

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Burncoat Street School

Deborah L. Catamero

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 and 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 IV A, 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 and 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 and 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 and 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 school-wide 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 school-wide 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, 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
Deborah Catamero	Principal	Sept: 9
Jaime Wheeler	Lead Teacher	Oct: 24
Beth Zeena Dowd	FIC	Nov: 7
Kathleen Chakarian	Grade 2	Dec: 18
Michelle Aghdam	EL	Jan: 15
Kristie D’Elia	Grade 6	Feb: 12
Kristie Santos	Grade 4	Mar: 11
		Apr: 8
		May: 13
		June: 10

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Burncoat Street

03/15/20

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Burncoat Street (03480035)	GRADES SERVED K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Moderate progress toward targets
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Progress toward improvement targets	Accountability percentile
37% - Moderate progress toward targets	16

II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	94.8	9.2	41.4	13.9	40.1
Female	94.8	9.0	40.3	13.2	39.0
Male	94.7	9.4	42.7	14.7	41.3
Economically Disadvantaged	94.4	9.7	43.4	16.4	42.2
High Needs	94.7	9.3	41.7	14.8	40.3
LEP English language learner	94.2	9.9	44.2	18.3	43.3
Students with disabilities	94.6	9.5	44.4	17.3	43.2
African American/Black	96.8	5.5	22.4	0.0	20.4
Asian	98.4	2.9	10.0	0.0	10.0
Hispanic or Latino	94.0	10.5	50.3	18.8	49.1
Multi-race, non-Hispanic or Latino	94.9	8.8	33.3	16.7	33.3
White	94.6	9.5	39.7	13.7	38.4

II. Student Retention 2018-19

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	280	5	1.8	8.7	0.0	0.0	0.0	2.0	0.0						
Female	141	2	1.4	8.0	0.0	0.0	0.0	0.0	0.0						
Male	139	3	2.2	9.5	0.0	0.0	0.0	3.8	0.0						
Economically Disadvantaged	217	4	1.8	11.1	0.0	0.0	0.0	0.0	0.0						
High Needs	259	4	1.5	8.7	0.0	0.0	0.0	0.0	0.0						
LEP English language learner	109	1	0.9	4.3	0.0	0.0	0.0	0.0	0.0						
Students with disabilities	67	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
African American/Black	44	0	0.0	0.0		0.0	0.0	0.0	0.0						
Asian	9	0	0.0												
Hispanic or Latino	153	4	2.6	13.3	0.0	0.0	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	11	0	0.0												
White	63	1	1.6		0.0	0.0	0.0	7.1	0.0						

