

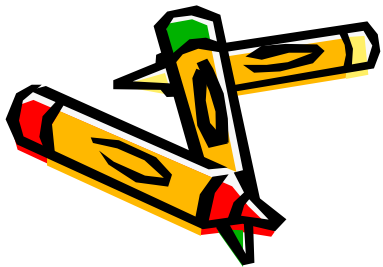


Sam Placentino &  
Fred W. Miller  
MCAS Presentation  
Spring 2008 Results

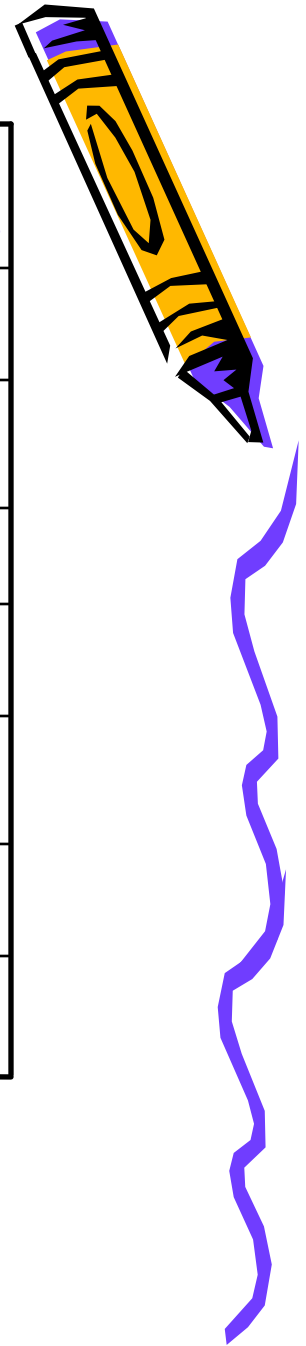
November 6, 2008



The Adams MCAS  
is the  
Miller and Placentino  
Report Card

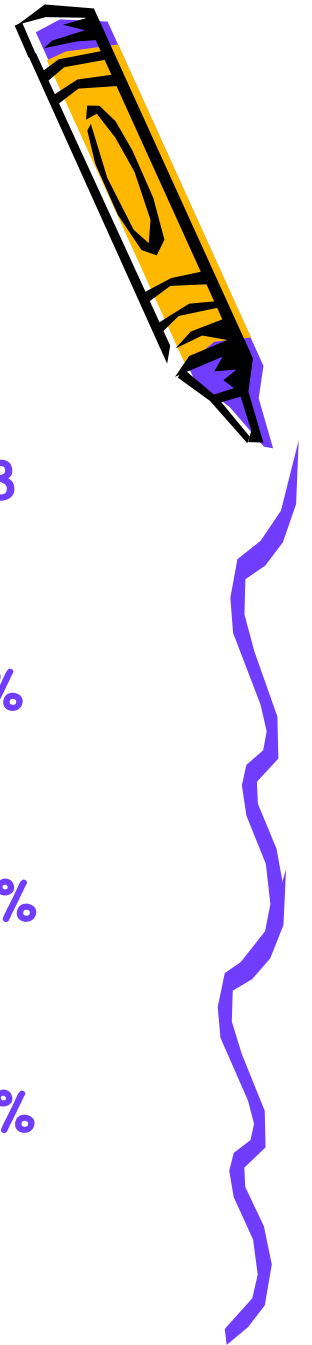


GRADE		Holliston 2006 Adv/Prof	Holliston 2007 Adv/Prof	Holliston 2008 Adv/Prof	State 2006 Adv/Prof	State 2007 Adv/Prof	State 2008 Adv/Prof
3	READING	71%	80%	70%	58%	59%	56%
4	LANGUAGE ARTS	56%	72%	65%	50%	56%	49%
5	LANGUAGE ARTS	76%	81%	74%	59%	63%	61%
3	MATH	61%	79%	65%	52%	60%	61%
4	MATH	49%	67%	61%	40%	48%	49%
5	MATH	62%	71%	68%	43%	51%	52%
5	SCIENCE/ TECH	60%	71%	60%	50%	51%	50%

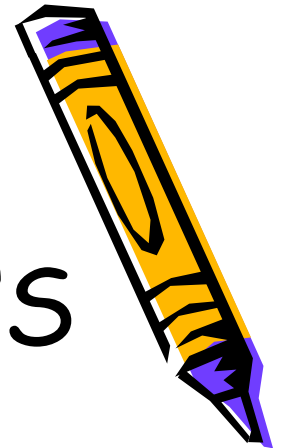


# GRADE 3 READING

	2006	2007	2008
ABOVE PROF/ PROFICIENT	71%	80%	70%
NEEDS IMPROVEMENT	23%	15%	25%
WARNING	6%	5%	6%



# GRADE 3 MATHEMATICS



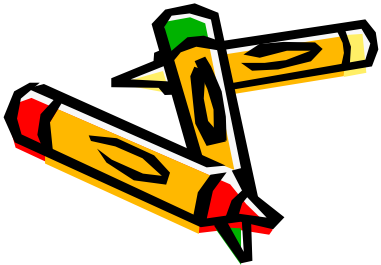
	2006	2007	2008
ABOVE PROF/ PROFICIENT	61%	79%	65%
NEEDS IMPROVEMENT	30%	15%	24%
WARNING	10%	6%	10%



