

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Wawecus Road School

Joanna Loftus

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
Joanna Loftus	Principal	Sept: 1
Donna Anderson	FIC	Oct: 5
Karen Cerullo	Grade 1 Educator	Nov: 3
Lori Backlin	Grade 2 Educator	Dec: 8
Katherine McGovern	Grade 5 Educator	Jan: 5
Katherine Sharr	Primary Transitional Life Skills Educator	Feb: 2
		Mar: 2
		Apr: 6
		May: 4
		June: 1

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Wawecus Road School

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Wawecus Road School (03480026)	Grades served:	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	83	83	100	Yes	81	81	100	Yes	22	22	100	Yes
High needs	67	67	100	Yes	65	65	100	Yes	18	-	-	-
Econ. Disadvantaged	53	53	100	Yes	51	51	100	Yes	15	-	-	-
ELL and Former ELL	32	32	100	Yes	31	31	100	Yes	6	-	-	-
Students w/disabilities	26	26	100	Yes	24	24	100	Yes	5	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	5	-	-	-	5	-	-	-	3	-	-	-
Afr. Amer./Black	11	-	-	-	11	-	-	-	3	-	-	-
Hispanic/Latino	32	32	100	Yes	31	31	100	Yes	8	-	-	-
Multi-race, Non-Hisp./Lat.	2	-	-	-	2	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	33	33	100	Yes	32	32	100	Yes	8	-	-	-

III. Student Attendance and Retention

Wawecus Road School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	95.7	94.1	94.6
Average # of days absent	7.0	9.8	9.3
Absent 10 or more days	30.0	36.5	33.3
Chronically Absent (10% or more)	9.4	16.9	13.5
Unexcused Absences > 9	25.6	33.8	15.8
Retention Rate	0.8	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.
<p>*Identify quarterly good attendance celebrations (please specify):</p> <p>School-wide assembly honoring students with perfect attendance for the quarter</p> <p>Quarterly Connect-ed informing families of the total amount of students at 100%</p> <p>Weekly Connect-ed informing families of weekly attendance and tardies.</p> <p>SAC monitors daily:</p> <ul style="list-style-type: none"> ● Checks Dr./Parent notes ● Checks SAGE for patterns ● Checks and highlights computer generated letters to be mailed ● Fresh Start Attendance intervention meetings
Continue review of attendance progress reports for grades 4 and up with students and send home.
<p>*School plan to promote ongoing good attendance (please specify):</p> <p>Quarterly school-wide assembly honoring students with perfect attendance for each quarter</p> <p>Quarterly Connect-ed informing families of the total amount of students at 100%</p> <p>Weekly Connect-ed informing families of weekly attendance and tardies.</p> <p>Attendance bulletin board sharing weekly percentages and encouraging attendance</p> <p>Free trip to the school store for classrooms with perfect attendance for a week</p> <p>End of the year perfect/95%/most improved attendance breakfast for students and families</p> <p>100 Day Celebration for students with 100 days of perfect attendance</p>

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.

