

Tracy Elementary School

School Improvement Plan

May/June 2012

PIM Team Members

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EXECUTIVE SUMMARY

School Profile and Demographics

The Tracy Elementary School has a student population of approximately 392 students. Demographically the student population is 11% African American; 7.9% Asian; 63.8% Hispanic; 0.5% Native American; 12.8% White; and 3.8% multi-race non-Hispanic.

The student population is composed of 64.3% of students whose first language is not English; 32.4% who are Limited English Proficient; 93.1% who are low income; and 6.6% who receive services from the Special Education Department.

Tracy is a Title I school with one self-contained Special Education classroom for intellectually impaired students in Grades 3 – 5, as well as a combination pull-out/inclusion program.

School	Number	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% LEP	% Low Income	% Special Ed
Tracy	392	11	7.9	63.8	0.5	12.8	3.8	64.3	32.4	93.1	6.6
Lynn	13,731	12	10	51	0.3	23.1	3.5	53.6	19.6	82.4	16.5
State	953,369	8.3	5.7	16.1	0.2	67	2.5	16.7	7.3	35.2	17

NCLB Status

For 2011, Tracy Elementary School achieved a Composite Performance Index (CPI) in English Language Arts of 78.4, and a CPI of 80.8 in Mathematics. Tracy School did not make Adequate Yearly Progress (AYP) in English Language Arts or Mathematics in the aggregate and subgroups. For ELA the NCLB Accountability Status is **Improvement Year 1** with an Improvement Rating of **No Change**. For Mathematics the NCLB Accountability Status is **No Status** with an Improvement Rating of **Declined**, according to the regulations of the No Child Left Behind Act of 2001 (NCLB). Tracy School has received assistance from the district in

- Technical assistance in data analysis
- Assistance in writing and implementing our school improvement plan

MCAS Results

The following charts show the percentage for the past ten years of Tracy's students in each of the reporting categories: Advanced, Proficient, Needs Improvement, and Warning, for the MCAS grade four English Language Arts (ELA) and Math test, and the grade three Reading test. Because the third grade open response results were not factored into the scoring, there was no Proficient + category for 2002–2005 in Grade 3 Reading. Grade five English Language Arts and Math have been reported only for the last six years.

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	NA		43	49	47	43	10	8
2003	NA		3	46	42	43	3	11
2004	NA		56	51	33	40	11	9
2005	NA		51	49	31	40	17	11
2006	11	10	48	30	37	47	4	13
2007	0	6	44	35	44	28	11	25
2008	4	6	31	33	38	41	27	20
2009	5	5	44	32	44	44	8	19
2010	3	7	51	38	38	43	8	13
2011	5	6	39	41	45	41	11	12

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002								
2003								
2004								
2005								
2006	4	2	41	32	52	37	4	29
2007	6	12	42	35	28	28	25	25
2008	11	16	41	35	19	28	30	21
2009	5	9	38	35	36	30	21	26
2010	5	13	62	36	27	32	5	19
2011	11	8	35	47	40	31	13	14

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	0	1	5	33	63	49	33	16
2003	0	3	13	35	63	46	24	17
2004	2	3	27	36	59	47	12	13
2005	3	4	23	32	57	47	17	17
2006	3	4	32	35	42	46	24	15
2007	0	3	30	35	59	44	11	18
2008	0	3	15	26	61	49	24	22
2009	3	4	35	28	47	44	15	23
2010	0	2	23	29	60	50	17	20
2011	5	3	25	30	57	46	14	22

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2002	3	5	10	19	48	46	40	31
2003	3	5	26	20	59	50	13	25
2004	5	6	32	22	51	54	12	18
2005	7	7	20	19	60	53	13	21
2006	14	8	19	19	49	52	19	20
2007	0	11	44	27	44	43	11	19
2008	12	10	30	24	39	44	18	22
2009	18	7	35	23	29	48	18	22
2010	21	9	31	26	35	48	13	17
2011	16	7	30	23	43	49	11	21

