

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



**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 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 |
|-------------------|----------------------|------------------------|
| Ellen Harrity | Kindergarten Teacher | Sept: 9/11/19; 9/25/19 |
| Judy Antonucci | Grade 1 Teacher | Oct: 10/9/19; 10/23/19 |
| Courtney Petry | Grade 2 Teacher | Nov: 11/6/19; 11/20/19 |
| Tammy Prentiss | Grade 3 Teacher | Dec: 12/4/19; 12/18/19 |
| Laurie Johnson | Grade 4 Teacher | Jan: 1/15/20; 1/29/20 |
| Kara Lynch | Grade 5 Teacher | Feb: 2/12/20 |
| Stella Morin | Primary SAIL Teacher | Mar: 3/4/20; 3/18/20 |
| Christine Rovezzi | FIC - Primary | Apr: 4/1/20; 4/15/20 |
| Mary Hedvig | FIC - Intermediate | May: 5/6/20; 5/20/20 |
| Maureen McDermott | Assistant Principal | June: 6/3/20 |
| Ann Swenson | Principal | |

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Gates Lane

| Organization Information | |
|--|--|
| DISTRICT NAME Worcester (03480000) | TITLE I STATUS Title I School |
| SCHOOL Gates Lane (03480110) | GRADES SERVED PK,K,01,02,03,04,05,06 |
| REGION West/Central | FEDERAL DESIGNATION - |

Accountability Information

| |
|--|
| Overall classification Not requiring assistance or intervention |
|--|

| |
|--|
| Reason for classification Moderate progress toward targets |
|--|

| Progress toward improvement targets | Accountability percentile |
|--|---------------------------|
| 42% - Moderate progress toward targets | 27 |

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 | 94.9 | 8.7 | 36.7 | 11.7 | 35.0 |
| Female | 95.3 | 8.1 | 32.8 | 10.5 | 31.5 |
| Male | 94.7 | 9.2 | 39.5 | 12.6 | 37.4 |
| Economically Disadvantaged | 94.2 | 9.8 | 43.4 | 16.1 | 41.3 |
| High Needs | 94.8 | 8.9 | 38.2 | 12.4 | 36.5 |
| LEP English language learner | 94.3 | 9.6 | 39.7 | 15.0 | 39.3 |
| Students with disabilities | 93.8 | 10.6 | 46.2 | 15.7 | 44.9 |
| African American/Black | 96.8 | 5.4 | 23.0 | 3.4 | 21.8 |
| American Indian or Alaskan Native | 89.2 | 12.7 | 50.0 | 33.3 | 50.0 |
| Asian | 96.5 | 6.2 | 18.6 | 5.7 | 18.6 |
| Hispanic or Latino | 93.9 | 10.4 | 44.3 | 17.2 | 43.4 |
| Multi-race, non-Hispanic or Latino | 94.9 | 9.0 | 43.3 | 13.3 | 33.3 |
| White | 94.8 | 9.1 | 39.9 | 10.1 | 37.3 |

II. Student Retention

Student Retention by Percent

| Student Group | Enrolled # | Retained # | Retained % | 01 % | 02 % | 03 % | 04 % | 05 % | 06 % | 07 % | 08 % | 09 % | 10 % | 11 % | 12 % |
|------------------------------------|------------|------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|
| All Students | 400 | 8 | 2.0 | 8.2 | 1.5 | 1.5 | 0.0 | 0.0 | 0.0 | | | | | | |
| Female | 174 | 5 | 2.9 | 15.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | |
| Male | 226 | 3 | 1.3 | 2.5 | 2.6 | 2.4 | 0.0 | 0.0 | 0.0 | | | | | | |
| Economically Disadvantaged | 227 | 5 | 2.2 | 6.4 | 2.6 | 2.9 | 0.0 | 0.0 | 0.0 | | | | | | |
| High Needs | 355 | 7 | 2.0 | 7.5 | 1.6 | 1.7 | 0.0 | 0.0 | 0.0 | | | | | | |
| LEP English language learner | 144 | 5 | 3.5 | 9.4 | 2.9 | 2.6 | 0.0 | 0.0 | | | | | | | |
| Students with disabilities | 133 | 2 | 1.5 | 3.7 | 0.0 | 3.8 | 0.0 | 0.0 | 0.0 | | | | | | |
| African American/Black | 64 | 2 | 3.1 | 9.1 | 0.0 | 5.9 | 0.0 | 0.0 | 0.0 | | | | | | |
| American Indian or Alaskan Native | 5 | | | | | | | | | | | | | | |
| Asian | 49 | 1 | 2.0 | 10.0 | | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | |
| Hispanic or Latino | 148 | 4 | 2.7 | 12.5 | 3.4 | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | |
| Multi-race, non-Hispanic or Latino | 19 | 0 | 0.0 | | | | | | | | | | | | |
| White | 115 | 1 | 0.9 | 4.0 | 0.0 | 0.0 | 0.0 | 0.0 | 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.

