

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



**Delivering on High Expectations and Outstanding  
Results for All Students**

**Lincoln Street School**

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**Shannon Conley**

Principal or Administrator

**Maureen Binienda**

Superintendent

## **Coordination and Integration of funds**

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

**Equity of Access:** Ensuring all students have access to high quality instruction/materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college/career readiness.

**Engagement:** Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

**Safe and Healthy Students:** Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

**High quality teaching and learning:** To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

**College and Career Readiness:** In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college/career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college/career readiness contractual service provider at our vocational-technical high school.

## **Worcester Public School Transition Plan for Assisting Preschool Children**

Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.

## I. School Instructional Leadership Team Members

### School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2<sup>nd</sup> grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Shannon Conley	Principal	Sept: 18
Kendra Cox	Assistant Principal	Oct: 23
Lisa Bowden	Instructional Coach	Nov: 13, 27
Tracy Pomeroy	2 <sup>nd</sup> grade teacher	Dec: 11
Robert Piltzecker	5 <sup>th</sup> grade teacher	Jan: 22
Michelle Gabrielian	4 <sup>th</sup> grade teacher	Feb: 12
Maureen Lawson	Kindergarten teacher	Mar:12, 26
Deb Sawyer	6 <sup>th</sup> grade teacher	Apr:9, 20
		May: 14, 28
		June: 11

# I. Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2017 Official Accountability Data - Lincoln Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Lincoln Street (03480160)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
<b>No level</b>	Students in this school participated in 2017 Next Generation MCAS tests	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												About the Data
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	145	140	97	Yes	145	145	100	Yes	40	40	100	Yes
High needs	136	131	96	Yes	136	136	100	Yes	37	37	100	Yes
Econ. Disadvantaged	121	117	97	Yes	121	121	100	Yes	35	35	100	Yes
ELL and Former ELL	89	84	94	No	89	89	100	Yes	25	25	100	Yes
Students w/disabilities	36	31	93	No	36	36	100	Yes	12	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	7	-	-	-	7	-	-	-	1	-	-	-
Afr. Amer./Black	27	27	100	Yes	27	27	100	Yes	7	-	-	-
Hispanic/Latino	84	80	95	Yes	84	84	100	Yes	25	25	100	Yes
Multi-race, Non-Hisp./Lat.	5	-	-	-	5	-	-	-	1	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	22	21	95	Yes	22	22	100	Yes	6	-	-	-

### III. Student Attendance and Retention

#### Lincoln Street School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.4	94.1	94.6
Average # of days absent	9.4	9.8	9.3
Absent 10 or more days	39.8	36.5	33.3
Chronically Absent (10% or more)	12.6	16.9	13.5
Unexcused Absences > 9	38.8	33.8	15.8
Retention Rate	2.1	2.0	1.3

<b>Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism</b>
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify): PBIS quarterly award for perfect attendance PBIS perfect attendance board posted in main hallway Monthly attendance reward for perfect attendance Perfect Attendance Names posted on the board Perfect Attendance classrooms are noted
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): PBIS awards SAC contact for students who in past have had attendance issues Home visits by SAC for issues with attendance Work in conjunction with GBV housing Authority when there is an attendance issue to contact families Parent conferences in Great Brook Valley Housing Authority Principal Coffee Talk presentation in October focused on Attendance Matters (presented by SAC)

## **IV. Comprehensive Needs Analysis**

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
Attendance	<p><b>Overall Attendance Rates</b> 97.11% Attendance Rate in 2017/2018 compared to 96.5% in 2016/17</p> <p><b>Perfect Attendance Rates (students with 0 absences for the month) Grade k-6 for fall of 2017</b> Sept - 60% Oct- 55% Nov – 57%</p> <p><b>Quarter 1 Perfect Attendance- 35%</b></p>
Implementation of school-wide curricula in ELA and Math	<p><b>Lincoln Street School commits to 100% implementation with fidelity in grades k-6, of the following:</b> <u>enVision</u> Mathematics is a comprehensive, research based mathematics curriculum that utilizes instructional strategies in both digital and print formats <u>SRSD</u> (Self Regulated Strategy Development) gives all students access to practical strategies to utilizing the writing process and literacy strategies</p> <p><b>Lincoln Street School commits to 100% implementation of balanced literacy through the use of :</b> <u>Reach for Reading Program</u> (in grades 1-5) is a research based program designed to provide active learning opportunities, scaffolded instruction, and flexibility to meet instructional priorities <u>Reading Side by Side Units</u> (in grades 4-6) is a CIA (collect, interpret, apply) approach to literacy instruction</p>
Implementation of PBIS	<p><b>100% of classrooms have implemented PBIS strategies</b> Students are tracked by administration and SAC as tier 1-3. Weekly meeting is held on tier 3 students PBIS district coaches work with 3 identified staff members for assistance</p>