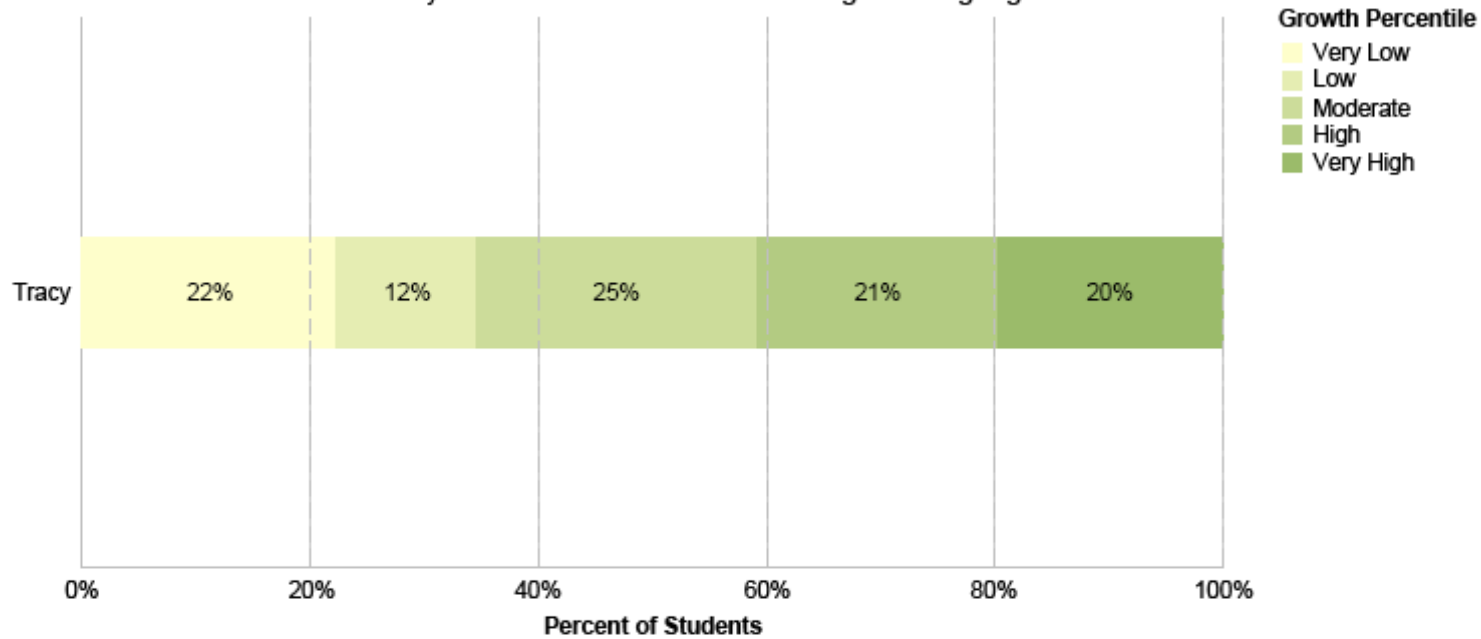
Grade 5 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	4	8	29	37	54	42	14	14
2007	3	6	39	46	34	35	24	12
2008	0	6	14	40	66	40	21	14
2009	3	6	44	36	33	40	19	18
2010	15	6	44	37	28	38	13	18
2011	8	7	42	44	29	34	21	15

Grade 5 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
2006	11	9	11	23	43	35	36	33
2007	13	10	18	33	45	37	24	19
2008	10	13	28	25	34	37	28	25
2009	14	11	44	27	22	28	19	34
2010	23	12	28	24	28	37	21	27
2011	25	12	33	34	21	33	21	21

Student Growth Percentile by School and Grade

For K-12 education in Massachusetts, the phrase “Growth Model”, describes a method of measuring individual student progress on MCAS by tracking students from one year to the next. Each student receives a student growth percentile, which measures how much the student changed relative to other students statewide with similar score histories from one year to the next. The District Growth Stacked Bar Chart, by school, shows how much students grew over the past year relative to their academic peers, with the individual data grouped by school. The District Growth Stacked Bar Chart, by Grade, shows how much students changed relative to their academic peers between grade level MCAS tests. Each chart shows the percentage of growth in the following categories: Very Low, Low, Moderate, High, and Very High.

Student Growth Distribution by School
Lynn - 2011 MCAS All Grades English Language Arts