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

	<i>Areas of Strength</i>																
<i>Accountability Indicator</i>	<i>Strength</i>	<i>Evidence</i>															
Achievement (ELA, Math, Science)	<p>Math - Lowest Performing subgroup improved their average scaled scores.</p> <p>ELA - African American/Black subgroup met their target. The White subgroup exceeded their target.</p> <p>Science - The Life Science strand was a relative strength for Burncoat Prep students.</p>	<p>MATH - MCAS</p> <table border="1"> <tr> <td>Lowest Performing</td> <td>2018</td> <td>2019</td> </tr> <tr> <td></td> <td>462.1 2 points earned</td> <td>468.1 4 points earned</td> </tr> </table> <p>ELA - MCAS</p> <table border="1"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td>Afr/Black Subgroup</td> <td>493.8</td> <td>495.1</td> </tr> <tr> <td>White</td> <td>494.8</td> <td>499</td> </tr> </table>	Lowest Performing	2018	2019		462.1 2 points earned	468.1 4 points earned		2018	2019	Afr/Black Subgroup	493.8	495.1	White	494.8	499
Lowest Performing	2018	2019															
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Afr/Black Subgroup	493.8	495.1															
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Growth (ELA, Math, Science)	<p>ELA - 5 out of 8 points for all students and 4 out of 8 points for the lowest performing students. Increased SGP for all students and the lowest performing subgroup.</p>	<p>ELA MCAS - Student Growth Percentiles</p> <table border="1"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td>All Students</td> <td>49</td> <td>52.2</td> </tr> <tr> <td>Lowest Performing</td> <td>40</td> <td>45.1</td> </tr> </table>		2018	2019	All Students	49	52.2	Lowest Performing	40	45.1						
	2018	2019															
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	<p>Math - Increased Student Growth Percentiles for all students, EL students, students with disabilities, and the lowest performing subgroup.</p> <p>Science - Met the target for the EL and former EL subgroup.</p>	<p>Math MCAS - Student Growth Percentiles</p> <table border="1" data-bbox="1352 134 1990 344"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td>All Students</td> <td>48.1</td> <td>48.6</td> </tr> <tr> <td>Lowest Performing</td> <td>40</td> <td>47.4</td> </tr> </table> <table border="1" data-bbox="1352 436 1990 586"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td>EL and former EL</td> <td>59.1</td> <td>63</td> </tr> </table> <p>*Met Target</p>		2018	2019	All Students	48.1	48.6	Lowest Performing	40	47.4		2018	2019	EL and former EL	59.1	63			
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EL and former EL	59.1	63																		
Discipline	A strength for discipline in 2018-2019 is that our emergency removals decreased by 50%	<table border="1" data-bbox="1352 688 1990 837"> <tr> <td></td> <td>2017-2018</td> <td>2018-2019</td> </tr> <tr> <td>Emergency Removals</td> <td>32</td> <td>16</td> </tr> </table>		2017-2018	2018-2019	Emergency Removals	32	16												
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Emergency Removals	32	16																		
Chronic Absenteeism and Attendance	A strength for this indicator is that the percent of attendance for Burncoat Prep is higher than the district and the state. We exceeded our target for the African American and Black subgroup.	<table border="1" data-bbox="1352 878 1990 1027"> <tr> <td></td> <td>Burncoat</td> <td>District</td> </tr> <tr> <td>Attendance Percentage</td> <td>95.27</td> <td>94.4</td> </tr> </table> <table border="1" data-bbox="1352 1105 1990 1255"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td>African American/Black</td> <td>4.9%</td> <td>0%</td> </tr> </table> <table border="1" data-bbox="1352 1333 1990 1482"> <tr> <td></td> <td>2017-2018</td> <td>2018-2019</td> </tr> <tr> <td>Chronically Absent Students</td> <td>23</td> <td>22</td> </tr> </table>		Burncoat	District	Attendance Percentage	95.27	94.4		2018	2019	African American/Black	4.9%	0%		2017-2018	2018-2019	Chronically Absent Students	23	22
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Progress Towards Attaining English Language Proficiency	We have consistently reclassified EL students so that their status has been removed and they have become transitioned.	2017-2018=18 students 2018-2019=19 students																																							
Areas of Focus																																									
Accountability Indicator	Concern	Evidence																																							
Achievement (ELA, Math, Science)	<p>ELA - The scaled score on MCAS declined for High Needs, Economically Disadvantaged, EL and former EL students, and Students with Disabilities.</p> <p>Math - The scaled score on MCAS declined in Math for all students, EL Students and Students with Disabilities.</p> <p>Science - Overall achievement for Science has declined for all students, high needs students, and economically disadvantaged students.</p>	<p>ELA - MCAS</p> <table border="1" data-bbox="1352 358 1992 748"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>491.3</td> <td>490.9</td> </tr> <tr> <td>High Needs</td> <td>490.5</td> <td>489.7</td> </tr> <tr> <td>Ec. Disadv.</td> <td>489.7</td> <td>488.8</td> </tr> <tr> <td>EL</td> <td>492.8</td> <td>488.8</td> </tr> <tr> <td>Students w/Disabilities</td> <td>475.3</td> <td>472.5</td> </tr> </tbody> </table> <p>Math - MCAS</p> <table border="1" data-bbox="1352 821 1992 1092"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>489.5</td> <td>488.8</td> </tr> <tr> <td>EL</td> <td>489.8</td> <td>488</td> </tr> <tr> <td>Students w/Disabilities</td> <td>474.5</td> <td>472.8</td> </tr> </tbody> </table> <p>Science - MCAS</p> <table border="1" data-bbox="1352 1166 1992 1349"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>63.2</td> <td>57.4</td> </tr> <tr> <td>High Needs</td> <td>61.0</td> <td>58.1</td> </tr> </tbody> </table>		2018	2019	All Students	491.3	490.9	High Needs	490.5	489.7	Ec. Disadv.	489.7	488.8	EL	492.8	488.8	Students w/Disabilities	475.3	472.5		2018	2019	All Students	489.5	488.8	EL	489.8	488	Students w/Disabilities	474.5	472.8		2018	2019	All Students	63.2	57.4	High Needs	61.0	58.1
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Growth (ELA, Math, Science)	ELA - A growth concern for ELA is based on the High Needs subgroup where there was no change between 2018 and 2019. In addition, the growth	<p>ELA MCAS - Student Growth Percentiles</p> <table border="1" data-bbox="1352 1386 1992 1450"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		2018	2019																																				
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	<p>for the Economically Disadvantaged subgroup decreased.</p> <p>Math - A growth concern for Math is that there was no change (+.5) in the growth percentile for All Students. In addition, the growth percentile for the African American/Black subgroup decreased.</p> <p>Science - A concern for Science is that the All Students subgroup declined when considering the CPI Score. In addition, there was a -10 point difference calculated between the past two years for open response questions.</p>	<table border="1"> <tr> <td>High Needs</td> <td>50.8</td> <td>50.9</td> </tr> <tr> <td>Economically Disadvantaged</td> <td>52.8</td> <td>50.8</td> </tr> </table> <p>Math MCAS - Student Growth Percentiles</p> <table border="1"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td>All Students</td> <td>48.1</td> <td>48.6</td> </tr> <tr> <td>African American/Black</td> <td>54.1</td> <td>42.9</td> </tr> </table> <p>Science - MCAS</p> <table border="1"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td>All Students</td> <td>63.2</td> <td>57.4</td> </tr> <tr> <td>Open Response Questions (points earned)</td> <td>40</td> <td>30 -10 difference</td> </tr> </table>	High Needs	50.8	50.9	Economically Disadvantaged	52.8	50.8		2018	2019	All Students	48.1	48.6	African American/Black	54.1	42.9		2018	2019	All Students	63.2	57.4	Open Response Questions (points earned)	40	30 -10 difference
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Discipline	A concern for discipline was an increase in the number of office referrals. However, the referrals were used to document unsafe, disruptive behavior of a few students who were transitioning to a more restrictive placement.	<table border="1"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td># of discipline referrals</td> <td>438</td> <td>485</td> </tr> </table>		2018	2019	# of discipline referrals	438	485																		
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Chronic Absenteeism and Attendance	The chronic absenteeism for all students increased.	<table border="1"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td>All Students % rate</td> <td>7.5</td> <td>12.5</td> </tr> </table>		2018	2019	All Students % rate	7.5	12.5																		
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Progress Towards Attaining English Language Proficiency	There was a decrease in the number of students making progress towards attaining English Language Proficiency.	<table border="1"> <tr> <td></td> <td>2018</td> <td>2019</td> </tr> <tr> <td>All Students</td> <td>52.4</td> <td>48.5</td> </tr> </table>		2018	2019	All Students	52.4	48.5																		
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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 intervention systems using a variety of data)	
Prioritized Best Practices or Strategies (Include targeted support to strengthen PLC practices and ensure access for all student populations)	<p>1.2. High Expectations for Instruction: Burncoat Prep holds all staff and students to high expectations.</p> <ul style="list-style-type: none">● Focus on high quality instructional practices that promote consistent expectations and accelerate achievement such as: increase opportunities for student discourse through frequent “turn and talks”, expose students to higher order thinking and questioning to promote deeper comprehension and effective application of strategies.● Teachers communicate the goal/objective to the students and consider multiple means of attaining the goal for the varying levels of student knowledge and readiness.● Literacy Block- All students have access to complex text through the Fountas and Pinnell Interactive Read Aloud and Shared Reading in Grades K-2 and the CIA read aloud in Grades 3-6. <p>1.4. Monitoring and Implementation and School Progress: Burncoat Prep continually evaluates and adjusts practice in order to meet diverse and unique student needs.</p> <ul style="list-style-type: none">● Pre, Post, and Formative assessments across grade levels for SRSD writing, as well as analysis of student work.● Teachers use formative assessments to plan their instruction and targeted interventions for small groups.● Running records are administered and reviewed to monitor reading progress, within intervention groups and within the classroom. <p>1.6. Use of Time for Professional Development and Collaboration: Burncoat Prep emphasizes collaboration and teamwork.</p> <ul style="list-style-type: none">● Common planning is teacher-driven and well organized with a weekly focus agenda that is co-created by grade level teams, the FIC, and Lead Teacher.● Monday meetings are used as Professional Learning Time for collaboration on current initiatives to ensure teachers are using programs with fidelity and a common understanding.● Walkthroughs for SRSD, implementation of the CIA program, Fountas and Pinnell Classroom, Guided Reading, and enVision. Coaching support and collaboration occur via CPT, email, informal meetings, after observations, and during coaching cycles.

