

Tracy Elementary School

School Improvement Plan

May/June 2014

PIM Team Members

Pattye Griffin – Principal

Amy Wallace-Special Education Teacher

Christina Kotsakis- Reading Teacher

JoAnne Ovadia- Reading Teacher

Allison Runyan- Math CIT

Kristin Page- First Grade Teacher

Jeanne McMenimen- Second Grade Teacher

Deborah Grant- Second Grade Teacher

Miriam Rosen- Third Grade Teacher

Jennifer Nordyke- Fifth Grade Teacher

Erin Schwartz- Fifth Grade Teacher

School Council Members

Pattye Griffin – Principal

Jennifer Nordyke- Fifth Grade Teacher

Kristin Page- First Grade Teacher

Amanda Place- ESLTeacher

Jean DeMase- Parent

Silvia Mok- Parent

Rocio Mora- Parent

Robin Odgers- Parent

EXECUTIVE SUMMARY

School Profile and Demographics

The Tracy Elementary School has a student population of approximately 393 students. Demographically the student population is 8.7% African American; 8.9% Asian; 68.2% Hispanic; 0.8% Native American; 9.9% White; and 3.6% multi-race non-Hispanic.

The student population is composed of 65.4% of students whose first language is not English; 31.8% who are Limited English Proficient; 97.5% who are low income; and 6.1% who receive services from the Special Education Department; 98.2% of students are high needs.

Tracy is a Title I school with a combination pull-out/inclusion program. A Response to Intervention program is used in grades K-5.

Enrollment Data 2013-2014

School	Number of Students	% African American	% Asian	% Hispanic	% Native American	% White	% Multi Race, Non-Hispanic	% FLNE	% ELL	% Low Income	% Special Ed	% High Needs
Tracy	393	8.7	8.9	68.2	0.8	9.9	3.6	65.4	31.8	97.5	6.1	98.2
Lynn	14,378	11	9.5	54.5	0.3	20.9	3.7	54	17.8	83	15.8	86.4
State	955,739	8.7	6.1	17	0.2	64.9	2.9	17.8	7.9	38.3	17	48.8

Accountability Status

In February of 2012, Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. Beginning with the 2012-2013 school year, the NCLB goal of 100 percent proficiency will be replaced with a new goal of reducing proficiency gaps by half by the end of the 2016-2017 school year. NCLB accountability labels have been replaced by state accountability and assistance levels (Levels 1-5). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). PPI combines information on up to seven indicators (where applicable) that include: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates. Most districts, schools, and groups will receive an annual PPI based on improvement over two years and a cumulative PPI that measures improvement over four years. Extra credit is awarded for reducing the percentage of students scoring *Warning/Failing* and/or by increasing the percentage of students scoring *Advanced* on English language arts, mathematics, or science MCAS tests. To be considered on target for a given indicator, a group must earn 75 points. It is important to note that if NCLB is reissued or changed, the new Massachusetts Accountability Reporting System could be discontinued.

PPI Indicators (all students)

Proficiency Gap Narrowing	2011 CPI	2012 CPI	2013 CPI Target	2013 CPI	PPI Points	Target Rating	Extra Credit Increase Advanced	Extra Credit Decrease Warning
ELA	78.4	75.6	82	70.5	0	Declined	0	25
Math	80.8	77.7	84	75.9	25	No Change	25	0
Science	58.9	77.1	65.8	73	100	Above Target	25	0

Student Growth (SPG)	6 Yr. Goal	2011 SGP	2012 SGP	2013 SGP	PPI Points	Target Rating
ELA	51	56	58.5	48	50	Below Target
Math	51	64	54	49	50	Below Target

Accountability and Assistance Level- Level 2
Cumulative PPI (all students)- 63

MCAS Results

The following charts show the percentage for the past eleven years of Tracy's students in each of the reporting categories: Advanced, Proficient, Needs Improvement, and Warning, for the MCAS grades three, four, and five English Language Arts (ELA) and Math tests

Grade 3 Reading	P+		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	0	6	28	35	47	45	25	14
2013	0	3	22	34	68	52	10	11

Grade 3 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	10	19	20	37	50	29	20	14
2013	10	20	48	38	30	27	13	15

Grade 4 ELA	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	4	4	35	34	37	40	25	22
2013	0	3	14	31	64	45	22	21