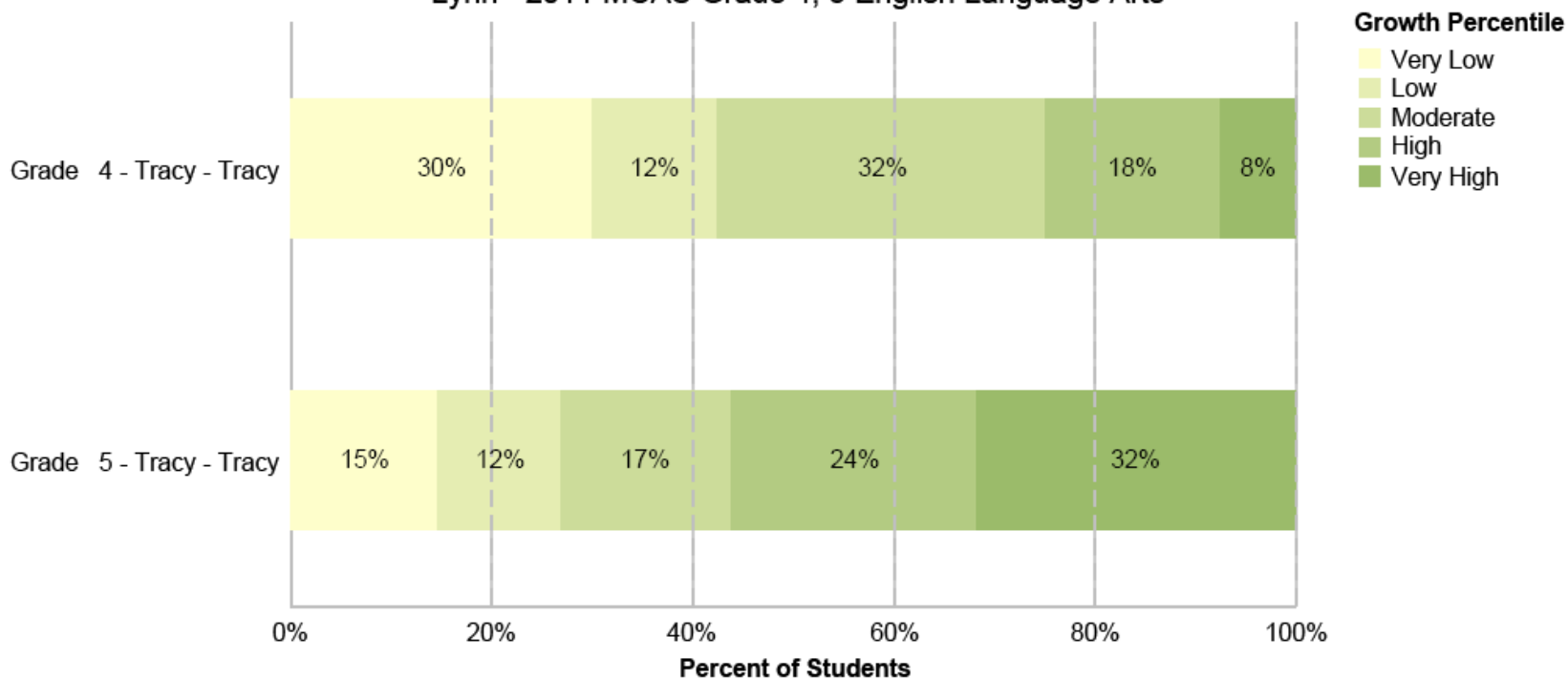
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Tracy	81	18	10	20	17	16	42%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 English Language Arts



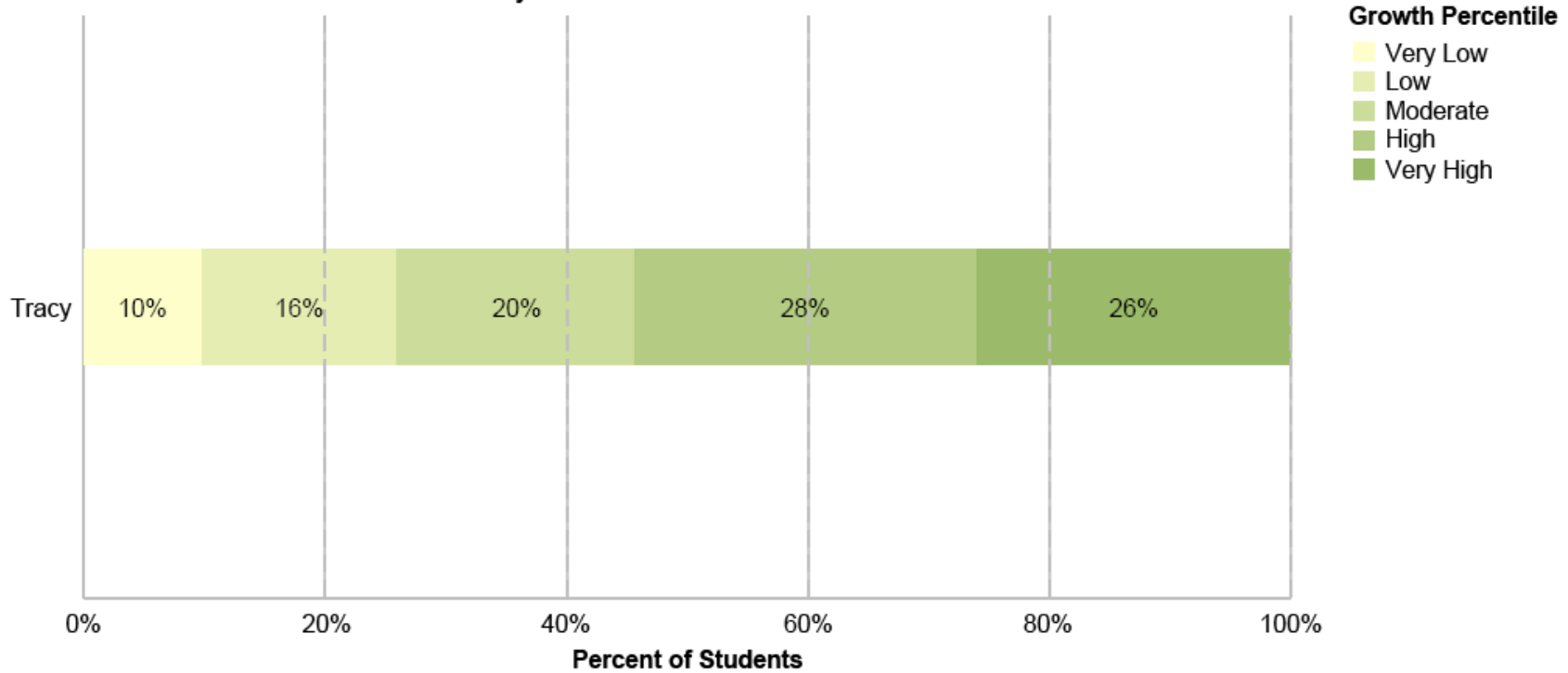
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Tracy - Tracy	40	12	5	13	7	3	30%
Grade 5 - Tracy - Tracy	41	6	5	7	10	13	50%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

