

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2018 - 2019**



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

Heard Street School

Cynthia Vail

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 IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college 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 and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Cynthia Vail	Principal	Sept: 9/6/18, 9/13/18, 9/20/18, 9/27/18
Danielle Barry	Assistant Principal	Oct: 10/4/18, 10/11/18, 10/18/18, 10/25/18
Kim Hampton	Focused Instructional Coach	Nov: 11/1/18, 11/8/18, 11/15/18, 11/29/18
Jaime Bullock	Grade One Teacher	Dec: 12/6/18, 12/13/18, 12/21/18
Caroline Olen	Grade Three Teacher	Jan: 1/3/19, 1/10/19, 1/17/19, 1/24/19
Erin Derr	Grade Six Teacher	Feb: 2/7/19, 2/14/19, 2/28/19
Lisa Maddox	School Adjustment Counselor	Mar: 3/7/19, 3/14/19, 3/21/19, 3/28/19
		Apr: 4/4/19, 4/11/19, 4/25/19
		May: 5/2/19, 5/9/18, 5/16/19, 5/23/19
		June: 6/6/19

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2018 Official Accountability Report - Heard Street

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Heard Street (03480136)	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 Partially meeting targets

Progress toward improvement targets	Accountability percentile
72% - Partially meeting targets	50

Overall results

Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	4	4	-
	Mathematics achievement	2	4	-	4	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	5	12	60.0	8	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	6	8	20.0	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	1	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		4.7	9.6	-	7.2	7.6	-
Percentage of possible points		49%		-	95%		-
Criterion-referenced target percentage		72%					
		Partially meeting targets					

II. Student Attendance

Student Attendance (2017-18)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	97.3	4.8	9.7	2.0	9.4
Female	97.4	4.4	7.5	1.4	6.8
Male	97.1	5.1	11.8	2.6	11.8
Economically Disadvantaged	96.6	5.8	15.4	3.5	15.4
High Needs	97.1	5.0	11.2	2.4	11.2
LEP English language learner	97.2	4.7	7.6	1.5	7.6
Students with disabilities	97.0	5.4	10.8	0.0	10.8
African American/Black	98.3	2.7	2.5	0.0	2.5
American Indian or Alaskan Native					
Asian	98.2	3.3	6.3	0.0	6.3
Hispanic or Latino	96.8	5.7	10.5	5.3	10.5
Multi-race, non-Hispanic or Latino	97.8	4.0	15.4	0.0	15.4
White	97.0	5.2	11.7	1.5	10.9

Student Retention (2017-18)

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %
All Students	235	7	3.0	15.9	0.0	0.0	0.0	0.0	0.0
Female	114	3	2.6	16.7	0.0	0.0	0.0	0.0	0.0
Male	121	4	3.3	15.4	0.0	0.0	0.0	0.0	0.0
Economically Disadvantaged	95	4	4.2	21.1	0.0	0.0	0.0	0.0	0.0
High Needs	148	6	4.1	19.4	0.0	0.0	0.0	0.0	0.0
LEP English language learner	45	3	6.7	23.1	0.0	0.0			
Students with disabilities	21	1	4.8				0.0		
African American/Black	29	0	0.0			0.0			0.0
American Indian or Alaskan Native	1								
Asian	25	1	4.0			0.0			0.0
Hispanic or Latino	54	2	3.7	18.2	0.0	0.0	0.0	0.0	0.0
Multi-race, non-Hispanic or Latino	12	0	0.0						
White	114	4	3.5	17.4	0.0	0.0	0.0	0.0	0.0

State Targets:

(To be given to principals when released by DESE in November 2018)

