

**2010-2011 DAVIS THAYER SCHOOL IMPROVEMENT PLAN (SIP)
Action Plan – LITERACY**

GOAL STATEMENT:

Davis Thayer Elementary School students will increase reading achievement by utilizing targeted reading comprehension strategies while reading instructional text and continuing in the reader’s workshop model. This will be measured by students’ selections of “just right” books, their responses to open response questions and /or conferencing with staff and their responses in reading response journals.

Target: Reading Workshop Model Root Causes						
1. Insufficient professional development in delivering reading instruction through the workshop model	Instructional Change Objective	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	<p>Teachers will engage students in a workshop model for a minimum of four to five times a week throughout the school year.</p> <p>Teachers will implement at least five units of study with anchor texts.</p>	<p>Level classroom libraries</p> <p>Create mini lessons based on students’ needs</p> <p>Conference with students</p> <p>Comprehension unit development</p>	<p>Classroom libraries</p> <p>School library</p> <p>Internet</p> <p>Reading Specialist</p> <p>Teachers for Teachers consultants</p> <p>Office of Instructional Services</p>	<p>Ongoing throughout the school year</p>	<p>Leveled Classroom libraries</p> <p>Management system for small group and conferring</p> <p>Analysis of assessment data</p> <p>Evidence of student work</p> <p>Lesson plans</p> <p>Strategy anchor texts</p> <p>Comprehension unit development</p>	<p>Classroom observations</p> <p>Review of student work</p> <p>Consultant/teacher discussions & conferencing</p>
	Student Learning Objective	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will use at least five targeted reading comprehension strategies with instructional and independent level texts.	All students k-5	September – June	<p>MCAS</p> <p>DRAs</p> <p>Running Records</p> <p>IRIs</p> <p>Classroom formative assessments</p> <p>Anecdotal notes and Observations</p>	<p>Increase in reading proficiency by 6-12 months</p> <p>94% of students will meet their end of year benchmarks</p>	<p>Classroom teachers/special education staff</p> <p>Teachers for Teachers consultants</p> <p>Reading Specialist</p> <p>Principal</p> <p>Office of Instructional Services</p>

				GRADE (4 &5)		
2. Not enough time spent reading at instructional level	Instructional Change Objective	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	<p>Teachers will provide opportunities four-to five times per week throughout the year for students to engage in reading at students' "just right" levels.</p> <p>Teachers will continue to develop leveled classroom libraries and anchor texts.</p> <p>Teachers will use formative assessments to gauge student progress and adjust reading material.</p>	<p>Instruct students in how to choose "just right" books. Use anchor texts to teach and model strategies.</p> <p>Schedule independent reading time with accountability (e.g. logs, response journals, open-response questions, conferencing)</p> <p>Use published guides to level books</p>	<p>Classroom libraries that include a variety of levels and genres Anchor texts School library</p> <p>Computer software programs</p>	Ongoing throughout the school year	<p>Schedules Classroom libraries Lesson plans Focus Lessons Conferencing notes Test data</p>	<p>Classroom Observations Review of plan books Conferencing notes Test data</p>
	Student Learning Objective	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will choose "just right" text more accurately and independently.	Alls students k-5	Ongoing (minimally three times per year)	<p>Conferences Reading Logs Response journals Open Response Questions</p>	Increased reading proficiency by 6-12 months	<p>Teachers/special education staff Teachers for Teachers consultants Principal Reading Specialist Office of Instructional Services</p>

**2010-2011 DAVIS THAYER SCHOOL IMPROVEMENT PLAN (SIP)
Action Plan – MATHEMATICS**

GOAL STATEMENT: Davis Thayer students who are at risk for math failure, as measured by MCAS and Everyday Math profiles. will improve their skills through targeted practice in essential skills.

Target: Math						
Root Causes						
1. Insufficient time to practice essential skills	Instructional Change Objective	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	Teachers will use assessment data to identify students for targeted intervention in small groups during the school day and in before school math clubs.	Small group teacher directed lessons Everyday Math games Marilyn Burns “Do the Math” modules	Math Intervention materials acquired through FEF grant Teachers, EAs Math CET	Sept. 2009-June 2011	Student participation in Before School Clubs Pre/post tests CET small group participation	Informal assessments Everyday Math Assessments Individual Pupil Profiles MCAS
	Student Learning Objective	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will demonstrate increased understanding of math skills expected to be mastered at their grade levels.	At risk students in grades 2-5	Approximately every 4 weeks	MCAS Everyday Math profiles Pre/post tests DIBELS	Grade Level	Classroom teachers/special education staff Math CET Principal
2. Number sense is not firmly established in some students	Instructional Change Objective	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	Teachers, along with Math CET and special educators, will plan and implement direct targeted instruction. Teachers will plan instruction using manipulatives.	Opportunities to use manipulatives to reinforce concepts. Family Math activities to introduce families to ways to reinforce concepts at home through games. Additional math intervention for identified students	Everyday Math materials and manipulatives Marilyn Burns “Do the Math” intervention modules Manipulatives	Sept. 2009-June 2011	Student participation Teacher plans Lessons completed	Anecdotal notes Everyday Math profiles Pre/post tests MCAS analysis
	Student Learning Objective	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	Students will use their understanding of number sense to compute accurately and reason mathematically.	At risk students in grades 2-5	Approximately every 4 weeks	Everyday Math Pre/post tests Teacher observations and informal assessments MCAS DIBELS	Grade level	Teachers/special education staff Principal Math CET

