

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Norrback Avenue School

Christina Troiano

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. 2nd 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
Christina Troiano	Acting Principal	Sept: 25th
Rebecca Lemoine	Acting Assistant Principal	Oct: 16th
Elizabeth Dunn	Focused Instructional Coach	Nov: 20th
Sue Stowe	Kindergarten Representative	Dec:
Amy McCarthy	Preschool Representative	Jan: 22nd
Jessica Merchant	First Grade Representative	Feb:
Katelyn Friend	Second Grade Representative	Mar: 19th
Sandra Monopoli	Third Grade Representative	Apr: 23rd
Stacy Sullivan	Fourth Grade Representative	May: 21st
Laura Potito	Fifth Grade Representative	June:
Joanne Milewski	Sixth Grade Representative	
Margaret Whitney	Special Education Representative	
Jessica Reynolds	ESL Representative	
Rachel Garabedian	SAIL/Life Skill Representative	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data 2017 Official Accountability Data - Norrback Avenue

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Norrback Avenue (03480202)	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		
No level	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	276	263	95	Yes	276	276	100	Yes	71	71	100	Yes
High needs	191	179	94	No	191	191	100	Yes	46	46	100	Yes
Econ. Disadvantaged	131	124	95	Yes	131	131	100	Yes	28	28	100	Yes
ELL and Former ELL	97	85	94	No	97	97	100	Yes	27	27	100	Yes
Students w/disabilities	74	65	93	No	74	74	100	Yes	19	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	13	-	-	-	13	-	-	-	2	-	-	-
Afr. Amer./Black	60	58	97	Yes	60	60	100	Yes	20	20	100	Yes
Hispanic/Latino	77	70	91	No	77	77	100	Yes	20	20	100	Yes
Multi-race, Non-Hisp./Lat.	9	-	-	-	9	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	117	116	99	Yes	117	117	100	Yes	29	29	100	Yes

Student Attendance and Retention

Norrback Avenue School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	95.8	94.1	94.6
Average # of days absent	7.0	9.8	9.3
Absent 10 or more days	26.4	36.5	33.3
Chronically Absent (10% or more)	8.7	16.9	13.5
Unexcused Absences > 9	25.0	33.8	15.8
Retention Rate	0.7	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.

*Identify quarterly good attendance celebrations (please specify): Acknowledgement/certificates of perfect attendance at Student of the Month assemblies. Charting of daily/quarterly attendance for all students

Continue review of attendance progress reports for grades 3 and up with students and send home.

*School plan to promote ongoing good attendance (please specify): Whole school attendance displayed for all students in the cafeteria. Continue to have grades 3-6 set daily attendance goals every 5 weeks. Acknowledge perfect attendance at the Student of the Month assembly with individualized certificates as well as the class with the highest attendance receives "FOZZY" to display in the classroom for the month. Classroom(s) with the least amount of tardies in a month earn an "On Time Breakfast" with the Assistant Principal.

Classrooms with perfect attendance are announced each day. On Fridays the class with perfect attendance for the week earn extra recess.

***requires action**

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
PATS approach in Mathematics
Reading Workshop model in all typical education classrooms
SRSD instruction, including use of formative assessments
Foundations instruction in Grades PreK - 2, 2 SAIL and 1 LS classrooms
Utilization of grade level & staff meetings to support the teaching & learning cycle

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)**

1.6: Use of Time/PD/Collaboration: Grade Level Meetings/Focus on PATS Approach for Mathematics, analysis of SRSD formative assessments and creation of next steps in classroom, modified PD model for new staff (Reading Workshop/BAS), utilization of district staff to support Science instruction, PD for implementation of 3rd edition of BAS, targeted PD plan/SRSD/BAS, strategy meetings focus on BAS, SRSD & Math PD, BAS PD model continues to ensure effective administration of /analysis of outcomes

1.4: Monitoring Implementation and School Progress: Bi-weekly PD provided to new staff for Reading Workshop/BAS implementation, Collaborative approach between Principal/Assistant Principal for supervision/evaluation of staff, SRSD implementation includes Google Documentation of Pre/Post and Formative Assessments, PATS approach includes templates created/completed at grade level meetings to ensure student success, Foundations test trackers on Global Drive, teacher created formative & summative assessments in Science.

