

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Gates Lane School

Ann Swenson

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
Ann Swenson	Principal	Sept: 13 th , 27 th
Maureen McDermott	Assistant Principal	Oct: 11 th , 25 th
Mary Hedvig	Intermediate Focused Instructional Coach	Nov: 8 th , 29 th
Christine Rovezzi	Primary Focused Instructional Coach	Dec: 13 th
Lindsay Doughty	PreK SAIL Teacher	Jan: 3 rd , 17 th , 31 st
Joyce Phillips	Kindergarten Teacher	Feb: 14 th
Valerie O'Connor	Grade 1 Teacher	Mar: 7 th , 21 st
Vincenza Rakic	Grade 2 Teacher	Apr: 4 th , 25 th
Tricia Bergeron	Grade 3 Teacher	May: 9 th , 23 rd
Jenny Montiverdi	Grade 4 Teacher	June: 6 th
Kara Lynch	Grade 5 Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Gates Lane

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Gates Lane (03480110)	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	306	305	100	Yes	306	304	99	Yes	93	91	98	Yes
High needs	258	257	100	Yes	258	256	99	Yes	79	77	97	Yes
Econ. Disadvantaged	190	189	99	Yes	190	188	99	Yes	57	55	96	Yes
ELL and Former ELL	115	115	100	Yes	115	114	99	Yes	38	38	100	Yes
Students w/disabilities	96	96	100	Yes	96	96	100	Yes	29	29	100	Yes
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	41	41	100	Yes	41	41	100	Yes	11	-	-	-
Afr. Amer./Black	49	49	100	Yes	49	49	100	Yes	18	-	-	-
Hispanic/Latino	111	111	100	Yes	111	110	99	Yes	37	36	97	Yes
Multi-race, Non-Hisp./Lat.	13	-	-	-	13	-	-	-	3	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	92	91	99	Yes	92	91	99	Yes	24	23	96	Yes

III. Student Attendance and Retention

Gates Lane School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.7	94.1	94.6
Average # of days absent	8.8	9.8	9.3
Absent 10 or more days	36.3	36.5	33.3
Chronically Absent (10% or more)	12.7	16.9	13.5
Unexcused Absences > 9	35.5	33.8	15.8
Retention Rate	2.8	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: <ul style="list-style-type: none"> ➤ Discussion of attendance at SSP and 504 meetings
*Identify quarterly good attendance celebrations (please specify): <ul style="list-style-type: none"> ➤ Monthly <i>Best Attendance</i> award for Primary and Intermediate classes with reward
Continue review of attendance progress reports for grades 4 and up with students and send home:
*School plan to promote ongoing good attendance (please specify): <ul style="list-style-type: none"> ➤ MONTHLY “Perfect Attendance” competition between all classrooms with daily public recognitions ➤ School Sign publicly encourages good attendance and arriving to school on time