Grade 4 Math	Advanced		Proficient		Needs Improvement		Warning	
	School	Lynn	School	Lynn	School	Lynn	School	Lynn
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
2012	5	6	39	30	39	47	16	17
2013	8	6	27	38	52	51	14	15

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
2012	13	9	49	39	28	34	11	18
2013	14	9	44	44	40	32	2	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
2012	11	13	43	28	34	33	13	26
2013	18	15	42	33	30	31	10	20

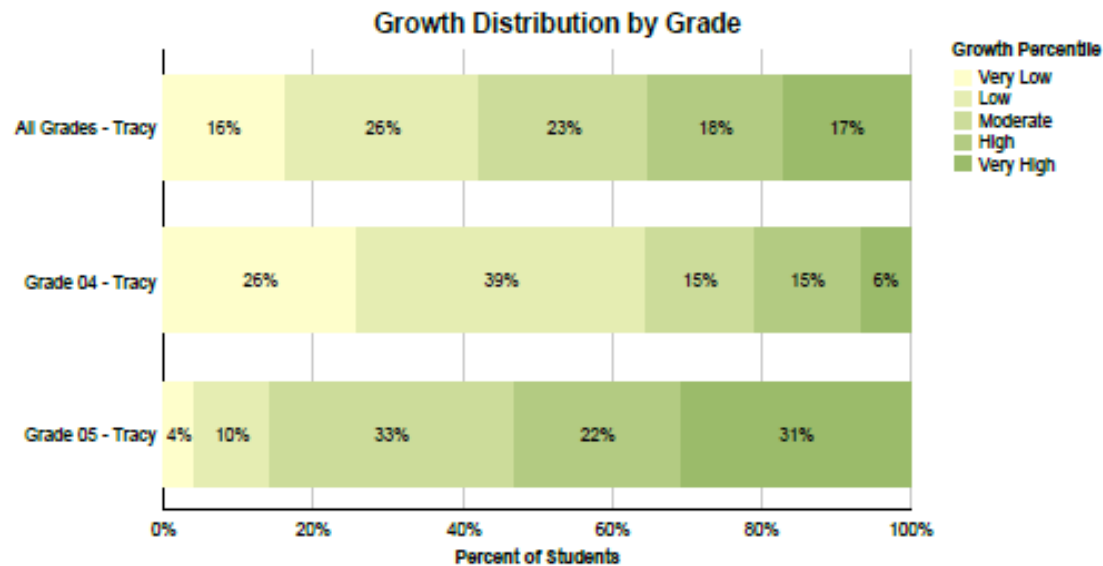
Student Growth Percentile by School and Grade

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.



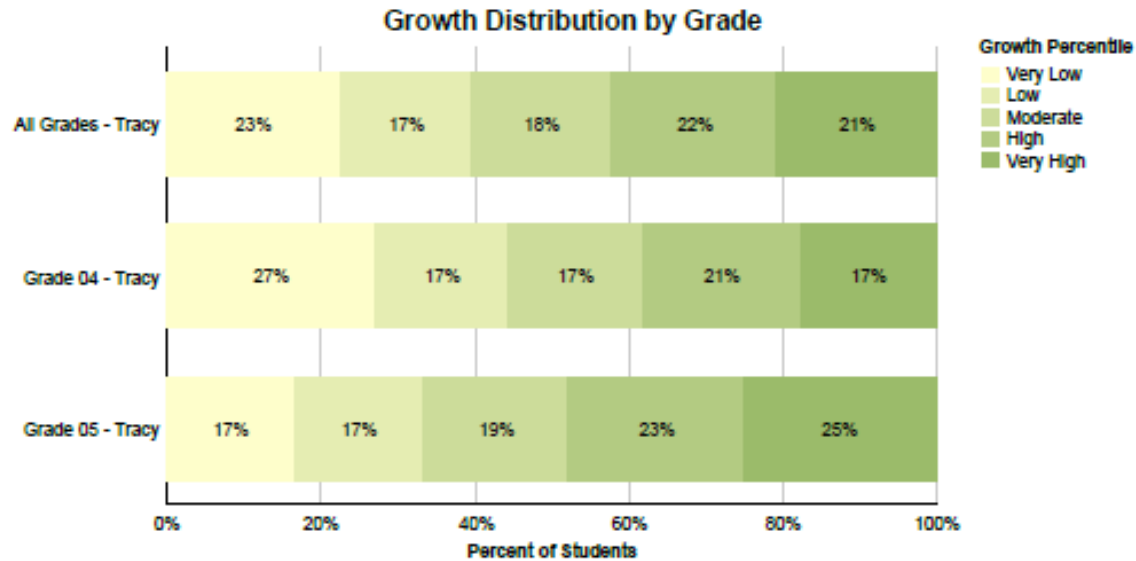
Spring 2013 MCAS School Growth Distribution English Language Arts

District: Lynn
Subject: 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.