<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
<p>BAS (Benchmark Assessment System) Scores Fall 2017</p> <ul style="list-style-type: none"> <li>42% of students met and/or exceeded grade level reading expectations in Fall of 2017</li> <li>58% of students are approaching/do not meet reading expectations and require interventions</li> </ul>	<p><b>Percent of Students Meeting or Exceeding Reading Expectations based on BAS scores</b></p> <p>Grade 1 -29%</p> <p>Grade 2 – 26%</p> <p>Grade 3 – 40%</p> <p>Grade 4 – 46%</p> <p>Grade 5 – 65%</p> <p>Grade 6 – 44%</p>
<p>MCAS Scores at all grade levels and content areas</p> <ul style="list-style-type: none"> <li>LSS scored below the district at every grade level 3-6 in every category of every subject tested</li> </ul>	<p><b>Percentile of total points attained (school/district/state)</b></p> <p>Grade 3 ELA 37/50/57</p> <p>Grade 3 Math 32/51/62</p> <p>Grade 4 ELA 45/57/65</p> <p>Grade 4 Math 38/50/59</p> <p>Grade 5 ELA 47/59/65</p> <p>Grade 5 Math 33/47/57</p> <p>Grade 5 Science 47/59/65</p>
<p>MAP (Measure of Academic Progress) outcomes of Fall 2017</p> <ul style="list-style-type: none"> <li>48% of students are below grade level expectations as measured by Fall 2017 MAP scores</li> </ul>	<p>Students percentile below grade level expectation (Fall 2017)</p> <p>Grade 2 - 62%</p> <p>Grade 3 - 51%</p> <p>Grade 4 - 43%</p> <p>Grade 5 - 26%</p> <p>Grade 6 - 54%</p>



## V. Action Plan

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
<p><b>Observation</b></p> <ul style="list-style-type: none"><li>● Focused observation feedback given to teachers by administration and instructional coach</li></ul> <p>Instructional Coaching</p> <ul style="list-style-type: none"><li>● Utilization of the 9 day coaching cycle with instructional coach</li><li>● Principal Meetings structured to address professional development</li></ul> <p>Focused Data Meetings</p> <ul style="list-style-type: none"><li>● Quarterly teacher data meetings with administration</li></ul> <p><b>(John Hattie’s Research shows a 1.57 effect size for Teacher Efficacy)</b></p>
<p><b>Tiered Instruction</b></p> <ul style="list-style-type: none"><li>● Response To Intervention groups determined and monitored</li><li>● “Bubble Up Group” identification, acceleration and/or remediation and monitoring for those 4-6 students in class who are not meeting or exceeding expectations</li><li>● Use of tutors assigned to classes in grades K-2</li></ul> <p><b>(John Hattie’s research shows a 1.07 effect size in use of RTI)</b></p>
<p><b>Tiered approach to behavior and social/emotional growth</b></p> <ul style="list-style-type: none"><li>● PBIS adopted whole school</li><li>● “Respectful, Responsible and Ready to Learn” adopted as core values of school</li><li>● PBIS team established at school</li><li>● PBIS Quarterly Awards created to show recognition</li><li>● PBIS lesson plans base on identified areas on behavioral matrix</li></ul> <p><b>(John Hattie’s research shows a 0.63 effect size for Classroom Behavior)</b></p>
<p><b>Fidelity to comprehensive math instruction at all grade levels</b></p> <ul style="list-style-type: none"><li>● enVision Math program in grades K-6</li></ul> <p><b>(John Hattie’s research shows a 0.63 effect size when using Problem Solving Teaching)</b></p>
<p><b>Effective literacy framework of Readers/Writer’s workshop</b></p> <ul style="list-style-type: none"><li>● SRSD grades K-6</li><li>● Reach for Reading grades 1-5</li><li>● Reading Side by Side</li></ul> <p><b>(John Hattie’s research shows a 0.49 effect size of a writing program, and a 0.47 effective size for Integrated Curricula Program)</b></p>