***requires action**

IV. Comprehensive Needs Analysis

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

Areas of Strength																																			
Strength	Evidence																																		
<p><i>2017 MCAS ELA School Results by Standards</i> data indicates that our balanced literacy approach to ELA is being successfully implemented in Grades 3 and 4. BAS data indicates the same in Kindergarten.</p>	<p>2017 MCAS ELA School Results by Standards Compared to the District</p> <table border="1"> <thead> <tr> <th></th> <th>Gr. 3 GLS %/Dist. %</th> <th>Gr. 4 GLS %/Dist. %</th> </tr> </thead> <tbody> <tr> <td>All Items</td> <td>52/50</td> <td>66/57</td> </tr> <tr> <td>Constructed Response</td> <td>39/35</td> <td>53/46</td> </tr> <tr> <td>Essay</td> <td>37/39</td> <td>60/48</td> </tr> <tr> <td>Selected Response</td> <td>61/57</td> <td>71/63</td> </tr> <tr> <td colspan="3" style="background-color: #cccccc;"></td> </tr> <tr> <td>Language Anchor Standard</td> <td>48/47</td> <td>71/60</td> </tr> <tr> <td>Reading Anchor Standard</td> <td>60/56</td> <td>67/60</td> </tr> <tr> <td>Writing Anchor Standard</td> <td>31/34</td> <td>57/44</td> </tr> </tbody> </table> <p>➤ There were 41 of 52 Kindergarten students, or 79%, scored on or above grade level on EOY BAS testing.</p>			Gr. 3 GLS %/Dist. %	Gr. 4 GLS %/Dist. %	All Items	52/50	66/57	Constructed Response	39/35	53/46	Essay	37/39	60/48	Selected Response	61/57	71/63				Language Anchor Standard	48/47	71/60	Reading Anchor Standard	60/56	67/60	Writing Anchor Standard	31/34	57/44						
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<p><i>2017 MCAS Math School Results by Standards</i> data indicates that Common Core aligned, standards-based Math instruction has been successfully implemented in Grades 3 and 4.</p>	<p>2017 MCAS Math School Results by Standards Compared to the District</p> <table border="1"> <thead> <tr> <th></th> <th>Gr. 3 GLS %/Dist. %</th> <th>Gr. 4 GLS %/Dist. %</th> </tr> </thead> <tbody> <tr> <td>All Items</td> <td>52/51</td> <td>60/50</td> </tr> <tr> <td>Constructed Response</td> <td>42/39</td> <td>44/33</td> </tr> <tr> <td>Short Answer</td> <td>54/46</td> <td>58/45</td> </tr> <tr> <td>Selected Response</td> <td>55/56</td> <td>69/62</td> </tr> <tr> <td colspan="3" style="background-color: #cccccc;"></td> </tr> <tr> <td>Measurement and Data</td> <td>57/51</td> <td>56/41</td> </tr> <tr> <td>Number and Operations in Base Ten</td> <td>61/54</td> <td>81/67</td> </tr> <tr> <td>Number and Operations-Fractions</td> <td>44/45</td> <td>60/56</td> </tr> <tr> <td>Operations and Algebraic Thinking</td> <td>52/52</td> <td>51/35</td> </tr> <tr> <td>Geometry</td> <td>41/50</td> <td>48/51</td> </tr> </tbody> </table>			Gr. 3 GLS %/Dist. %	Gr. 4 GLS %/Dist. %	All Items	52/51	60/50	Constructed Response	42/39	44/33	Short Answer	54/46	58/45	Selected Response	55/56	69/62				Measurement and Data	57/51	56/41	Number and Operations in Base Ten	61/54	81/67	Number and Operations-Fractions	44/45	60/56	Operations and Algebraic Thinking	52/52	51/35	Geometry	41/50	48/51
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In an analysis of *2017 Science MCAS School Results by Standards*, Gates Lane scores increased for several standards, compared to the same data for 2016.

**2017 MCAS School Results by Standards
Compared to 2016**

	2017	2016
LIFE SCIENCE		
Characteristics of Plants and Animals	84%	53%
PHYSICAL SCIENCE	61%	60%
Forms of Energy	72%	66%
Light Energy	79%	56%
Magnetic Energy	87%	47%
Properties of Objects and Materials	63%	58%
TECHNOLOGY/ENGINEERING	51%	48%
Engineering Design	44%	39%

2017 MCAS School Results by Subgroup data compared to the same data for the district indicates that progress is being made in Grade 4 in several of the subgroups for which achievement level percentages were calculated, for both ELA and Math.

**2017 MCAS ELA Grade 4 School Results by Subgroup:
% Meeting or Exceeding Expectations Compared to District**

Subgroup	ELA GLS %/Dist. %	Math GLS %/Dist. %
All Students	39/34	45/33
Economically Disadvantaged	32/27	43/27
Non-Economically Disadvantaged	57/47	50/44
SWD	14/5	7/5
Non-Disabled	49/41	59/39
EL		
Non-EL	43/43	48/40
African American/Black		
Asian		
Hispanic/Latino	31/27	38/26
White	28/41	28/38
Male	36/31	44/32
Female	50/38	50/33
Title I	39/33	45/31
High Needs	38/28	45/28
Non-High Needs		
Former EL	82/54	73/52
Non-Former EL	28/29	38/28

2017 MCAS Growth Distribution by School data indicates that significant growth was made in Grades 4 and 6 overall for both ELA and Math.

