

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**May Street School**

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**Luke Robert**

**Principal**

**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.

<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Luke Robert	Principal	Sept: 13, 20
Lauren Racca	Assistant Principal /Teacher grade 5 math and Science	Oct: 4, 11 18, 25
Lisa Tiscione Rodriguez	FIC	Nov: 1, 8, 15, 29
Maria Beaudette	Teacher grade 5 reading and social studies	Dec: 6, 20
Patricia Riley	Teacher grade 4	Jan: 3, 10, 17, 24, 31
Gena Gauthier	Teacher grade 4	Feb: 7, 14, 28
Jill Samia	Teacher grade 3 reading and social studies	Mar: 7, 14, 21, 28
Katelynne Watson	Teacher grade 1	Apr: 4, 11, 25
Tammy Lapierre	Teacher grade K	May: 2, 9, 16, 23, 30
Dinh Pham	School Adjustment Counselor	June: 6

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

## 2017 Official Accountability Data - May Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	May Street (03480175)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
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												<a href="#">About the Data</a>
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	200	199	100	Yes	202	202	100	Yes	46	46	100	Yes
High needs	132	131	99	Yes	134	134	100	Yes	28	28	100	Yes
Econ. Disadvantaged	80	79	99	Yes	82	82	100	Yes	13	-	-	-
ELL and Former ELL	74	73	99	Yes	75	75	100	Yes	16	-	-	-
Students w/disabilities	23	22	96	Yes	24	24	100	Yes	9	-	-	-
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	-	-	-	-
Asian	14	-	-	-	14	-	-	-	3	-	-	-
Afr. Amer./Black	17	-	-	-	17	-	-	-	2	-	-	-
Hispanic/Latino	45	45	100	Yes	46	46	100	Yes	12	-	-	-
Multi-race, Non-Hisp./Lat.	18	-	-	-	19	-	-	-	5	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	105	104	99	Yes	105	105	100	Yes	24	24	100	Yes

### III. Student Attendance and Retention

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

	School	District	State
Attendance Rate	96.0	94.1	94.6
Average # of days absent	6.9	9.8	9.3
Absent 10 or more days	24.7	36.5	33.3
Chronically Absent (10% or more)	5.0	16.9	13.5
Unexcused Absences > 9	24.2	33.8	15.8
Retention Rate	1.0	2.0	1.3

#### **Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism**

Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.

Review monthly chronic absenteeism...SAGE generated letters supported by personal letters from principal address when students are trending toward chronic absenteeism.

Students with exemplary attendance receive certificates and other small rewards which build toward a quarterly raffle.

School adjustment counselor continuously monitors attendance...works with families to address solutions to attendance issues which may result in implementation of the Fresh Start process.

**\*requires action**

## 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>
<p><b>Math</b> <b>MCAS.</b> All Grades</p> <ul style="list-style-type: none"> <li>● Outpacing the District and State in Several Categories               <ul style="list-style-type: none"> <li>○ Economically Disadvantaged 28% Meeting</li> <li>○ High Needs 29% Meeting</li> <li>○ African American 36% Meeting</li> <li>○ Hispanic/Latino Growth 54%</li> <li>○ Growth 56<sup>th</sup> %</li> </ul> </li> </ul> <p>Grade 6 Math</p> <ul style="list-style-type: none"> <li>● 64% Meeting or Exceeding</li> <li>● Hispanic/Latino 0% Not Meeting</li> <li>● Non Economically Disadvantaged 73% Meeting or Exceeding</li> <li>● Overall Growth in the 67<sup>th</sup> %</li> </ul> <p>Grade 5 Math</p> <ul style="list-style-type: none"> <li>● Overall Growth in the 69<sup>th</sup> %</li> </ul> <p><b>MAP MATH FALL</b></p> <ul style="list-style-type: none"> <li>● Grade 6 49% At or Above 224 Cut Score</li> <li>● Grade 3 63% At or Above Grade Level</li> </ul>	<p><b>2017 MCAS Data</b> The Massachusetts Comprehensive Assessment system, or commonly abbreviated as MCAS is the Commonwealth's statewide standards-based assessment program developed in 1993, in response to the Massachusetts Education Reform Act of the same year. State and federal law mandates that all students who are enrolled in the tested grades and who are educated with Massachusetts public funds participate in MCAS testing.</p> <p><b>Fall MAP Data</b> Measures of Academic Progress (MAP) K – 12 interim assessments provide essential information about a student's continuum of learning and growth trajectory. MAP is a tool to help identify strengths and opportunities and focus instruction on the areas of greatest need.</p>