| Accountability Indicator | Areas of Strength | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|---|---|-------------------------|----------|---------|---------|----------|---------|------|--|----|--|------|--|----|--|------|--|----|--|----------------------|------|--|---------|---------|------|--|------|--|-------|------|----|--|--|------|----|--|----|------|----|--|----|-------------------|------|--|----|--|------|--|----|--|------|--|----|--|-----------------|------|--|--|--|------|--|--|----|------|--|--|----|----------------|------|--|----|--|------|--|----|--|------|--|----|--|----------------|------|--|--|--|------|--|--|----|------|--|--|----|
| | Strength | Evidence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement (ELA, Math, Science) | <p><u>School Achievement Distribution (PE405): Exceeding & Meeting Expectations</u> We increased the percent of students performing at the Exceeding & Meeting achievement levels in the following grades/subjects:</p> <ul style="list-style-type: none"> - Grades 3, 5, and 6 ELA - Grade 5 Math - Grade 5 Science/Engineering/Technology <p><u>School Achievement Distribution (PE405): Not Meeting Expectations</u> The percent of students performing at the Not Meeting Expectations achievement level decreased from 2018 to 2019 in the following grades/subjects:</p> <ul style="list-style-type: none"> - Grade 6 ELA - Grades 4 and 6 Math <p>100% of students taking the MCAS ALT assessment received the highest score (PRG)</p> <p><u>School Achievement Results by Standards (CU406) - ELA</u></p> <p>Gr. 3 ELA Essays - achievement has increased above dist. and state from 2018 to 2019; dist. and state trending down</p> <p>Gr. 5 ELA Overall, Selected Response, and Reading Domain scores are trending upward from 2018-2019</p> <p>Gr. 6 ELA Essays, Language, and Writing Domain scores are trending upward from 2018-2019</p> | <p><u>School Achievement Distribution (PE405): Exceeding & Meeting Expectations</u> Gr. 3 ELA: 2018 21%, 2019 30% Gr. 5 ELA: 2018 32%, 2019 35% Gr. 5 Math: 2018 20%, 2019 26% Gr. 5 SCI/Eng./Tech: 2018 21% (ADV & Prof.), 2019 30% Gr. 6 ELA: 2018 21%, 2019 37%</p> <p><u>School Achievement Distribution (PE405): Not Meeting Expectations</u> Gr. 6 ELA: 2018 31%, 2019 27% Gr. 4 Math: 2018 28%, 2019 24% Gr. 6 Math: 2018 35%, 2019 25%</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center">2019 School Achievement Results by Standards/ Question Types: Gates Lane ELA Upward Trends 2017-2019</p> <table border="1"> <thead> <tr> <th>Standard/ Question Type</th> <th>Year</th> <th>Grade 3</th> <th>Grade 5</th> <th>Grade 6*</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Overall</td> <td>2017</td> <td></td> <td>52</td> <td></td> </tr> <tr> <td>2018</td> <td></td> <td>56</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td>54</td> <td></td> </tr> <tr> <td rowspan="3">Constructed Response</td> <td>2017</td> <td></td> <td rowspan="3">no data</td> <td rowspan="3">no data</td> </tr> <tr> <td>2018</td> <td></td> </tr> <tr> <td>2019</td> <td></td> </tr> <tr> <td rowspan="3">Essay</td> <td>2017</td> <td>37</td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td>25</td> <td></td> <td>33</td> </tr> <tr> <td>2019</td> <td>41</td> <td></td> <td>37</td> </tr> <tr> <td rowspan="3">Selected Response</td> <td>2017</td> <td></td> <td>62</td> <td></td> </tr> <tr> <td>2018</td> <td></td> <td>65</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td>65</td> <td></td> </tr> <tr> <td rowspan="3">Language Domain</td> <td>2017</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td></td> <td></td> <td>44</td> </tr> <tr> <td>2019</td> <td></td> <td></td> <td>51</td> </tr> <tr> <td rowspan="3">Reading Domain</td> <td>2017</td> <td></td> <td>63</td> <td></td> </tr> <tr> <td>2018</td> <td></td> <td>61</td> <td></td> </tr> <tr> <td>2019</td> <td></td> <td>65</td> <td></td> </tr> <tr> <td rowspan="3">Writing Domain</td> <td>2017</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2018</td> <td></td> <td></td> <td>26</td> </tr> <tr> <td>2019</td> <td></td> <td></td> <td>32</td> </tr> </tbody> </table> <p><small>* Trends are shown from 2018-2019</small></p> </div> | Standard/ Question Type | Year | Grade 3 | Grade 5 | Grade 6* | Overall | 2017 | | 52 | | 2018 | | 56 | | 2019 | | 54 | | Constructed Response | 2017 | | no data | no data | 2018 | | 2019 | | Essay | 2017 | 37 | | | 2018 | 25 | | 33 | 2019 | 41 | | 37 | Selected Response | 2017 | | 62 | | 2018 | | 65 | | 2019 | | 65 | | Language Domain | 2017 | | | | 2018 | | | 44 | 2019 | | | 51 | Reading Domain | 2017 | | 63 | | 2018 | | 61 | | 2019 | | 65 | | Writing Domain | 2017 | | | | 2018 | | | 26 | 2019 | | | 32 |
| Standard/ Question Type | Year | Grade 3 | Grade 5 | Grade 6* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 2017 | | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | | 56 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2019 | | 54 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Constructed Response | 2017 | | no data | no data | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2019 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Essay | 2017 | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | 25 | | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2019 | 41 | | 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Selected Response | 2017 | | 62 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2019 | | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Language Domain | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | | | 44 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2019 | | | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Domain | 2017 | | 63 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | | 61 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2019 | | 65 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing Domain | 2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2018 | | | 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2019 | | | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

