

**Topsfield  
MCAS Improvement Plan  
And  
Next Steps  
November 3, 2010**

# Improvement Plan

- **Focus Areas for Improvement**
- **Assessment for Learning**
- **Reaching All Learners**
- **ELA and Mathematics**
- **Strategic Use of Support Services**
- **Time On Learning**
- **Student Profiles and History**
- **Professional Development**
- **Use of Technology**

# Focus Areas for Improvement as Measured by MCAS

## **Mathematics:**

**Grade 3:** Data Collection, Transformations and Symmetry, Numbers

**Grade 4:** Transformations and Symmetry, Attributes of Measurement, Probability, Number Sense, Symbols

**Grade 5:** Property of Shape

**Grade 6:** Statistical Methods, Locations and Spatial Relationships, Property of Shape, Change within Algebra

## **ELA:**

**Grade 3:** Nonfiction

**Grade 4:** Style and Language, Topic Development for Long Composition, Dramatic Literature, Fiction

**Grade 5:** Poetry

**Grade 6:** Structures and Origins of Modern English, Traditional Narrative in Classical Literature

## **Science:**

**Grade 5** Rocks and Their Properties, Soil, The Water Cycle, Weather, Energy and Living Things, Engineering Design

# Student Learning & Improvement Plan: Assessment For Learning

- Shift from assessment of learning to ***assessment for learning*** to make informed instructional decisions to meet the needs of all students. This includes, but is not limited to the addition of student support services: RTI support, special education support, Math Olympiad, Online Math League, MCAS prep groups, math enrichment groups and a consultative model with math and reading support specialists and classroom teachers for extending the learning opportunities for students above the expected learning trajectory.
- Use of Aimsweb **universal screening** and **progress monitoring** assessments to identify appropriate instructional interventions in math and ELA and to monitor progress ensuring that students are meeting the appropriate trajectory of learning to reach established grade level benchmarks.
- Use of frequent and uniform **formative assessments** such as the Developmental Reading Assessment, writing prompts, Interim Math Assessments and other formative assessments to help target instruction for each student.

# Reaching All Learners

- Current and New Core Standards review
  - Curriculum Review process to update curriculum, instruction and assessment within and between grade levels
- Differentiated instruction for all students during the RTI Block and throughout the day
- Math Enrichment Programs
  - Online Math, Math Olympiad, Math Enrichment Groups, MCAS Prep Groups
- Read Naturally

# Math Enrichment and Reinforcement Opportunities: Enrollment

## Online Math League

Grade	09-10	10-11
2	20	29
3	18	31

## Math Olympiad

Grade	08-09	09-10	10-11
4	35	36	39
5	34	35	32
6	13	30	23

## Math Enrichment

Grade	09-10	10-11
2	NA	15
3	NA	15

## Morning Math

Grade	08-09	09-10	10-11
4	6	12	10
5	14	13	8
6	8	10	15

# **Student Learning & Improvement Plan: Students With Disabilities**

- **Increase access to the regular education curriculum materials, including MTB and Impact Math**
- **Careful review and consideration of the use of various specialized instruction models for supporting students with disabilities in Mathematics and ELA; need to balance access to regular education curriculum with need for specialized instructional programs**
- **Incorporate, to a greater degree, IEP accommodations that can be generalized into daily assignments**
- **Increase training for Special Education Instructional Assistants in ELA and Math content and instructional strategies**

# **Student Learning & Improvement Plan: Students With Disabilities (cont.)**

- **Increased consultation and planning between special educators and classroom teachers (goal: weekly lesson planning session).**
- **Increased opportunities and encouragement for Classroom Teachers to participate in PD focused upon teaching of SWD**
- **Goal: Improve RTI process at both schools to be more connected to the special education process when needed**
- **Increased training and expectations for all teachers regarding the explicit teaching of study skills and the vocabulary of assessments**

