

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Norrback Avenue

School

Dr. Karrie Allen

Acting Principal or Administrator

Maureen Binienda

Superintendent

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.

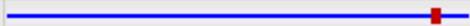
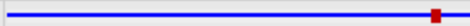





| Name | Position | ILT Meeting Dates |
|---------------------|----------------------------------|-------------------|
| Dr. Karrie Allen | Principal | Sept: 19th |
| Christina Troiano | Assistant Principal | Oct: 17th |
| Elizabeth Dunn | Focused Instructional Coach | Nov: 14th |
| Paula Early | Kindergarten Representative | Dec: |
| Heather Bousquet | Preschool Representative | Jan: 23rd |
| Katherine Convery | Grade One Representative | Feb: |
| Marissa Coletti | Grade Two Representative | Mar: 13th |
| Mary DiTerlizzi | Grade Three Representative | Apr: |
| Michelle Gabrielian | Grade Four Representative | May: |
| Lisa Dupuis | Grade Five Representative | June: |
| Rebecca Bertel | Grade Six Representative | |
| Sue Gallagher | Special Education Representative | |
| Cindy Malnicof | ESL Representative | |
| Jackie Adams | SAIL/Life Skill Representative | |

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 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 | | |
| Level 1 | Meeting gap narrowing goals | |
| This school's overall performance relative to other schools in same school type (School percentiles: 1-99) | | |
| All students: |  | 39 |
| | Lowest performing | Highest performing |

| This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100) | | | |
|---|---|---------------|---|
| Student Group (Click group to view subgroup data) | On Target = 75 or higher - ■ | | View Detailed 2016 Data |
| | Less progress | More progress | |
| All students |  | 79 | Met Target |
| High needs |  | 84 | Met Target |
| Econ. Disadvantaged | | - | |
| ELL and Former ELL |  | 89 | Met Target |
| Students w/disabilities |  | 57 | Did Not Meet Target |
| Amer. Ind. or Alaska Nat. | | - | |
| Asian | | - | |
| Afr. Amer./Black |  | 80 | Met Target |
| Hispanic/Latino |  | 73 | Did Not Meet Target |
| Multi-race, Non-Hisp./Lat. | | - | |
| Nat. Haw. or Pacif. Isl. | | - | |
| White |  | 80 | Met Target |

III. Comprehensive Needs Analysis

| Areas of Strength | |
|---|---|
| Strength | Evidence |
| Mathematics: Gains in Math/Grade 3 performance/ALL2 model Mathematics: Continued high performance/Grade 6 Mathematics: Growth for all subgroups (“Above Target”) Mathematics: PATS Approach provided teachers targeted interventions for students in need | Grade 3: MCAS/+14% Prof/-14% Warning Grade 6: MCAS 66% Proficient/12% Warning MCAS/2016: Math Growth defined PATS Approach resulted in completion of mapping of Units/Creation of Formative Assessments to define prerequisite gaps |
| ELA: Gains in ELA/Grade 3 performance/ALL2 Model ELA: Overall Proficiency increased 6% ELA: “Extra Credit” awarded for six subgroups/MCAS Reading Workshop Model implemented with fidelity Foundations implementation continues to be a strength BAS administration continues to provide in-depth data | Grade 3: MCAS/+15% Proficiency MCAS/55% Proficiency 2016 MCAS/Increase of Advanced percentages Goals/Observations/Targeted instruction as defined by RW Goals/Observations/Lesson Plans/Progress Monitoring BAS PD continues with lessons targeted based on outcomes |
| Science: MCAS/Warning percentages remain low Science: Overall CPI indicates “above district levels” Grade Level meetings provide time for planning/Science | Science: Warning Percentages (8%) Science: CPI 74.6 As determined at weekly grade level meetings |
| Areas of Concern | |
| Concern | Evidence |
| Students with Special Needs: Outcomes in both Math/ELA (MCAS) indicate decrease in overall performance Students with Special Needs: Significant Warning percentages as defined by MCAS | MCAS: CPI decrease/Cumulative PPI=57/Did Not Meet Target As analyzed by grade level/MCAS: High percentages of students performed in the Warning Category |
| Language Strands/ELA: Students with Special Needs in addition to overall school wide performance indicates Conventions/Vocabulary Acquisition and Usage requires targeting | ELA/MCAS: Analysis of Language Strands (double digit gap between school/state performance in defined grade levels) defines highest gap of performance |
| Science: Decrease in Grade Five outcomes/MCAS (Proficiency) | Science: Proficiency/35%/2016 Proficiency/53%/2015 |