# GRADE 4 LANGUAGE ARTS



	2006	2007	2008
ADVANCED/ PROFICIENT	56%	72%	65%
NEEDS IMPROVEMENT	38%	23%	29%
WARNING	6%	5%	6%



# GRADE 4 MATHEMATICS



	2006	2007	2008
ADVANCED/ PROFICIENT	49%	67%	61%
NEEDS IMPROVEMENT	40%	28%	32%
WARNING	11%	5%	7%



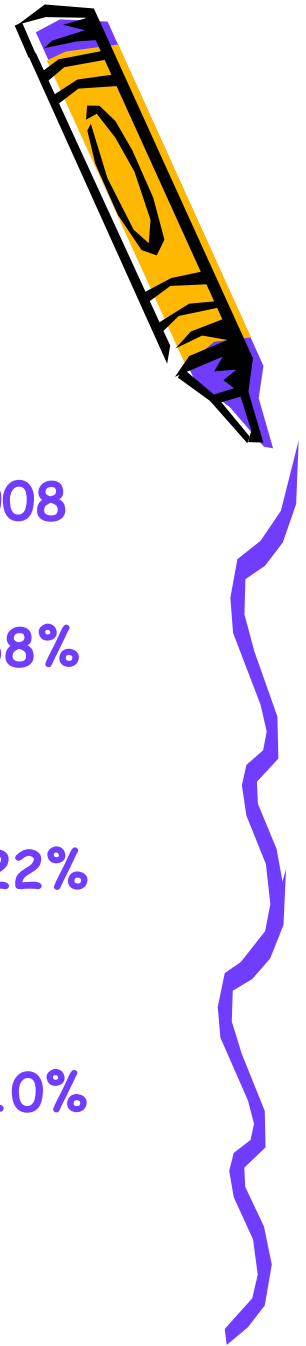
# GRADE 5 LANGUAGE ARTS



	2006	2007	2008
ADVANCED/ PROFICIENT	76%	81%	74%
NEEDS IMPROVEMENT	22%	17%	20%
WARNING	3%	2%	6%



# GRADE 5 MATHEMATICS



	2006	2007	2008
ADVANCED/ PROFICIENT	62%	71%	68%
NEEDS IMPROVEMENT	30%	23%	22%
WARNING	9%	6%	10%



# GRADE 5 SCIENCE AND TECHNOLOGY

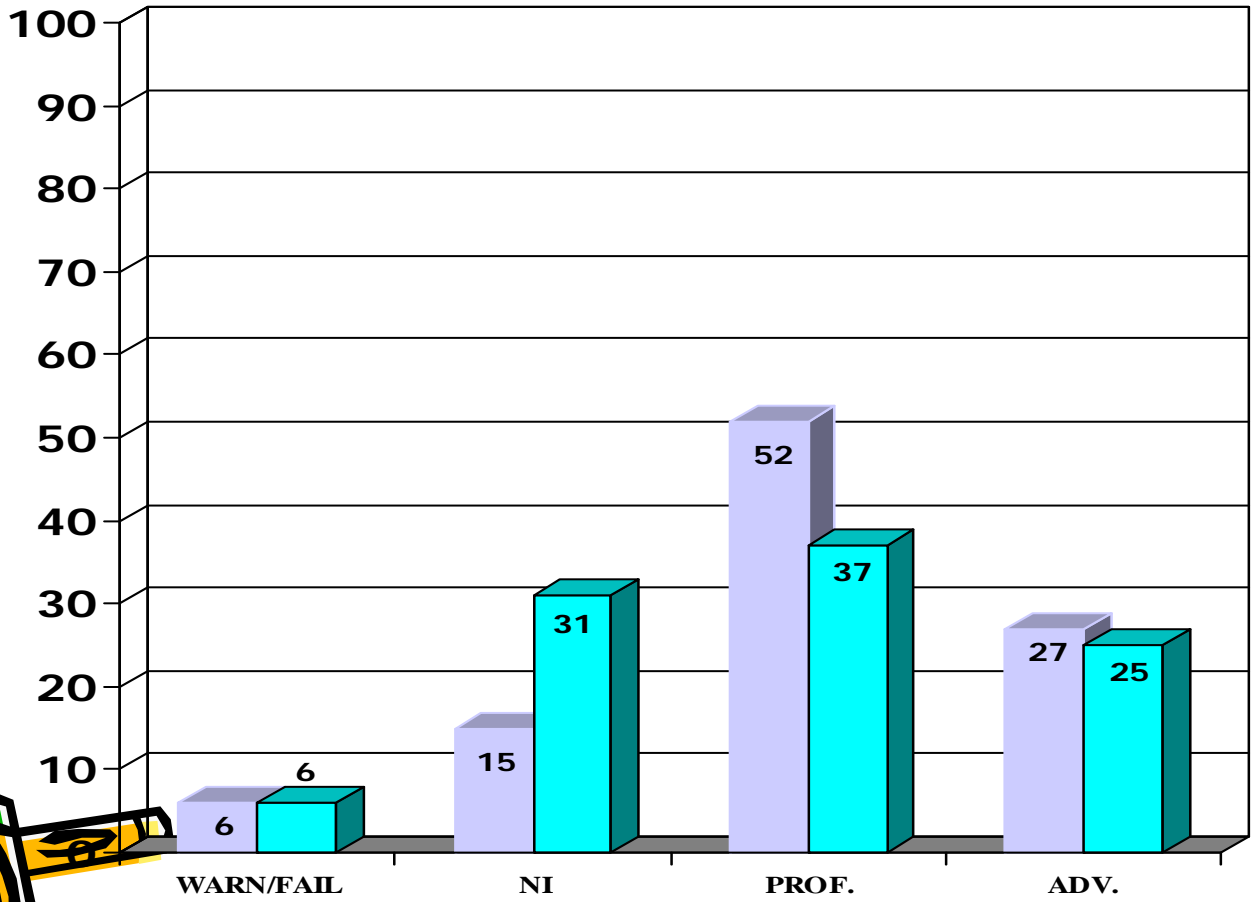
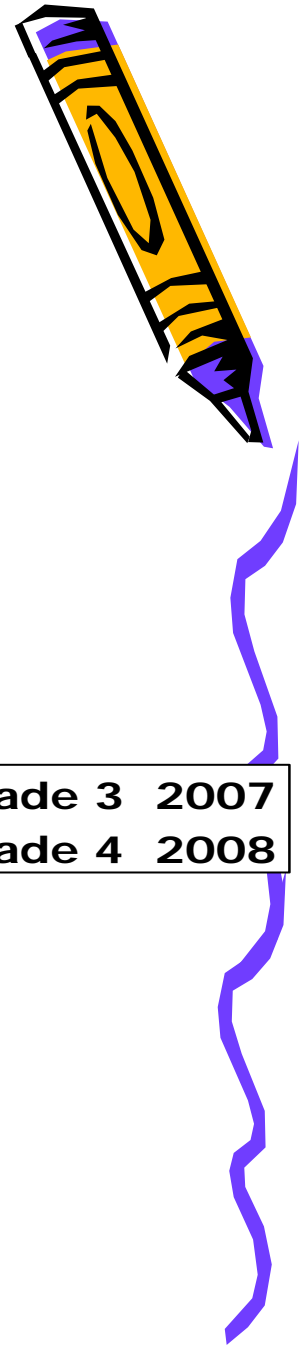