Student Growth Distribution by School

Lynn - 2011 MCAS All Grades Mathematics



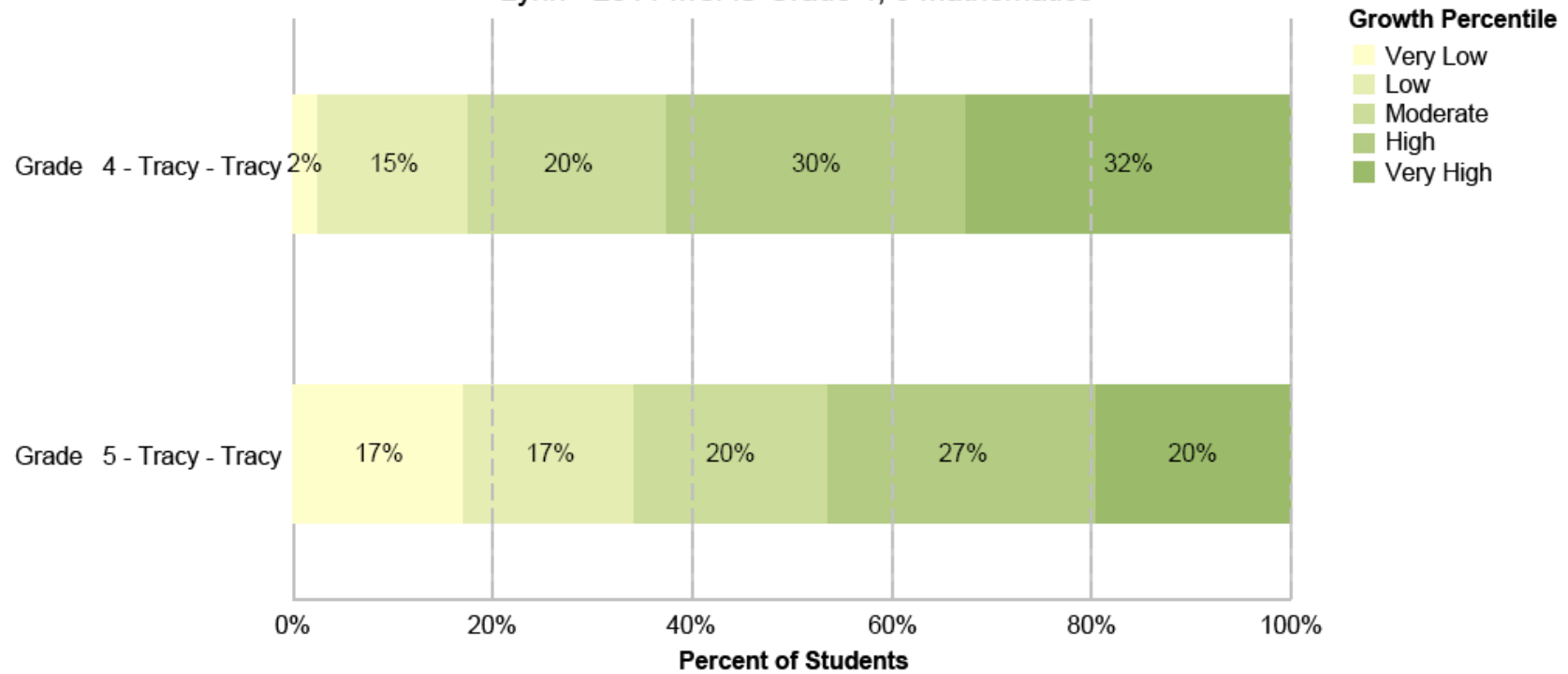
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Tracy	81	8	13	16	23	21	50%