	<ul style="list-style-type: none"> ● Common Planning Time - Teachers and leaders will collaborate on current initiatives and review student data. Grade level Common Planning Meeting time will be used to plan lessons together, analyze student work, and align curriculum taught for that grade level. ● Focused classroom observations with relevant and reflective feedback from the principal, coaches, and peer colleagues. Walkthrough tools will be utilized as part of the Fountas and Pinnell program and the Burncoat Prep Classroom Instruction Tool. This tool focuses on Targeted Academic Goals and Skills, Effective Use of Time, Student Cognition, and Use of formative in-class assessments. ● Provide Professional Development on current initiatives and training on Google Apps for education to support both teachers and students. ● Monthly meetings with members of the Instructional Leadership Team to review current data and update progress from the previous assessment periods.
<p>Instructional Leadership Team Implementation</p> <p>(Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Collaborate to discuss Professional Learning goals using current data and observation. ● Focus CPT meetings to include a system of responding to assessments by providing interventions and resources. ● Set meeting topics for the Professional Learning for the year. ● Use of CPT to analyze student data and develop formative assessments.
<p>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source:</p> <ul style="list-style-type: none"> ● Professional Learning Agendas ● Teacher/leader participation ● Review of assessments and relevant data ● Participation in targeted Professional Development ● Implementation of formative assessments will be utilized for feedback to support modifications for student progress. ● Student specific analysis of data (the teacher should mandate that students should show their work/thinking for all assessments done electronically) ● Classroom instruction follows the Gradual Release of Responsibility Model ● Observational Tools - Fountas and Pinnell ● Classroom Instructional Tool and Rubric for observation. 	<p>Data Source:</p> <ul style="list-style-type: none"> ● STAR Assessment for Reading and Math, ACCESS Testing, Fountas and Pinnell Benchmark Assessment data ● Student work samples across content areas ● MCAS scores ● SRSD (Self-Regulated Strategy Development) pre/post and formative assessment data ● enVision check-ins and formative assessments ● Progress reports and report cards