Areas of Strength																											
Strength	Evidence																										
<p>As compare to the District: Wawecus was equal to or above the district in percent possible points in</p> <ul style="list-style-type: none"> All items Writing Anchor Standard: Gr. 6 above the state Gr. 4 even with the state Gr. 5 above the state <p>Students in W/NM</p> <ul style="list-style-type: none"> decrease of 16% from 2016 Gr. 5 & 6 had 0 in NM <p>Writing:</p> <ul style="list-style-type: none"> Only 9% of gr. 3-6 students receive a 0 score on WR/LA questions 65% scored between 2-4 <p>BENCHMARK:</p> <ul style="list-style-type: none"> The percent of students in the below category decrease 20-30% from Fall to Spring In grades K & 2 the percentage of students meeting increased 30-40% Although grade 1 had a considerable dip from fall to winter in meeting, but from winter to spring there was 	<p align="center">Percentage in Warning/Not Meeting</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>27%</td> <td>32%</td> <td>12%</td> </tr> <tr> <td>Gr. 4</td> <td>20%</td> <td>37%</td> <td>13%</td> </tr> <tr> <td>Gr. 5</td> <td>31%</td> <td>7%</td> <td>0</td> </tr> <tr> <td>Gr. 6</td> <td>23%</td> <td>0</td> <td>0</td> </tr> <tr> <td>Overall</td> <td>24%</td> <td>22%</td> <td>6%</td> </tr> </tbody> </table>				2015	2016	2017	Gr. 3	27%	32%	12%	Gr. 4	20%	37%	13%	Gr. 5	31%	7%	0	Gr. 6	23%	0	0	Overall	24%	22%	6%
		2015	2016	2017																							
	Gr. 3	27%	32%	12%																							
	Gr. 4	20%	37%	13%																							
	Gr. 5	31%	7%	0																							
	Gr. 6	23%	0	0																							
	Overall	24%	22%	6%																							
		<table border="1"> <thead> <tr> <th rowspan="2">Genre</th> <th colspan="3">5 SRSD Writing Collection Gr. 2-6 Average Score (20 pt. Scale)</th> </tr> <tr> <th>Pre</th> <th>Post</th> <th>Student Growth</th> </tr> </thead> <tbody> <tr> <td>Informational</td> <td>4.3</td> <td>11.7</td> <td>+7.4</td> </tr> <tr> <td>LAT</td> <td>3.5</td> <td>12.2</td> <td>+8.7</td> </tr> <tr> <td>Narrative</td> <td>5.2</td> <td>12.5</td> <td>+7.3</td> </tr> </tbody> </table>			Genre	5 SRSD Writing Collection Gr. 2-6 Average Score (20 pt. Scale)			Pre	Post	Student Growth	Informational	4.3	11.7	+7.4	LAT	3.5	12.2	+8.7	Narrative	5.2	12.5	+7.3				
	Genre	5 SRSD Writing Collection Gr. 2-6 Average Score (20 pt. Scale)																									
		Pre	Post	Student Growth																							
Informational	4.3	11.7	+7.4																								
LAT	3.5	12.2	+8.7																								
Narrative	5.2	12.5	+7.3																								
	<p align="center">BENCHMARK Percentage Meeting</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td></td> <td>30</td> <td>77</td> </tr> </tbody> </table>			Grade	Fall	Winter	Spring	Kindergarten		30	77																
Grade	Fall	Winter	Spring																								
Kindergarten		30	77																								

20% growth due to a strong guided reading and RTI model and consistent assessing.

Gr. 1	26	5	25
Gr. 2	33	59	69

SRSD:

- Increase in all genres of 7-8 points from the Pre-Post
- More students (Approximately 40%) are using pre-writing strategies, citing evidence and using strong vocabulary

MCAS:

SGP:

- Exceeded SGP Goal:
77% were over 51% growth
38% were over 80% growth

Students in W/NM

- Decrease of 5% from 2016
- Gr. 6 had 0 in NM
- The cohort of students in 2015 gr. 3 decreased 9%

As compare to the District: In gr. 3-5, Wawecus was equal to or above the district in percent possible points in

- Geometry
- Number & Operations base 10
- Operations and Algebraic Thinking

Percentage in Warning/Not Meeting			
	2015	2016	2017
Gr. 3	24%	27%	11%
Gr. 4	13%	24%	7%
Gr. 5	8%	7%	15%
Gr. 6	0	5%	0
			9% Overall

***21% Increase in A/P from 2016**

***29% Decrease in NI from 2016**

***23% Scored 3 & 4 on OR**

Item Analysis Results:

Standards students scored above the District and/or State:

Average of 94% Item score-LS

Average of 89% Item score-PS

Overall:

67% questions scored above the District

***50% were above 80%**

24% questions scored above the State

STE MCAS		
Year	A/P	NI
2016	6%	88%
2017	27%	59%

Areas of Concern

Concern	Evidence																																								
<p>MAP: Students in P/A significantly dropped from fall to spring.</p> <p>MCAS:</p> <ul style="list-style-type: none"> ● Did not meet CPI goal ● Gr. 3 & 5 over 50% fell in PM <p>NI/PM on MCAS</p> <ul style="list-style-type: none"> ● Student falling NI/PM have increased from 2015. ● Longitudinal data from 2012 stays in a range of 36%-50%. ● Students in 2015 gr. 3 cohort increased by 9%. <p>Writing:</p> <ul style="list-style-type: none"> ● 82% scored between 0-2 on WR/LAT ● 2% scored 4 and 0 received 5 <p>Benchmark: Only 55% meets/exceeds 30% was below</p>	<ul style="list-style-type: none"> ● Educators maintaining a data driven record of student progress ● SRSD targeted training to address student ownership of learning ● UDL: Creating more student ownership of learning and constant student engagement with every lesson ● Building teacher literacy/guided reading knowledge/Reader’s/Writer’s Workshop ● Increase frequency of common core formal assessments ● Planning is purposeful/consistent with rigorous lessons that are aligned to CCSS ● Consistently posing higher level questions that support the rigor of the CCSS ● Improve teacher ability to conference with students about performance, skills and assessment data ● Improve student ability to self-analyze performance ● Increase amount of discussion on individual data and changes ● As determined by data, improve students’ skills with determining importance and inferencing ● Develop an interrelated reliability when scoring writing across grade levels <table border="1" data-bbox="621 727 1068 967" style="margin: 10px auto;"> <thead> <tr> <th colspan="3">MAP Reading Gr. 3-6</th> </tr> <tr> <th></th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>W/NI</td> <td>51%</td> <td>76%</td> </tr> <tr> <td>P/A</td> <td>48%</td> <td>26%</td> </tr> </tbody> </table> <table border="1" data-bbox="621 1123 1602 1393" style="margin: 10px auto;"> <thead> <tr> <th colspan="4">Percentage in Needs Improvement/Partially Meeting</th> </tr> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td>29%</td> <td>50%</td> <td>65%</td> </tr> <tr> <td>Gr. 4</td> <td>60%</td> <td>33%</td> <td>47%</td> </tr> <tr> <td>Gr. 5</td> <td>17%</td> <td>27%</td> <td>66%</td> </tr> <tr> <td>Gr. 6</td> <td>31%</td> <td>37%</td> <td>38%</td> </tr> <tr> <td colspan="3"></td> <td>55% Overall</td> </tr> </tbody> </table>	MAP Reading Gr. 3-6				Fall	Spring	W/NI	51%	76%	P/A	48%	26%	Percentage in Needs Improvement/Partially Meeting					2015	2016	2017	Gr. 3	29%	50%	65%	Gr. 4	60%	33%	47%	Gr. 5	17%	27%	66%	Gr. 6	31%	37%	38%				55% Overall
MAP Reading Gr. 3-6																																									
	Fall	Spring																																							
W/NI	51%	76%																																							
P/A	48%	26%																																							
Percentage in Needs Improvement/Partially Meeting																																									
	2015	2016	2017																																						
Gr. 3	29%	50%	65%																																						
Gr. 4	60%	33%	47%																																						
Gr. 5	17%	27%	66%																																						
Gr. 6	31%	37%	38%																																						
			55% Overall																																						
<p>MCAS:</p>																																									

In gr. 3, 5 and 6: Percentages of students meeting proficiency decreased in

SA/CR questions:

40% of responses were 0

As compare to the District: In gr. 4 & 5 was below the district and state in Measurement

In gr. 6 was below the district and state:

- **All items**
- **Expressions/Equations**
- **Geometry**
- **The Number System**

MAP

- **Predictors indicated students P/A decreased from fall to spring.**

Percentage in Advance-Proficient/Meeting-Exceeding			
	2015	2016	2017
	21%	32%	28%

- Increase use of technology into daily instruction
- Educators maintaining a data driven record of student progress
- Establishing more student ownership of learning and constant student engagement with every lesson
- Increase frequency of common core formal assessments
- Planning is purposeful/consistent with rigorous lessons that are aligned to CCSS
- Consistently posing higher level questions that support the rigor of the CCSS
- Improve teacher ability to conference with students about performance, skills and assessment data
- Improve student ability to self-analyze performance
- Increase amount of discussion on individual data and changes
- As determined by data, improve students' skills with determining importance and inferencing
- Building teacher's math content knowledge to increase students' number knowledge in primary grades and to ensure students in the intermediate grades mathematical problem solving will improve.