# Student Learning Improvement Plan: English Language Arts

- Emphasize consistent writing expectations across the curriculum
- Use of **classroom based assessments** such as the DRA, Reading A to Z, AIMS web, reading response journals and long compositions
- Research systematic and multi-faceted **phonics/language word study** program for grades K-3
- Work with teachers at grade level to examine student work in order to support the use of **writing as a tool for thinking**, which will enable students to apply transfer and demonstrate what they know
- Administer, score with a rubric and share **long form composition samples**, including the 4<sup>th</sup> grade MCAS long composition, during the school year with a particular emphasis on improved “topic development”
- **Strategic deployment of reading interventionists** to provide literacy support services through RTI, provide resources for teachers to serve as tools to re-teach, reinforce, extend and enrich the curriculum
- Most grade levels have a **ninety minute literacy block**, which emphasizes the reading/writing connection
- Creation of **Tri-Town Writing Committee** to define the writing model and develop clear and consistent curriculum maps across the Tri-Town
- **Item analysis of MCAS** scores with teachers to inform and improve instruction

# Grade 3 ELA

	2010 %	2009 %	2008 %	2007 %
<b>Multiple Choice</b>	87	85	88	88
<b>Open Response</b>	48	44	51	66
<b>Short-Response</b>	67	NA	NA	NA
<b>Structures and Origins</b>	88	82	77	87
<b>Vocabulary and Concept Development</b>	89	92	92	87
<b>Fiction</b>	80	76	78	77
<b>Genre</b>	80	NA	84	95
<b>Myth, Traditional Narrative and Classical Literature</b>	88	88	NA	92
<b>Nonfiction</b>	68	68	66	83
<b>Poetry</b>	84	79	88	87
<b>Style and Language</b>	97	86	89	79
<b>Theme</b>	89	72	NA	NA
<b>Understanding a Text</b>	87	88	88	91

# Student Learning & Improvement Plan: Mathematics

- Continue to implement and analyze **the impact of supplemental math opportunities** for all students
  - **Steward School**
    - *On-line Math League* – once a month per grade
    - *Math Enrichment* – weekly at lunch for grades 2 and 3
    - *MCAS Prep* – begins in February for grade 3
  - **Proctor School**
    - *Math Olympiad* – weekly by grade level during lunch
    - *Morning Math* – weekly by grade level
- **Math Specialists** provide math support services through RTI, serve as math coaches to teachers, provide resources for students to re-teach, reinforce, extend and enrich and design professional development opportunities
- Item analysis of MCAS scores with teachers to inform and improve instruction
- Access to **Math Trailblazers website** as resource for families, teachers and students
- Most grade levels have a **sixty-minute math block**
- Use of **classroom based assessments**, such as standards based pre-assessments and interim assessments
- **Math Curricula Review**
  - Evaluate program
  - Access current supplements to core program
  - Work with Masconomet to ensure continuity

# Grade 3 Mathematics

	2010 %	2009 %	2008 %	2007 %	2006 %
<b>Multiple Choice</b>	79	85	92	85	89
<b>Open Response</b>	74	74	72	74	76
<b>Short Answer</b>	71	86	86	86	83
<b>Data Analysis Statistics and Probability</b>	71	85	87	88	91
<b>Geometry</b>	81	73	80	81	72
<b>Measurement</b>	80	83	84	87	82
<b>Number Sense and Operation</b>	73	84	87	77	89
<b>Patterns Relations and Algebra</b>	85	84	91	85	87 <sup>12</sup>

# Grade 4 Long Composition Over Time

<b>Year</b>	<b>Topsfield Topic Development</b>	<b>State Topic Development</b>	<b>Topsfield Conventions</b>	<b>State Conventions</b>
<b>2004</b>	<b>7.71 (+ .37)</b>	<b>7.34</b>	<b>7.09 (- .41)</b>	<b>7.50</b>
<b>2005</b>	<b>8.64 ( + .97)</b>	<b>7.67</b>	<b>7.04 (+ .62)</b>	<b>6.42</b>
<b>2006</b>	<b>8.06 (+ .60)</b>	<b>7.46</b>	<b>7.13 (+ .26)</b>	<b>6.87</b>
<b>2007</b>	<b>7.43 (+.09)</b>	<b>7.34</b>	<b>6.86 (+.22)</b>	<b>6.64</b>
<b>2008</b>	<b>7.64 (+ .44)</b>	<b>7.20</b>	<b>7.01 (+ .15)</b>	<b>6.86</b>
<b>2009</b>	<b>6.36 (+ .06)</b>	<b>6.30</b>	<b>6.24 (+ .08)</b>	<b>6.16</b>
<b>2010</b>	<b>7.64 (+ .53)</b>	<b>7.11</b>	<b>6.92 (+ .21)</b>	<b>6.71</b>

# Writing

## What does the data show us?

- We have been consistently above the state average since 2004 (with the exception of 1 year's Convention scores) however growth has been inconsistent and slow over time. We haven't seen the steady increase we hoped for. Typically we have scored approximately 7-9% above the state average in other ELA strands (Reading-multiple choice). We strive for our writing scores to equally surpass the state average.