	2006	2007	2008
ADVANCED/ PROFICIENT	60%	71%	60%
NEEDS IMPROVEMENT	36%	26%	36%
WARNING	3%	3%	4%

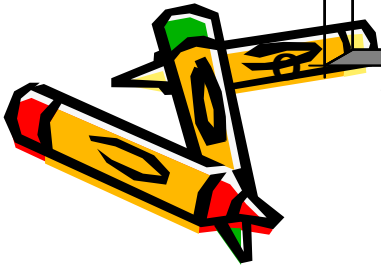


# 2008 MCAS

## Current Grade 5 Cohort Comparison Math - 214 Students

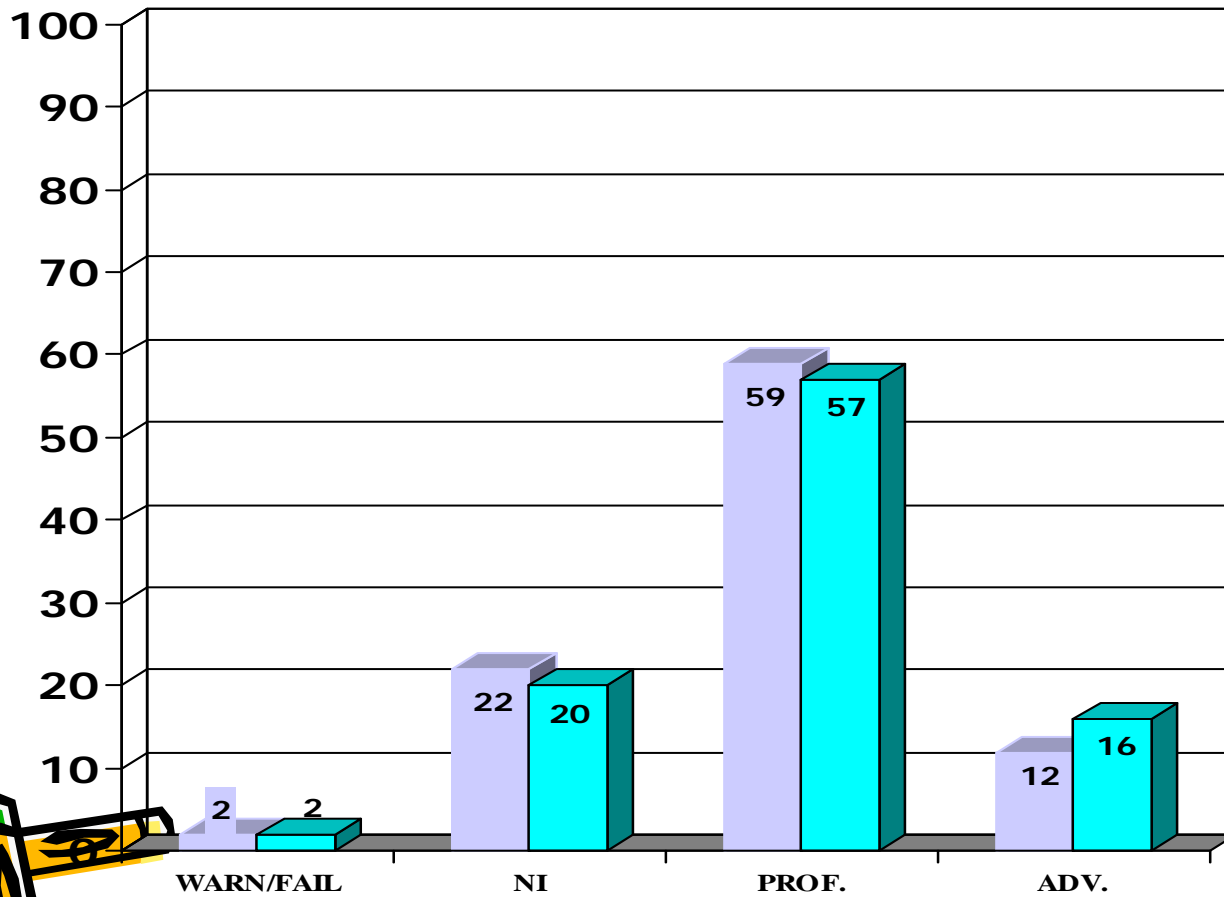


Grade 3 2007  
Grade 4 2008

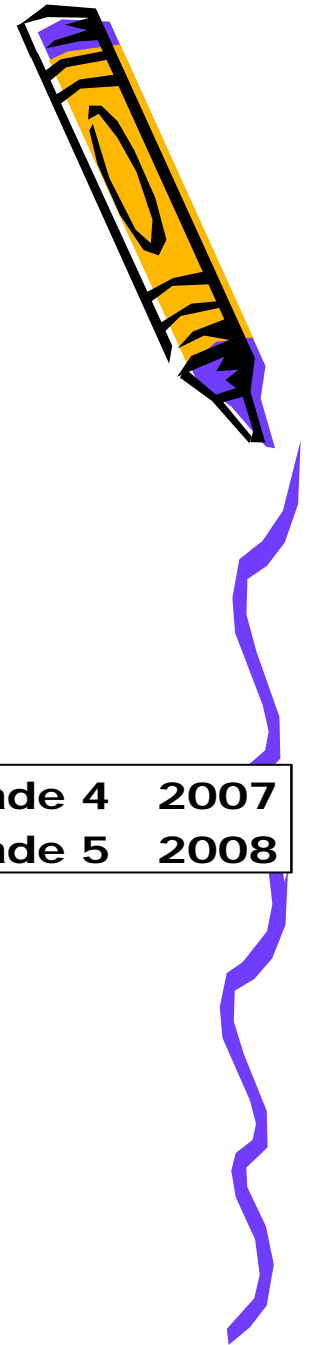
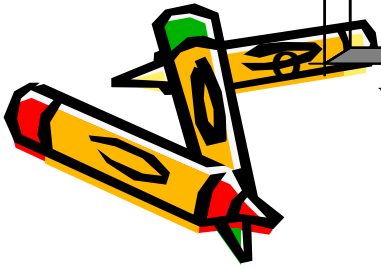