1.3: Vision/theory of Action and Buy-In: Collaborative approach between Principal/Assistant Principal for supervision and evaluation provides consistency to expectations of goal setting/instruction/collaboration, Faculty created measurements provide school wide targets for decreasing the achievement gap (BAS), Teacher created assessments (PATS Approach) provides grade level/systematic approach to defining standards/students' needs, school wide templates for meetings, lesson plans and monitoring systems provide clarity to expectations regarding pacing/instruction/assessment timelines, analysis of Science MCAS data, data sharing/analysis evident in SSP's with details of needs and interventions provided to administration/family members.

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

SRSD: Collaboration based on grade level needs/expectations
Strategy Meetings: Teacher directed/Part B of meetings provide SRSD, BAS, Math Target
Grade Level Meetings: PATS approach and use of formative assessments in SRSD to target strategies (analysis of assessments, identifying specific strengths/needs of individuals and class, creation of next steps)
Targeted PD plan: SRSD and BAS focus

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Attendance and participation at targeted meetings; data collected and analyzed as defined by BAS/SRSD/grade level Math Assessments; creation of lesson plans as defined by Foundations, Reading Workshop, SRSD Completion of tasks for follow up meetings including student outcomes (LASW); creation of formative & summative assessments in Science; analysis of summative assessments in Science during Grade level meetings; fidelity to implementation of all initiatives as defined through observations/collaborative discussions/sharing of lessons.</p>	<p>Data Source: Pre/Post formative outcomes SRSD; BAS increases; Unit outcomes(Foundations), Pre/Post outcomes for Mathematics (PATS approach), meeting of individualized goals and objectives (IEP), proficiency levels on summative Science assessments, increased literacy skills as defined by Reader’s Notebooks and conferencing notes</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>2.1 Instructional Expectations: School Wide Templates created in collaboration with classroom teachers to provide buy-in/ownership and precise expectations for pacing and instructional practices: (1) Math templates (PATS) provides pacing guidelines, definition of expected outcomes (team created common assessments) and action plans for students in need (with timeline for intervention and reassessment). (2) Reading Workshop expectations are consistently defined through: school wide lesson plan template, system of “checklists” for teacher reflection, use of Strategy Meetings to reinforce expectations and provides teacher collaborative time (3) SRSD professional development to be guided by Instructional Coach with Pre/Post and formative assessments, grade level trainings and sharing of lessons/student writing, (4) creation of Technology/Engineering lesson plans in collaboration with “Science from Scientists” and district staff</p> <p>2.2 Instructional Schedule: Consistent dialogue with classroom teachers, special education staff, instructional assistants and specialists to ensure fidelity to schedules to maximize instructional sessions and eliminate gaps and intrusions; revision of kindergarten schedules to maximize support; quarterly review of special education groups (Wilson) and inclusion support; revision of Grade 5 ELA schedules to increase SRSD blocks; monitoring of Grade 3 model to ensure maximized instruction; revisiting of schedules for instructional assistants including Life Skills and SAIL programs; revisit collaborative periods for special education staff and classroom teachers; biweekly instruction from UMASS scientists.</p> <p>2.7 Structures for Instructional Improvement: Coaching support targeted for new staff (Defined PD Plan included additional 1:1 training), PATS Approach to target best practices in mathematics to promote student progress, continued discussions of use of Continuum to accelerate literacy progress, Monthly Collaborative Meetings with SRSD schools, grade level representative attended “Greg Tang” workshops and will communicate best practices, Teachers observe scientists lead Technology/Engineering lab activities, District staff will support in the creation of technology/engineering lesson plans</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>SRSD: Collaboration based on grade level needs/expectations Strategy Meetings: Teacher directed/Part B of meetings provides SRSD Target Grade Level Meetings: PATS Approach and SRSD formative assessments to target needs School Wide Implementation: Templates, Lesson Plans, Google documentation to assist in measurement of instructional fidelity Targeted PD Plan: SRSD and BAS implementation</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: School wide templates utilized/completed in order to insure pacing/instructional practices implemented, completion of Math assessments with student outcomes/strategies discussed at Grade Level meetings (notes taken on templates), Foundations lesson plans completed/provided during observations, BAS data recorded on school wide “Data Inventory Sheets” to assist in collection and analysis of outcomes, Pre/Post and formative data collected/analyzed for SRSD classroom schedules and support schedules followed to ensure reduction of gaps, data provided at SSP/IEP meetings to define student progress</p>	<p>Data Source: Pre/Post & formative outcomes SRSD/BAS; increases/unit outcomes(Fundations); Pre/Post outcomes for Mathematics (PATS approach); meeting of individualized goals and objectives (IEP); increased literacy skills as defined by Reader’s Notebooks and conferencing notes; progress as defined by Wilson assessments</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)