The same growth data also indicates significant growth in all subgroups for which data was calculated in Grade 4 for both ELA and Math, as well as, for most subgroups for which data was calculated in Grade 6 ELA and all subgroups for Grade 6 Math (no Gates Lane ELA or Math growth data was calculated for EL and SWD subgroups in Grade 4, or for the EL subgroup in Grade 6).

**2017 MCAS ELA/Math Growth Distribution by School (Overall)
Compared to District**

	ELA		MATH	
	Gr. 4 GLS %/Dist. %	Gr. 6 GLS %/Dist. %	Gr. 4 GLS %/Dist. %	Gr. 6 GLS %/Dist. %
High Growth	33/19	29/22	38/22	16/21
Very High Growth	33/18	24/22	29/20	61/27
High/Very High Growth Combined	66/37	53/44	67/44	77/48

**2017 MCAS ELA/Math Growth Distribution by School (Subgroups)
Compared to District**

	ELA		MATH	
	Gr. 4 GLS %/Dist. %	Gr. 6 GLS %/Dist. %	Gr. 4 GLS %/Dist. %	Gr. 6 GLS %/Dist. %
Female	66/37	54/48	72/41	72/47
Male	71/37	54/40	65/42	82/48
African American/Black		61/42		85/45
Hispanic/Latino	54/38	53/43	53/43	62/48
White	57/34	45/45	62/39	85/48
Economically Disadvantaged	66/35	68/45	66/41	86/48
Non-Economically Disadvantaged	75/38	42/43	67/42	71/47
Non-EL	64/38	56/45	68/42	80/49
High Needs	68/36	58/44	66/42	79/49
Non-High Needs		42/46		74/45
SWD		28/37		86/49
Non-SWD	72/38	60/46	67/44	50/43

An analysis of *2017 MCAS ALT Detailed School Distribution* data shows that Gates Lane students who took the MCAS ALT assessment continue to show progress in both ELA, Math, and Science.

2017 ELA MCAS ALT: PRG Category

Grade	2016 % Scoring PRG	2017 % Scoring PRG
3	100%	92%
4	100%	86%
5	77%	94%
6	93%	100%

2017 Math MCAS ALT: PRG Category

Grade	2016 % Scoring PRG	2017 % Scoring PRG
3	100%	100%
4	100%	100%
5	100%	84%
6	100%	100%

- Science: 100% of students who took the MCAS ALT assessment for Science scored in the PRG category.

A comparison of 2017 MCAS School Results by Standards data for Gates Lane compared to the district and the state indicates a significant level of preparedness for the administration of the Grade 4 MCAS assessment online.

**2017 Grade 4 MCAS ELA School Results by Standards
Comparing School and District to State**

	GLS/State Difference	District/State Difference
All Items	2	-8
Constructed Response	5	-2
Essay	8	-4
Selected Response	-2	-10
Language Anchor Standard	2	-8
Reading Anchor Standard	-1	-8
Writing Anchor Standard	8	-5

**2017 Grade 4 MCAS Math School Results by Standards
Comparing School and District to State**

	GLS/State Difference	District/State Difference
All Items	1	-9
Constructed Response	1	-10
Short Answer	3	-10
Selected Response	-1	-8
Geometry	-14	-11
Measurement and Data	2	-12
Number and Operations in Base Ten	8	-6
Number and Operations - Fractions	-4	-8
Operations and Algebraic Thinking	5	-10