# 2008 MCAS

## Current Grade 6 Cohort Comparison English Language Arts - 202 Students

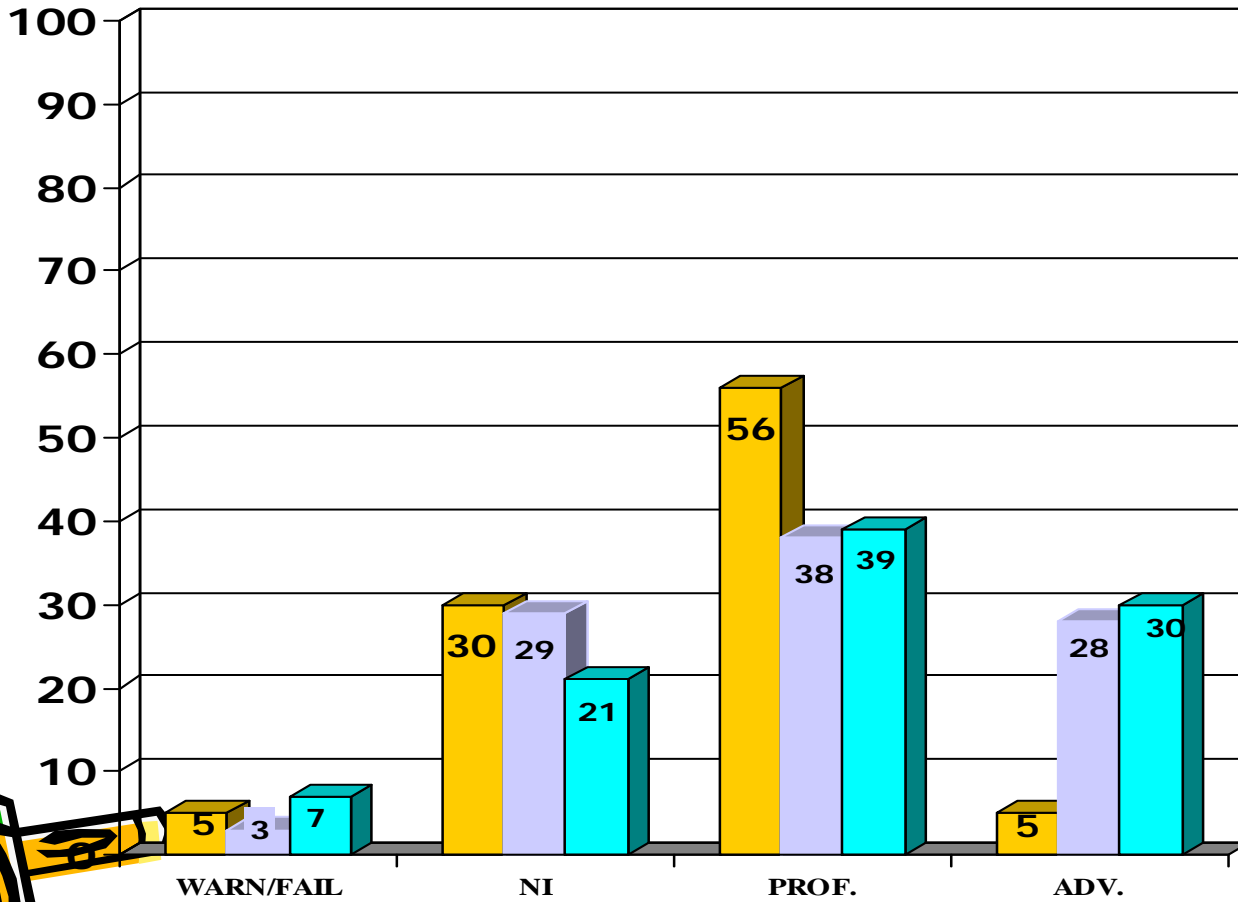
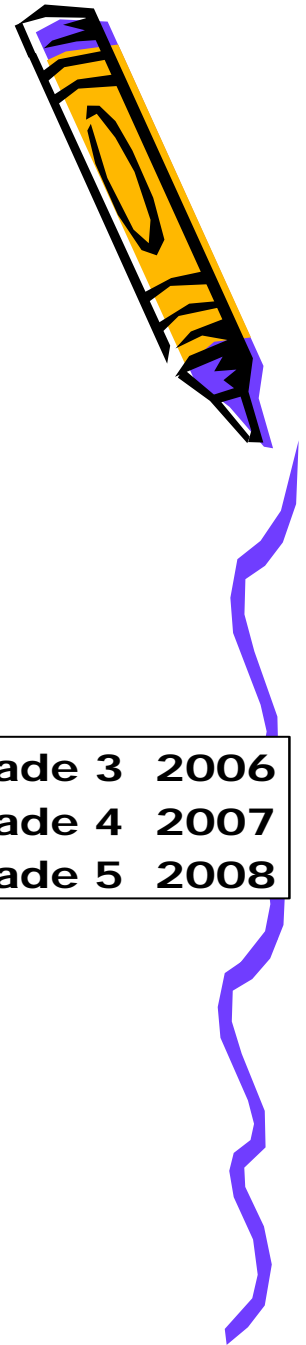