## Leadership, Shared Responsibility, and Professional Collaboration

*Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration*  
(Focus on improving core instruction and tiered interventions systems using a variety of data)

### Prioritized Best Practices or Strategies

(Include differentiation to ensure access for targeted student populations)

**1.1 Use of Autonomy** – Principal has autonomy of the school schedule to make decisions about key elements of the school day. The schedule was created with common planning time for grade level teachers, priority was given so ESL pull outs would not miss core instructional time, and Sp.Ed. could provide service adequately. Teacher schedules are set up so subjects are taught at specific times of the day.

**1.2 High Expectations and Positive Regard** –Lincoln Street has adopted the core values of “Respectful, Responsible and Ready to Learn”. High expectations and positive regard exists between leadership, staff, and students. We implement strategies and lesson plan activities to ensure that these elements are in fact in place through the vehicle of PBIS.

**1.4 Monitoring Implementation and School Progress** - Improvement initiatives include adoption of set curriculum in Math and English Language Arts. Student data is monitored by individual teachers and the school as a whole. An instructional coaching room exists in which data is posted and looked at regularly. Teachers meet individually with the administration quarterly to discuss classroom data and strategies that are used to meet the needs of the students.

### Instructional Leadership Team Implementation

(Explain how ILT members implement and measure school-wide strategies.)

#### Use of Autonomy

- Review class data to appropriately allocate effect support personnel
- Adapt and review master schedule based on needs of students
- Create new mission and vision statements for the school

#### High Expectations and Positive Regard

- PBIS implementation TO ENSURE CONSISTENT EXPECTATIONS
- PBIS team meetings
- Develop core values

#### Monitoring Implementation and School Progress

- Clear messaging of mission and vision
- Development of shared access to information through utilization of technology such as Google Drive
- Quarterly data meetings with administration and teachers
- Review MAP, MCAS, BAS, Dibels, EOY data to identify trends and create opportunities for support

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**

Lesson Plans  
Professional Development offerings  
Staff attendance at ILT and PBIS meetings  
Assessment data trends for class

**Data Source:**

Student discipline data- suspension rates  
Sp.Ed. and SSP Referrals  
SSP referral  
MAP, MCAS, BAS, Dibels scores  
MCAS scores

**Intentional Practices for Improving Instruction**

*Employing intentional practices for improving teacher-specific and student-responsive instruction*

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

**Prioritized Best Practices or Strategies**  
(Include differentiation to ensure access for targeted student populations)

**2.2 Instructional Schedule-** Instructional schedules include uninterrupted blocks of schoolwide learning time. Content instruction and instructional support staff are coordinated or systematically organized and aligned across grade levels and content areas

**2.3 Identifying and Addressing Student Academic Need-** Student’s needs are looked at in an ongoing manner through the use of monitoring individual student data. Additional quarterly data meetings take place with all teachers. A 3<sup>rd</sup> and 4<sup>th</sup> grade professional learning community is starting in January which will focus on a rounds/critical friends model. Leadership meetings consisting of the administration, coach and SAC are held weekly. Afterschool professional development is led by instructional coach and focuses on guided reading. A 9 day coaching cycle is utilized by coach and staff meetings for analyzing data and identifying/monitoring actions to address individual students’ academic needs. Staff share best practices during staff meetings. Morning “Huddle” with principal, assistant principal, instructional coach and school adjustment counselor is to review students’ emotional and academic needs.

**2.7 Structures for Instructional Improvement-**9 day coaching cycle, common grade level preparation periods, non-school time professional learning communities, structured staff meetings, PBIS team, and instructional leadership team are in place to support the use of assessment data to guide and select research based instructional strategies and differentiation practices. PLC’s with a grade level focus – primary grade focus on curriculum mapping; intermediate on Critical Friends/Rounds, and grades 5and 6 on Teacher Autonomy

**Instructional Leadership Team Implementation**  
(Explain how ILT members implement and measure school-wide strategies.)