MAP Predictor	Fall	Spring
W/NI	51%	76%
P/A	48%	26%

<p>Item Analysis Results: 40% questions scored below District/State *12% had a difference school-state of 20 or higher</p> <p>Students' school-state difference results: Physical Science & Earth Space Science strands had the weakest out comes.</p>	<ul style="list-style-type: none"> ● Content knowledge of each strand vertically and horizontally ● Add STEAM focus to Guided Reading content ● Increase the amount of STE writing pieces to the 5 week collection ● Educators maintaining data driven record of student progress ● Establish more student ownership of learning and constant student engagement with every lesson ● Increase frequency of common core formal assessments ● Planning is purposeful/consistent with rigorous lessons that are aligned to CCSS ● Consistently asking higher level questions that support the rigor of the CCSS ● Improve teacher ability to conference with students about performance, skills and assessment data ● Improve student ability to self-analyze performance ● Increase amount of discussion on individual data and changes ● As determined by data, improve students' skills with determining importance and inferencing
--	---

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
<p>Reading:</p> <ul style="list-style-type: none">● Students will read text with clear connections to the learning standards, with purpose of developing close reading strategies for complex text, deepen thinking, and support improved learning outcomes.● Teachers will consistently implement and assess mini lessons to monitor progress and plan.
<p>Writing:</p> <ul style="list-style-type: none">● Students will write to reflect content-specific thinking, provide evidence connected to multiple sources, and support improved learning outcomes.● Teachers will use Self-Regulated Strategy Development to define outcomes, scaffold skills ensuring performance expectations, and use patterns of thinking consistent with structures of content area (e.g. LAT, Non Fiction, and Narrative).
<p>Discourse:</p> <ul style="list-style-type: none">● Student will actively participate, cite evidence, add reasoning/high level thinking, use academic vocabulary in complete sentences, refer to peer comments then reconcile or synthesize, and transfer to writing. ELL and special education students will be supported through increased opportunities for purposeful speaking, listening, reading and writing activities aligned to the Smartcard and IEP goals.● Teachers will plan/support/expect discourse that reflects the conventions of thinking, deeper thinking about content, and promote the exchange of knowledge/evidence.
<p>Well Structured Unit and Lesson Design and Implementation:</p> <ul style="list-style-type: none">● Use Reader’s Workshop and guided reading strategies with structures of the Daily 5● Follow Envisions lesson structures that focus on critical areas of math grade level standards● Science lessons focus on concepts and practices in grade level core ideas presented in standards

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)

1.2 High Expectations and Positive Regard

- Wawecus' focus is "We will write well and understand what we read." This is stated every day by students, educators and leadership. Instructional practices support this by providing effective student feedback, using self-regulated strategies (SRSD) and allowing opportunities for student discourse.

1.3 Vision/Theory of Action and Buy-In

- According to John Hattie's research, *Collective teacher efficacy* impacts student learning the most. Wawecus supports this by providing educators with time to learn from each other, share ideas, and monitor progress. This is done in SRSD In-House and grade level meetings, PLCs, Flipped Staff meetings and constant communication from leadership. The more we discuss learning, the more students learn.

1.4 Monitoring Implementation and School Progress

- Due to Wawecus being the smallest school in the city, monitoring student progress, and the monitoring of the implementation of high priority initiatives and strategies is done frequently by administration. The collection of data is organized systematically in educator's data binders. Both these initiatives fuel the important discussions about students' progress.