Areas of Concern

Concern	Evidence																																						
<p>2017 MCAS ELA School Results by Standards data indicates areas of concern for Grade 5 ELA.</p>	<p align="center">2017 MCAS ELA School Results by Standards Compared to the District</p> <table border="1"> <thead> <tr> <th></th> <th align="center">Gr. 5 GLS %/Dist. %</th> </tr> </thead> <tbody> <tr> <td>All Items</td> <td align="center">52/59</td> </tr> <tr> <td>Essay</td> <td align="center">39/49</td> </tr> <tr> <td>Selected Response</td> <td align="center">62/67</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Language Anchor Standard</td> <td align="center">48/57</td> </tr> <tr> <td>Reading Anchor Standard</td> <td align="center">63/68</td> </tr> <tr> <td>Writing Anchor Standard</td> <td align="center">35/44</td> </tr> </tbody> </table> <p align="center">2017 MCAS Math School Results by Standards Compared to the District</p> <table border="1"> <thead> <tr> <th></th> <th align="center">Gr. 5 GLS %/Dist. %</th> </tr> </thead> <tbody> <tr> <td>All Items</td> <td align="center">38/47</td> </tr> <tr> <td>Constructed Response</td> <td align="center">30/36</td> </tr> <tr> <td>Short Answer</td> <td align="center">32/42</td> </tr> <tr> <td>Selected Response</td> <td align="center">45/53</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>Geometry</td> <td align="center">58/68</td> </tr> <tr> <td>Measurement and Data</td> <td align="center">18/28</td> </tr> <tr> <td>Number and Operations in Base Ten</td> <td align="center">37/44</td> </tr> <tr> <td>Number and Operations-Fractions</td> <td align="center">37/48</td> </tr> <tr> <td>Operations and Algebraic Thinking</td> <td align="center">52/56</td> </tr> </tbody> </table>		Gr. 5 GLS %/Dist. %	All Items	52/59	Essay	39/49	Selected Response	62/67	<hr/>		Language Anchor Standard	48/57	Reading Anchor Standard	63/68	Writing Anchor Standard	35/44		Gr. 5 GLS %/Dist. %	All Items	38/47	Constructed Response	30/36	Short Answer	32/42	Selected Response	45/53	<hr/>		Geometry	58/68	Measurement and Data	18/28	Number and Operations in Base Ten	37/44	Number and Operations-Fractions	37/48	Operations and Algebraic Thinking	52/56
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<p>While Grade 5 scores increased in Science compared to 2016 scores, there is a concern in Grade 5 Science based on 2017 overall proficiency scores compared to 2016.</p>	<p>2017 School Achievement Distribution by Year: Science and Technology/Engineering</p> <table border="1"> <thead> <tr> <th></th> <th align="center">2016</th> <th align="center">2017</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td align="center">8%</td> <td align="center">6%</td> </tr> <tr> <td>Proficient</td> <td align="center">16%</td> <td align="center">16%</td> </tr> <tr> <td>Needs Improvement</td> <td align="center">48%</td> <td align="center">36%</td> </tr> <tr> <td>Warning</td> <td align="center">28%</td> <td align="center">42%</td> </tr> </tbody> </table>		2016	2017	Advanced	8%	6%	Proficient	16%	16%	Needs Improvement	48%	36%	Warning	28%	42%																							
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2017 MCAS ELA School Results by Subgroup data indicates areas of concern with several subgroups scoring below the district in the Exceeding/Meeting categories combined in Grades 5 and 6, including **SWD** and **EL** subgroups.

2017 MCAS ELA School Results by Subgroup: % Meeting/ Exceeding Expectations Compared to District

Subgroup	Gr. 5 GLS %/Dist. %	Gr. 6 GLS %/Dist. %
All Students	10/35	28/37
Economically Disadvantaged	6/26	28/27
Non- Economically Disadvantaged	17/50	28/52
SWD	0/7	4/6
Non-Disabled	15/43	40/45
EL	0/7	0/6
Non-EL	12/44	32/45
African American/Black	14/31	47/35
Asian	9/44	30/49
Hispanic/Latino	5/25	20/25
White	14/48	21/51
Male	5/30	23/29
Female	19/41	34/44
Title I	10/33	28/32
High Needs	4/28	23/27
Non-High Needs	43/65	42/70
Former EL	5/51	27/41
Non-Former EL	12/30	28/36

The same subgroup data for Math indicates areas of concern in several subgroups for Grades 3, 5, and 6, including **SWD** and **EL** subgroups.