**Instructional Schedule**

- Review of master schedule time blocks, modifications as necessary
- Review of EL requirements of service

**Addressing Academic Needs**

- Review schoolwide assessment data through gallery walks and focused meetings
- Schedule of tutors and instructional assistants to meet needs of students during times of RTI

**Structures for Instructional Improvement**

- Principal meeting agendas include time for a staff members to share a best practice
- Review trends of informal mini observations that are conducted using the model presented by Kim Marshall
- 9 day coaching cycle led by instructional coach with all staff members

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Utilization of 9 day coaching cycle PLC membership, PD opportunities, Weekly Newsletter Meeting agendas – principal meeting, “Huddle” meetings</p>	<p><b>Data Source:</b> MCAS 2018 data, MAP Spring scores, BAS Spring scores Student progress Fall to Spring of scores for BAS, EOY and MAP</p>

**Providing Student-Specific Supports and Instruction to All Students**

*Providing student-specific supports and interventions informed by data and the identification of student-specific needs*  
 (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)

<p><b>Prioritized Best Practices or Strategies</b>                  (Include differentiation to ensure access for targeted student populations)</p>	<p><b>3.4 Multitier System of Support (Academic and Nonacademic)</b>-Leaders and teachers understand and use systems with criteria and protocols for identifying students for interventions and enrichment. Students are assigned to interventions through RTI, EL requirements, IEPs and “Bubble Up Groups”. Staff members identify students in need of additional assistance through the use of formative assessment. Administration and instructional coach assign tutors to classrooms as intervention support. Teachers monitor student progress of interventions and supports. Administrators meet quarterly with all teachers to review and monitor student data.</p> <p><b>3.5 Academic Interventions for English Learners</b>- English Learners are given appropriate daily services as directed by DOJ and State/guidelines through either a self-contained or co-teach model. All teachers incorporate EL strategies in their classroom and have language objectives aligned with their lesson plans.</p> <p><b>3.3 Determining Schoolwide Student Supports (Academic Interventions and Enrichment)</b>                  Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs. PBIS team meets monthly to review needs of students. Administration, coach and school adjustment counselor meet daily as a team “Huddle” to review needs of students.</p>
<p><b>Instructional Leadership Team Implementation</b>                  (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Review of tiered systems for academics and behavior through PBIS and RTI                  Monitor EL schedules and student success                  Modify EL schedules to meet requirements set forth by DOJ and State                  Review data                  Daily leadership team “Huddles”</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b>                      Structured Lesson Plans                      Meeting Agendas for PBIS team, ILT, Principal Meetings, Huddle, CPT                      Informal observation forms                      Weekly staff newsletter                      Class data spreadsheets</p>	<p><b>Data Source:</b>                      Access scores                      Formative assessment                      Fall to Spring progress on BAS and MAP</p>

**A Safe, Respectful, and Collegial Climate for Teachers and Students**

*Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers  
(Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)*

**Prioritized Best Practices or Strategies**  
(Include differentiation to ensure access for targeted student populations)

**4.1 Schoolwide Behavior Plan-** The core values of LSS are to “Be Respectful, Responsible and Ready to Learn”. The PBIS behavioral expectation matrix is posted in all locations of the building. Model lessons are conducted to make expectations clear. Students complete a monthly PBIS passport. Quarterly PBIS awards are presented in all classes as well. The PBIS team meets to regularly examine data and identify PBIS expectations that need to be focused in upon.

**4.5 Family and Community Engagement-**The school makes family and community engagement a priority. Staff members coordinate family and community engagement activities such as kindergarten literacy night, 5<sup>th</sup> grade PowWow, 3<sup>rd</sup> grade gingerbread literacy day, 1<sup>st</sup> grade Math day, Foundations make and take, and Octoberfest. All teachers are expected to host at least one event during the school day to which families are invited. Parent/teacher conferences take place at both the school and Great Brook Valley Housing Authority. Monthly principal coffee talk open to families that focus on specific topics of interest to families (PBIS, Curriculum, Bullying, MCAS, Attendance)

**Instructional Leadership Team Implementation**  
(Explain how ILT members implement and measure school-wide strategies.)