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Tracy	18	29	25	20	19	48.0	111	29	174
Grade 04 - Tracy	16	24	9	9	4	33.0	62	14	64
Grade 05 - Tracy	2	5	16	11	15	66.0	49	58	50



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

	Very Low	Low	Moderate	High	Very High	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades - Tracy	25	19	20	24	23	49.0	111	50	175
Grade 04 - Tracy	17	11	11	13	11	47.0	63	34	64
Grade 05 - Tracy	8	8	9	11	12	59.5	48	60	50

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 grades three, four, and five.

The following charts show the percentage of students in each of the reporting categories-At Risk, Some Risk, Low Risk-for school years 2008-2009, 2009-2010, 2010-2011, and 2011-2012. The reporting categories for 2012-2013 are At/Above Benchmark, Below Benchmark, and Well Below Benchmark.

Grade K

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall	53	19	28	48	19	33	49	16	35	42	29	29	47	15	38
	Winter	60	22	18	70	13	17	77	13	10	80	10	10	73	14	13
	Spring	71	12	17	65	23	12	81	15	4	84	6	10	80	10	10

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Initial Sound Fluency	Fall	45	28	27	35	26	39	31	32	37	22	9	69	13	5	82
	Winter	19	53	28	18	50	32				80	7	13	70	14	16
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall															
	Winter	40	41	19	39	22	39	44	21	35	60	23	17	58	27	15
	Spring	50	34	16	57	20	23	54	23	23	78	8	14	73	13	14

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Words Fluency CLS	Fall															
	Winter	54	27	19	59	13	28	44	28	28	78	13	9	91	6	3
	Spring	64	14	22	55	33	12	78	19	3	88	12	0	90	7	3

Grade 1

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Letter Naming Fluency	Fall	80	18	2	74	17	9	62	27	11	63	26	11	67	21	12
	Winter															
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Phoneme Segmentation Fluency	Fall	48	39	13	35	47	18	34	29	37	52	28	20	49	26	25
	Winter	93	7	0	71	24	5	67	20	13	94	2	4			
	Spring	100	0	0	91	7	2	81	15	4	93	4	3			

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall	55	37	8	50	41	9	55	20	25	49	30	21	57	25	18
	Winter	52	36	12	46	36	18	77	14	9	75	18	7	72	13	15
	Spring	69	22	9	83	14	3	72	14	14	69	11	20	68	11	21

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall															
	Winter	62	35	3	62	29	9	55	29	16	48	42	10	46	22	32
	Spring	71	26	3	68	29	3	68	19	13	70	18	12	49	20	31

Grade 2

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
Nonsense Word Fluency CLS	Fall	75	22	3	71	22	7	73	16	11	76	15	9	66	19	15
	Winter															
	Spring															

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	66	22	12	63	27	10	70	28	2	72	21	7	59	14	27
	Winter	73	18	9	78	19	3	72	14	14	75	13	12	50	22	28
	Spring	52	24	24	63	27	10	59	21	20	66	19	15	44	24	32

Grade 3

Test	Testing Period	2009 Risk %			2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	62	24	14	47	41	12	57	28	15	51	38	11	76	11	13
	Winter	50	38	12	51	31	18	55	33	12	52	27	21	79	13	8
	Spring	47	41	12	51	40	9	50	41	9	59	38	3	69	23	8

Grade 4

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	50	26	24	57	18	25	55	23	22	58	21	21
	Winter	51	33	16	49	34	17	51	33	16	67	21	12
	Spring	45	33	22	54	25	21	53	28	19	64	19	17

Grade 5

Test	Testing Period	2010 Risk %			2011 Risk %			2012 Benchmark %			2013 Benchmark %		
		Low	Some	At	Low	Some	At	At/Above	Below	Well Below	At/Above	Below	Well Below
CBM Reading (Oral Reading Fluency)	Fall	56	10	34	53	23	24	79	12	9	50	17	33
	Winter	61	7	32	58	17	25	70	11	19	71	19	10
	Spring	53	19	28	58	19	23	72	11	17	75	17	8