Grade 4 2007  
Grade 5 2008

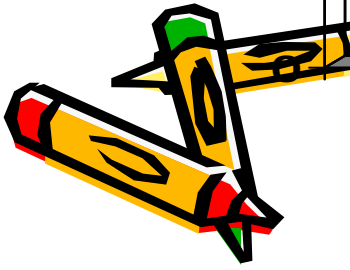


# 2008 MCAS

## Current Grade 6 Cohort Comparison Math - 196 Students



Grade 3 2006  
Grade 4 2007  
Grade 5 2008



# Miller Open Response Questions Reading/ELA

## Grade 3

2006  
2007  
2008

## Average out of 4

2.55  
2.50  
1.84

## Grade 4

2006  
2007  
2008

## Average out of 4

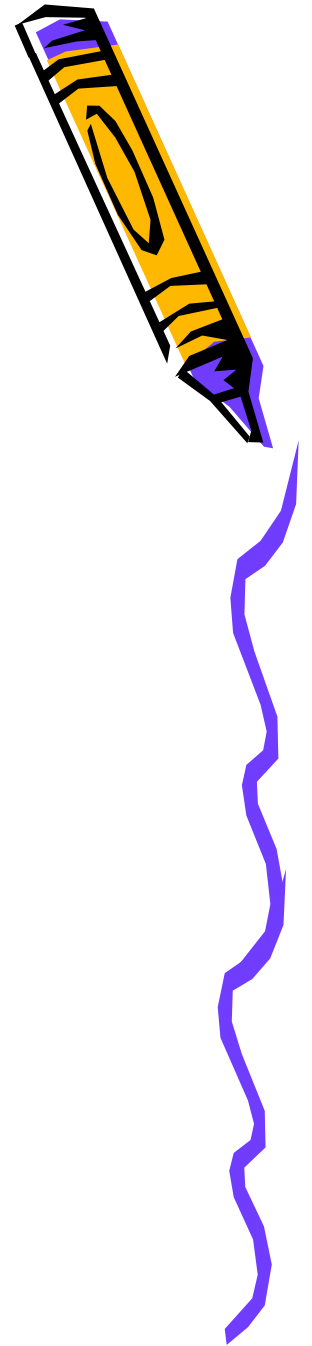
1.98  
2.15  
2.13

## Grade 5

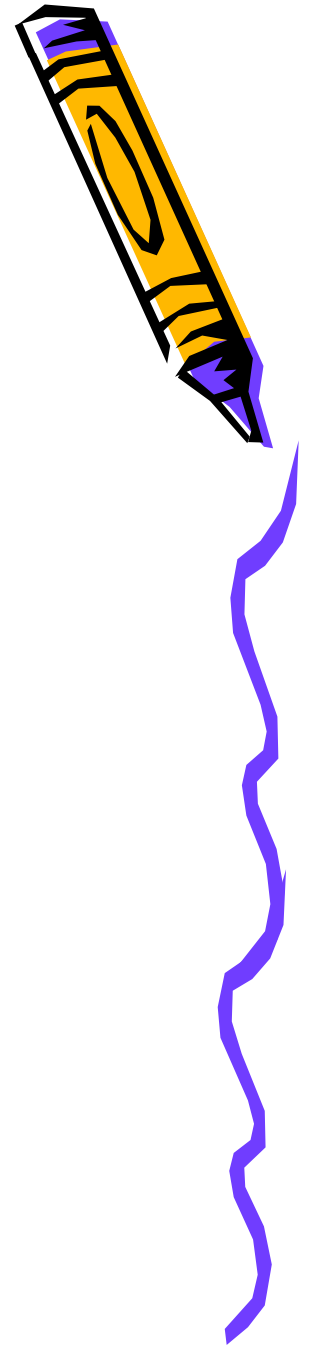
2006  
2007  
2008