School Achievement Results by Standards (CU406) - MATH

Gr. 4 Math **Short Answer, Geometry, and OA Domain** scores are trending upward from 2018-2019

Gr. 5 Math **Overall, Constructed Response, Short Answer, Selected Response, Geometry, Measurement/Data, and NBT Domains** are trending upward from 2017-2019.

Gr. 6 Math **Overall, Constructed Response, Short Answer, Expressions and Equations Domain, Ratios and Proportional Relationships Domain, and Number System Domain** are trending upward from 2017-2019

School Achievement Results by Standards (CU406) - SCIENCE

Gr. 5 Science **Overall** shows that we are closing the gap with the state; **Open Response, Life Science Domain, and Technology/Engineering Domain** scores are trending upward from 2017-2019.

2019 School Achievement Results by Standards/ Question Types: Gates Lane Math Upward Trends 2017-2019

| Standard/ Question Type | Year | Grade 4 | Grade 5 | Grade 6 |
|--|------|---------|---------|---------|
| Overall | 2017 | | 38 | 40 |
| | 2018 | | 44 | 42 |
| | 2019 | | 49 | 42 |
| Constructed Response | 2017 | | 30 | 28 |
| | 2018 | | 26 | 32 |
| | 2019 | | 43 | 31 |
| Short Answer | 2017 | 48 | 32 | 40 |
| | 2018 | 52 | 41 | 42 |
| | 2019 | 54 | 46 | 46 |
| Selected Response | 2017 | | 45 | |
| | 2018 | | 53 | |
| | 2019 | | 54 | |
| Geometry Domain | 2017 | 48 | 58 | |
| | 2018 | 53 | 50 | |
| | 2019 | 58 | 62 | |
| Measurement & Data Domain | 2017 | | 18 | |
| | 2018 | | 28 | |
| | 2019 | | 41 | |
| Number & Operations - Base Ten Domain | 2017 | | 37 | |
| | 2018 | | 54 | |
| | 2019 | | 55 | |
| Number & Operations - Fractions Domain | 2017 | | | |
| | 2018 | | | |
| | 2019 | | | |
| Operations & Algebraic Thinking Domain | 2017 | 51 | | |
| | 2018 | 57 | | |
| | 2019 | 61 | | |
| Grade 6 Standards Only | | | | |
| Expressions & Equations Domain | 2017 | | 44 | |
| | 2018 | | 36 | |
| | 2019 | | 55 | |
| Ratios & Proportional Relationships Domain | 2017 | | 28 | |
| | 2018 | | 51 | |
| | 2019 | | 52 | |
| Number System Domain | 2017 | | 41 | |
| | 2018 | | 53 | |
| | 2019 | | 43 | |

2019 School Achievement Results by Standards/ Question Types: Gates Lane Science Upward Trends 2017-2019

| Standard/ Question Type | Year | Grade 5 |
|--------------------------------|------|---------|
| Overall | 2017 | 57 |
| | 2018 | 57 |
| | 2019 | 55 |
| Multiple Choice | 2017 | |
| | 2018 | |
| | 2019 | |
| Open Response | 2017 | 37 |
| | 2018 | 40 |
| | 2019 | 45 |
| Earth & Space Domain | 2017 | |
| | 2018 | |
| | 2019 | |
| Life Science Domain | 2017 | 57 |
| | 2018 | 60 |
| | 2019 | 64 |
| Physical Science | 2017 | |
| | 2018 | |
| | 2019 | |
| Technology/ Engineering Domain | 2017 | 51 |
| | 2018 | 60 |
| | 2019 | 57 |

Growth (ELA, Math, Science)

Growth Distribution by Year (GR402):

Gr. 5 ELA: High and very high growth combined increased from 2017-2019

Gr. 5 Math: High and very high growth increased from 2017-2019

Growth Distribution by Year (GR402):