**ELA****MCAS**

## All Grades

- 10% Not Meeting
- 56% Growth
- Outpacing District and State
  - Economically Disadvantaged 35% Meeting 8% Not Meeting
  - High Needs 29% Meeting

## Grade 6

- 48% Meeting or Exceeding
- Not Meeting 2%
- 61<sup>st</sup> % Growth
- 70<sup>th</sup> % Growth Males

## Grade 5

- 64<sup>th</sup> % growth

**MAP**

- Grade 6 - 66% at or Above 210 Cut Score
- Grade 5 – 54% at or Above 209 Cut Score

**BAS**

## Grade 1

- 76% exceed expectations
- 16% meet expectations
- 6% are approaching expectations
- 2% do not meet expectations

## Grade 2

- 79% exceed expectations
- 8% meet expectations
- 3% are approaching expectations
- 10% do not meet expectations

**2017 MCAS Data**

The Massachusetts Comprehensive Assessment system, or commonly abbreviated as MCAS is the Commonwealth's statewide standards-based assessment program developed in 1993, in response to the Massachusetts Education Reform Act of the same year. State and federal law mandates that all students who are enrolled in the tested grades and who are educated with Massachusetts public funds participate in MCAS testing.

**2017 Fall MAP Data**

Measures of Academic Progress (MAP) K – 12 interim assessments provide essential information about a student's continuum of learning and growth trajectory. MAP is a tool to help identify strengths and opportunities and focus instruction on the areas of greatest need.

**Benchmark Assessment System (BAS)**

Using the *Fountas and Pinnell Benchmark Assessment Systems* to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

**SCIENCE**

**MCAS**

Grade 5

- 29% proficient 21% Advanced
- Exceeded District and State in a Majority of Standards
- Earth and Space Science 66% Correct

**2017 MCAS Data**

The Massachusetts Comprehensive Assessment system, or commonly abbreviated as MCAS is the Commonwealth's statewide standards-based assessment program developed in 1993, in response to the Massachusetts Education Reform Act of the same year. State and federal law mandates that all students who are enrolled in the tested grades and who are educated with Massachusetts public funds participate in MCAS testing.



<p><b><u>ELA</u></b>  <b>MCAS</b>  All Grades</p> <ul style="list-style-type: none"> <li>● Asian 29% Meeting</li> <li>● 39% Meeting Overall</li> <li>● Students with Disabilities 4% meeting 43% Not Meeting</li> </ul> <p>Grade 4 ELA 33% Meeting  Grade 3 ELA 28% Meeting</p> <p><b>MAP</b>  Grade 4 - 42% at or Above Cut Score of 204  Grade 3 – 46% at or Above Cut Score of 192</p>	<p><b>2017 MCAS Data</b>  The Massachusetts Comprehensive Assessment system, or commonly abbreviated as MCAS is the Commonwealth's statewide standards-based assessment program developed in 1993, in response to the Massachusetts Education Reform Act of the same year. State and federal law mandates that all students who are enrolled in the tested grades and who are educated with Massachusetts public funds participate in MCAS testing.</p> <p><b>2017 Fall MAP Data</b>  Measures of Academic Progress (MAP) K – 12 interim assessments provide essential information about a student’s continuum of learning and growth trajectory. MAP is a tool to help identify strengths and opportunities and focus instruction on the areas of greatest need.</p>
<p><b><u>SCIENCE</u></b></p> <p>Continued development of Science practice from grade k through 6.</p>	<p><b>2017 MCAS Data</b>  The Massachusetts Comprehensive Assessment system, or commonly abbreviated as MCAS is the Commonwealth's statewide standards-based assessment program developed in 1993, in response to the Massachusetts Education Reform Act of the same year. State and federal law mandates that all students who are enrolled in the tested grades and who are educated with Massachusetts public funds participate in MCAS testing.</p>