Instructional Leadership Team Implementation

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

1.2 High Expectations and Positive Regard

- Weekly Principal's News and Dos email about school academic expectation, and academic initiatives/growth
- Flipped Staff Meetings devoted to educator driven PD, looking at student work, data analysis, team planning
- SRSD In-house and grade level meetings dedicated to analyzing students' comprehension, close reading use and the implementation of SRSD strategies
- ILT meeting dedicated to planning from data and educator input for PLCs and Staff meetings
- Observation feedback

1.3 Vision/Theory of Action and Buy-In

- Time dedicated at either PLC/Staff Meeting for feedback from educators to inform the principal of educator's actions/buy-in
- Bi-weekly submission of student work and/or data binders to Principal for review, discussion and to comment on students' work to educator and sometimes to students
- Observation findings and feedback

	<p>1.4 Monitoring Implementation and School Progress</p> <ul style="list-style-type: none"> ● Bi-weekly submission of student work and/or data binders to Principal for review, discussion and to comment on students work to educator and sometimes to students ● Analyzing data from mini-lessons, SRSD, Math Topic assessments, Math and STE OR ● Observation findings and feedback
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Feedback Evaluations/Observations Data meeting notes PLC agendas & Products</p>	<p>Data Source: SRSD Data MCAS 2.0 Open Response (OR) School Wide collections Measured Academic Performance Assessment (MAP) Benchmark Assessment System (BAS) Classroom data collections-Running Records/Comprehension Conversations Looking at student work Envisions Topic & Common Assessments Mini Lesson Formative Assessments Reader Response Journals</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>2.5 Student Assessment Data Use (for schoolwide decision making)</p> <ul style="list-style-type: none"> The ILT is attune to the data sources every grade level uses, which allows for effective analysis of data and supports everyone with strategies and best practices to move students forward academically. <p>2.6 Student Assessment Data Use (for classroom instruction)</p> <ul style="list-style-type: none"> From the data collected, Wawecus vertical teams and collaboration with the SRSD In house and grade level meetings enables educators are able to purposefully plan and effectively instruct every day in every lesson. <p>2.7 Structures for Instructional Improvement</p> <ul style="list-style-type: none"> All meeting time is dedicated to student outcomes. Leadership provides educators with the resources and structures to increase their instructional practices. For every lesson, educators plan for providing students with opportunities for writing, discourse, and assessment to inform the next day’s instruction.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school- wide strategies.)</p>	<p>2.5 Student Assessment Data Use (for schoolwide decision making)</p> <ul style="list-style-type: none"> ILT designed data binders: Student data is collected, organized, analyzed, and used for planning and monitoring progress, and concurrently used as educator evidence for goals ILT meeting dedicated to analyzing school-wide data to monitor the growth in areas of weakness. <p>2.6 Student Assessment Data Use (for classroom instruction)</p> <ul style="list-style-type: none"> ILT designed data binders: Student data is collected, organized, analyzed, and used for planning and monitoring progress of Language and Writing anchor standards and Numbers and Algebraic thinking, Measurement and Data in addition to all Massachusetts state standards. Flipped Staff meetings: Vertical planning groups (K-2, 3-4 and 5-6) Analyzing running records/comprehension conversations, math topic assessments to determine grouping and strategize supports <p>2.7 Structures for Instructional Improvement Building and teacher leaders</p> <ul style="list-style-type: none"> PLC meetings: analyze data for specific areas of weakness, implement best practices determined by the educators, meet again to share feedback on technique SRSD In-House and Grade Level Meetings: dedicated to analyzing/discussing-SRSD strategies, mini lessons, student data and work Flipped Staff meetings: Vertical planning groups (K-2, 3-4 and 5-6) Analyzing running records/comprehension conversations, math topic assessments to determine grouping and strategize supports District provided PD/coaching in the building

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
---------------------------------------	----------------------------------

Data Source:

- Pre/Post assessments
- Scoring scales
- OR collections
- Data for additional writing assignments in educators data binders
- Feedback
- Evaluations/Observations
- Data meeting notes
- PLC agendas & Products

Data Source:

- Pre/Post assessments
- Scoring scales
- OR collections
- Data for additional writing assignments in educators data binders
- MCAS 2.0
- Mini Lesson Formative Assessments
- MAP
- BAS
- Classroom data collections
- Looking at Student Work
- Envisions Topic & Common Assessments
- Reader Response Journals

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)

3.4 Multi-tiered System of Support (Academic and Nonacademic)

- Every educator at Wawecus has a role in every student’s educational experience. This includes academics, behavior, health and welfare.

3.5 Academic Interventions for English Language Learners

- Educators work collaboratively to ensure specific needs, and academic practices are used to provide student specific support for our English language learners.