III. Comprehensive Needs Analysis

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

Areas of Strength	
Strength	Evidence
In ELA, our students performed at a level consistent with the state.	ELA: on par with the state for “all grades 3 through 8”: 52 percent for HSDA versus 51% for the state achieving Met or Exceeded expectations. Grade 3: 60% for HSDA v. 52% for the state. Grade 6: 64% for HSDA v. 51% for the state.
In ELA, our students in grades 4 and 5 performed above the district level.	ELA: Grades 4 and 5 outperformed the district by 2 points and 6 percentage points (grade 5: 38 for the district and 44 for HSDA, Grade 4 38 for the district and 40 for HSDA).
In Math, grade three students performed at a level consistent with the state. All grades outperformed the district in M/E categories.	Math: Grade three outperformed the state by 2% (52% v. 50%). All grades outperformed the district in percentage M/E.
Areas of Concern	
Concern	Evidence
In Math 57% of our students did not meet expectations on the 2018 MCAS test.	Math: The average for all grades 3-8 fell short of matching statewide results in mathematics (43% v. 48%). All grades, except 3, scored lower than the statewide average for their grade. All grades 3-8, Math: 52% of HSDA students scored in the PM category, 5% in the not met category. (40/12 for the state).
In Science, 71% of our students did not reach the proficient level on the 2018 MCAS.	Science: Only 29% were P and A proficiency levels, compared with the state at 47%.
In ELA, 48% of our students did not meet expectations on the 2018 MCAS.	All students grades 3-8, ELA: 42% PM/6% NM (State: 38/11).
Writing: A large portion of our students have received minimal points on MCAS writing prompts.	Grade 4 Concerns: 31% of students earned less than 50% of possible points on the writing prompts. 51% Earned between 51 and 75% of possible points. Grade 4 Concerns: On Question 8 (a 7 point

	<p>question) 5% percent of students earned 0 points, 37% earned 1 point for a total of 42%. 59% of students earned a 3 or less. On question 16 (a 3 point question): 7% of students earned a 0 and 41% earned a 1, for a total of 48% earning less than 2 points.</p> <p>Grade 5 concerns: 29% of students earned 50% or less of the possible points on the writing prompts. 54% earned between 51% and 75% of possible points. Only 16% percent of students earned greater than 75% of the possible writing points. Grade 5 Concerns: On question 8 (a 7 point question): 3% earned 0 points, 5% earned 1 point, and 32% earned 2 points for a total of 40% earning less than three points. 53% of students earned 3 or less points.</p>
<p>Progress toward English Language Proficiency: Our students showed virtually no grow</p>	<p>In 2017, 55.6% of students met expectation versus 57.5% in 2018. We received 1 out of 4 points for progress toward improvement targets.</p>
<p>Our Hispanic subgroup did not show growth on the 2018 MCAS tests, in fact they showed a decline in performance.</p>	<p>We had a decline of 3.5% from 2017 to 2018 and earned 0 out of 4 points for progress toward improvement targets.</p>