IV. Action Plan

| Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data) | |
|---|--|
| Prioritized Best Practices or Strategies | <p>1.6: Use of Time/PD/Collaboration: Grade Level Meetings/Focus on PATS Approach for Mathematics, Modified PD Model for new staff (Reading Workshop), Newly created PD model for Life Skills and SAIL staff (ABA Revisited), Targeted PD Plan/SRSD, Strategy Meetings focus on Reading Workshop (continued fidelity to), BAS PD Model continues to insure effective administration of/analysis of outcomes</p> <p>1.4: Monitoring Implementation and School Progress: Consultation Model to provide support (Prek-2) of literacy Initiatives, Bi-Weekly PD provided to new staff for Reading Workshop Implementation, “Accelerated PD Plan” created for experienced staff for Reading Workshop, Collaborative approach between Principal/Assistant Principal for supervision/evaluation of staff, SRSD implementation includes Google Documentation of Pre/Post Assessments, PATS Approach includes templates created/completed for each grade level meeting to insure student success</p> <p>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/student’s needs, School wide templates for meetings/lesson plans/monitoring systems provide clarity to expectations regarding pacing/instruction/assessment timelines, data sharing/analysis evident in SSP’s with details of needs and interventions provided to administration/family members.</p> |
| Instructional Leadership Team Implementation | <p>SRSD: Collaboration based on grade level needs/expectations</p> <p>Strategy Meetings: Teacher directed/Part B of meetings provides Reading Workshop Target</p> <p>Grade Level Meetings: PATS Approach to target strategies (vs. creation of assessments)</p> <p>Targeted PD Plan: Accelerated and Maintenance completed by all staff</p> <p>ABA Revisited: PD led by BCBA/All staff including assistants to attend</p> |
| School Performance Indicators and Data Sources | |
| ADULT IMPLEMENTATION INDICATOR | STUDENT RESULTS INDICATOR |
| 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), Fidelity to implementation of all initiatives as defined through observations/collaborative discussions/sharing of lessons. | Data Source: Pre/Post outcomes (SRSD)/BAS increases/Progress Monitoring outcomes and 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 |

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

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, professional development plan to provide pacing, system of “checklists” for teacher reflection, use of Strategy Meetings to reinforce expectations and provides teacher collaborative time (3) Foundations and early literacy approaches to be supported by consultant (12 hrs. per month) for PreK-2 staff (4) SRSD professional development to be guided by Instructional Coach with Pre/Post assessments, grade level trainings and sharing of lessons/student writing

2.2 Instructional Schedule: Consistent dialogue with classroom teachers/special education staff/instructional assistants/specialists to insure 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 insure maximized instruction/Revisiting of schedules for instructional assistants including Life Skills and SAIL programs/Revisit collaborative periods for special education staff and classroom teachers.

2.7 Structures for Instructional Improvement: Coaching support targeted for new staff (Defined PD Plan included additional 1:1 training), Action Plan to be created for children with special needs (instruction in Language Strands requires collaborative efforts between staff), PATS Approach to target best practices in mathematics to promote student progress, continued discussions of use of Continuum to accelerate literacy progress, Consultant to provide direct support for PreK-2 teachers in Foundations/RW/Progress Monitoring

Instructional Leadership Team Implementation

SRSD: Collaboration based on grade level needs/expectations
Strategy Meetings: Teacher directed/Part B of meetings provides Reading Workshop Target
Grade Level Meetings: PATS Approach to target strategies (vs. creation of assessments)
School Wide Implementation: Templates/Lesson Plans to assist in measurement of instructional fidelity
Targeted PD Plan: Accelerated and Maintenance completed by all staff
ABA Revisited: PD led by BCBA/All staff including assistants to attend

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), Foundation 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 data collected/analyzed (SRSD), classroom schedules/support schedules followed to insure reduction of gaps, data provided at SSP/IEP meetings to define student progress</p> | <p>Data Source: Pre/Post outcomes (SRSD)/BAS increases/Progress Monitoring outcomes and 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