Note: Only students assigned an SGP are included in the chart. % Proficient or Higher includes all students tested not just those assigned an SGP.

Student Distribution Growth by Grade

Lynn - 2011 MCAS Grade 4, 5 Mathematics



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient or Higher
Grade 4 - Tracy - Tracy	40	1	6	8	12	13	45%
Grade 5 - Tracy - Tracy	41	7	7	8	11	8	58%

Note: Only students assigned an SGP are included in the chart. % Proficient includes all students tested.

DIBELS Results

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

DIBELS is administered three times a year-fall, winter, and spring. In kindergarten, students are tested in Letter Naming Fluency (LNF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF). In grade one, students are tested in Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency, and Oral Reading Fluency (ORF). In grade two, Nonsense word and Oral Fluency are administered. Oral Reading Fluency is administered in grade three.

The following charts show the percentage of Tracy students in each of the reporting categories-At Risk, Some Risk, Low Risk-for the fall, winter and spring of school years 2007-2011.

Grade K

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	45	18	37	50	11	39	53	19	28	48	19	33	49	16	35
	Winter	75	5	20	72	14	14	60	22	18	70	13	17	77	13	10
	Spring	70	22	8	59	21	20	71	12	17	65	23	12	81	15	4

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Initial Sound Fluency	Fall	13	42	45	20	30	50	45	28	27	35	26	39	31	32	37
	Winter	0	52	48	6	36	58	19	53	28	18	50	32			
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	NA														
	Winter	40	40	20	34	38	28	40	41	19	39	22	39	44	21	35
	Spring	43	41	16	45	39	15	50	34	16	57	20	23	54	23	23

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Words Fluency	Fall	NA														
	Winter	49	31	21	50	20	30	54	27	19	59	13	28	44	28	28
	Spring	41	24	35	37	26	37	64	14	22	55	33	12	78	19	3

Grade 1

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Letter Naming Fluency	Fall	42	24	33	66	23	11	80	18	2	74	17	9	62	27	11
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Phoneme Segmentation Fluency	Fall	24	62	13	45	45	10	48	39	13	35	47	18	34	29	37
	Winter	78	18	4	88	12	0	93	7	0	71	24	5	67	20	13
	Spring	90	5	5	89	11	0	100	0	0	91	7	2	81	15	4

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	40	18	42	58	17	25	55	37	8	50	41	9	55	20	25
	Winter	33	40	27	53	37	10	52	36	12	46	36	18	77	14	9
	Spring	45	45	10	53	43	4	69	22	9	83	14	3	72	14	14

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	NA														
	Winter	38	42	20	43	41	16	62	35	3	62	29	9	55	29	16
	Spring	30	30	40	41	36	23	71	26	3	68	29	3	68	19	13

Grade 2

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
Nonsense Word Fluency	Fall	80	12	8	51	41	8	75	22	3	71	22	7	73	16	11
	Winter	NA														
	Spring	NA														

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	72	20	8	46	31	23	66	22	12	63	27	10	70	28	2
	Winter	75	8	17	50	21	29	73	18	9	78	19	3	72	14	14
	Spring	61	22	17	38	26	36	52	24	24	63	27	10	59	21	20

Grade 3

Test	Testing Period	2007 Risk %			2008 Risk %			2009 Risk %			2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall				57	26	17	62	24	14	47	41	12	57	28	15
	Winter				49	30	21	50	38	12	51	31	18	55	33	12
	Spring				34	38	28	47	41	12	51	40	9	50	41	9

Grade 4

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	50	26	24	57	18	25
	Winter	51	33	16	49	34	17
	Spring	45	33	22	54	25	21

Grade 5

Test	Testing Period	2010 Risk %			2011 Risk %		
		Low	Some	At	Low	Some	At
CBM Reading (Oral Reading Fluency)	Fall	56	10	34	53	23	24
	Winter	61	7	32	58	17	25
	Spring	53	19	28	58	19	23

Implementation Summary of 2011 – 2012 School Improvement Plan

The following charts gives the goals from Tracy’s SY 2011/2012 School Improvement Plan, the strategies that were put in place, the implementation activities to support the strategies, and the results thus far.