## V. Action Plan

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
1. Analysis of writing in all disciplines to demonstrate comprehension.
2. Assess and formulate questions utilizing higher order thinking to deepen learning.
3. Vocabulary implemented utilizing a structured approach with fidelity.
4. Use of AVID practices across grades 3,4,5,6 to increase deeper thinking through Costa's levels of questioning, organizational strategies.
5. Readers-Writers workshop

**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)*

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p><b>1.2 High Expectation and Positive Regard:</b> Use of AVID practices in grades 4, 5 and 6 with a focus on organization, note taking, study skills deeper thinking (metacognition). Use of assemblies and acknowledgements for achievement. Data and exemplar display to promote the growth mindset in learners. Use of Second Step in all classrooms.</p> <p><b>1.4 Monitoring Implementation and School Progress:</b> Math Team and ELA team will meet monthly to formulate a vertical plan to use common language and practices grades 3-6. Address weaknesses and high need students through review of formative and summative data communicated through grade level meetings with appropriate service providers (school adjustment, EL and SPED) Foundations, year one in grades K and 1. PD as needed provided by FIC or district coach. Weekly grade level meetings focused on student achievement.</p> <p><b>1.5 Use of time for Professional Development and Collaboration:</b> Targeted professional learning in ELA, Math and Science Focus on literacy in Math, ELA and Science through monthly team meetings, classroom learning walks and review of data to improve practices. Grade level meetings to monitor schedules, RTI, and other practices relative to the success of all students.</p>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p><b>1. Monthly data review of formative and summative information.</b></p> <p><b>2. Establishment of an ELA and Math team that will meet monthly to develop, sustain and promote new practices and best practices based on established research.</b></p> <p><b>3. Weekly ILT and grade level team meetings focused on in depth data review to facilitate decision making regarding planning and student groupings.</b></p>
<p align="center"><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> Data Source: Data Source: BAS and running records; formative assessments; student work with targeted, timely, comments, scored writing in response to reading observation of higher order questioning; lesson plans with specific student learning objective; and grade level meeting minutes in conjunction w/the use of standards based units. Review of web sites and information that is available relative to meeting goals. Costa’s levels of thinking (AVID).</p>	<p><b>Data Source: Data Source:</b> Benchmark Assessment growth, MAP growth and overall scores. Next Generation MCAS scores, ACCESS data, review of student data through formative assessments, teacher observation, homework and other formative and summative measures. Demonstration of Costa’s levels of thinking. Elements of Reading Journals. enVision assessments/district common assessments.</p>

