DIBELS Progress Monitoring tracking for growth, according to DIBELS calendar**

Section 4. Develop a targeted PD plan to support SIP

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
[Reading Street]	Using the Reading Street Materials across the unit consistently. Identify Vocabulary Selection, Amazing Words, Concept Board, Sleuth, Essential Questions, Close Reading Lesson. CCR Assessments (Modeling Practice) Students are gradually in charge of developing and creating their own concept board, developing ideas of understanding vocabulary words in the selection as well as the amazing words. Students identifying the main idea, summarizing, and developing strategies for close reading using graphic organizers.	Teachers understanding the NEW layout of the program (Curriculum Units of Study and Curriculum Maps) and how to incorporate the skills daily into their reading block and throughout the units of study.	Students taking responsibility in their own learning. Students engaged in the learning process.
[Formative Assessments]	Incorporating Formative Assessments into their daily routine and understanding which students know what and changing their lessons based on the students need. Students are aware of expectations of formative assessments and take ownership of their learning.	Turn-and-Talk & Find-Hide-Show for a quick check in students understanding.	Teachers will be aware of multiple types of formative assessments and use them daily in all subject areas. (ex) Fishbowl, Jigsaw, Think-Pair-Share, See-Think-Wonder, T-Chart, Exit Cards, Index Card Summaries, Graffiti Wall
[Writing Across the Curriculum]	Teachers developing Classroom Exemplars and students understanding what the elements of	Modeling of Writing	Gradual Release Model of teacher directed writing lessons and having students discussing their writing and

	an exemplar writing piece look like. Students working together to develop a model piece of writing.		improving each others writing pieces before the teacher conferences.
[Math (Fractions/Number Sense)]	Teachers develop a deeper understanding of approaches to teaching students fractions to gain a deeper understanding of the concept. Students will have a variety of strategies to explain their responses to a question.	envisions Program	Students will be able to explain a fraction a/b with a >1 as a sum of fraction 1b

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

Focus area 1:	***Reading Street***		
Instructional strategy:	**Using Reading Street to enhance students understanding of main idea, summarizing, and close reads.**	**Approximate dates:**	Oct – Dec (approx 10 weeks)
Meeting	**Learning objectives for teachers**		**Support needed**
Oct. PD session 1	Introduce Reading Street Day by Day Lessons (unpack the program)		Lisa Dion and Paula
Oct. PD session 2	Teachers come back to the next PD with exemplars of their students work.		Lisa Dion and Paula
Oct. SILT meeting			Would like Liaison to do learning walk and join SILT meeting
Oct. TCT meeting	(optional) Teachers plan together Reading Street lessons with Principal		Principal
Nov. PD session 1	Formative Assessment Types (What are they? How will they be incorporated into lessons? How will I use the formative assessments to change instruction the following day?		Principal
Nov. PD session 2	Sharing students work and create exemplars to go along with the rubric		Principal
Nov. SILT meeting	Review of students work to determine weakness and strength areas.		TLS, Principal, Teachers
Nov. TCT meeting	Action Plan to help students increase their level of writing.		Teachers, TLS
Dec. PD session 1	Looking at Data! Now WHAT? Action Steps to follow….		Principal, TLS

Focus area 2:	***[Formative Assessments] embedded into ELA/MATH Programs to Differentiate Instruction***		
Instructional strategies:	[Using multiple ways to assess students understanding of concepts. (before, during, after lessons]	**Approximate dates:**	[January-March]
Meeting	**Learning objectives for teachers**		**Support needed**
Jan. PD session 1	All Children Can Learn! Introduce teachers to different approaches to use during instructional practice time.		Principal
Jan. PD session 2	Model: Reading Street " Concept Board" (Graphic Organizers) as a formative assessment		Principal, TLS
Jan. SILT meeting	Review samples of students formative assessments (exit tickets, GO) in Reading and Math from grades Pre-5 and discuss next steps.		Teachers
Jan. TCT meeting	Review student samples and create rubrics to determine Exemplary, Prof, NI, Warning (LASW) in Math and ELA		Teachers
Feb. PD session 1	Continue to develop samples of student work for LASW protocol		Principal, TLS
Feb. PD session 2	Develop LASW writing prompts (March-June)		Teachers, Principal, TLS
Feb. SILT meeting	Review Rubrics/Exemplars/ Student samples and give feedback on the process		SILT TEAM
Feb. TCT meeting	Develop an excel spreadsheet to display students scores and groups		Teachers, Principal, TLS
March. PD session 1	Overall analysis of all types of formative assessments (Which ones do we keep and which ones do we discard)		Teachers, Principals, TLS

Focus area 3:	***Fractions and Number Sense***		
Instructional strategies:	**Conceptual understanding and reasoning of fractions and number sense.**	**Approximate dates:**	March-June
Meeting	**Learning objectives for teachers**		**Support needed**
March PD session 2	Identify what struggling learners are missing in order to provide interventions and direct instruction (PRE-TEST)		TLS, Teachers
March SILT meeting	Based on PRE-TEST data SILT will develop an action plan to explicitly teach strategies using multiple modes and models		SILT
March TCT meeting	Teachers will preview Exit Tickets and look for misconceptions and reteach if necessary.		Teachers, TLS
April PD session 1	Develop lessons with concrete models with a focus on area models to teach fractions (fraction bars, number lines, picture models)		TLS, Principal, Teachers
April PD session 2	Teaching students both HOW and WHY computational procedures work. (verbal, pictorial, symbolic and real world presentations)		TLS, Teachers
April SILT meeting	Review exit tickets, pre-test, and enVision program to enhance lessons.		TLS, Teachers, Principal
April TCT meeting	Teachers will look at their results and place students into groups based on results.		Teachers, TLS, Sped Tutors
May PD session 1	Number Sense (before, during, after) Look at Galileo BOY, MOY to determine standards that should be reviewed and look for misconceptions in the data. Develop a plan.		Teachers, TLS, Sped Tutors
May PD session 2	Review data from Number Sense and plan on remediation for students who struggle.		Teachers, TLS, Sped Tutors

Focus area 4:	***Social- Emotional***		
Instructional strategies:	Provide support to all students to improve their self-worth.	**Approximate dates:**	[Oct-June]
Meeting	**Learning objectives for teachers**		**Support needed**
May SILT meeting	Discuss WEEKLY PAWS celebration		Principal, Teachers
May TCT meeting	Discuss Classroom Reward Programs (effective vs ineffective)		Teachers
June PD session 1	Behavioral Chart Program (Set-Up) School Year 2015-2016		Teachers, Principal, SAC
June PD session 2	Mind-Up Program vs Second Step Training		SAC, Psychologist, Teachers
June SILT meeting	Review office referrals, conduct cards, weekly evaluations		Teachers, SAC, Principal, Psychologist
June TCT meeting	Set-up of Behavioral Chart Program / Look at class data on behavior (conduct cards, office referrals, SAC intervention, policy)		Teachers, SAC, Principal