IV. B. Action Plan

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

(Include targeted support to ensure access for all student populations including EL and students with disabilities)

- 2.1. Instructional Expectations:** Teachers will implement instructional practices that promote increased student achievement:
- Raising the Standards - CIA Approach
 - School wide writing that is integrated into all subject areas using SRSD (Self-Regulated Strategy Development)
 - enVision Math Program and strategies from Greg Tang’s Math PD (concrete examples, build number sense constantly-break apart and build up numbers, bar model and equations for problem solving)
 - Fountas and Pinnell Classroom - Interactive Read Aloud, Shared Reading, Reading Mini-lessons, Guided Reading, and Phonics/Word Study/Spelling instruction.
- 2.3. Identifying and Addressing Student Needs:** Teachers will employ intentional instructional strategies that accelerate student achievement, as well as consider students’ nonacademic needs.
- Teachers will follow the intended lesson format for enVision, as well as supplement specific lessons with resources that support mastery of the standard being addressed.
 - Grade 5 progress monitoring for Math mastery of CCSS using Renaissance learning tools based on previous and current MCAS data trends.
 - Teachers will use students running records to note and analyze reading behavior to inform their instruction for guided reading and word work.
 - Teachers will continue to build relationships with students through conversation, lunch groups, informal check-ins, specific behavior management plans, and by having on-going, open communication with families.
- 2.5. Student Assessment Data Use (for school-wide decision-making)** Burncoat Prep staff regularly review and analyze multiple types of student data in order to develop instructional strategies and implementation.
- MCAS is used to target students’ progress and group students according to their achievement levels.
 - Teachers will view student’s readers notebooks and book club notebook from CIA to monitor mastery of the reading literature standards.
 - Teachers in Grades K-2 will use running records, turn and talk observation, and phonics assessments to monitor progress