2017 - 22%/ 2019 - 31%

2017 - 19%/ 2019 - 27%

| <p>Progress Toward Attaining English Language Proficiency</p> | <p>A total of 71 ESL students in Grades 1-6 made progress on current year reporting elements.</p> <p>A total of 18 students in Grades 1-6 met exit criteria on current year reporting elements.</p> <p>A total of 119 students received overall proficiency scores with EPL of 3 to 6.</p> <p>Having three full-time ESL teachers and one half-time ESL tutor had a positive impact.</p> | <p><u>Made Progress</u> Gr. 1 -2: 40 students Gr. 3 - 5: 30 students Gr. 6: 1 student Total: 71 students</p> <p><u>Met Exit Criteria</u> Gr. 1 - 2: 2 students Gr. 3 - 5: 15 students Gr. 6: 1 student Total: 18 students</p> <p><u>Overall Proficiency Scores with EPL 3-6</u> Gr. K - 3 students Gr. 1 - 2: 51 students Gr. 3 - 5: 61 students Gr. 6: 4 students Total: 119 students</p> | | | | | | | | | | | | | | | |
|---|--|--|-----------|---------------|---------------|--------|--------|-------|-----|-----|-----|-----|------------------|-----|-----|-----|-----|
| <p>Discipline</p> | <p>Gates Lane Average Rate of Discipline is significantly lower than that of the district overall.</p> | <p>Gates Lane rate of discipline: 3% District rate of discipline: 6.5%</p> | | | | | | | | | | | | | | | |
| <p>Chronic Absenteeism and Attendance</p> | <p>We exceeded our target for chronic absenteeism in the Asian and African American/Black subgroups.</p> | <table border="1" data-bbox="1182 932 1797 1256"> <thead> <tr> <th>Sub group</th> <th>2018 Rate (%)</th> <th>2019 Rate (%)</th> <th>Change</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> <tr> <td>Afr. Amer. Black</td> <td>5.2</td> <td>1.6</td> <td>3.6</td> <td>1.6</td> </tr> </tbody> </table> | Sub group | 2018 Rate (%) | 2019 Rate (%) | Change | Target | Asian | 0.0 | 0.0 | 0.0 | 0.0 | Afr. Amer. Black | 5.2 | 1.6 | 3.6 | 1.6 |
| Sub group | 2018 Rate (%) | 2019 Rate (%) | Change | Target | | | | | | | | | | | | | |
| Asian | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | | | | | | | |
| Afr. Amer. Black | 5.2 | 1.6 | 3.6 | 1.6 | | | | | | | | | | | | | |

| | | <i>Areas of Focus</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|----------------|--|--|--|--|--|------------|--|--|--|--|--|----------------|----------------|----------------|----------------|-------------|------------|------------|------------|------------|-------------|------------|------------|------------|------------|-------------|------------|------------|------------|------------|---|--|--|--|--|--|--|--|--|--|-------------|--|--|--|--|--|----------------|----------------|----------------|----------------|-------------|------------|------------|-----------|------------|-------------|------------|------------|------------|------------|-------------|------------|------------|------------|------------|
| <i>Accountability Indicator</i> | <i>Concern</i> | <i>Evidence</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement (ELA, Math, Science) | <p><u>School Achievement Distribution (PE405): Not Meeting Expectations</u> The percent of students performing at the Not Meeting Expectations achievement level in increased in the following grades/subjects:</p> <ul style="list-style-type: none"> - Grades 3, 4, and 5 ELA - Grade 3 Math <p>Gr. 5 ELA and Math: percentage of exceeding/meeting expectations. has dropped in 5th grade for the same groups of students from 2017-2019</p> <p><u>School Achievement Results by Standards (CU406) - ELA</u></p> <p>Gr. 3 ELA Constructed Response, Selected Response, and Reading Domain scores are trending down from 2017-2019.</p> <p>Gr. 4 ELA Overall, Essays, Language and Writing Domain scores are trending down from 2017-2019.</p> <p>Gr. 5 ELA Language Domain scores are trending down from 2018-2019.</p> <p>Gr. 6 ELA Selected Response and Reading Domain scores are trending down from 2018-2019.</p> | <p><u>School Achievement Distribution (PE405): Not Meeting Expectations</u> Gr. 3 ELA: 2018 23%, 2019 28% Gr. 4 ELA: 2018 22%, 2019 26% Gr. 5 ELA: 2018 18%, 2019 23% Gr. 3 Math: 2018 23%, 2019 35%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">Exceeding & Meeting Expectations Combined</th> </tr> <tr> <th colspan="5" style="text-align: center;">ELA</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 3</th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2017</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">39%</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td style="text-align: center;">2018</td> <td style="text-align: center;">21%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">32%</td> <td style="text-align: center;">21%</td> </tr> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">37%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">MCAS Across Grade Levels (2017-2019)</th> </tr> <tr> <th colspan="5" style="text-align: center;">Exceeding & Meeting Expectations Combined</th> </tr> <tr> <th colspan="5" style="text-align: center;">MATH</th> </tr> <tr> <th></th> <th style="text-align: center;">Grade 3</th> <th style="text-align: center;">Grade 4</th> <th style="text-align: center;">Grade 5</th> <th style="text-align: center;">Grade 6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2017</td> <td style="text-align: center;">16%</td> <td style="text-align: center;">44%</td> <td style="text-align: center;">9%</td> <td style="text-align: center;">28%</td> </tr> <tr> <td style="text-align: center;">2018</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">38%</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">27%</td> </tr> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">29%</td> <td style="text-align: center;">26%</td> <td style="text-align: center;">21%</td> </tr> </tbody> </table> | | Exceeding & Meeting Expectations Combined | | | | | ELA | | | | | | Grade 3 | Grade 4 | Grade 5 | Grade 6 | 2017 | 32% | 39% | 10% | 28% | 2018 | 21% | 44% | 32% | 21% | 2019 | 30% | 29% | 35% | 37% | MCAS Across Grade Levels (2017-2019) | | | | | Exceeding & Meeting Expectations Combined | | | | | MATH | | | | | | Grade 3 | Grade 4 | Grade 5 | Grade 6 | 2017 | 16% | 44% | 9% | 28% | 2018 | 26% | 38% | 20% | 27% | 2019 | 23% | 29% | 26% | 21% |
| Exceeding & Meeting Expectations Combined | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ELA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 32% | 39% | 10% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | 21% | 44% | 32% | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019 | 30% | 29% | 35% | 37% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MCAS Across Grade Levels (2017-2019) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exceeding & Meeting Expectations Combined | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MATH | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2017 | 16% | 44% | 9% | 28% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2018 | 26% | 38% | 20% | 27% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2019 | 23% | 29% | 26% | 21% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