Measurable Goals	Strategies	Implementation Status/Results
1. To make AYP in English Language Arts for the aggregate and all subgroups.	Teachers focused instruction on story elements using grade level Trophies reading program as well as appropriate supplemental materials, (i.e. Readers Theater books, MillMark Readers for non-fiction texts, Sidewalks for Tier 2/3 intervention, Reading Fluency trainers). Use of RTI approach to reading intervention was used in all classrooms.	<ul style="list-style-type: none"> • Teachers and support staff exposed children to test vocabulary daily in their instructional approach in whole group, small group, and center activities. • Students in grades 3-5 did one MCAS, Milestone, or Trophies open response question every week. • Students and teachers used a grading rubric to score open response questions. • Teachers used a template to help students format their answers to an open response question.
	Teachers implemented comprehension strategies in reading, science and social studies instruction. Careful inclusion of testing vocabulary was used in all instruction.	<ul style="list-style-type: none"> • Teachers and support staff used appropriate grade level activities to expose students to words with multiple meanings. • During small group instruction and center work, teachers provided students with activities to develop comprehension strategies for multiple meaning words.
	Teachers focused instruction on non-fiction texts to include text features, comprehension strategies, and tier 2 vocabularies. Non-fiction texts were used during reading instruction and classroom read-alouds. Partner texts were used when appropriate to develop background knowledge.	<ul style="list-style-type: none"> • Teachers focused instruction using materials from the Trophies Reading Series, released MCAS questions, Milestones, social studies texts, and science materials. • Teachers used Comprehension Toolkits to help students identify features of informational texts. • Reader’s Theater was used to expose students to a variety of text genres.
	Teachers focused instruction on the 6 types of figurative language (simile, metaphor, idiom, hyperbole, personification, onomatopoeia) as grade-level appropriate. Instruction focused on use of figurative language in both receptive and expressive formats.	<ul style="list-style-type: none"> • Teachers exposed children to various types of figurative language.

Measurable Goals	Strategies	Implementation Status/Results
<p>2. To make AYP in Mathematics for the aggregate and all subgroups.</p>	<p>Teachers focused instruction on how to solve multi-step word problems and open-response questions. Use of non-fiction text features was connected to math word problems. In grades 3 -5, open responses questions from previous MCAS tests were aligned with the Houghton Mifflin Math series and used during appropriate chapters. Instruction was given on needed information to ensure a full response to Open response questions. Students were encouraged to Show and Explain their process when giving answers.</p>	<ul style="list-style-type: none"> • Teachers used the four step problem solving approach in open response questions using a scaffolded approach. • Teachers used the following materials: Problem Solvers, Groundworks Algebra, MCAS open-response questions, and Houghton Mifflin problem of the day. • Grade 4 teachers used SNACK method to help students ensure the questions were answered completely. Power Point presentations were used to give guided instruction where appropriate.
	<p>Teachers focused instruction to teach basic facts using strategies based format. Teachers used Calendar math to provide systematic sequential instruction on math facts. Math flashcards and timed math tests were used to provide opportunities for rote memorization. Daily recitation of multiples was incorporated into the morning announcements.</p>	<ul style="list-style-type: none"> • Teachers in all grades used flash cards and timed math assessments. • Building wide recitation of multiples on a daily basis during morning announcements.
	<p>Teachers completed one representation of data per week as scheduled. Lessons focused on higher level thinking and questioning. Careful embedding of vocabulary was included in lessons. Connections to non-fiction text features was clearly taught.</p>	<ul style="list-style-type: none"> • Teachers focused instruction to teach a graph a week during math, or other content areas. • Graphing was addressed during daily Calendar Math instruction.

Tracy School SY 2012/2013 School Improvement Plan

Because of NCLB, and because the AYP results are the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE), our goals have been revised to just one:

- **To make AYP in both English Language Arts and Mathematics for the aggregate and all subgroups.**

Data Analysis – Strengths and Weaknesses

After disaggregating data in English Language Arts, the School Improvement Team found that the teachers at Tracy School need to continue their instruction on identification of text features in informational texts, and interventions targeting students' ability to access the grade-level curriculum. Our school-wide use of the Response to Intervention model has shown to be of great benefit toward improving reading comprehension for all students. Tracy School did not make Adequate Yearly Progress in English Language Arts for the year 2011 in the aggregate or subgroups. With the continued increase in our population for whom English is not their first language (64.9% in 2010 and 64.3% in 2011), Tracy School needs to focus instruction for students who need specific targeted instruction during a Walk to Intervention Tier 2 approach grades K-4.