**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)	
<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p><b>2.3 Identifying and Addressing Student Academic Needs</b> Grade level teams (including SPED teachers, EL teachers and tutor) meet with FIC and/or Principal to identify and meet student needs with the use of data, identified needs of individuals. Notes are recorded, shared and reviewed to maintain communication.</p> <p><b>2.6 Student Assessment Data Use (for classroom instruction)</b> a variety of formative and summative assessments used to determine student achievement and next steps. Targeted, timely and actionable feedback delivered to students based on information derived from data.</p> <p><b>2.7 Structures for Instructional Improvement</b> Use of AVID note taking in grade 4, 5 and 6, differentiated use of enVision, Engage NY and Foundations to provide rigorous instruction.</p>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p><b>1. The ILT will oversee agendas created for the ELA and Math teams as we vertically align practices making decisions on adopted best practices.</b></p> <p><b>2. ELA and Math teams will continue meeting to make adjustments to schedules, assessments and practices.</b></p> <p><b>3. Review of lesson plans to assure that they incorporate standards based lessons that incorporate differentiation, SEI strategies and best practices.</b></p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Data Source: Lesson plans, SEI smart card as a means to assess EL learner’s goals. Use of HQTL statement as a guide to teacher and classroom organization, instruction and student ownership of learning. DESE observation guides. Teacher notes on student work demonstrating targeted feedback. “I can” statements posted to support student understanding of learning objectives. Use of Readers/Writers workshop, enVision and Greg Tang strategies. ATLAS as a means to identify scope and sequence and lesson plan targets.</p>	<p><b>Data Source:</b> access to a variety of curriculum options for high needs students. Targeted feedback on work in a timely manner. Review of data sources formative and summative, exit slips, think notes. Teacher observation and running records</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>3.3 Determining School Wide Student Supports:</b> Student performance is reviewed after each unit in Foundations, BAS 3x per year, response to reading, weekly, MAP testing up to 3x a year. These measures help to determine the support each child needs throughout the school year. Identification of high needs students and development of practices and strategies to increase performance in all academic areas. Use of MCAS, common assessments and district assessments.</p> <p><b>3.5 Academic Interventions for English Language Learners:</b> The EL teachers is involved with grade level meetings to share information with teachers about successes and struggles of second language learners. Use of SEI smart card for strategy implementation purposes. Use of “I can” statements that are understandable for EL students.</p> <p><b>3.6 Academic Interventions for Students with Disabilities:</b> The special education teachers are involved in all grade level meetings to share information with teachers about success, struggles and needs of special education students. Planning with classroom teachers for Foundations, Math and Reading takes place on a weekly basis and adjustments made accordingly.</p>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p><b>1. Review data of research based interventions and identify next steps.</b>  <b>2. Develop and review student goal setting guidelines that are based on data.</b>  <b>3. Implement purposeful classroom visits with targeted feedback to align best practices across grade levels.</b></p>
<p><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> Student Support Process, Special needs and 504 review, report cards and progress reports, running records, data review. RTI groupings, boost groups, EL/SPED and tutor schedules. Review of formative and summative data, targeted feedback tied into goal setting, data display.</p>	<p><b>Data Source:</b> review of targeted feedback relative to goal setting. Review of student data summative and formative. Report cards and progress report grades. Students’ use of strategies identified through rubrics, checklists, exit slips, teacher observation, literal notes, anecdotal notes and other means.</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)

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p><b>4.2 Adult/Student Relationships</b> Second Step is practiced school wide. School wide behavior support plan in place for all students based on the social expectations outlined in the district report card. Continued development of expectation charts and plans for students who struggle with the general expectations. This information is shared with teachers, families, administration and the adjustment counselor as needed.</p> <p><b>4.5 Family and Community Engagement</b> Many social events for students and their families are planned throughout the year and coordinated between administration, teachers and the MayCo members (PTO). Staff members are routinely in communication with families with information about their child’s progress and needs. SSPs are held as needed and parents are always involved with the process.</p>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p><b>1. Review and implement Second Step to Respect curriculum in all classrooms to address social emotional aspects of learning related to empathy and other emotions and acceptable responses.</b></p> <p><b>2. Address behavior through school wide plan utilizing available human and physical resources to find solutions to resolve behavioral and academic issues beyond the norm.</b></p> <p><b>3. Include parents in the academic and behavioral process relative to their children and the school community.</b></p>
<p align="center"><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> SSP information, newsletters in multiple languages, Second Step lesson review and use of strategies and vocabulary school wide, review of behavioral interventions and solutions to behavioral issues. Field trips scheduled, school wide events scheduled. Acknowledgement of student successes though assemblies, notes, exemplars and data display</p>	<p><b>Data Source:</b> newsletters in multiple languages, Second Step lesson review and use of strategies and vocabulary school wide, review of behavioral interventions and solutions to behavioral issues. Field trips scheduled, school wide events scheduled. Student participation in extracurricular events and expanded learning opportunities.</p>