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

3.3 Determining School wide Student Supports/3.4 Multitier System of Support: Student academic performance regularly reviewed including Unit Assessment Systems (Foundations), BAS (3x year) and running records (ongoing); Reading Workshop outcomes monitor student progress and provide interventions/enrichment through guided reading approaches/conferencing notes/Reader’s Notebooks; SRSD provides Pre/Post and formative assessments with student writing reviewed among grade level teams; teacher created prerequisite Math assessments administered/analyzed/discussed (PATS approach); SSP process ensures analysis of student progress/communication with families/targeted goals for monitoring; attendance meetings conducted quarterly support students and families with interventions to improve positive patterns; PBIS interventions provide tiered levels as needed; quarterly review of Wilson interventions and groupings; protocol for collaboration between special education staff/classroom teachers to define instructional practices across both settings,

3.6 Academic Intervention for Students with Disabilities: Protocol for collaborative meetings between special education liaisons/classroom teachers to provide planning time/analysis of student progress; Wilson groups defined in Spring in order that services begin on-time/Fall; SAIL and Life Skills staff continue Foundations instruction for targeted students; Reading Workshop to reflect differentiated literacy instruction as defined by BAS (Independent Reading Time/Guided Reading Time); increased discussions of strategies (PATS Approach) to increase alternative approaches for all students.

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

Instructional Coach to provide targeted PD including: BAS administration RW implementation for new staff, SRSD support as defined by training model. SAC/Administration to conduct attendance meetings and SSP’s to provide guidance, Special Education Staff to collaborate with Central Office personnel to review Wilson outcomes, Grade Level Teachers to collaborate/discuss best practices through PD/Grade Level/Strategy Meetings

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Attendance data, school wide templates utilized/completed in order to ensure pacing/instructional practices implemented; completion of Math assessments with student outcomes/strategies discussed at Grade Level meetings (notes taken on templates); Foundations lesson plans completed/provided during observations; BAS data recorded on school wide “Data Inventory Sheets” to assist in collection and analysis of outcomes Pre/Post and formative data collected/analyzed (SRSD), classroom schedules/support schedules followed to ensure reduction of gaps; data provided at SSP/IEP meetings to define student progress</p>	<p>Data Source: Attendance patterns of improvement; reduction of targeted behavior patterns; increased performance for children with special needs (BAS/Wilson/Foundations/Math assessments); Pre/Post and formative outcomes SRSD/BAS; unit outcomes (Foundations); Pre/Post outcomes for Mathematics (PATS approach); meeting of individualized goals and objectives (IEP); increased literacy skills as defined by Reader’s Notebooks and conferencing notes; progress as defined by Wilson assessments</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>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>4.1 School wide Behavior Plan: PBIS defined behavioral expectations school wide with systematic procedures to increase support as needed (check in with defined faculty; “clinic meetings” for high needs students); attendance monitored through implementation of “Attendance Meetings” for early intervention; systems of positive reinforcement including use of “Ozzies” for positive behavior patterns/school wide celebrations; common terminology utilized among staff members; AVID strategies to support collaborative practices</p> <p>4.5 Family and Community Engagement: 1-2 monthly social events planned and coordinated between administration and PTO; translations and interpretation to be provided for families; grade level workshops to provide specifics regarding instructional practices; SSP’s/Attendance Meetings/Clinics to target needs; Collaboration with Worcester State University, Assumption College and Quinsigamond College; Science from Scientists initiative with grades 4 - 5 to promote community links; AVID guest speakers to promote collaborative methods</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Administration to monitor implementation of PBIS/analyze data of needs. PBIS Team to provide guidance/feedback of programming needs. SAC, Administration, Classroom Teachers to monitor student attendance/implement meetings. Administration, Site Council Members to review attendance of evening events.</p>
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: SSP referrals, participation in SSP’s/Attendance Meetings/Clinics, participation/mentoring of student teachers, attendance of parents/guardians at Grade Level Workshops, participation of community members (AVID)</p>	<p>Data Source: Decrease of targeted behaviors (student specific), increase of positive attendance patterns, increase of student achievement (BAS/Fundations/SRSD/PATS)</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Norrback Avenue School	Ms. Christina Troiano	8/17 - 6/18