3.3 Determining School wide Student Supports/3.4 Multitier System of Support: Student academic performance regularly reviewed including Progress Monitoring and Unit Assessment Systems (Foundations), BAS (3x year) and running records (ongoing), Reading Workshop outcomes monitor student progress and provides interventions/enrichment through guided reading approaches/conferencing notes/Reader’s Notebooks, SRSD provides Pre/Post Assessments with student writing reviewed among grade level teams, teacher created prerequisite math assessments administered/analyzed/discussed (PATA approach), SSP process insures analysis of student progress/communication with families/targeted goals for monitoring, Attendance meetings conducted quarterly supports 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, targeted approach to Language Strands/instruction for children with special needs, SAIL and Life Skills staff to embark on Foundations and GoMath 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

Instructional Coach to provide targeted PD including BAS administration/RW implementation/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, SAIL/Life Skills instruction for Foundations and GoMath initiative, 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), Foundation 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 data collected/analyzed (SRSD), classroom schedules/support schedules followed to insure 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 outcomes (SRSD)/BAS increases/Progress Monitoring outcomes and 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)

Prioritized Best Practices or Strategies

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

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, increase of community links through creation of Professional Development School Model (Worcester State University), Science through Scientists initiative to promote community links, AVID guest speakers to promote collaborative methods

Instructional Leadership Team Implementation

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

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

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)

STUDENT RESULTS INDICATOR

Data Source: Decrease of targeted behaviors (student specific), increase of positive attendance patterns, increase of student achievement (BAS/Fundations/SRSD/PATS)

V. Worcester Public Schools Professional Learning Plan (PLP)

| District Name | School Name | Principal Name | Plan Begin/End Dates |
|--------------------------|------------------------|------------------|----------------------|
| Worcester Public Schools | Norrback Avenue School | Dr. Karrie Allen | 2016-17 |

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-1 Foundations Progress Monitoring Grades K-6 F&P Reading Workshop Model New Teacher Mentoring Workshops Grades 2-6 Wilson Reading System-Small Group (training provided by District) Grades K-3 Foundations Tier I,II and III (including SAIL and Life Skills) Grades K-6 SRSD Workshops (training provided by District) | <p>PreK-6 Teachers English Language Learners Teachers Special Education Teachers Instructional Assistants SAIL Teachers Life Skills Teachers</p> | <p><i>Rationale:</i></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><i>Sources of Evidence:</i></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. Administration noted a structured curriculum would benefit students in the SAIL and Life Skills programs |

| | | | |
|---|--|--|---|
| 2 | <p>Accelerated Learning for All Learners (ALL²) Continue to support third grade's improvement structure</p> | <p>Grade 3 Teachers English Language Learners Teachers Special Education Teachers</p> | <p><i>Rationale:</i></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 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. |
| 3 | <p>Prerequisite Teaching to the Standards (PATS) 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><i>Rationale:</i></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><i>Sources of Evidence:</i></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. |

2: Professional Learning Activities

| PL Goal No. | Initial Activities | Follow-up Activities (as appropriate) |
|-------------|---|---|
| 1 | <p>Comprehensive Literacy <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"> • Development of a year-long Reading Workshop professional development plan (K-6). • Creation of the Instructional Leadership Team, meeting structure, norms, and groupings • Year-long 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> • Development of a Foundations Progress Monitoring professional development plan (grades K& 1, including Life Skills and SAIL classrooms). • Benchmark Assessment administration and interpretation of data (grades K-6). • Updating of Instructional Leadership Team Meeting Note-Takers • Scheduled trainings, established connections with veteran SRSD schools, program overview conducted by SRSD consultant. <p><i>Timeline: September 2016</i></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 reading workshop artifacts and experiences, with whole group and peers, at strategy meetings • Collectively, teachers will problem solve challenges, such as extending students' writing in their reader's notebook. • Discussions and explicit reading workshop components' demonstrations will occur at strategy meetings. • Teachers (K&1) will administer/interpret/plot 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><i>Timeline: September 2016-June 2017</i></p> |

