

Plan for Improving MCAS Achievement

2008 – 2009 School Year

First and Foremost

“Good instruction is the most powerful means of improving reading comprehension and preventing literacy problems.”

(Rand Reading Study Group)

Professional Development Activities

- **STORYtown Reading Program:** for grades K-6: an organized, direct approach to teaching reading that is aligned with the Massachusetts State Curriculum Frameworks.
- **Keys to Literacy Program:** for grades 5-8: the Key Three Routine includes a combination of comprehension, writing, and study strategies that help students understand and learn content information.
- **No Such Thing As A Bad Kid:** for grades 9-12: using a strength-based approach to maximize student potential and improve student achievement.
- **Response to Intervention** (RTI): an assessment and intervention process for monitoring student progress and then making decisions about the need for instructional modifications and/or intensive services.
- **Planning for gifted and Talented Education:** evidence-based practices that work with gifted students.
- **First Steps in Mathematics:** a process that identifies and corrects students' mathematical misconceptions to improve outcomes for all students.

Strategic Planning Goals

- **Analyze MCAS Data:** use Text-Wiz software to review MCAS test analysis reports and plan for improved student achievement.
- **Student Success Plans:** write Individual Student Success Plans (ISSPs) to help students improve performance on annual MCAS tests.
- **Response to Intervention** (RTI): implement Response To Intervention strategies to address the needs of students who struggle with mastery of learning standards
- **Research-Based Instruction:** implement research-based teaching practices that are proven to increase achievement for all students.
- **Technology Education:** use classroom technology programs such as Study Island to provide practice and drill for mastery of content concepts and skills.

Teacher Suggestions Relating to Classroom Instruction

- Develop and implement a RTI model as soon as possible.
- Promote increased schoolwide and grade-level collaborative team planning. Create professional learning communities during planning time to identify learning standards/skills, develop common assessments, and plan for reinforcement of targeted skills.
- Increase the daily time that teachers spend reading with struggling readers in the classroom. Use DRAs to monitor ongoing progress.
- Increase communication and collaboration between classroom teachers, reading specialists, and special education staff.
- Integrate Wilson Foundation strategies with the StoryTown phonics/spelling program.
- Implement StoryTown's Strategic Intervention resources and Intervention Station with off-level readers. Monitor progress using DRAs.
- Use MCAS prep materials/activities throughout the school year to teach skills and assess progress. Continue to offer the intensive eight-week MCAS tutoring during the spring.
- Use the parent resources in StoryTown to help promote a home-school connection. Include reading books online and send home Kindergarten predecodable books.