After data analysis of individual items on the MCAS math test and the Lynn Public Schools' Math Assessments, it has been decided that Tracy teachers need to continue their instruction of math facts, multi-step problems, and reading and interpreting different representations of data. The 2011 AYP report (attached with NCLB Report Card) shows that Tracy Elementary School has declined in math. We are now in our fifth year of using the Houghton Mifflin Math Series daily for one hour. Calendar Math is used on a supplemental basis as well as materials identified to meet targeted needs. These have been beneficial in helping to attain our goals in mathematics.

Weaknesses in ELA:

- Identification of story elements and their use in a variety of genres to increase comprehension.
- Identification of common text features in informational texts
- Ability to access grade level content materials.

Weaknesses in math:

- Solving open-response/multi-step problems
- Process and retention of math facts
- Recognizing and interpreting representation of data in different forms

Student Learning Objectives

The School Improvement Plan that follows outlines the six student learning objectives that the entire staff will concentrate on for the following year:

- Students will identify story elements and their use in a variety of genres to increase comprehension.
- Students will recognize and become familiar with the features of informational text.
- Students will perform at grade level skills with appropriate assistance.
- Students will solve and explain in writing their answers to open response questions.
- Students will memorize math facts with automaticity.
- Students will recognize and interpret representation of data in different forms.

Tracy School SY 2012/2013 School Improvement Plan

Goal	Achieve AYP in ELA
Identified Student Weakness	Identification of story elements and their use in a variety of genres to increase comprehension.
Student Learning Objective	Students will identify the story elements.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will focus instruction on story elements using grade level Trophies reading program as well as appropriate supplemental materials, (i.e. Readers Theater books, MillMark Readers for informational texts, Sidewalks for Tier 2/3 intervention, Reading Fluency trainers). Use of RTI approach to reading intervention will be used in all classrooms.	School Year 2012-2013	Materials that focus on Informational texts at appropriate reading levels, including: <ul style="list-style-type: none"> • Trophies Reading Series • MCAS questions, • Milestones or compatible materials. • MillMark Readers • Sidewalk Readers • Fluency Kits • Wilson Phonics • Readers Theater • FCRR • Comprehension Toolkit grades K-5 • Student Magazines • Vocabulary Notebooks 	<ul style="list-style-type: none"> • Student work samples, including completed graphic organizers, collected monthly, and reviewed during CPT as identified in Itinerary. • Walk-throughs. • Lesson planning templates for all reading instruction. • Bi-weekly collection of Lesson Plan books • Agendas showing student work samples analyzed at common planning time
Teachers will implement comprehension strategies and Fix-Up Strategies in reading, science and social studies instruction. Careful inclusion of testing vocabulary will be used in all instruction. Keys to Comprehension are: <ul style="list-style-type: none"> • Make Connections • Ask Questions • Visualize • Determine Importance • Infer • Synthesize • Monitor and Fix 	School Year 2012-2013	<ul style="list-style-type: none"> • Questioning guidelines from Blooms Revised taxonomy • Trophies reading materials, science and social studies materials. • Monthly reading strategies • Anchor posters • Teacher training during CPT / faculty meetings 	<ul style="list-style-type: none"> • Questioning evident in lesson planning template • Student work samples collected monthly • Principal walk-through • Reference check list • Bi-weekly collection of Plan Books

Fix Up Strategies are:

- Re-Read
- Read Ahead then Come Back
- Adjust Reading Rate
- Reflect on, or Revisit Purpose for Reading
- Check for Understanding
- Use Context
- Use Decoding Skills

Tracy School SY 2012/2013 School Improvement Plan

Goal	Achieve AYP in ELA
Identified Student Weakness	Identifying and comprehending the features of informational texts.
Student Learning Objective	Students will identify the elements of informational text and develop strategies for comprehension

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>Teachers will focus instruction on informational texts to include text features, comprehension strategies, and tier 2 vocabulary. Informational texts will be used during reading instruction and classroom read-alouds. Partner texts will be used when appropriate to develop background knowledge.</p> <p>Identified Text Features:</p> <ul style="list-style-type: none"> • Table of Context • Headings/ Subheadings • Fonts- bold, italics, highlights • Charts • Illustrations • Captions • Vocabulary (Vocabulary Boxes) • Glossary • Index 	School Year 2012-2013	<p>Materials that focus on informational texts at appropriate reading level, including:</p> <ul style="list-style-type: none"> • Trophies Reading Series • MCAS questions, • Milestones or compatible materials. • MillMark Readers • Sidewalk Readers • Fluency Kits • Wilson Phonics • Readers Theater • FCRR • Comprehension Toolkit grades K-5 • Student Magazines • MCAS open response questions • Steck Vaughn • Classroom Library • Vocabulary notebooks 	<ul style="list-style-type: none"> • Student work samples, including completed graphic organizers, collected monthly and reviewed during CPT as identified in itinerary. • Walk-throughs • Lesson planning templates for reading instruction • Bi-weekly collection of lesson plan books • Posted student work