| | | |
|----------|---|---|
| <p>2</p> | <p>Accelerated Learning for All Learners (ALL²) <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"> • Restructured grade 3 teachers' schedules in preparation for the implementation of ALL² • Administered and interpreted assessments to determine levels of students' reading skills and strategies • Creation of student groupings Grade 3 Collaborative • Development of instructional focuses Team • Scheduled reorganization dates for ALL² <p><i>Timeline:</i> September 2016</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: <ul style="list-style-type: none"> ○ Establishing routines and group norms ○ Planning of foundational skills integration into their literacy instruction ○ Planning literacy instruction, assessment, and progress monitoring ○ Monitoring and evaluating flexible learning structure ○ Monitor student progress • Principal created parent letter communicating Accelerated Learning for All Students (ALL²) initiative. <p><i>Timeline:</i> September 2016-June 2017</p> |
| <p>3</p> | <p>Prerequisite Teaching to the Standards (PATS) <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"> • 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><i>Timeline:</i> September 2016</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: <ul style="list-style-type: none"> ○ Complete prerequisite and priority standards mapping of all units ○ Create common assessments and grading rubrics ○ Monitor implementation and student progress <p><i>Timeline:</i> September 2016-June 2017</p> |

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. <i>Guided Reading and Writing, Strategies that Work, Growing Readers, Continuum of Literacy and Learning</i>) • 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><i>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</i></u></p> <ul style="list-style-type: none"> • By-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: Administration, Instructional Coach, and teacher leaders provide teacher specific support and feedback to increase teachers understandings. • Special Education Teachers will participate in a district led year-long study of the Wilson Reading System Small Group training. • Ongoing job-embedded professional development will continue in support of the Foundations Tier I and II instruction to ensure fidelity and student progress. • Bi-Weekly SRSD training: SRSD consultant and/or teachers from the Worcester Arts Magnet School will provide teacher training tailored to their grade level. |

| | | |
|----------|--|--|
| <p>2</p> | <p>Accelerated Learning for All Learners ALL²:</p> <ul style="list-style-type: none"> • Foundations Placement Inventory, spelling inventory, MAP, Benchmark Assessment System and student work • WPS English Language Arts Planning Guides • Massachusetts ELA Curriculum Frameworks | <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"> • Weekly Grade Level Collaboration Meeting: Grade 3 teachers evaluate ALL^{2s} effectiveness, student progress, and instructional alignment. • Weekly Grade Level Meetings: Administration, Instructional Coach, and grade 3 teachers monitor and evaluate ALL^{2's} effectiveness and student progress. <p><i>Outcomes:</i> Meeting Agendas, Foundations Unit Tests, 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 • Planning/organization template • Grade level teachers collaborate in creating meeting schedule | <p><u>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. • Bi-Weekly Vertical Mathematics Team Meetings: Administration and Instructional Coach support vertical team members in mapping the grade level math prerequisite and priority standards, creating assessments, and interpreting the assessment results. <p><i>Outcomes:</i> Formative and Summative Assessments, MAP</p> |

4: Progress Summary

| PL Goal No. | Notes on Plan Implementation | Notes on Goal Attainment |
|-------------|--|--|
| 1 | <p>Comprehensive Literacy</p> <p>Professional development in all areas is ongoing (August – June)</p> | <p>Completed:</p> <ul style="list-style-type: none"> • Professional development planning and schedules • Foundations Progress Monitoring Overview • Fall Benchmark Assessments administration • Fall MAP reading and math assessments administration • Foundations Unit Tests – beginning units • Reading Workshop: Mini-lessons, Independent Reading, Conferencing, and Reader’s Notebook. • Instructional Leadership Team Note-Taker – updated • Mentor Meetings: Independent Reading, Conferencing • SRSD meeting notes and newsletter updates • Applied Behavior Analysis Revisited meeting held on September 27th. |
| 2 | <p>Accelerated Learning for All Learners (ALL²):</p> <ul style="list-style-type: none"> • Grade 3 team is scheduled to begin new reorganization on October 3rd • Preliminary plan for balanced literacy instruction | <p>Completed:</p> <ul style="list-style-type: none"> • Testing and grouping has been determined. • Schedules have been set. • Management plan for materials and resources. |
| 3 | <p>Prerequisite Approach to Teaching the Standards (PATS):</p> <ul style="list-style-type: none"> • Professional development is scheduled to take place in weekly grade level meetings • Grade level team members have started to map their math prerequisite priority standards and have administered Unit 1’s prerequisite assessment. | <p>Completed:</p> <ul style="list-style-type: none"> • Developed a PATS mathematics grade level team meeting schedule and plan of action • Revisited PATS templates |