## Average out of 4

2.43  
2.45  
2.10



# Miller Open Response Questions Math



## **GRADE 3**

*Average out of 2*

2006	1.5
2007	1.5
2008	1.19

## **GRADE 4**

*Average out of 4*

2006	2.82
2007	3.05
2008	2.44

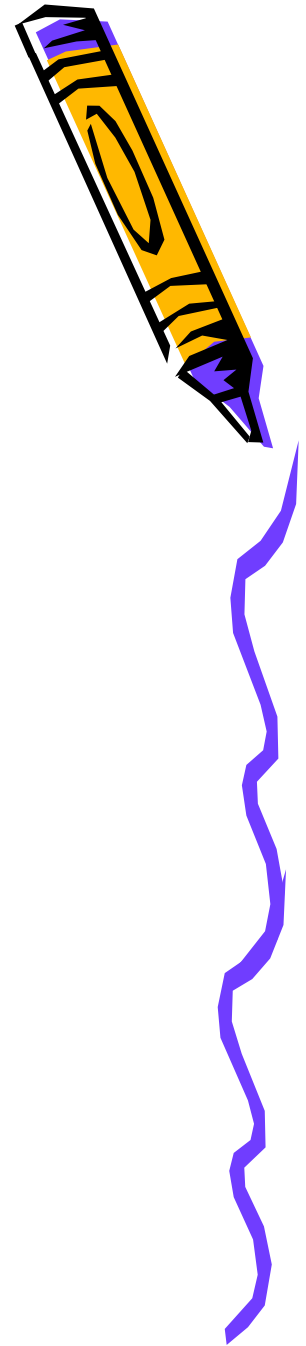
## **GRADE 5**

*Average out of 4*

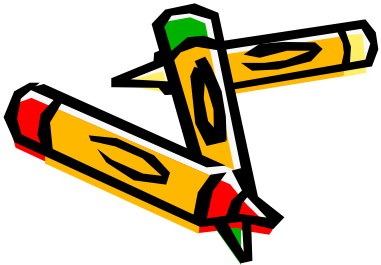
2006	2.72
2007	2.85
2008	2.62



# Miller Open Response Questions Science

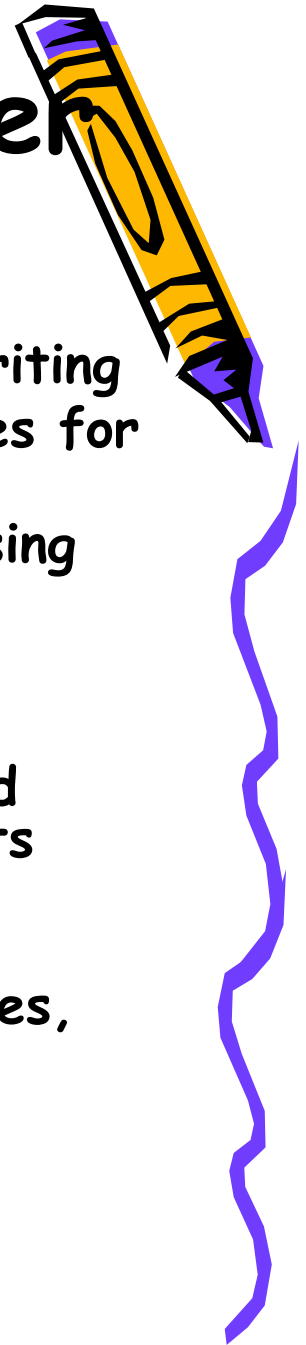
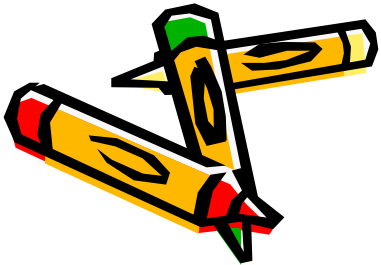