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>Comprehensive Literacy extend teachers' capacity to provide comprehensive literacy instruction designed to help all students become more effective readers and writers. Including refinement of the following instructional practices:</p> <ul style="list-style-type: none"> * Grades K-6 F&P Reading Workshop Model * New Teacher Mentoring Workshops * Grades K-3 Foundations Tier I,II and III (including SAIL and Life Skills) • Grades K-6 SRSD Workshops 	<p>PreK-6 Teachers English Language Learners Teachers Special Education Teachers Instructional Assistants SAIL Teachers Life Skills Teachers</p>	<p>Rationale:</p> <ul style="list-style-type: none"> • Literacy learning is enhanced when designed and delivered by skillful and knowledgeable teachers. • Providing balanced literacy instruction, tailored to students' specific strengths and needs, will help reduce the reading proficiency gap. • Coherent literacy instruction enhances collaborative decision making. • Teachers' skills and knowledge acquisition is accelerated when paired with expert teachers. • Sp. Ed. teachers' small group instructional knowledge will increase student achievement. • Providing students with a strategic way to determine the demands of a task, organize their writing accordingly, and persevere in completing the written task will strengthen their ability to become independent thinkers and writers. <p>Sources of Evidence:</p> <ul style="list-style-type: none"> • Analysis of student data and teacher feedback revealed a need to continue school-wide evidence-based instructional practices in order to improve instruction and student achievement. • Our student achievement gap revealed a need to provide targeted instruction informed by the administration and interpretation of multiple measures.