	<ul style="list-style-type: none"> ● STAR Math, Reading, and Early Literacy Student Growth Percentiles and Scaled Scores will be used to measure growth and to inform instruction. ● Progress towards mastery of state standards will be measured in between the tri-annually measured assessments for Grade 5. ● enVision check-ins and formative assessments. ● Student writing will be analyzed for topic/introduction, important evidence (from a text), detailed examination (student’s thinking) and an appropriate ending.
<p>Instructional Leadership Team Implementation</p> <p>(Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The Leadership Team will gather data from staff members and other data sources (BAS, STAR, MCAS) and design professional development to address school-wide needs for improving instruction.</p> <p>We will plan informal observations that are geared to be non-evaluative and used as a tool for monitoring and noting implementation of current initiatives. These will be done by the principal, FIC, Lead Teacher, and classroom teachers. Follow-up emails or notes will be provided and mini-goals will be set as needed.</p> <p>Common Planning Time - Teachers and leaders will collaborate on current initiatives and Professional Development topics and review student data related to such initiatives.</p>
<p>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source:</p> <ul style="list-style-type: none"> ● Teacher/student observation. ● Tiered system of support. ● Evidence of formative assessment and how it was used to adjust/target instruction. ● Development of flexible groups based on student need. 	<p>Data Source:</p> <ul style="list-style-type: none"> ● STAR assessment data, BAS, enVision topic assessments, district quarterly assessments ● Student work samples across content areas ● Student goal setting sheets ● MCAS scores ● SRSD (Self-Regulated Strategy Development for writing) pre/post and formative assessment data ● Running records ● Informal assessments

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (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). (Specifically address students not meeting targets)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including lowest 25%)	<p>3.1. General Academic Interventions and Enrichment: Burncoat Prep staff provide timely and appropriate interventions in order to accelerate achievement.</p> <ul style="list-style-type: none">● Student needs are identified through teacher observations, analysis of student work, MCAS 2.0 data, BAS, STAR Assessment data in Reading and Math, and pre/post and formative SRSD assessments to assist in targeting areas for improvement and for placement of students.● Team members meet weekly to discuss an identified number of students. Team members include the general education teachers, EL teacher, Special Education Teacher, School Adjustment Counselor and Coach.● The Literacy tutor will provide early foundational instruction in reading and Leveled Literacy Intervention to identified students.● The Intermediate Instructional Assistant (in collaboration with the Lead Teacher and classroom teachers) will provide targeted instruction in reteaching previously learned skills and application of skills to solve word problems.● Direct teaching of digital citizenship and STEM related activities. <p>3.4. Multi-tiered System of Support (Academic and Non-Academic): Burncoat Prep staff provide support and continue to customize interventions in order to meet all learners' needs.</p> <ul style="list-style-type: none">● Teachers are encouraged to initiate the Student Support Process for any student experiencing attendance, social/emotional, behavioral or academic challenges. We reach out to the student's family and invite them to attend the meeting where we will discuss strengths, set goals based on need, and formulate interventions and specialized supports. Goal setting is a team decision and those responsible for the goals are decided upon at the initial meeting.● Professional Development regarding trauma and its effect on students will be provided for teachers, as well as open communication between the School Adjustment Counselor and members of the Social Emotional team. <p>3.5. Academic Interventions for English Language Learners: Burncoat Prep staff will intentionally implement research-based instructional strategies that advance student skills.</p> <ul style="list-style-type: none">● To ensure all EL students are serviced according to their EPL level, and in compliance with State regulations, the district hired a second EL teacher for our school in 2017 and this position will continue. An EL tutor has also been assigned beginning 10/19 to further address compliance regulations.

	<ul style="list-style-type: none"> ● EL services are provided on a daily basis within the classroom setting or a within a pull out-group. Additionally, all students will be supported with SEI instruction and strategies within the classroom. ● Classroom teachers and EL teachers will collaborate weekly to plan upcoming lessons and areas of focus.
<p>Instructional Leadership Team Implementation</p> <p>(Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Review and analyze running records as part of the Leveled Literacy Intervention Program. ● Review and analyze STAR Reading and Math scores at the grade, class, and individual student level. ● Focus CPT meetings to include EL/Special Education/Gen Ed collaboration ● Support the development of flexible groups within classrooms as needed. Categorize the achievement levels of students using the MCAS data. Identify those students near proficiency or the next achievement level. ● Communicate all outcomes and actionable efforts to the staff.
<p>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source:</p> <ul style="list-style-type: none"> ● Common planning time focus areas ● Monday Meeting agendas for professional development ● Review informal interventions with the staff facilitating. ● Teachers and administrators participate in “student-specific” data discussion 	<p>Data Source:</p> <ul style="list-style-type: none"> ● STAR Assessment ● Student work samples across content areas ● Student goal setting sheets ● MCAS scores ● SRSD pre/post and formative assessment data ● Running records ● Informal assessments