3.6 Academic Interventions for Students With Disabilities

- Educators work collaboratively to ensure specific needs, and academic practices are used to provide student specific support for our students with disabilities.

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

3.4 Multi-tiered System of Support (Academic and Nonacademic)

- PLC/Staff meetings use norms and procedures to identify students in need of additional assistance; data analysis, comparing student work from pre-formative-post,
- Assessment Fridays-EL students are assessed and regrouped is determined, focus of instruction for guided reading groups/whole group instruction is determined.
- Tiered instruction for reading and math as determined from assessments and using the SMART CARD

3.5 Academic Interventions for English Language Learners

- Review teachers’ analysis of classroom assessments to provide targeted support in meetings.
- Model and support staff sharing of formats and structures to analyze formative and summative assessments
- Develop, model and support Professional Learning during staff meetings and PLC’s for Math and SRSD In-House and grade level meeting for writing/comprehension and Flipped Staff meetings for ELA/STE and History
- Model and support staff sharing of strategies in SMART CARD to teach academic vocabulary
- Provide planning time and PD for EL teacher

3.6 Academic Interventions for Students With Disabilities

- Review teacher analysis of classroom assessments to provide targeted support in meetings.
- Model and support staff sharing of formats and structures to analyze formative and summative assessments
- Develop, model and support Professional Learning during staff meetings and PLC for Math and SRSD In-House meeting for writing/comprehension and Flipped Staff meetings for ELA/STE and History
- Model and support staff sharing of strategies to teach academic vocabulary
- Provide planning time and PD for Special Education teachers

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">● Pre/Post assessments● Scoring scales● OR collections● Data for additional writing assignments in educators data binders● Feedback● Evaluations/Observations● Data meeting notes● PLC agendas & Products	<p>Data Source:</p> <ul style="list-style-type: none">● Pre/Post assessments● Scoring scales● OR collections● Data for additional writing assignments in educators data binders● MCAS 2.0● Mini Lesson Formative Assessments● MAP● BAS● Classroom data collections● Looking at Student Work● Envisions Topic & Common Assessments● Reader Response Journals

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

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

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

4.1 Schoolwide Behavior Plan

- PBIS is our school wide behavior plan. We celebrate the positive choices our students make every day. All of our students are unique. This is taken into consideration when dealing with behavior scenarios. Every experience a child has, be it positive or negative, is a learning experience. It is up to the adults to ensure it's an effective one for the child.

4.5 Family and Community Engagement

- Wawecus is an extension of every students' and educators' home. We have the immense responsibility of taking care of our family's children. This requires us to create a culture of compassion and kind heartedness towards one another and our families. The more comfortable families are, the better experience their child will have.

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

4.1 Schoolwide Behavior Plan

- Review monthly updates from PBIS Committee
- Review data for quarterly PBIS celebrations

4.5 Family and Community Engagement

- Educators will hold at least 1 Family Showcase demonstrating students' skills of a grade level standard-sign in sheets and surveys
- Wawecus will have their annual family events to promote family involvement as well as academic information. Events are Wawecusland, Book Fair, Attendance Breakfast, Winter Music Program, Snow-People Project, Give to Get Food Drive, Pennies for Patients, Family Showcases, Math Nights, Promotional Ceremony, 6th Grade Day-sign in sheets
- Grade level monthly newsletter, enVisions Home-School connection letters, Connect-eds, Grade level websites
- Translations are made for important information to families, use of the language line and interpreters

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source:

- Teacher Referral Data
- PBIS Classroom data
- PBIS data
- Sign in sheets

Data Source:

- Sign in
- Survey responses
- Exit slips at activities

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Wawecus	Joanna Loftus	November 2017- November 2018

1: Professional Learning Goals:

No	Goal	Identified Group	Rationale/Sources of Evidence
1	Support educators with the use of ATLAS to increase educators' comfort/knowledge and implementation of the WPS curriculums and for support for effectively incorporating discourse in all lessons.	<ul style="list-style-type: none"> ● K-6 Educators ● EL Educator ● Teachers of Moderate Special Needs (TsMSN) ● Instructional Assistants 	<p>Rational: 2017 ELA/Math/STE MCAS results, MAP results, need to increase percent of the students in ME and EE.</p> <p>Evidence: Educators' instructional delivery will focus on learning, be clear and complex, ensure students are held to high expectations, and use technology to support all learners. This is evidenced by</p> <ul style="list-style-type: none"> ● Student Work ● Lesson Plans ● Formative Data ● Observation Feedback ● Student Feedback