Implementation Summary of 2013-2014 School Improvement Plan

The following charts gives the goals from Tracy’s SY 2013-2014 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
<p>To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics</p> <p>ELA</p>	<p>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, Benchmarks Anchor Comprehension). Use of RTI approach to reading intervention was used in all classrooms.</p>	<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 completed one MCAS, or Trophies open response question every week. • Students and teachers used a grading rubric to score open response questions. • Teachers used a T-chart template to help students format their answers to an open response question, with gradual release.
	<p>Teachers implemented comprehension strategies and Fix-Up strategies in reading, science, and social studies instruction. Careful inclusion of testing vocabulary was used in all instruction.</p>	<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 lessons designed to develop comprehension strategies and Fix-up strategies. • Use of WIDA standards and MPI’s were integrated into lesson planning to support children at different stages of English acquisition. • Implementation of UDL strategies was brought into classrooms as a means of students showing their newly acquired knowledge. • With the assistance of the district ELL coaches, teachers designed lessons using best practices and strategies to actively engage all learners.
	<p>Teachers focused instruction on informational texts to include text features, comprehension strategies, and tier II vocabulary. Informational texts were used during reading instruction and classroom read-alouds. Partner texts were used when appropriate to develop background knowledge.</p>	<ul style="list-style-type: none"> • Teachers focused instruction using materials from the Trophies Reading Series, released MCAS questions, social studies texts, and science materials. • Teachers used Benchmarks Anchor Comprehension kits to help students identify features of informational texts. • All classes used Scholastic News Magazine and its resources to expose children to a variety of non-fiction texts.

Measurable Goals	Strategies	Implementation Status/Results
<p>To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics</p> <p>Mathematics</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 District Mapping Guide and used during appropriate topics. 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: MCAS open-response questions, and Common Core State Standards. • Grade 4 teachers used BUS method to help students ensure the questions were answered completely. Power Point presentations were used to give guided instruction where appropriate. • The math CIT worked in all classrooms to ensure vertical alignment in all grade levels.
	<p>Teachers focused instruction to teach basic facts using strategies based format. 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. • Use of First in Math building wide to develop mastery of math concepts.

Tracy School SY 2014-2015 School Improvement Plan

Our goal has been revised because Massachusetts received a waiver of certain aspects of the federal No Child Left Behind Act. AYP results are no longer the only measure of school success currently used by the Massachusetts Department of Elementary and Secondary Education (DESE). Instead of Adequate Yearly Progress (AYP) reporting, Massachusetts will report district and school progress toward narrowing proficiency gaps using a new 100-point Progress and Performance Index (PPI). Therefore, the goal for this School Year 2014-2015 is:

- **To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics, (6) Annual dropout rates, and (7) Cohort graduation rates.**

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 reading, understanding and applying ideas in complex texts, communication of thoughts, ideas, and information through writing, and using phonics skills in their independent and instructional reading. 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 gains in closing the English language Proficiency gap in the aggregate or subgroups. With the continued increase in our population for whom English is not their first language (66.2% in 2012 65.4% in 2013), Tracy School needs to focus instruction for students who need specific targeted instruction during a Walk to Intervention Tier 2 approach grades 1-5. Teachers are aligning their instruction with the New Massachusetts State Frameworks incorporating the Common Core State Standards. Use of the District Curriculum mapping is guiding instruction for students. Since we have a high ELD population, teachers are using Model Performance Indicators to differentiate work for students just acquiring English.

After data analysis of individual items on the MCAS math test and the Lynn Public School's Math Assessments, it has been decided that Tracy teachers need to continue their instruction on understanding a math problem and persevering to the solution, manipulating and conceptualizing mathematical information, and defending or proving work using words, numbers, and visual representations. The 2013 Accountability Data Report (attached with NCLB Report Card) shows that Tracy Elementary School has not closed the Mathematics Proficiency Gap. Teachers are aligning their instruction with the New Massachusetts State Frameworks incorporating the Common Core State Standards. Use of the District Curriculum mapping is guiding instruction for students. Since we have a high ELD population, teachers are using Model Performance Indicators to differentiate work for students just acquiring English.