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a welcoming school through 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 practices that target new and incoming students)	1. Welcoming schools committee to review procedures and initiatives, to plan interventions and acknowledge student achievements. <ul style="list-style-type: none"> ● New student welcome packets and passports for new students who are escorted around the building to meet staff. ● Monthly pancake breakfast for perfect attendance. Recognizing chronic attendance improvements daily through charts and stickers. Student of the Month celebration. ● Development of a Student Council led by a teacher. Student Council members will become part of the Welcoming Schools Committee to provide a student voice.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Communicate all outcomes and actionable efforts to the staff. ● The School Adjustment Counselor will provide data to the ILT in regards to monthly attendance reports. ● Communicate Discipline and Attendance data to ILT to better address students with high needs
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ● WRAP Around Coordinator facilitates acquiring uniforms and familiarizes new students with staff and the building. ● Teacher facilitated Student Council meetings (New) ● Secure volunteers to support our perfect attendance efforts by helping with the pancake breakfast. ● Tardy station is facilitated by the School Adjustment Counselor. ● Remind app for communication between the school and families, easy text feature. ● School newsletter, now online to share classroom/school information, and school-wide celebrations. 	Data Source: <ul style="list-style-type: none"> ● Student Council members ● Completed passport after meeting teachers from each grade level. ● Daily/Weekly/Monthly attendance data ● Pancake breakfast celebration for perfect attendance

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make a phone call after three consecutive days absent on the third day. 2. Meet monthly with school attendance team to review chronic absenteeism plan, interventions and plan acknowledgement and quarterly celebrations for good attendance. Team members will include the secretary, SAC, Wrap Coordinator, the Principal, and Assistant Principal. 3. Phone calls and formal letter to parent/guardian regarding poor attendance. 4. Recognize students who are on time with a name card proudly displayed in the hallway each day. 5. Students with perfect attendance each month will receive a neck chain and monthly tag to hang on the chain. 6. Students with significant improvements to attendance are awarded with a certificate at our annual awards ceremony. Parents are invited
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Review and analyze attendance data provided by attendance committee ● Discuss ways to praise and encourage students in their classrooms to improve attendance to support the efforts of the committee.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ● The teacher will reach out to the family on the third day absent via a phone call. ● Inform the SAC via email of the call and then she will follow up. ● If no response after 5 days, a home visit from the SAC and Assistant Principal will be initiated. 	Data Source: <ul style="list-style-type: none"> ● Attendance data ● Work completion/progress ● Award Certificates ● Monthly Pancake breakfast ● Picture recognition

V. Worcester Public Schools Professional Learning Plan
Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Burncoat Prep	Deborah Catamero	2019-2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	<p>ELA: Teachers will engage in Professional Development that focuses on the purposeful use of Fountas and Pinnell Literacy Continuum to support and plan targeted reading instruction to meet the needs of all students.</p>	<ol style="list-style-type: none"> 1. Guided Reading Review (PD - Monday Meeting) 2. Individual Grade level Guided Reading PD offered by the District. 3. Literacy Continuum PD - Guided Reading and Word Work 4. Focused Common Planning Time to plan lessons using the Literacy Continuum. 5. Fountas and Pinnell training for EL teachers - Primary. 6. Intermediate grades will administer STAR Reading every 3-4 weeks to identify class trends of strengths and areas of concern to inform instruction.
2	<p>Math: Teachers will meet the needs of all students considering their varying academic levels and social emotional needs, by purposefully planning Math tasks and centers with flexible grouping using formative assessment and anecdotal data.</p>	<ol style="list-style-type: none"> 1. Use of technology and online resources to differentiate. 2. Focused Common Planning for differentiated instruction. 3. Foundational skill targeted Math fact practice using Renaissance and/or Xtramath. 4. Accelerated Math for specific students. 5. Intermediate grades will administer STAR Math every 3-4 weeks to identify class trends of strengths and areas of concern to inform instruction.

3	<p>Science: Teachers will collaborate with their grade level partner, FIC, Lead Teacher, and Science from Scientists, to plan lessons using the 5E model that engage students through multiple means (videos, hands on experiments, inquiry, etc.).</p>	<ol style="list-style-type: none">1. Standard review across grade levels to identify which standards are addressed at each grade level to determine which topics span multiple grade levels and which are isolated to only that grade level.2. Purposefully use ATLAS for planning Science lessons that incorporate the 5E model.3. Collaborate and plan CPT Sessions with the district Science liaison to model lessons, demonstrate the use of ATLAS, and plan effective teaching and hands on activities.4. Science for Scientists Program for Grades 4 and 5. Biweekly, hands-on, standards based lessons for students.
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