2	Continue to support educators' math content knowledge, they will effectively instruct problem solving strategies and increase discourse in daily math instruction.	<ul style="list-style-type: none"> ● Gr. K-6 Students ● Tiered groups according to assessments ● K-6 Educators ● ELL Educator ● TsMSN ● Instructional Assistants 	<p>Rational: 2017 Math MCAS results, MAP results, need to increase percent of the students in ME and EE.</p> <p>Evidence:</p> <p>Educators' instructional delivery will focus on learning, be clear and complex, ensure students are held to high expectations, and use technology to support all learners. This is evidenced by</p> <ul style="list-style-type: none"> ● Student Work ● Lesson Plans ● Formative Data ● Observation Feedback ● Student Feedback
3	To continue to support educators' literacy content knowledge, utilize the Readers Workshop Model, using the Daily 5 structures, and increase purposeful discourse in daily ELA instruction.	<ul style="list-style-type: none"> ● Supporting all staff in full implementation of the Readers Workshop Model /Daily 5 	<p>Rational: 2017 ELA MCAS results, MAP results, need to increase percent of the students in ME and EE.</p> <p>Evidence:</p> <p>Educators' instructional delivery will focus on learning, be clear and complex, ensure students are held to high expectations, and use technology support all learners. This is evidenced by</p> <ul style="list-style-type: none"> ● Student Work ● Lesson Plans ● Formative Data ● Observation Feedback ● Student Feedback

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● ATLAS , Wachusett Website, Guiding Readers and Writers, The Daily 5, Day to Day Assessment in the Reading Workshop, Reading A-Z resources, Guided reading leveled Library, Reading & Writing project videos, ● Discourse Rubrics: Discussion Rubric for Teacher Assessment, Levels of Classroom Discourse for Math 	<ul style="list-style-type: none"> ● PLCs ● Flipped Staff meetings
2	<ul style="list-style-type: none"> ● Envisions manipulatives and resources; K-3 Greg Tang 10 frames, online Envisions components , Greg Tang online resources ● Discourse Rubrics: Discussion Rubric for Teacher Assessment, Levels of Classroom Discourse for Math 	<ul style="list-style-type: none"> ● Analyze assessment data ● Educators monitoring data ● Student work/responses
3	<ul style="list-style-type: none"> ● SRSD: Self-Regulation Professional Development ● Implementation of Reader's Workshop/Next Steps in Guided Reading/Daily 5/Mini lesson formative assessments/Reader Response journals ● Discourse Rubrics: Discussion Rubric for Teacher Assessment 	<ul style="list-style-type: none"> ● Google Drive Data ● Educators writing data ● Continue providing staff with data analysis Professional Development (PD) to efficiently inform their instruction.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	ATLAS McGraw-Hill Consultant	Continued support McGraw-Hill Consultant
2	ATLAS, Greg Tang resources, Discussion Rubric-Teacher Assessment, District Liaison, Levels of Classroom Discourse for Math	More Greg Tang training
3	ATLAS, McGraw-Hill Consultant, Next Steps to Guided Reading-Jan Richardson, Daily 5/Café-Boushey & Moser	Updated BAS kits, Reading A-Z Membership for staff Next level up for LLI Kits

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Additional Literacy Planning meeting, watching John Slagle video and discussing how it can be embedded in all areas	Look at lesson plans, observation conversations at pre/post meetings
2	The CC Math Companion book study, district liaison support, Math PLC focus, provide Greg Tang materials and strategies	Observation feedback on implementation of envisions, and Greg Tang strategies
3	Flip staff meetings: Planning literary block K-2, 3-4, and 5-6. Multi-grade RTI model K-2-Writing in all content areas	Data binders-looking student progress: Running records, SRSD, writing pieces