**2017 MCAS Math School Results by Subgroup:
% Meeting or Exceeding Expectations Compared to District**

Subgroup	Gr. 3 GLS %/Dist. %	Gr. 5 GLS %/Dist. %	Gr. 6 GLS %/Dist. %
All Students	16/29	9/26	28/32
Economically Disadvantaged	17/21	4/18	28/23
Non-Economically Disadvantaged	15/42	17/41	28/49
SWD	4/5	4/6	0/4
Non-Disabled	23/34	12/32	42/40
EL	10/16	7/6	0/6
Non-EL	18/37	10/32	32/40
African American/Black		7/20	40/27
Asian		9/46	50/58
Hispanic/Latino	15/18	8/16	16/20
White	14/37	9/40	21/46
Male	19/28	4/23	26/32
Female	12/29	19/23	31/33
Title I	16/26	9/24	28/30
High Needs	19/24	4/20	27/22
Non-High Needs	0/50	36/54	32/66
Former EL		5/37	55/35
Non-Former EL	10/26	11/23	23/32

2017 MCAS Growth Distribution by School data indicates low levels of growth both overall in Grade 5, as well as in all subgroups for which data was calculated. A level of growth that is below the district for the **SWD** subgroup in Grade 6 ELA is also a concern (GLS: 28%/District: 37%).

2017 MCAS ELA/Math Growth Distribution by School (Subgroups) Compared to District

	Gr. 5 ELA GLS %/Dist. %	Gr. 5 Math: GLS %/Dist. %
Overall	22/42	19/44
Female	35/46	10*/44
Male	13/39	26/43
African American/Black	27/42	9*/41
Asian	27/56	18*/56
Hispanic/Latino	27/41	27/41
White	12/40	29*/45
Econ.Disadv.	23/42	21/39
Non- Econ.Disadv.	20/44	17*/51
EL	27/38	18*/41
Non-EL	26/44	20/45
High Needs	20/43	21/42
Non-High Needs	28/44	14*/50
SWD	20/31	
Non-SWD	21/45	18/45

*Indicates that school growth consisted of high growth only

While 2017 Growth Distribution data indicates significant growth in both Math for Grades 4 and 6, low achievement levels in the Exceeding/Meeting Expectations for tested grades in Math are a concern.

2017 MCAS Math Detailed School Achievement Distribution

	Grade 3	Grade 4	Grade 5	Grade 6
Exceeding Expectations	1%	4%	0%	3%
Meeting Expectations	14%	41%	9%	25%
Exceeding/Meeting Expectations Combined	16%	45%	9%	28%

The Geometry standard in Math is a concern across all grade levels.

2017 MCAS Math Results by Standards Compared to the District: Geometry

	GLS %/Dist. %
Grade 3	41/50
Grade 4	48/51
Grade 5	58/65
Grade 6	28/30

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
● Monthly Genre Writing across all grade levels (writing types consistent with scope and sequence for each grade level)
● Monthly Text-Based Essay Writing across all grade levels in ELA, Science, and Social Studies
● Bi-weekly use of the <i>ACE It!</i> open response protocol to complete Math open response problems
● Leveled Reading groups in Grades 1-6
● Leveled Math groups in Grades 4-6
● Weekly PLC meetings by grade level/discipline