School Achievement Results by Standards (CU406) - MATH

Gr. 3 Math **Overall, Constructed Response, Selected Response, MD and NBT Domain** scores are trending down from 2017-2019.

Gr. 4 Math **Overall, Constructed Response and MD Domain** scores are trending down from 2017-2019.

Gr. 6 Math **Geometry (2018-2019) and Statistics and Probability (2017-2019) Domain** scores are trending down.

School Achievement Results by Standards (CU406) - SCIENCE

Gr. 5 Science: **Multiple Choice, Earth and Space Domain, and Physical Science Domain** scores are trending down from 2017-2019.

2019 School Achievement Results by Standards/ Question Types: Gates Lane Math Downward Trends 2017-2019

| Standard/ Question Type | Year | Grade 3 | Grade 4 | Grade 6 |
|--|------|---------|---------|---------|
| Overall | 2017 | 52 | 60 | |
| | 2018 | 55 | 58 | |
| | 2019 | 48 | 55 | |
| Constructed Response | 2017 | 42 | 44 | |
| | 2018 | 49 | 57 | |
| | 2019 | 27 | 50 | |
| Short Answer | 2017 | | | |
| | 2018 | | | |
| | 2019 | | | |
| Selected Response | 2017 | 55 | | |
| | 2018 | 58 | | |
| | 2019 | 52 | | |
| Geometry Domain | 2017 | | | 28 |
| | 2018 | | | 41 |
| | 2019 | | | 28 |
| Measurement & Data Domain | 2017 | 57 | 56 | |
| | 2018 | 52 | 61 | |
| | 2019 | 49 | 44 | |
| Number & Operations - Base Ten Domain | 2017 | 61 | | |
| | 2018 | 56 | | |
| | 2019 | 42 | | |
| Number & Operations - Fractions Domain | 2017 | | | |
| | 2018 | | | |
| | 2019 | | | |
| Operations & Algebraic Thinking Domain | 2017 | | | |
| | 2018 | | | |
| | 2019 | | | |
| Grade 6 Standard Only | | | | |
| Statistics & Probability Domain | 2017 | | | 55 |
| | 2018 | | | 26 |
| | 2019 | | | 13 |

2019 School Achievement Results by Standards/ Question Types: Gates Lane Science Downward Trends 2017-2019

| Standard/ Question Type | Year | Grade 4 |
|--------------------------------|------|---------|
| Overall | 2017 | |
| | 2018 | |
| | 2019 | |
| Multiple Choice | 2017 | 65 |
| | 2018 | 65 |
| | 2019 | 59 |
| Open Response | 2017 | |
| | 2018 | |
| | 2019 | |
| Earth & Space Domain | 2017 | 57 |
| | 2018 | 59 |
| | 2019 | 53 |
| Life Science Domain | 2017 | |
| | 2018 | |
| | 2019 | |
| Physical Science | 2017 | 61 |
| | 2018 | 51 |
| | 2019 | 47 |
| Technology/ Engineering Domain | 2017 | |
| | 2018 | |
| | 2019 | |

Growth (ELA, Math, Science)