2	<p>Accelerated Learning for All Learners (ALL2)</p> <p>Continue to support third grade's improvement structure</p>	<p>Grade 3 Teachers English Language Learners Teachers Special Education Teachers Focused Instructional Coach</p>	<p>Rationale:</p> <ul style="list-style-type: none"> • Lower-skilled students require more explicit, systematic phonics instruction. • Higher skilled students, who can apply foundational skills appropriately in their reading and writing do not require the same level of intensity, and will receive phonics instruction as part of their balanced reading instruction. • Teachers need to provide learning instruction in direct response to student need based on formative and summative assessments. • Students who are “on the cusp” can benefit from reinforcement, revisiting and acceleration of writing skills and strategies. <p>Sources of Evidence:</p> <ul style="list-style-type: none"> • Analysis of student MCAS data revealed a need for small group, targeted writing instruction to “boost” student performance.
3	<p>Prerequisite Teaching to the Standards (PATS)</p> <p>Continue to support grade level teachers in mapping the mathematics standards/unit planning guides recognizing the importance of building on prerequisite skills, differentiating mathematics instruction, and the development of formative assessments,</p>	<p>Pre-K-6 English Language Learners Teachers Special Education Teachers SAIL and Life Skills Teachers</p>	<p>Rationale:</p> <ul style="list-style-type: none"> • The standards are connected across grades enabling students to build new learning onto previous learning. • Providing instruction tailored to students’ specific strengths and needs, will help reduce the mathematics proficiency gap. • Collaborative discussions centered on the meaning of the mathematics standards improves teachers’ understanding. <p>Sources of Evidence:</p> <ul style="list-style-type: none"> • Analysis of student data and teacher feedback revealed learning gaps and a need to continue to design mathematics instruction around students’ level of mathematical understanding, and since the mathematical standards are based upon a research-based learning progression, then determining student’s understanding levels continues to be a school-wide goal.
4	<p>Technology/Engineering</p> <p>Increase technology/engineering instruction in cooperation with the scientists from “Science From Scientists”</p>	<p>Grade 4 and 5 teachers UMASS scientists District staff</p>	<p>Rationale</p> <ul style="list-style-type: none"> • Technology/engineering exploration can and should be incorporated within instruction of all the Science strands. • Technology/engineering provides an opportunity for real world application for students. <p>Sources of Evidence</p> <ul style="list-style-type: none"> • Analysis of student MCAS data revealed a need for increased teaching and learning in the area of technology/engineering.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p><u>Comprehensive Literacy Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Development of a year-long SRSD professional development plan (K-6). • Creation of the Instructional Leadership Team, meeting structure, norms, and groupings • Assigned readings' in Fountas & Pinnell's <i>Guided Readers and Writers</i>, Kathy Collins' <i>Growing Readers</i>, and Stephanie Harvey's <i>Strategies that Work</i>. • Connections to the <i>Continuum of Literacy and Learning</i> and <i>Strategies that Work</i> <p>* Assigned videos on Fountas & Pinnell website (resourcesfountasandpinnell.com)</p> <ul style="list-style-type: none"> • Benchmark Assessment administration and interpretation of data (grades K-6). • Updating of Instructional Leadership Team Meeting NoteTakers • Scheduled Collaborative Meetings, established connections with veteran schools, program overview conducted by SRSD consultant <p>Timeline: September 2017</p>	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Teachers will implement the reading workshop components and invite teacher-to-teacher peer observations. • Teachers will share SRSD artifacts and experiences, with whole group and peers, at strategy and grade level meetings • Collectively, teachers will problem solve challenges, such as extending students' writing & improving conventions in all subject areas • Discussions and explicit SRSD components' demonstrations will occur at strategy and grade level meetings. • Teachers (K&1) will Foundations Progress Monitor Probes • Teachers will plan instruction using multiple measures. • Monitoring of initiatives, by Principal and Assistant Principal, will ensure fidelity and provide opportunities for specific teacher specific feedback. • Teachers will use the routines of the SRSD approach to impact student writing and chart growth through formative and summative assessments. <p>Timeline: September 2017 - June 2018</p>

2	<p><u>Accelerated Learning for All Learners (ALL2) Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Restructured grade 3 teachers’ schedules in preparation for the implementation of ALL2 • Administered and interpreted assessments to determine levels of students’ reading and writing skills and strategies • Creation of student groupings Grade 3 • Development of instructional focuses <p>Timeline: September 2017</p>	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Grade 3 teachers will collaborate in: • Placing students in boost groups appropriate to their needs • Establishing routines and group norms • Planning of foundational skills integration into literacy instruction • Planning of literacy instruction, assessment, and progress monitoring • Utilization of Foundations and SRSD strategies • Monitoring and evaluating flexible learning structure • Monitor student progress through formative and summative assessments <p>Timeline: September 2017-June 2018</p>
3	<p><u>Prerequisite Teaching to the Standards (PATS) Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Reviewed PATS templates including LASW, planning guide, and standards. • Continue to create, by grade level team members, an effective mathematics mapping approach of the prerequisite and priority standards (Prerequisite Approach to Teaching the Standards –PATS) • Grade level team members examined MCAS item types and topics to help in their instructional planning/pacing. <p>Timeline: September 2017</p>	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Mathematics vertical team members will: • Complete prerequisite and priority standards mapping of all units • Create common assessments and grading rubrics • Monitor implementation and student progress <p>Timeline: September 2017 - June 2018</p>
4	<p><u>Technology/Engineering Turn Around Practice #1</u></p>	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility,</u></p>

Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All

- Grade level team members examined MCAS item types and topics to help in their instructional planning/pacing.
- Create, by grade level team members, technology/engineering lesson plans and assessments
- Continue to create, by grade level team members, an effective Science mapping approach of the priority standards
- Utilization of expertise from district staff and scientists from “Science from Scientists”

Timeline: September 2017

and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All

Grade 5 teachers will:

- Map priority Science standards
- Create common assessments and grading rubrics
- Monitor implementation and student progress through formative and summative assessments

Timeline: September 2017 - June 2018

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p>Comprehensive Literacy:</p> <ul style="list-style-type: none"> • Principal, Assistant Principal, and Coach provide training and follow up support • Setting: Bi-Monthly strategy and grade level meetings • Modalities: Video demonstrations, PowerPoints, Book Studies (e.g. Guided Reading and Writing, Strategies that Work, Growing Readers, Continuum of Literacy and Learning) • Foundations Progress Monitoring Kit, timer • Foundations Fluency Kit • Technology equipment • Foundations teacher and student materials • Wilson Reading teacher and student materials • Testing Assessments (BAS, MAP, teacher created formative assessments, running records, Foundations, Wilson, student notebooks, student conferences) • Data inventories • Instructional Leadership Team Strategy Meeting Note-Taker • Benchmark Assessment Goal Setting Forms • SRSD Binders and web site 	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Bi-weekly Instructional Leadership Team Strategy Meetings: Administration, Instructional Coach, and teachers actively engage in collegial literacy learning activities ensuring curriculum is aligned with the standards and school/district evidence-based instructional practices. • Weekly Grade Level Meetings: Administration, Instructional Coach, and Grades K and 1 teachers practice, implement, and plot progress monitoring probes to inform instruction for struggling students. • Bi-Weekly New Teacher Mentoring Meetings: Instructional Coach provides teacher specific support and feedback to increase teacher’s understandings. • Ongoing job-embedded professional development will continue in support of the Foundations Tier I and II instruction to ensure fidelity and student progress. • Monthly Collaborative Meetings SRSD schools within the Burncoat Quadrant will provide teacher training tailored to their grade level. <p>*SRSD consultant will provide monthly trainings for Instructional Coach</p> <p>Outcomes: ILT Strategy Meeting Note-takers, meeting agendas, Foundations Unit Tests and progress monitoring probes, MAP, Benchmark Assessments, running records, conferencing notes, reader’s notebooks, guided reading notes, and classroom observations. Post SRSD assessments, MCAS 2.0 results.</p>
2	<p>Accelerated Learning for All Learners ALL2:</p> <ul style="list-style-type: none"> • Foundations Placement Inventory, spelling inventory, 	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional</u></p>

	<p>MAP, Benchmark Assessment System and student work</p> <ul style="list-style-type: none"> • WPS English Language Arts Planning Guides (Atlas) • Massachusetts ELA Curriculum Frameworks <p>*Test preparation materials, such as Ready Common Core</p>	<p><u>Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Weekly Grade Level Collaboration Meeting: Grade 3 teachers evaluate ALL2s effectiveness, student progress, and instructional alignment. • Weekly Grade Level Meetings: Administration, Instructional Coach, and grade 3 teachers monitor and evaluate ALL2's effectiveness and student progress. <p>Outcomes: Meeting Agendas, Foundations Unit tests, SRSD formative & summative assessments, MAP, Benchmark Assessments, running records</p>
<p>3</p>	<p>Prerequisite Teaching to the Standards (PATS):</p> <ul style="list-style-type: none"> • MA Mathematics Framework • WPS Mathematics Unit Planning Guides (Atlas) • Planning/organization template • enVision Teacher's Editions & resources • <i>Becoming the Math Teacher You Wish You Had</i> by Tracy Johnston Zager 	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Grade Level Meetings: Administration and Instructional Coach support grade level teachers in mapping the grade level Math prerequisite and priority standards, creating assessments, and interpreting the assessment results. • Strategy Meetings <p>Outcomes: Formative and Summative Assessments, MAP</p>
<p>4</p>	<p>Technology/Engineering:</p> <ul style="list-style-type: none"> • MA Science Framework • WPS Planning Guides (Atlas) • Weekly Grade level meetings • District staff • UMASS scientists 	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Grade Level Meetings: Administration and Instructional Coach support grade level teachers in mapping the grade level priority standards, creating assessments, and interpreting the assessment results <p>Outcomes: Formative and Summative Assessments</p>

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		