Leadership, Shared Responsibility, and Professional Collaboration

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

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> ➤ Indicator 1.2 (Sustaining): School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place. A majority of staff believe leadership, staff, and students have high expectations and demonstrate positive regard. ➤ Indicator 1.6 (Providing): The schedule includes adequate time for professional development opportunities and collaboration for most teachers. Use of time is generally used well to improve teaching and learning.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ➤ Analyze results of summative and formative data submitted by teachers from all core subjects and all grade levels, in order to foster a culture of shared ownership and to further ensure high quality instruction throughout the school

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ➤ Lesson plans ➤ Individualized teacher-created summative and formative assessments and anecdotal evidence ➤ Grade level common assessments in each subject area ➤ Data based on use of common rubrics to evaluate and measure student performance ➤ Provide specific evidence based on analysis of strategies and/or professional learning to address outcomes for EL and SWD populations ➤ Classroom observations ➤ Student learning goals and educator plans 	<p>Data Source:</p> <ul style="list-style-type: none"> ➤ Bi-monthly ELA, Science, and/or Social Studies text based essay (TBE) and genre writing data ➤ Bi-monthly Math open response data ➤ Foundations unit tracking data ➤ BAS data ➤ MAP data ➤ Common Assessments ➤ IEP Progress Reports ➤ EL progress monitoring report card ➤ Report cards ➤ Quarterly progress monitoring for FEL

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>	<ul style="list-style-type: none"> ➤ Indicator 2.6 (Sustaining): Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions. ➤ Indicator 2.7 (Providing): Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data to guide and select research-based instructional strategies and differentiation are clearly defined but are not always used consistently throughout the school.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ➤ Analyze results of summative and formative data submitted by teachers from all core subjects and all grade levels, in order to foster a culture of shared ownership and to further ensure high quality instruction throughout the school.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ➤ Student-Focused Coaching log ➤ PLC minutes ➤ Professional Development plans and agendas ➤ Evaluation documentation 	<p>Data Source:</p> <ul style="list-style-type: none"> ➤ Higher level of student discourse in the classroom ➤ Bi-monthly ELA, Science, and/or Social Studies text based essay (TBE) and genre writing data ➤ Bi-monthly Math open response data ➤ Foundations unit tracking data ➤ BAS data ➤ MAP data ➤ Use MCAS data as an indicator to measure outcomes for SWD/EL subgroups ➤ IEP Progress Reports ➤ ILT Data Meetings ➤ Common Assessments - formative and/or summative ➤ Report Cards

Providing Student-Specific Supports and Instruction to All Students

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

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> ➤ Indicator 3.3 (Providing): Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs; however, students must be more frequently reassigned to interventions as needed throughout the school year. ➤ Indicator 3.6 (Sustaining): All students with disabilities experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ➤ Regularly review classroom schedules ➤ Analyze data from standardized assessments ➤ Monitor implementation of the Turnaround documents

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ➤ Lesson plans ➤ Classroom schedules ➤ PLC and/or grade level meeting agendas/minutes ➤ Opportunities for EL and SWD teachers to collaborate on lesson plans, differentiation strategies, and/or assessments to monitor individual student performance and achievement for each subgroup ➤ IEP Progress Reports ➤ ILT Data Meetings 	<p>Data Source:</p> <ul style="list-style-type: none"> ➤ Bi-monthly ELA, Science, and/or Social Studies text based essay (TBE) and genre writing data ➤ Bi-monthly Math open response data ➤ Foundations unit tracking data ➤ BAS data ➤ MAP data ➤ Common Assessments - Formative and/or Summative ➤ Report Cards

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)

- **Indicator 4.1 (Sustaining):** The school wide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations. In addition, most staff members implement the procedures outlined in the school wide behavior plan. Leaders monitor implementation using data.
- **Indicator 4.5 (Providing):** The school makes family engagement a priority, meeting four of the five conditions: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children’s progress and needs; and/or (5) communications with families are made available in multiple languages, as needed.

