

Thacher School WSIP

Goal: Students will improve in answering Math MCAS Open Response questions. The average score in Grade 3 Open Responses will improve from an average of 1 to 1.2 (out of 2 points), and in Grade 4 Open Responses will improve from an average of 3 to 3.2 (out of 4 points).

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<ul style="list-style-type: none"> • Teachers will be trained in giving Growth-Producing feedback, and will use appropriate comments to guide students towards achieving better scores on writing in math. • Math coach will work with teachers regarding strategies to help improve their Math Open Responses. 	<p>Teacher’s growth-producing feedback will be evident on student math writing and Open Response papers. Students’ test taking strategies (circling elements, underlining key information) will be evident on their papers.</p>	<p>Common planning and staff meetings throughout the year</p>	<p>2009 MCAS score was 1 out of 2 points (Gr. 3) and 3 out of 4 points (Gr.4)</p>	
<ul style="list-style-type: none"> • Teachers, math coach, and principal will gather baseline, midterm, and end of year data by proctoring Open Response assessments and interviewing students to determine where they found difficulty. • Teachers will analyze baseline data and determine areas of difficulty in their classroom, and create interventions where needed. 	<ul style="list-style-type: none"> • 80% of students in Grade 3 will score at least 1.2 out of 2, and 80% of students in Grade 4 will score at least 2.5 out of 4 on the End of Year Open Response assessment. • Interventions of Open Response writing will be evident in the math block. Students will practice at least two Open Response questions each month. 	<ul style="list-style-type: none"> • Baseline – Oct • Midyear - Jan • End of year – May <p>Ongoing</p>		

<p>Teachers will use writing opportunities within the Everyday Math program so children practice answering Open Response questions. Teachers will use this to inform them of students' progress.</p>	<p>Math writing and teachers' feedback will be evident in students' math notebooks. From this information, teachers will develop interventions to improve math writing.</p>	<p>Ongoing</p>		
<p>Teachers will be trained in giving Growth-Producing feedback, and will use appropriate comments to guide students towards achieving better scores on writing in math.</p>	<p>80% of students in Grade 3 will get 1.2 out of 2, and 80% of students in Grade 4 will get 2.5 out of 4 (averaged scores from Baseline, Midyear, and End of Year Open Response assessments).</p>	<p>Common planning and staff meetings throughout the year</p>		

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Goal: The average percent correct for all Graphing and Data questions on the 2010 Grades 3 and 4 MCAS will be equal to or higher than the state average percent correct. On the 2009 MCAS, Grade 3 scored 5 points below the state average, and Grade 4 scored 7 points above the state average.

The average percent correct for all Fraction questions on the 2010 Grades 3 and 4 MCAS will be equal to or higher than the state average percent correct. On the 2009 MCAS, Grade 3 scored 1 point less than the state average, and Grade 4 scored 10 points above the state average.

Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<ul style="list-style-type: none"> • Identify Data Analysis and Statistics standards within MCAS questions and conduct a question analysis. • Teachers will develop pre-assessment of skills in these areas. 	Data from the assessment will guide instruction and interventions. All students will score 85% or above on the school based common assessments.	Pre-assessment will be given and analyzed by mid-November. Post-assessment will be given before Math MCAS in May.		
At common planning meetings, teachers will examine the Data Analysis and Statistics and fractions standards within the Everyday Math Program and align data lessons with Massachusetts curriculum Standards. Develop a plan for any missing or weak standards.	Teachers will identify when graphing, data analysis, and fractions are taught in Everyday Math, and create lessons to enhance, if necessary.	By December		

After teachers have identified key data vocabulary in grades K – 4, students in subgroups ELL, Title 1, and Special education will use the Data Analysis and Statistics vocabulary.	75% of identified students will use correct vocabulary when communicating about graphs and data analysis.	Ongoing through June		
Teachers will create supplemental Math Boxes to address weak standards (Tier 2 interventions may be needed).	Students who do not demonstrate mastery on supplemental Math Boxes will receive interventions. Progress monitoring will indicate student success.	Ongoing		
Integrated Arts specialists will conduct activities to reinforce Data Analysis and Statistics.	Activities, lesson plans, and pictures of finished products will be provided.	Throughout the school year		