<u>Year</u>	<u>Average out of 4</u>
2006	2.34
2007	2.34
2008	2.38



# Target Areas in ELA at Miller

- Identification of Power Standards for Reading and Writing
- Target and teach essential reading skills and strategies for content area reading
- Explicit strategy and instruction for planning and revising writing
- Write Source common assessments
- Zaner Bloser Spelling Program
- Summer (2007) Curriculum work connecting reading and writing instruction/Scope and sequence of language arts skills/developed a reading strategy instruction continuum/Science review started
- Provide for all learners through differentiated activities, projects, and assessments
- Focus on informational readings and written response

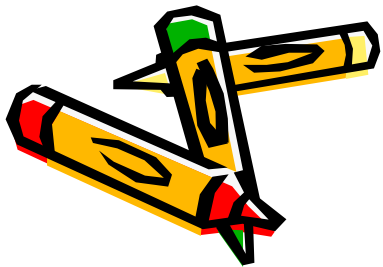


# Target Areas in Math at Miller

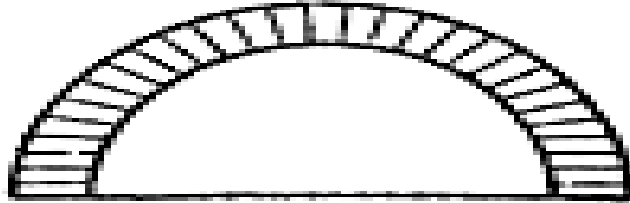
- Differentiation “Lab Classrooms”
- Differentiation Course (2007)  
“Data Driven Differentiation”
- Identified Power Standards (2007)
- Refine Power Standards and identify Essential Questions
- Continue enVisionMATH research project (Gr. 3-5) and implement in Grade 4
- Integrate current literature and technology into the math curriculum



The Miller MCAS  
is the  
Placentino Report Card.



# **“Overarching” Goal**

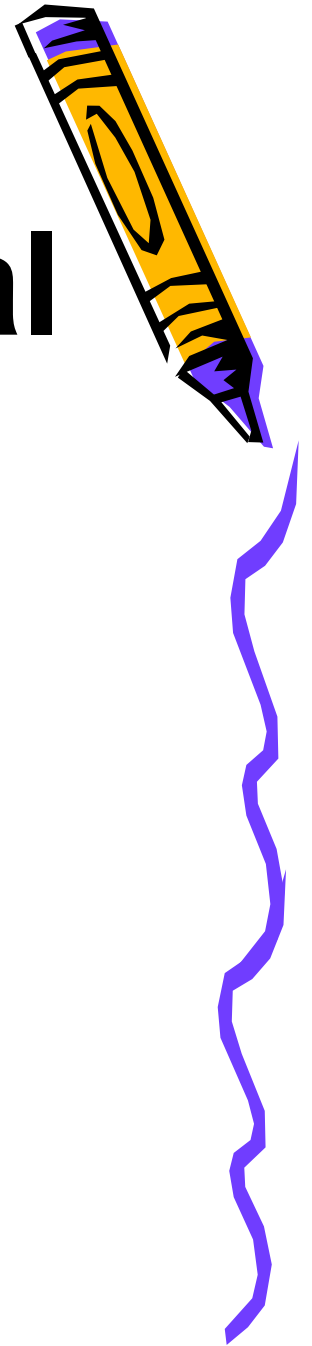


**Increased literacy  
competency**

**=**



**Improved competency  
in all content areas**



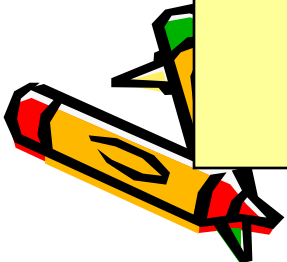
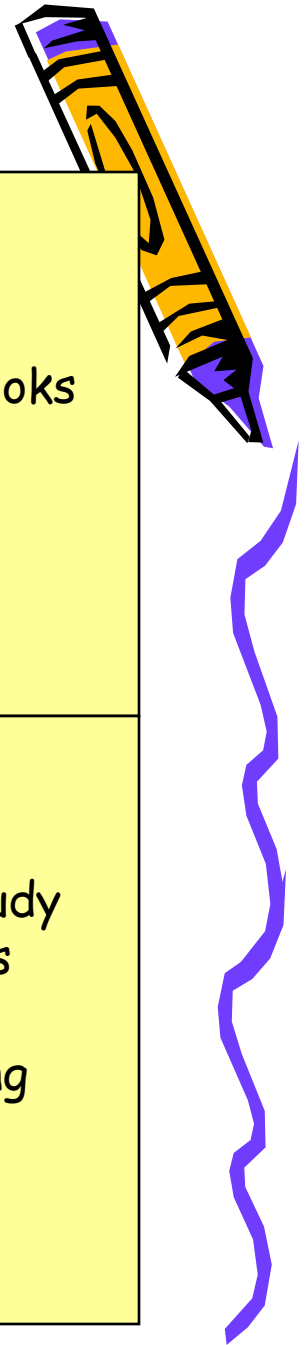
**Comprehensive Literacy Instruction**  
**120-160 Minutes/Daily**