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

- Review of PLC minutes
- Monitor school-wide discipline data
- Continuous monitoring and collaboration with SEL:
 - Administration and Teachers engages in targeted PD to address the needs of at risk students
 - Collaborates with Administration the implementation of consistent norms and behavioral expectations throughout the school

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">➤ ILT meeting minutes➤ ILT Sign-in sheet➤ PLC meeting minutes➤ Monitoring and implementation of school-wide norms and behavioral expectations➤ Behavioral strategies and norms vertically aligned to school wide goals➤ On-going collaboration with SEL to target PD to strengthen targeted areas➤ Data analysis from SAGE to address warning indicators due to discipline student data	<p>Data Source:</p> <ul style="list-style-type: none">➤ Participation in weekly and monthly reward activities➤ Participation in quarterly <i>Great Gators</i> celebrations➤ Participation in <i>Greatest Gators</i> end of year celebration➤ Student of the Month➤ Bi-annual good sportsmanship rewards➤ Administration/ILT and teachers will review student attendance and discipline data

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools			

1: Professional Learning Goals:

No .	Goal	Identified Group	Rationale/Sources of Evidence
1	Begin implementation of Reading Workshop format in ELA	School-wide	Data analyzed from state-mandated assessments indicate that there is a significant need to increase ELA achievement levels of students in Grades 3-6.
2	Continue efforts to increase Math achievement across all grades, including SWD/ELs.	School-wide	Data analyzed from state-mandated assessments indicate that there is a significant need to increase Math achievement levels of students in Grades 3-6.
3	Integrate Science across disciplines by reading non-fiction texts and articles, analyzing data collected during an investigation, and communicating understanding through writing.	School-wide	Data analyzed from state-mandated assessments indicate that there is a significant need to increase Science achievement levels of students in Grades 3-5

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Professional development with a focus on ELA, including opportunities to analyze formative and summative student data and use results to inform instruction, and opportunities to learn about the Reading Workshop format.	Classroom observations of Reading Workshop components in action in classrooms.
		Support provided by the FICs, including lesson modeling, co-teaching opportunities, and coverage for peer-observations/ follow-up reflection meetings specific to ELA, for all typical, EL, and SAIL classrooms.
		ILT will regularly review ELA writing, as well as January MAP data, in order to monitor improvements or additional needs for interventions.
2	Professional development with a focus on Math, including opportunities to analyze formative and summative student data and use results to inform instruction, and opportunities to increase proficiency in utilizing enVisionmath to facilitate Math instruction.	Classroom observations of enVisionmath lessons in action in the classroom.
		Scheduled computer lab time to provide further opportunities for students to utilize digital components of the enVisionmath program.
		Support provided by the FICs, including lesson modeling, co-teaching opportunities, and coverage for peer-observations/ follow-up reflection meetings specific to Math, for all typical, EL, and SAIL classrooms.
		ILT will regularly review ELA writing, as well as January MAP data, in order to monitor improvements or additional needs for interventions.

3	Professional development with a focus on Science, including opportunities to analyze formative and summative student data and use results to inform instruction, and opportunities to increase proficiency in utilizing the 5E model to facilitate Science instruction.	Follow a professional coaching protocol to provide lesson modeling and coverage for peer observations and follow-up reflection meetings for all typical, EL, and SAIL classrooms
		Implement the 5E model of planning Science-based lessons in order to ensure integration of Science across disciplines.
		ILT will regularly review Science TBE data in order to monitor improvements

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Staff to cover classrooms during PLC meetings	
2	Formal and informal assessment data	
3	Access to student work samples for scoring and analysis	
4	Training in implementation of Reading Workshop components	
5	Training in implementation of enVisionmath.	
6	ATLAS Online Curriculum Management Platform	
7	Access to technology, including computer labs, classroom computers, iPads, and laptops, to be able to utilize digital components of above mentioned initiatives, read digital text and respond in writing on a device, and embed technology into classroom lessons.	
8	ELA, Math, Science, and Social Studies Liaisons	

9	Office of Professional Development	
10	School-wide commitment to and cooperation in meeting the academic needs of our students	
11	SEI Smart Card to continue to build teacher strategies	

4: Progress Summary

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