**2010-2011 DAVIS THAYER SCHOOL IMPROVEMENT PLAN (SIP)
Action Plan – INSTRUCTION**

GOAL STATEMENT: All Davis Thayer students will make effective academic and socio-emotional progress through an integrated instructional approach with includes frequent monitoring, data analysis, and collaboration among staff.

Target: instruction/Response to Intervention						
Root Causes						
1. Limited use of data to analyze progress and drive instruction	Instructional Change Objective	Strategies	Resources	Specific Timeline	Measure(s) of Implementation	Method(s) of Collecting Information
	<p>Staff will use data from formative assessments to plan research based interventions for struggling students in reading and math.</p> <p>Staff will use benchmark assessments to determine the effectiveness of interventions and adjust instruction. Staff will meet at least once a month to analyze data and discuss interventions.</p> <p>Teachers will bring data to IST meetings and participate in problem solving to improve student achievement.</p>	<p>Differentiated instruction in the classroom</p> <p>Tier 2 services from the classroom teacher, Math CET, Reading Specialist, school counselor.</p> <p>Tier 3 services when needed</p> <p>System of documentation for progress monitoring</p>	<p>IST Team</p> <p>Reading Specialist</p> <p>Head Teacher</p> <p>Math CET</p> <p>RtI district team</p>	<p>Ongoing throughout the school year</p> <p>2010-2011f</p> <p>201102012</p>	<p>Testing results</p> <p>IST data</p> <p>Special Education referrals</p> <p>Classroom lesson plans</p> <p>Classroom observations</p>	<p>Classroom walk through</p> <p>Observations</p> <p>IST documentation</p> <p>Data collection</p> <p>Learning walks</p>
	Student Learning Objective	Targeted Students	Assessment Schedule	Assessment Tools	Desired Level of Performance	Person(s) Responsible
	<p>Based on classroom data, selected students will participate in additional instruction (in addition to their classroom instruction) -targeted to meet their needs.</p>	<p>Students k-5 who are not meeting math and reading benchmarks</p>	<p>September – June</p> <p>2010-2012</p>	<p>MCAS</p> <p>DRAs</p> <p>Running Records</p> <p>IRIs</p> <p>Classroom formative assessments</p> <p>Anecdotal notes and Observations</p> <p>GRADE</p> <p>EM unit tests</p> <p>DIBELS- Math</p> <p>Behavior assessments</p>	<p>Increase in the number of students meeting grade level benchmarks.</p> <p>Age appropriate behavior and compliance with safety rules.</p>	<p>Classroom teachers/special education staff</p> <p>Reading Specialist</p> <p>Principal</p> <p>Math CET</p> <p>School Counselor</p> <p>Head Teacher</p>

**2010-2011 DAVIS THAYER SCHOOL IMPROVEMENT PLAN
Action Plan-BEHAVIOR**

Target: Behavior Root Causes:						
GOAL STATEMENT: The Davis Thayer Staff will work collaboratively to educate parents, students, and staff about the definition and consequences of bullying and interventions for prevention.						
1. Students and parents are not clear on the definition of bullying	Strategies	Resources	Specific Timeline	Person(s) Responsible	Measure(s) of Implementation	Method(s) of Collecting Information
	Workshops for parents at PCC meetings Articles in monthly newsletters Open Circle time to explain the definition to students Use of staff meetings to inform teachers Teacher/students surveys School wide assemblies	Open Circle District Task Force Davis Thayer Collaborative Council Student and Family Handbooks Bobcat Buddies DESE MARC DT core value charts Teen Angels IST team	On-going during the 2010-2011 school year	All staff including lunch monitors, custodian, bus drivers, cafeteria staff, office staff Principal	Appropriate behavior referrals Student participation in classroom discussions Office referrals Parent referrals	Survey Observations (playground, cafeteria, bus)
2. There is not a uniform system in place for identification of and consequences for bullying behavior and plans for prevention.	Strategies	Resources	Specific Timeline	Person(s) Responsible	Measure(s) of Implementation	Method(s) of Collecting Information
	Establish a school based task force to research best practices	Massachusetts Aggression Reduction Center (MARC) DESE School counselor Open Circle Curriculum District plan	On-going during the 2010-2011 school year	All staff Principal	Number of office referrals for behavior Staff observations	Office log of referrals Observations