Weaknesses in ELA:

- Ability to read, understand and apply ideas encountered in texts that are increasingly complex.
- Ability to communicate thoughts, ideas, and information clearly and coherently in writing.
- Ability to utilize phonic skills during independent and instructional reading.

Weaknesses in math:

- Ability to make sense of problems and persevere in solving them.
- Ability to conceptualize and manipulate mathematical quantities, equations, geometric representations, and data sets.
- Ability to construct viable arguments to defend work using words, numbers, and visual representations.

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 read, understand, and apply ideas in texts that are increasingly complex.
- Students will communicate thoughts, ideas, and information clearly and coherently in writing.
- Students will utilize phonics skills during independent and instructional reading.
- Students will make sense of mathematical problems and persevere in solving them.
- Students will conceptualize and manipulate mathematical quantities, equations, geometric representations, and data sets.
- Students will construct viable arguments to defend work using words, numbers, and visual representations.

Tracy School SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Ability to read, understand and apply ideas encountered in texts that are increasingly complex
Student Learning Objective	Students will read, understand, and apply ideas in texts that are increasingly complex.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will focus instruction on explicit strategies to improve comprehension and connections to stories in all content areas. Gradual release of responsibility will be stressed in all lessons. Lesson planning will reflect implementation of MPIs and UDL strategies to ensure access to curriculum for all learners students. Use of RTI approach to reading intervention will be used in all classrooms.	School Year 2014-2015	Materials that focus on texts at appropriate reading levels, including: <ul style="list-style-type: none"> • Common Planning Time • Data Meetings (every 8 weeks) • Scheduled Walk-to Intervention times • Anchor Comprehension Kits • Trophies Reading Series • MCAS questions, • MillMark Readers • Sidewalk Readers • Fluency Kits • Wilson Phonics • Readers Theater • FCRR • Comprehension Toolkit grades K-5 • Anchor posters • Student Magazines • Vocabulary Notebooks • District Mapping Guide • MPIs in lesson planning • UDL strategies in lesson planning • OnCore Math • First in Math • Contractual Extra Help • After School Support Program 	<ul style="list-style-type: none"> • Student work samples, including completed graphic organizers, collected monthly, and reviewed during CPT as identified in agendas. • Walk-throughs. • Lesson plans for all reading instruction, including MPIs • Bi-weekly collection of Lesson Plan books • Agendas showing student work samples analyzed at common planning time

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
<p>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.</p> <p>Keys to Comprehension are:</p> <ul style="list-style-type: none"> • Make Connections • Ask Questions • Visualize • Determine Importance • Infer • Synthesize • Monitor and Fix <p>Fix Up Strategies are:</p> <ul style="list-style-type: none"> • 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 	<p>School Year 2014-2015</p>	<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 • Additional staff training on UDL strategies • Staff training on student engagement techniques 	<ul style="list-style-type: none"> • Questioning evident in lesson plans • Student work samples collected monthly • Principal walk-through • Reference check list • Bi-weekly collection of Plan Books

Tracy School SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Ability to communicate thoughts, ideas, and information clearly and coherently in writing.
Student Learning Objective	Students will communicate thoughts, ideas, and information clearly and coherently in writing

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will focus instruction on writing for different purposes (persuasive, informative, and entertainment) in all content areas. The students will be taught to use writing as a way of offering and supporting opinions, demonstrating understanding of subjects they are studying, and convey real and imagined experiences and events. The teachers will devote time for students to produce writing over short and expanded time frames throughout the year. The writing process implemented will consist of planning, producing, revising, and publishing works.	School Year 2014-2015	Materials that focus on informational texts at appropriate reading level, including: <ul style="list-style-type: none"> • Trophies Reading Series • MCAS questions, • FCRR Resources • Comprehension Toolkit grades K-5 • Sidewalks Intervention Kits • Student Magazines • Writing notebooks • Benchmark's Writer's Workshop • ELL Coaches • Benchmark Anchor Comprehension • Use of T-Chart template 	<ul style="list-style-type: none"> • Student work samples, including completed graphic organizers, reviewed during CPT. • Walk-throughs • Lesson plans for writing instruction, including MPIs • Bi-weekly collection of lesson plan books • Posted student work