**Working with Words**  
Fountas & Pinnell  
Phonics Lessons  
Zaner Bloser Spelling  
Write Source materials  
Lexia

**Guided Reading**  
Leveled books  
Fiction and Non-fiction books  
Social Studies texts  
DRA assessments  
Read aloud

**Self-Selected Reading**  
Leveled books by genre  
Just Right Books  
Bailey's Bookhouse  
Listening Centers  
Library

**Writing**  
Lucy Calkins, Units of Study  
Write Source materials  
Writer's Workshop  
Zaner Bloser handwriting

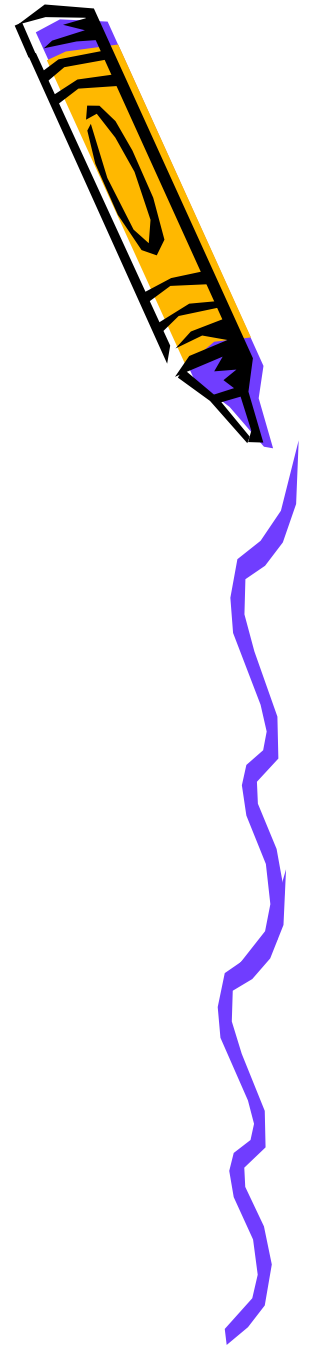


# Our Goals

- Perfect our practice with **purpose, preparation, and pace**
- Differentiate instruction
- Efficiently manage all aspects of the classroom
- Optimize learning of all components
- Optimize time and talent



# Target Areas in ELA at Placentino



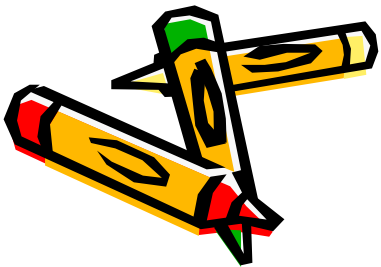
- Zaner Bloser Spelling and Handwriting
- Response to Intervention
- Power Standards (Reading & Writing)
- Differentiation
- Looking and analyzing student data
- Exploring effective teaching strategies
- Reading leveled nonfiction
- Revisiting texts- comprehension
- Inferencing- Higher level thinking
- Strategies for summarizing and retelling



# Target Areas in Math at Placentino



- Maintain consistency and continuity in math language and processes by launching enVisionMATH
- Continue to focus on math literacy/vocabulary
- Update and analyze formative assessments
- Relate differentiation in the classroom to current data and Power Standards
- Share grade level resources through grade meetings and technology
- Increase integration of mathematics with other content areas (reading/writing/science)



# PreK - 5

## Focus Areas 2008-2009



### Content

#### English Language Art

##### Reading:

Reading short passages in nonfiction and written response  
Reading support students' independent application of reading strategy use

##### Writing:

Supporting teachers implementation of Tier I classroom interventions in literacy

#### Mathematics

**Mathematical Language:** Improving the language of math through visual representations

**Basic Fact Fluency:** Increase fluency in all basic facts

**Problem Solving:** Using visual cues to Explain/Write in math beginning in Pre K

**Applications:** Increase the higher level thinking by a focus on applications of mathematics

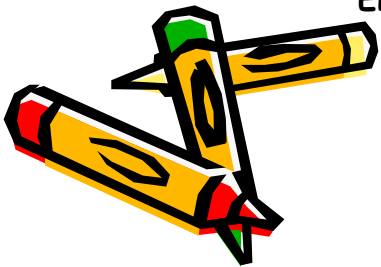
#### Science and Technology/Engineering

**Content Understanding:** Create a higher understanding of science through content reading

**Application:** Continue writing in the content area to increase Open Response

**Life Science:** Implement summer curriculum Life Science recommendations including classroom content reading

**Engineering Technology:** Initiate a relationship and a training program with WPI and the Museum of Science for "Engineering is Elementary"





**H.H.S**



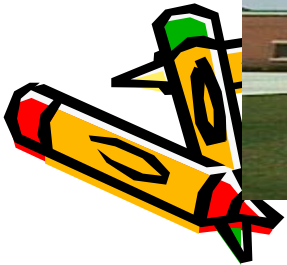
**Adams**



**Miller**



**Placentino**



Holliston, **M**assachusetts  
students

**C**an

**A**chieve

**S**uccess!