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Goal: Raise the average score of all students on grade three and four English Language Arts open response questions (1.38) will be at least equal to or greater than 2.0.				
Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<p>The strategies learned from the 2009 DOE content institute will be used to improve students' open response writing.</p> <ul style="list-style-type: none"> • QAR • Graphic Organizers • Questions that promote critical thinking for elaboration and interpretation. 	<p>Teachers will be observed using strategies to improve student answers.</p> <p>75% of students in each class will be using strategies.</p>	October-June	<p>2009 OR Range: 1.59 to 1.19;</p> <p>Average score: 1.38</p>	
<p>Common open response questions for each unit of the Reading Street program will be developed by Grade Three teachers/staff and assigned to the Grade Three students to be used as a baseline and will be used to continually benchmark progress.</p>	<p>All students will complete the open response questions and a baseline will be determined.</p> <p>Assessment will be given and data will be collected and recorded by teachers and reviewed by principal to help determine next steps.</p>	Data due on a continuous 6 week cycle based on Reading Street Units	<p>8% scored 0</p> <p>85% scored 1 or 2</p>	

	On a continuous six week cycle, the average of student responses will increase by 1 point on a four point rubric.			
Common planning meetings and faculty meetings will be used to calibrate and analyze data from open response answers to improve student open response writing.	Teachers and staff will review papers to identify anchors for each question within each unit using scoring guidelines and rubrics from Reading Street and MA Open Response MCAS Rubric. Anchor papers will be identified and strengths and weaknesses will be addressed.	October-June		
Identify students who need to be placed in open response intervention groups by teacher and interventionist. Immediate feedback on how to improve open response writing will be given to improve student achievement.	Open response intervention groups will be created and/or reorganized after each common planning meeting.	November-June		

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Goal: Grade Four student writing will improve from an average of 6.85 to 8.0 in topic development using the Write Traits Program.				
Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
<p>Professional Development on the Write Traits six traits of writing will be given during common planning meetings and faculty meetings.</p> <p>Teachers and staff will examine student writing to inform instruction and provide remediation to improve student achievement in writing.</p>	<p>Examples of mini lessons and student writing will be presented and given to teachers for each trait of writing during common planning meetings and staff meetings. Teachers will implement Write Traits in their classroom.</p> <p>Students writing will improve by 1 score point on each Write Trait rubric after a 6 week instructional period.</p>	<p>Monthly</p> <p>Six week cycle</p>		
<p>Strategies to improve what good writing is for the long composition will be discussed and implemented to improve student writing.</p>	<p>Rubrics for sentence fluency, word choice, and organization will be analyzed. Knowledge of these traits will be calibrated using rubrics and student writing. Exemplars of student writing will be identified in all Traits.</p>	<p>Ongoing</p>		

<p>Using the Write Traits program, anchor papers will be developed to improve student writing.</p>	<p>Teachers and staff will analyze student writing during common planning meetings and faculty meetings using the six Write Traits rubrics. Anchor papers will be identified and used in each classroom with students.</p> <p>Students will revise their writing to model exemplary practices in anchor papers. Using anchor papers as models, the average score of students writing will improve by 1 point on the scoring rubric on a continuous six week cycle.</p>	<p>Six week cycle</p>		
<p>Reading coach will work with staff to help in understanding of traits instruction.</p>	<p>Reading coach will work with teachers modeling lessons in classrooms.</p>	<p>Ongoing</p>		

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Goal: To increase parent/guardian and community participation in curriculum nights and family nights.				
Action Step	Measurable Outcomes/ Evidence	Timeline	Data	Progress
Math and reading coach will invite Grade Three and Four parents/guardians to a “How to help my child prepare for MCAS” night.	35% of parents/guardians will attend the night. Practice packets in ELA and Math for parents/guardians to practice at home with their child.	November 5, 2009		
Incentives will be given to classes that have the most parents/guardians in attendance for the MCAS night.	Sign in sheet for each Grade Three and Four classroom teacher.	November January March		
Together with the PTO, the math and reading coach will plan a “Family Math Night” and a “Family Literacy Night” for all students K – 4.	Sign in sheet.	January 26, 2010 March 2010		
Title 1 “Family Bingo For Books Night” will be held for families of students K-4.	Sign in sheet. Practice activities will be provided for parents/guardians to use at home with their child.	October 27, 2009		

Title 1 "Family Fraction Night" will be held for families of students K-4.	Sign in Sheet. Practice activities will be provided for parents to use at home with their child.	March 2, 2010		
The Multicultural committee will develop and plan a Thacher Multicultural night.	Sign in sheet.	Fall 2009		
A "Community Reading Day" will be held inviting members of the Thacher Community including elected officials, and other prominent members of the community.	Each class will have a community member to read to them. A new book will be donated to each class.	Spring 2009		
*Note Thacher attendance will be monitored and maintain to continue to meet AYP.				