High and very high growth from 2017-2019 decreased in Grades 4 and 6 for both ELA and Math

Growth Distribution by Year (GR402):

Gr. 4 ELA: High and very high growth decreased from 2017-2019 (66% to 34%)

Gr. 6 ELA: High and very high growth decreased from 2017-2019 (53% to 19%)

Gr. 4 Math: High and very high growth decreased from 2017-2019 (67% to 25%)

Gr. 6 Math: High and very high growth decreased from 2017-2019 (77% to 10%)

| | | |
|---|--|--|
| <p>Progress Toward Attaining English Language Proficiency</p> | <p>A total of 73 ESL students in Grades K-6 achieved overall proficiency scores with EPL 1 to 2.</p> <p>A significant number of students in the EL/SWD MCAS subgroups scored at the <i>Not Meeting/Partially Meeting</i> achievement levels.</p> | <p><u>Overall Proficiency Scores with EPL 1-2</u> Gr. K - 43 students Gr. 1 - 2: 20 students Gr. 3 - 5: 7 students Gr. 6: 3 students Total: 73 students</p> <p><u>EL/SWD subgroup MCAS Outcomes (not meeting/partially meeting expectations)</u> Gr 3: ELA - 44 students; Math - 48 students Gr. 4: ELA - 45 students; Math 46 students Gr. 5: ELA - 50 students; Math - 56 students; Sci/Eng/Tech - 54 students Gr. 6: ELA - 24 students; Math - 42 students</p> |
| <p>Discipline</p> | <p>Not an area of concern</p> | <p>Gates Lane rate of discipline: 3% District rate of discipline: 6.5%</p> |
| <p>Chronic Absenteeism and Attendance</p> | <p>Chronic absenteeism increased 4% overall.</p> | <p>Chronic absenteeism increased from 4.4% to 8.4 % overall, with all but two subgroups for which data was generated receiving a ‘Declined’ designation for this indicator.</p> |

IV. A. Action Plan

| Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data) | |
|--|--|
| Prioritized Best Practices or Strategies (Include targeted support to strengthen PLC practices and ensure access for all student populations) | <ul style="list-style-type: none">● 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 place. There are school wide structures and processes in place to provide equitable access and opportunity for traditionally underserved students (high poverty, English learners, students with disabilities, historically marginalized racial/ethnic groups, etc.) to broad and challenging curriculum and enrichment opportunities. A majority of staff believes leadership, staff, and students have high expectations and demonstrate positive regard.● 1.5. (Providing) most relationships between teachers and instructional supports (e.g., coaches) are guided by trust, and most teachers feel that instructional support is nonjudgmental. There is evidence that most staff at least occasionally use collegial relationships to share strategies in such work as developing standards-based units, examining student work, analyzing student● 1.7. (Providing) Formal structures and opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build relationships and two-way communication across staff and school teams. However, there are some barriers to communication between administrators and staff. |
| Instructional Leadership Team Implementation (Explain how ILT members implement and measure school- wide strategies.) | <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, as well as continued implementation of and fidelity to the Fountas and Pinnell, C.I.A. Read Side-by-Side, SRSD, and enVision Math Common Core Math programs. |

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

Data Source:

- Lesson plans
- Individualized teacher-created summative and formative assessments and anecdotal evidence
- Grade level common assessments
- Data based on the use of updated 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

STUDENT RESULTS INDICATOR

Data Source:

- Monthly ELA, Science, and/or Social Studies constructed response essay, C.I.A., Fountas and Pinnell, and SRSD writing data
- Bi-monthly Math open response data
- BAS data
- STAR data
- Common Assessments
- IEP Progress Reports
- EL progress monitoring report cards
- Report cards
- Quarterly progress monitoring for FELs

IV. B. Action Plan

| Intentional Practices for Improving Instruction <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (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) | <ul style="list-style-type: none">● 2.1. (Providing) Specific or precise expectations for teachers' classroom practices are consistently communicated, understood by most staff and faculty, and monitored throughout the school year. Instructional practices sometimes draw upon students' diverse backgrounds, identities, strengths, and challenges as a strategy to deepen learning.● 2.2. (Sustaining) Instructional schedules are developed in collaboration with teachers, taking students' specific needs into consideration, and ensure that instructional support staff are coordinated and aligned across grade levels and content areas to provide students with differentiated access to high- quality core instruction. There is an effective process in place for evaluating the schedule based on collected data related to the quality of instruction and student needs across grade levels and content areas.● 2.5. (Sustaining) Building and teacher leaders consistently use student results on benchmark, common assessments, and state assessments to make decisions regarding school wide practices to improve teaching and learning. |
| Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.) | <ul style="list-style-type: none">● Determine school-wide and grade-specific interventions based on analysis of summative and formative data submitted by teachers from all core subjects and all grade levels, in order to further foster a culture of shared ownership and high quality instruction, as well as provide support for continued implementation of and fidelity to the Fountas and Pinnell, C.I.A. Read Side-by-Side, SRSD, and enVision Math Programs. |