Tracy School SY 2012/2013 School Improvement Plan

Goal	Achieve AYP in ELA
Identified Student Weakness	Ability to access grade-level content materials
Student Learning Objective	Students will perform grade level skills with appropriate assistance.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Instructional staff will use a variety of best teaching practices as well as instructional tools, technologies, and supplemental materials to meet the needs of all learners during a Walk-to-Intervention model in grades K-5.	School Year 2012-2013	Materials that focus on figurative language at appropriate reading level, including: <ul style="list-style-type: none"> • Trophies Reading Series • MCAs open response questions • Milestones • MillMark Readers • Steck Vaughn Fluency Kits • My Sidewalks • Wilson Phonics • Readers Theater • FCRR 	<ul style="list-style-type: none"> • .Monthly Progress Monitoring for all students scoring average and below on the CBM DIBLES • Assessment of Progress every 8 weeks to reassess grouping of students. • Walk-throughs • Lesson planning templates for reading instruction • Bi-weekly collection of lesson plan books

Tracy School SY 2012/2013 School Improvement Plan

Goal	Achieve AYP in Math
Identified Student Weakness	Open-response /multi-step problems
Student Learning Objective	Students will solve and explain in writing their answers to open response questions.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will focus instruction on how to solve multi-step word problems and open-response questions. Use of informational text features will be connected to math word problems. In grades 3 -5, open responses questions from previous MCAS tests will be aligned with the Houghton Mifflin Math series and used during appropriate chapters. Instruction will be given on needed information to ensure a full response to Open response questions. Students will be encouraged to Show <u>and</u> Explain their process when giving answers.	School Year 2012-2013	<ul style="list-style-type: none"> • Materials to provide instruction including: Groundworks Algebra, MCAS open-response questions, Math 4 Today problems, and Houghton Mifflin problem of the day. • Aligned MCAS open response questions • Power Point presentations on strategies to answer Open response questions • MCAS reference sheets • District Assessments 	<ul style="list-style-type: none"> • Student work samples collected monthly and discussed at CPT as shown by itineraries • Principal walk-through • Lesson plan books collected bi-weekly. • Posted student work • Math journal entries

Tracy School SY 2012/2013 School Improvement Plan

Goal	Achieve AYP in Math
Identified Student Weakness	Math facts are not internalized and memorized
Student Learning Objective	Students will memorize math facts with automaticity.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will focus instruction to teach basic facts using strategies based format. Teachers will use Calendar math to provide systematic sequential instruction on math facts. Math flashcards and timed math tests will be used to provide opportunities for rote memorization. Daily recitation of multiples will be incorporated into the morning announcements.	School Year 2012-2013	<ul style="list-style-type: none"> • Calendar Math • Flash cards • Mad Minute assessment, or teacher-made assessment • Center work for independent practice • Calculators • Ten-frames and other math manipulatives • School wide adopted Math Reference sheets 	<ul style="list-style-type: none"> • Rank book roster of weekly progress or wall-mounted poster of progress checked by the principal during walk-throughs • Posted Calendar Math work areas • Lesson Plan books collected Bi-Weekly • Student work samples discussed during common Planning time as evident in itinerary

Tracy School SY 2012/2013 School Improvement Plan

Goal	Achieve AYP in Math
Identified Student Weakness	Students have difficulty reading and interpreting charts, tables, graphs, and pictures.
Student Learning Objective	Students will recognize and interpret representation of data in different forms

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will complete one representation of data per week as scheduled. Lessons will focus on higher level thinking and questioning. Careful embedding of vocabulary will be included in lessons. Connections to informational text features will be clearly taught.	School Year 2012-2013	<ul style="list-style-type: none"> • Scheduled use of representation of data • Houghton Mifflin Math, Calendar Math, and other graphing resources • Manipulatives and teacher made materials • Blooms Taxonomy- Revised questioning reference sheets 	<ul style="list-style-type: none"> • Lesson plan books collected bi-weekly • Samples of graphs posted in hallways and classrooms • Student work samples (posted and collected) • Principal walk-throughs • Planning evident in CPT itineraries

Parent Involvement

This year the Tracy School will implement the following parent involvement activities:

- Three Parent Open-House Meetings
- Title I Meeting in the beginning of the school year
- Title I Parent/Student/Teacher Compacts
- Family Winter and Spring Concert
- School Council Meetings throughout the school year
- Art Fair
- Field Day – Fun Day