**VI. Worcester Public Schools Professional Learning Plan**  
**Worcester Public Schools Professional Learning Plan (PLP)**

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	May Street	Luke Robert	Sept. 2017-June 2018

**1: Professional Learning Goals:**

No.	Goal	Identified Group	Rationale/Sources of Evidence
<b>1 ELA</b>	Structure ELA blocks at all levels with a balanced Literacy approach including readers/writers workshop, Jan Richardson, and CSI books, incorporate IDR, Read Aloud, guided and close reading and targeted writing exercises through standards based lessons with targeted feedback tied into student goal setting.	<ul style="list-style-type: none"> <li>All Primary Teachers</li> <li>Grade 3,4,5,6 ELA/SS teachers</li> <li>EL and SPED Teachers and staff</li> <li>These practices will be used in other subjects as applicable</li> </ul>	<ul style="list-style-type: none"> <li>Research based IDR and read aloud practices will enhance student comprehension, address reading skills and increase stamina with formative assessments.</li> <li>Targeted feedback tied into student goal setting will increase student understanding of quality and ownership of learning.</li> <li>Increased emphasis on writing will demonstrate student understanding of material read and increase student comprehension.</li> <li>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> </ul>
<b>2 MATH</b>	Implement Math practice at all levels that incorporates the use of consistent and common multiple models for solving problems utilizing	<ul style="list-style-type: none"> <li>Math Teachers grades K, 1,2,3,4,5,6</li> </ul>	<ul style="list-style-type: none"> <li>Use of consistent and common multiple models will increase student understanding of Math concepts.</li> <li>Review of student work with targeted feedback and prescription for exercises to develop skills that are lacking</li> <li>Utilization of evidence based practices that support classroom instruction and provide additional practice opportunities.</li> </ul>

2	Guiding practice and principles from enVision, Engage NY and Greg Tang.		<ul style="list-style-type: none"> <li>Use of supplemental strategies derived from Greg Tang Math/Game 24//Moby Max and other platforms to increase student engagement.</li> </ul>
3 <b>SCIENCE</b>	Increase student inquiry skills through hands on exercises and metacognitive questioning techniques derived from Costa's three levels of thinking.	<ul style="list-style-type: none"> <li>Science teachers grade 3,4,5,6</li> <li>Primary Science teachers where applicable</li> </ul>	<ul style="list-style-type: none"> <li>Develop lessons that incorporate classifying, communicating, comparing/contrasting, gathering data, creating models, measuring, observing and predicting.</li> <li>Teachers will ask questions to actively involve students in the lesson, to increase motivation or interest, evaluate students' preparation, check on completion of work, develop critical thinking skills, review previous lessons, nurture insights, assess achievement or mastery of goals and objectives, stimulate independent learning.</li> </ul>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1 <b>ELA</b>	<ul style="list-style-type: none"> <li>Balanced literacy</li> <li>Guided reading</li> <li>Close reading</li> <li>Daily read aloud</li> <li>Daily independent daily reading (IDR)</li> </ul>	<ul style="list-style-type: none"> <li>Review and record student work with targeted feedback tied to monitoring and increasing student comprehension</li> <li>Visit colleagues and others schools</li> <li>ELA and AVID Liaison meetings</li> </ul>