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

Data Source:

- PLC minutes
- ILT minutes
- Professional Development plans and agendas
- Evaluation documentation
- Regularly updated monthly writing and Math open response data sheets, as well as SRSD pre/post data sheets

STUDENT RESULTS INDICATOR

Data Source:

- Higher level of student discourse in the classroom
- Monthly ELA, Science, and/or Social Studies constructed response essay, C.I.A., Fountas and Pinnell, and SRSD writing data
- Bi-monthly Math open response data
- BAS data (Grades K-2)
- STAR 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

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%) | <ul style="list-style-type: none">● 3.1. (Providing) Academic interventions are available to most students and are appropriate for their specific needs. These are implemented during regularly scheduled school time. Interventions support students in some academic areas but may not be available in all core content areas.● 3.2. (Providing) most staff members are provided with training and support to ensure that they can identify both academic and personal- social student needs. However, staff do not receive training or support on how to respond appropriately to those cues, or staff fail to consistently respond to those cues despite training.● 3.5. (Sustaining) Supports for all English learners include bias-free learning experiences that are respectful of students’ diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned and systematically implemented. |
| Instructional Leadership Team Implementation (Explain how ILT members implement and measure school- wide strategies.) | <ul style="list-style-type: none">● Regularly review classroom schedules● Analyze data from standardized assessments, with a focus on students who performed in the lowest 25% on the 2019 MCAS assessments, as well as those who performed on the high end of their achievement level range and therefore have a reasonable expectation of performing in the next achievement level, and provide appropriate interventions● Monitor implementation of the Turnaround documents |

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

- Data Source:**
- Lesson plans
 - Classroom schedules, including Regular Ed., Special Ed., and EL 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

STUDENT RESULTS INDICATOR

- Data Source:**
- Monthly ELA, Science, and/or Social Studies constructed response essay, C.I.A., and Fountas and Pinnell, and SRSD writing data
 - Bi-monthly Math open response data
 - BAS data
 - STAR data
 - Common Assessments - Formative and/or Summative
 - Use MCAS data as an indicator to measure outcomes for SWD/EL and lowest 25% performing subgroups, as well as students scoring on the high end of their achievement level range
 - Report Cards

IV. D. Action Plan

| | |
|--|--|
| <p>A Safe, Respectful, and Collegial Climate for Teachers, Students and Families</p> <p><i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers (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)</i></p> | |
| <p>Prioritized Best Practices or Strategies (Include practices that target new and incoming students)</p> | <ul style="list-style-type: none"> ● Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. ● 4.2. (Providing) The school meets the following four criteria: <ol style="list-style-type: none"> 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students' needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school's standard curriculum. ● 4.4. (Providing) Leaders and staff have a systemic strategy to understand the needs of students and families to support education through wraparound services (e.g., health, counseling). These needs are assessed for all students at least one time per year. The school provides resources to families, as needed. In addition, there is a system to provide these supports, although it is not used by all staff or it does not focus on all students with needs. ● 4.5. (Sustaining) The school makes asset-based family and community engagement a priority and all of the following five conditions are met: <ol style="list-style-type: none"> 1) One or more staff members coordinate family and community engagement activities; 2) The school creates a space that is accessible to all families and provides information about services that support achievement, helps plan family, school, and community events and informational programs, and may make referrals to academic, vocational, college and career readiness programs; 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; 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.) | <ul style="list-style-type: none"> ● Review of PLC minutes ● Monitor school-wide discipline data ● Continuous monitoring and collaboration with a focus on SEL: <ul style="list-style-type: none"> ▪ Administration and teachers engage in targeted PD to address the needs of at risk students ▪ Collaborate with Administration on the implementation of consistent norms and behavioral expectations throughout the school |
|--|---|

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

| 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 ● Gates Lane Gazette ● Family involvement event sign-in sheets ● School-wide table of planned and facilitated family involvement events ● Monitoring and implementation of school-wide norms and behavioral expectations ● Behavioral strategies and norms vertically aligned to school wide goals ● Ongoing collaboration with a focus on SEL to design 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 ● Administration/ILT and teachers will review student attendance and discipline data |

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) | <ul style="list-style-type: none"> ● Check daily attendance in SAGE and make phone calls for two consecutive days absent. ● Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. ● Review monthly chronic absenteeism with building based team. ● Identify quarterly good attendance celebrations (please specify): ● Quarterly ice cream celebrations and Good Attendance certificates for those students who have no absences, no tardies, and no dismissals. ● Continue 5 week review of attendance progress reports with students Grades 4 and up and send home ● School plan to promote ongoing good attendance (please specify): <ul style="list-style-type: none"> ● SAC checks in with students for whom there are concerns about chronic absenteeism and tardiness, and maintains frequent communication with providers outside of school to help ensure regular attendance. ● Attendance Intervention Meetings (AIM) are held monthly. ● Letters are sent home on an ongoing basis to families with students who have 100% attendance and students whose attendance/tardiness has shown improvement ● Attendance and tardiness review letters are sent home to families with students where absenteeism is on the rise ● School Nurse provides necessary medical interventions to keep students in school (i.e. nebulizers, frequent communication with providers outside of school to help ensure regular attendance). ● School-based team including the school nurse and the SAC meet with parents as needed to discuss attendance concerns. |
| Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.) | <ul style="list-style-type: none"> ● Monitor school-wide attendance data |