Tracy School SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Ability to utilize phonic skills during independent and instructional reading.
Student Learning Objective	Students will utilize phonics skills during independent and instructional reading.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Systematic instruction in phonics, in particular decoding skills, will be taught to all students. Instruction can take place individually, in small groups, or in whole class. With the implementation of APTT in grades 1 and 2, additional focus will be placed on word reading fluency, as measured by school determined assessments.	School Year 2014-2015	<p>Materials that focus on phonic skills at appropriate reading level, including:</p> <ul style="list-style-type: none"> • Common Planning Time • Data Meetings (every 8 weeks) • Scheduled Walk-to - intervention times • Foundations- Wilson Phonics • Lively Letters • District Phonics Binders • DIBELS Next • Comprehension Tool Kits • Trophies Reading Series • Anchor Comprehension Kits • Bonnie Kline Phonic Readers • MillMark Readers • Steck Vaughn Fluency Kits • Sidewalks Readers • Readers Theater • FCRR • APTT District Resources 	<ul style="list-style-type: none"> • Monthly Progress Monitoring for all students scoring average and below on the DIBELS Next • Assessment of Progress every 8 weeks to reassess grouping of students. • Walk-throughs • Lesson plans for phonics instruction including MPIs and UDLs • Bi-weekly collection of lesson plan books • Wilson Dictation lessons

Tracy School SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Ability to make sense of problems and persevere in solving them.
Student Learning Objective	Students will make sense of mathematical problems and persevere in solving them.

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. Students will be taught to start by explaining the meaning of the problem and determining what needs to be completed or solved. Students will be required to show or explain their process when giving answers. The students will be encouraged to check their answers to problems using a different method, and to continually ask themselves, "Does this make sense?"	School Year 2014-2015	Materials to provide instruction including: <ul style="list-style-type: none"> • District Curriculum Maps. • Common planning Time • CCSS aligned materials. • Aligned MCAS open response questions • Visual presentations on strategies to answer multi-step questions • MCAS reference sheets • District Assessments • Motivational posters that incorporate the RBT strategies of "I Can Do It" "We believe in you" "Always Do your Best" • Visual Reference for problem Solving 4-square, and BUS. 	<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 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Ability to conceptualize and manipulate mathematical quantities, equations, geometric representations, and data sets.
Student Learning Objective	Students will conceptualize and manipulate mathematical quantities, equations, geometric representations, and data sets.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will instruct students to utilize relationships of numbers (i.e. 100 chart, number lines, or multiplication tables) to compose and decompose numbers. Students will use words, numbers, graphs, and pictures to represent relationships between numbers, units of measurement, and variables. Solid understanding of the geometric shape attributes will be used to express fractions, angles, area, and perimeter.	School Year 2014-2015	<ul style="list-style-type: none"> • District Mapping guide • Massachusetts State Frameworks with the CCSS • Common Planning Time • Flash cards • Fluency drills • Center work for independent practice • Calculators • Ten-frames and other math manipulatives • School wide adopted Math Reference sheets • Geometric shapes and solids • Protractors (grades 4 & 5) 	<ul style="list-style-type: none"> • Lesson Plan books collected Bi-Weekly • Student work samples discussed during common Planning time as evident in itinerary • First in Math progress monitoring

Tracy School SY 2014/2015 School Improvement Plan

Goal	To achieve a minimum of 75 points in the Progress and Performance Index (PPI) as measured by the following indicators where applicable: (1-3) Narrowing proficiency gaps in ELA, mathematics and science, (4-5) Growth in ELA and mathematics.
Identified Student Weakness	Ability to construct viable arguments to defend work using words, numbers, and visual representations.
Student Learning Objective	Students will construct viable arguments to defend work using words, numbers, and visual representations.

Strategy/Action (What, Who, How)	Timeline (When)	Resources Needed	Method of Collecting Evidence
Teachers will instruct strategies to solve problems using diagrams, objects, actions, and drawing. The students will be taught to defend their answer in a comprehensible manner in writing and with a peer through discussions.	School Year 2014-2015	<ul style="list-style-type: none"> • District mapping Guide • Massachusetts Curriculum frameworks incorporating CCSS • Houghton Mifflin Math and other CCSS resources • Conversation Prompts • Manipulatives and teacher made materials • Blooms Taxonomy- Revised questioning • reference sheets 	<ul style="list-style-type: none"> • Lesson plan books collected bi-weekly • 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
- Field Day – Fun Day
- Grade level field trips
- PTO
- Parent MCAS workshop
- APTT
- Family Partnership for Reading Nonfiction Texts through LSO