	<ul style="list-style-type: none"> <li>● Elements of Reading (Beck)</li> <li>● Use of common rubrics</li> <li>● Foundations at grades K-1 and 2</li> <li>● Readers/Writers workshop</li> <li>● CSI Units of study</li> <li>● Jan Richardson practices</li> <li>● AVID practices evident in grades 3-6</li> <li>● Higher order thinking skill development through use of 7 Keys to Comprehension</li> </ul> <ol style="list-style-type: none"> <li>1. Utilize questioning, think aloud, visualizing, and synthesizing of information so readers can examine their thinking process.</li> <li>2. Utilize scaffolding and reciprocal teaching to practice the skills that lead to these acts becoming automatic.</li> <li>3. Create regular assessments aligned to scope and sequence</li> <li>4. Identify high need and at risk students and specific interventions to support student learning (tier II and III)</li> </ol>	<ul style="list-style-type: none"> <li>● ELA Team review of practices with goals setting</li> <li>● Monitor student process</li> <li>● Review and adjustment of RTI effectiveness</li> <li>● Review of Jan Richardson best practices • Utilize district liaison for information relative to testing, resources and best practices.</li> </ul>
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<p style="text-align: center;"><b>2 Math</b></p>	<ul style="list-style-type: none"> <li>● Identify common models across grade levels, as appropriate.</li> <li>● Align enVision, Engage NY and Achieve the Core to WPS scope and sequence</li> <li>● Incorporate Greg Tang practices and principles into the lesson planning and student work.</li> <li>● Develop use of enVision materials to supplement practice.</li> <li>● AVID practices evident in grades 3,4,5,6 including systematic note taking</li> <li>● Manipulatives and hands on learning</li> </ul>	<ul style="list-style-type: none"> <li>● Data display</li> <li>● Classroom visits</li> <li>● Review of student work with targeted feedback</li> <li>● Math and AVID Liaison meetings</li> <li>● Lafayette Roadmaps, letters for parents</li> <li>● Review and adjustment of RTI effectiveness</li> <li>● Provide teachers with rich professional learning activities</li> <li>● Provide teachers with professional learning time to develop best practices</li> <li>● Greg Tang site review and utilization</li> </ul>
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	<ul style="list-style-type: none"> <li>● Identify high needs and at risk students and specific interventions to support student learning (tier II and III)</li> <li>● Introduce, review and apply Math vocabulary</li> <li>● Think Aloud</li> <li>● Computer based practice sites</li> <li>● Math fact practice throughout the day</li> <li>● Further development of number sense routines</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize district liaison for information relative to testing, resources and best practices.</li> </ul>
3 Science	<ul style="list-style-type: none"> <li>● Inquiry based lessons aligned to WPS Atlas</li> <li>● Development of scientific experiential learning with purposeful, critical thinking opportunities for all Science students</li> <li>● AVID practices evident in grades 3-6</li> <li>● Grades 3 and 6 teachers participation in district wide PD</li> <li>● Identify high needs and at risk students and specific interventions to support student learning (tier II and III)</li> </ul>	<ul style="list-style-type: none"> <li>● Projects Fair</li> <li>● Science and AVID Liaisons meetings</li> <li>● Utilize district liaison for information relative to testing, resources and best practices.</li> </ul>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
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<p><b>1</b> <b>ELA</b></p>	<ul style="list-style-type: none"> <li>● Leveled libraries</li> <li>● SSP</li> <li>● Read Aloud texts aligned to curriculum</li> <li>● Literacy tutor</li> <li>● EL Teachers</li> <li>● Fountas and Pinnell Benchmark</li> <li>● 7 Keys to Comprehension</li> <li>● Reading Eggs</li> <li>● Foundations</li> <li>● AVID reading strategies</li> <li>● CSI Unit Studies</li> <li>● Trade books</li> </ul>	<ul style="list-style-type: none"> <li>● Worcester State University (WSU) partnership relative to library use and non-fiction resources tied into ELA /SS</li> <li>● Team meetings by grade level and discipline incorporating essential personnel (FIC, SPED, EL, SAC)</li> </ul>
<p><b>2</b> <b>Math</b></p>	<ul style="list-style-type: none"> <li>● Math Libraries</li> <li>● Read Aloud text aligned to curriculum</li> <li>● Atlas</li> <li>● Math notebooks grades 5 and 6</li> <li>● SSP</li> <li>● enVision Math</li> <li>● Moby Max</li> <li>● Engage NY</li> <li>● Achieve the Core\Lafayette Parish site information</li> <li>● Greg Tang Math website and books</li> </ul>	<ul style="list-style-type: none"> <li>● Worcester State University math class students dispersed in classrooms to assist in small group learning opportunities.</li> <li>● Engage NY printouts and development of materials to support students learning</li> <li>● Pearson online support</li> <li>● Greg Tang workshops</li> <li>● Use of Greg Tang web based supports</li> <li>● Use of available technology to support learning</li> <li>● Team meetings by grade level and discipline incorporating essential personnel (FIC, SPED, EL, SAC)</li> </ul>