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

Data Source:

- Daily Attendance Report
- Log tracking interventions by SAC
- Use of ADFs as needed
- AIM meeting log
- Contracts between parents and the school based on AIM meetings

STUDENT RESULTS INDICATOR

Data Source:

- Participation in quarterly attendance celebrations
- Improved attendance

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 | Gates Lane School | Ann Swenson | September 2019 - June 2020 |

Professional Learning Priorities

| PL Goal No. | Priorities | Initial and Follow-up Activities (as appropriate) |
|-------------|--|--|
| 1 | Continue with implementation of C.I.A. Read Side-by-Side and Fountas and Pinnell Reading curricula in ELA (school-wide). | (Initial activity) 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 increase proficiency in implementing the C.I.A. Reade Side-by-Side and Fountas and Pinnell programs to facilitate Reading instruction. |
| | | Follow-up Activities |
| | | Classroom observations of components of C.I.A., Fountas, and Pinnell in action in classrooms. |
| | | Attendance at all District-wide C.I.A. Read Side-by-Side and Fountas and Pinnell trainings. |
| | | Support provided by the FICs, including lesson modeling, facilitating additional training opportunities during PLC meetings, co-teaching opportunities, and coverage for peer-observations/ follow-up reflection meetings specific to ELA, for all typical and EL classrooms. |
| | | Utilize the Fountas and Pinnell Literacy Continuum across all grade levels - align it to classroom literacy instruction (Fountas and Pinnell, and CIA) in an effort to ensure that we are addressing all literacy standards/objectives throughout the school year. |
| | | ILT will regularly review ELA writing, as well as January STAR Reading data, in order to monitor improvements or additional needs for interventions. |

| | | |
|----------|---|--|
| <p>2</p> | <p>Continue efforts to increase Math achievement across all grades, including SWD/ELs (school-wide).</p> | <p>(Initial activity) 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 the enVision Math Common Core program to facilitate Math instruction.</p> |
| | | <p>Follow-Up Activities</p> |
| | | <p>Classroom observations of components of enVision Math lessons in action in the classroom.</p> |
| | | <p>Scheduled computer lab/Chromebook time to provide opportunities for students to utilize digital components of the enVision Math program.</p> |
| | | <p>Further increase opportunities for teachers to provide students with access to digital Math content through initiatives such as syncing Pearson Realize to Google Classrooms, and more frequently utilizing resources such as the MCAS Digital Library and STAR <i>Accelerated Math</i> and <i>Math Facts in a Flash</i>.</p> |
| | | <p>Support provided by the FICs, including lesson modeling, facilitating additional training opportunities during PLC meetings, co-teaching opportunities, and coverage for peer-observations/ follow-up reflection meetings specific to Math, for all typical, EL, and SAIL classrooms.</p> |
| | | <p>ILT will regularly review Math open response, as well as January STAR Math data, in order to monitor improvements or additional needs for interventions.</p> |

| | | |
|-----------------|---|---|
| <p>3</p> | <p>Continue to implement SRSD writing strategies for informative, explanatory, opinion, argument, and narrative writing across all disciplines (Grades 1-6).</p> | <p>(Initial Activity) Professional development with a focus on Self-Regulated Strategy Development for Writing (SRSD), including opportunities to analyze student work and use results to inform instruction, and opportunities to increase proficiency in utilizing SRSD to facilitate Writing instruction.</p> |
| | | <p align="center">Follow-Up Activities</p> |
| | | <p>Classroom observations of components of C.I.A., Fountas, and Pinnell in action in classrooms.</p> |
| | | <p>Attendance at all District-wide SRSD trainings and quadrant PLC meetings.</p> |
| | | <p>Support provided by the FICs, including lesson modeling, facilitating additional training opportunities during PLC meetings, co-teaching opportunities, and Coverage for peer-observations/ follow-up reflection meetings specific to SRSD, for all typical and EL classrooms.</p> |
| | | <p>Support provided by teachers at other schools in the District with greater expertise using SRSD Writing strategies, including inviting teachers from these schools to participate in PLC meetings for Grades 1-6, and sending Grades 1-6 teachers to other participating schools to observe SRSD in action.</p> |
| | | <p>ILT will regularly review student writing facilitated with SRSD strategies in order to monitor improvements and additional need for support.</p> |