Review PBIS information  
Create opportunities for further family engagement  
Monitor number of families participating in school events

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**  
Parent contact logs  
Parent participation in activities  
Staff attendance rate

**Data Source:**  
Suspension rates  
Bullying reports filed  
PBIS awards given out  
Attendance rate

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Lincoln Street School	Shannon Conley	Oct. 2017-June 2018

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	100% of classes will utilize the readers/writers workshop model for ELA. Grades k-6 will utilize SRSD for the writing component; grades 1-5 will use Reach for Reading	<p><b>BAS/Reading:</b> As measured by Fountas and Pinnell BAS, at least 75% of students in grades K-6 will reach grade level expectation or higher by Spring 2018.</p> <p><b>SRSD/Writing:</b> By May of 2018, 60% of students in grades K-6 will achieve a 16/20 or higher on their post TIDE assessments.</p> <p><b>MCAS:</b> By Fall of 2018, ELA MCAS results will for all students will show an increase of at least 10% proficiency in comparison to 2017 scores.</p>	<p><b>Based on BAS 2016-2017 Data:</b> An overall average of 55% of students in grades K-6 reached grade level expectation by Spring 2017.</p> <p><b>Writing:</b> 24% of students in grades K-6 achieved a 15/20 or higher on post TIDE and LAT assessments using SRSD writing. Based on Fall 2017 Pre-TIDE Data: 0% of students in grades K-6 achieved a 15/20 or higher on Pre-TIDE writing assessments.</p> <p><b>Based on Spring 2017 MCAS ELA Data:</b> 11% of all students' grades 3-6 students achieved a proficiency score of 500 or higher.</p>