<p><b>3 Science</b></p>	<ul style="list-style-type: none"> <li>● Read Aloud text aligned to curriculum</li> <li>● Moodle-District Resource /Atlas</li> <li>● Discovery Education</li> <li>● District scope and sequence</li> <li>● District liaisons</li> <li>● Materials for hands on learning</li> <li>● Science libraries with fiction and non- fiction text</li> <li>● Science notebooks-grades 3-6</li> </ul>	<ul style="list-style-type: none"> <li>● District Science coach</li> <li>● District Science resource center</li> <li>● Content videos/Atlas</li> <li>● Partnership with WSU Chemistry Club</li> <li>● Team meetings by grade level and discipline incorporating essential personnel (FIC, SPED, ELL, SAC)</li> </ul>
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#### 4: Progress Summary

<p><b>PL Goal No.</b></p>	<p><b>Notes on Plan Implementation</b></p>	<p><b>Notes on Goal Attainment</b></p>
<p><b>1 ELA</b></p>	<ul style="list-style-type: none"> <li>● ELA teachers will make instructional visits to peers classrooms and provided feedback</li> <li>● Foundations has been implemented with fidelity in grades K and 1. This year in grade 2.</li> <li>● Teachers use read aloud and IDR in all classrooms.</li> <li>● RTI groups and practices are established based on BAS and MAP data.</li> <li>● AVID organizational practices have been established, students participate in frequent binder checks.</li> <li>● Implementation of readers/writers workshop</li> <li>● Implementation of readers/writers workshop</li> <li>● Use of Atlas</li> <li>● Online access to reading and books; Reading Eggs, NewsELA Daily, Read Works</li> </ul>	

<p><b>1</b> <b>ELA</b></p>	<ul style="list-style-type: none"> <li>● Ongoing Use of Atlas</li> <li>● Reading Eggs</li> <li>● NewsELA Daily online</li> <li>● Read Works online</li> <li>● Scholastic Readers (Story Works, News)</li> <li>● MCAS data as a guide to instruction</li> <li>● MAP data as a guide to instruction and to show growth</li> </ul>	
<p><b>2</b> <b>Math</b></p>	<ul style="list-style-type: none"> <li>● Implementation of enVision supported by Engage NY lessons, Greg Tang and number sense activities to strengthen math lessons.</li> <li>● Math team members have engaged in sharing best practices</li> <li>● RTI groups have been established and student needs are being addressed through all tiers.</li> <li>● Moby Max is being used at grade level 6 to facilitate student access to skill development and fact mastery.</li> <li>● AVID organizational practices have been established, students participate in frequent binder checks.</li> <li>● Lafayette letters have been adapted to reflect lessons at May Street so that we may assist parents in understanding math concepts and practices.</li> <li>● Use of Pearson enVision online for students and teachers</li> <li>● Use of Khan Academy videos</li> <li>● Use of Teacher tube</li> <li>● Use of Learn Zillions</li> </ul>	

<b>3 Science</b>	<ul style="list-style-type: none"><li>• Teachers have been implementing lessons focusing on inquiry through standards based lessons.</li><li>• Students have participated in numerous hands on activities that promote interest and motivation in Science.</li></ul>	
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