## How will we improve student achievement in writing?

- - Curriculum Mapping**-The Tri-Town Writing Committee is currently working to define the writing model and develop curriculum maps for all grade levels from the new National Core Standards.
  - Professional development** – Designed to bring the new knowledge gained directly into the classrooms. We will continue to focus professional development in this area through out the year and into next year.
  - Writing Prompts**-Continue to use writing prompt assessments to inform instruction.

# **Student Learning & Improvement Plan: Strategic Use of Support Services**

## **Role of Interventionists**

- **Direct service providers**
- **Monitor progress through regular review of performance data to ensure the trajectory of learning is accelerating and if not, staff will analyze why and make recommendations for altering either the intensity or the type of instruction**
- **Support and evaluate the implementation of Response To Intervention (RTI)**
- **Organize and facilitate the three Data Days to monitor the universal screening performance results of all students and two Progress meetings to monitor the growth of students receiving interventions keeping teachers and parents informed about student progress**

# **Student Learning & Improvement Plan: Time On Learning**

- **Maintain time allocated to Math instruction on a daily basis to at least 60 minutes**
- **Maintain an instructional ELA Literacy block of 90 minutes at all grade levels and a 15-minute daily language word study block for grades 1-3**
- **Monitor individual student and class schedules to reduce and eliminate fragmentation wherever possible**
- **Structure specialist schedules to allow for the maximum amount of uninterrupted instructional time in ELA and Math at each grade**
- **RTI block allows for all students to receive individualized instruction through interventions or extensions**

# **Student Learning & Improvement Plan: Student Profiles and History**

- **Examine individual student histories of those scoring in the Warning and Needs Improvement Performance Levels and/or Low Growth Percentiles at all grade levels**
- **Variables to be reviewed for patterns among others will include:**
  - **Student attendance**
  - **Retention in Grade**
  - **Office referrals**
  - **Date of Admission to Steward or Proctor**
  - **Referrals for TAT, RTI, CST and 504**
  - **Focus of Individual Educational Plans for Students with Disabilities**
  - **Class Performance as measured on Report Cards**

# **Student Learning & Improvement Plan: Professional Development**

- **Ensure that all professional development opportunities begin with the “end in mind” by asking, what do we want to students to know and be able to do?**
- **District offered summer courses taken by teachers:**
  - **Differentiated Instruction**
  - **Writer’s Workshop: Incorporating the Six Traits**
- **Continued professional development to support the reaching of all learners (identifying and monitoring students in need of intervention)**
- **The Professional Development Committee continues to meet to develop meaningful professional development experiences related to student achievement**

# **Student Learning & Improvement Plan: Use of Technology**

- **Use web page consistently and effectively to increase communication**
- **Increase access to available resources and learning tools (portals)**
- **Share links to Math Trailblazers, Impact Math and other web based materials, such as IXL Math**
- **Links are posted to DESE Curriculum Frameworks and MCAS information on student work exemplars and sample questions in ELA and Math**
- **Increased use of SMART Board lessons in content areas to address different learning styles**
- **Explore and consider purchasing web-based content links to support the use of interactive whiteboard technology across the curriculum**
- **Use of *Read Naturally* software to increase reading fluency and comprehension**

**Thank you for your continued support as we remain  
focused on our  
School Improvement Goals!**

- The Topsfield Schools will meet the unique needs of each learner through continuous assessment and differentiation of instruction.
- The Topsfield Schools will prepare its 21st century learners to think critically, problem solve, apply learned skills and strategies to novel situations, collaborate, be agile and adaptive, take initiative, communicate effectively both orally and in writing, access and analyze information and promote curiosity and imagination.