<p><b>2</b></p>	<p><b>enVisions – Math</b></p> <p>100% of teachers will implement enVision Math curriculum in their classes every day. Teachers will increase their mathematical knowledge by collaborating with their grade level teams to analyze results, plan interventions and progress monitor students based on each topic/grade level standard as taught through enVision Math.</p>	<p><b>MCAS Math</b></p> <p>By Fall of 2018, Math MCAS results will show the following increase in student proficiency: 20% increase of students meeting or exceeding standard scores in grades 4-6.</p> <p><b>EOY (End of Year) enVision Assessment</b></p> <p>By June of 2018, 70% of students in grades K-6 will reach proficiency (70% or higher) on EOY enVision grade level common math assessments.</p>	<p><b>Based on Spring 2017 MCAS Data:</b></p> <p>11% of all students in grades 3-6 achieved a proficiency score of 500 or higher.</p> <p><b>Fall 2017 MAP data:</b></p> <p>52% students are on and/or above grade level expectations as measured by Fall 2017 MAP scores</p>
<p><b>3</b></p>	<p><b>Science</b></p> <p>100% of teachers will incorporate SRSD strategies into the units of study which were created during the 2016-17 school year to help students understand scientific concepts through the writing process.</p> <p>Teachers will use the WPS Atlas curriculum planning sight to plan effective standards based lessons.</p>	<p><b>Science Assessments:</b></p> <p>60% of the students in grades Pre-K through 6 will achieve mastery of 70% or higher on standards based, teacher created Science assessments.</p> <p><b>MCAS Science:</b></p> <p>By Fall of 2018, <b>Science MCAS</b> results will show a 20% increase in grade 5 student proficiency</p>	<p><b>Based on 2017 Grade 5 Science/Technology MCAS scores:</b></p> <p>3% of 5<sup>th</sup> grade students scored advanced        8% of 5<sup>th</sup> grade students scored proficient        Students achieved 30% of possible points on Science open response questions</p>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p><b>SRSD/Writing</b> Our year long professional development will be focused on strengthening written response through SRSD routines and strategies. (Self -Regulated Strategy Development) In addition, students in grades 5-6 will complete, written open responses in all content areas.</p>	<p>Through the research and work by Leslie Laud, teachers will participate in monthly SRSD training sessions with veteran teachers from Worcester Arts Magnet Schools and school based professional development. They will watch modeled lessons and review strategies, scoring and analysis of work on Informational Writing (Opinion Writing), LAT (Literary Analysis Tasks), and Narrative Writing included Pre and Post assessments. Teachers will meet monthly in professional development and grade level planning meetings in Grades K-6.</p>
	<p><b>Reach for Reading</b> In the area of ELA, in order to strengthen our literacy program for all students, meetings will be used to continue our professional development this year in areas of: Read Aloud, Close Reading, Reach for Reading studies-shared reading/written responses to literature</p>	<p>Teachers in grade 5-6 will submit open responses using text based evidence weekly that provide constructive feedback by administration and FIC. These writing samples will also be analyzed during weekly focus meetings to target areas in need of improvement with struggling students. Supports will be implemented as needed.</p>
2	<p><b>enVision Math</b> In the area of Mathematics, in order to increase student performance, grade level meeting time will be spent once a month analyzing student performance on enVision topic assessments to create a specific action plan around students' need. This plan will include: identifying students in need of increased support, creating interventions to promote and support student learning through use of RTI strategies.</p>	<p>Grade level teams will continue their work to create and refine units of study that align with the standards this will include:</p> <ul style="list-style-type: none"> <li>-Goals/Essential questions for each unit of study</li> <li>-All enVision lessons and supplemental materials</li> <li>-RTI materials</li> <li>-Pre/post assessments</li> <li>-Interim progress checks</li> <li>-Open response questions/scoring rubrics with teacher specific feedback</li> </ul>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
<p><b>1</b></p>	<p><b>Reach for Reading</b> Teacher and student curriculum resources including leveled reading texts and the online component.</p> <p><b>SRSD Writing</b> SRSD resource binders, templates, graphic organizers, scoring rubrics, self-assessment questionnaires, pre/post assessments, exemplars on Google Drive</p>	<p>Reach for Reading teacher manuals, planners, WPS ELA curriculum website</p> <p>Organization of Reach for Reading materials</p> <p>Training by Reach for Reading</p> <p>Lesson overviews, SRSD demo videos on Google Drive, lesson observations and SRSD walk through</p> <p>SRSD monthly meetings by grade level</p>
<p><b>2</b></p>	<p><b>enVision curriculum</b> Math standards, enVision Resources, Open response exemplars, access to WPS Atlas curriculum</p>	<p>Math standards, curriculum maps, backwards design template, Pre/Post Assessments aligned with the standards</p> <p>City-wide professional development</p> <p>Need for technology to implement digital component</p>
<p><b>3</b></p>	<p><b>Access to Atlas and materials</b> Mass Curriculum Frameworks, Houghton Mifflin Science Kits, Harcourt Science Series, WPS Moodle, Science Matters quarterly newsletters sent by Science liaison/coach, Discovery Ed. online resources</p>	<p>Use of Atlas curriculum site including science standards, curriculum maps, backwards design template, pre/post Assessments aligned with the standards</p> <p>Need for training on use of Atlas by Curriculum Liaisons (for administration and staff)</p>

#### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<p>Teachers will incorporate ELA standards into daily reading lessons both whole group and guided reading instruction. Progress monitoring will be done on a 4-6 week basis to track students approaching and below grade level to provide necessary interventions.</p> <p>Teachers will administer Pre/Post Assessments for Informational, LAT and Narrative Writing on set dates outlined in the writing calendar. Due dates were selected and distributed on a school wide writing calendar to track student progress on each type of writing between pre and post assessments.</p> <p>Teachers will implement guided reading to all students. Students not performing on grade level will receive these lessons daily.</p>	<p>Lesson planning to support whole group, close reading and guided reading strategies through the implementation of Reach For Reading.</p> <p>Peer observations at WAMS (veteran teachers) to ensure effective delivery of routines.</p> <p>Data entry and analysis on Google Drive to monitor student progress and identify areas of strength and concern.</p>
2	<p>Student progress will be monitored through standards based pre and post assessments as well as interim assessments administered to students in need of interventions</p>	<p>Analyze and track Math data every 4-6 weeks to determine next steps and planning. Adjustments to practice will include interventions needed</p>
3	<p>Student progress will be monitored through standards based pre and post assessments as well as interim assessments administered to students in need of interventions</p>	<p>Analyze and track Science data every 4-6 weeks to determine next steps and planning and make adjustments to practice including interventions needed for targeted students not achieving mastery.</p>