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations and PLC practices)	<p><u>Increase Educator Capacity to provide high-quality Instruction</u></p> <p>1.6 Use of Time for Professional Development and Collaboration</p> <ul style="list-style-type: none"> ❖ Teachers will collaborate through ILT, Coaching and PLC meetings, monthly professional development, learning walks and review of data and reflective planning to improve instruction. Evaluate the schedule based on collected data to maximize opportunities for teacher professional development. <p>1.4 Monitoring Implementation and School Progress</p> <ul style="list-style-type: none"> ❖ Teachers will continuously identify the Tier 3 (25%) students in content areas using all available resources (RTI groups, tutors, and STAR interventions) to address their needs and provide interventions. Communicate progress and challenges and seek input from staff, continuously and systematically monitor progress. <p>1.7 Communication With Staff</p> <ul style="list-style-type: none"> ❖ Professional Development and PLCs that deepen teacher capacity for successful implementation of: Fountas and Pinnell Classroom, Reading Side by Side, SRSD, enVision Math 2.0, Renaissance STAR 2.0, and school-wide writing expectations. Maintain two-way communication across staff and school teams. <p><u>Staff collaboratively developed school-wide professional and student learning goals.</u></p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Weekly ILT meetings with grade level teachers and administration represented will monitor school-wide assessment data to produce and facilitate responsive professional development aligned with agreed upon best-practices. ILT will support a positive school culture with open communication and regular email updates. ● ILT will consistently seek and analyze feedback in order to refine practices and professional development. ● Common planning time will be used to disseminate pertinent information discussed in ILT meetings in order to foster inclusivity and move forward as a whole staff.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">● The second meeting of the month is designated for professional development led by teachers to share their expertise in the following: Fountas and Pinnell Classroom Components, Reading Side by Side Components, SRSD, enVision Math 2.0, GOOGLE, Renaissance STAR 2.0., and school climate and behavior management.● Focused Instructional Coaching support utilizing varied coaching cycles.● Learning walks to support successful implementation of Fountas and Pinnell Classroom, Reading Side by Side, SRSD, enVision Math 2.0 and Renaissance STAR 2.0 classroom components.● Agendas, exit slips, and school-wide surveys utilized for feedback to support modifications for progress.● Blue Forms to record classroom managed behaviors, in collaboration with all staff	<p>Data Source:</p> <ul style="list-style-type: none">● Reflective practice and multiple data point to be utilized: Student works samples, Renaissance STAR 2.0 data, BAS, MCAS 2.0, Formative and Summative Assessment, Pre and Post enVision 2.0 assessments, ACCESS, and other target assessments.● Student ownership of learning will be evidenced by student articulation and utilization of varied methods and strategies independently and collaboratively to support their own learning. Teacher and Student goal setting and progress monitoring will be evident.● Regular student goal setting utilizing STAR assessment tools● Blue Forms to record classroom managed behaviors

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 differentiation to ensure access for targeted student populations including EL and students with disabilities)	<p>2.1 Instructional Expectations</p> <ul style="list-style-type: none"> ❖ Specific or precise expectations for high quality instruction are communicated and understood by staff, using all new programs with fidelity and consistency, Gradual Release of responsibility will be the intentional practice. The ILT will develop professional development opportunities that allow for ongoing teacher collaboration through PLCs, second monthly meetings, learning walkthroughs, classroom visits and constructive feedback. <p>2.4 Classroom Observation Data Use</p> <ul style="list-style-type: none"> ❖ ILT will ensure a positive school culture with open communication and regular email updates. Instructional leaders conduct regular learning walkthroughs focused on strengthening teachers’ instructional practices. <p>2.7 Structures for Instructional Improvement</p> <ul style="list-style-type: none"> ❖ Climate and Culture: Blue Forms to record classroom managed behaviors, Implementation of a Positive Behavioral Management Program. Identify Monthly Family and Student Successes. Implementation of social skills groups, interventions for social and emotional support for students and families. Structures, practices, and use of resources (e.g. collaborative meeting time) to support data driven instruction to meet the needs of each student.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>Weekly ILT meetings represented by grade level teachers and administration will monitor school-wide assessment data to produce and facilitate responsive professional development aligned with agreed upon best-practices.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">● Renaissance STAR 2.0 data to inform and plan instruction.● Student Work Samples● Fountas and Pinnell Assessment data● ILT meeting and Professional Development agendas● Blue Forms to record “classroom managed behaviors”● School-wide surveys, data results and outcomes● RTI Progress Monitoring records keeping● Fourth Prep Teacher will collaborate with the Science liaison to design and deliver technology and Science content.	<p>Data Source:</p> <ul style="list-style-type: none">● Renaissance STAR 2.0 data Screening Reports, and Progress Monitoring Reports. ACCESS, and MCAS 2.0 data.● Fountas and Pinnell BAS and Specialized Assessment data● enVision Mathematics 2.0 assessments● Report cards and interim and progress reports● Informal Checklists and intervention record keeping documents <p>Blue Forms to record “classroom managed behaviors”</p>

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 differentiation to ensure access for targeted student populations including bottom 25%)	<p><u>Interventions for targeted student populations (bottom 25%)</u></p> <p>3.1 General Academic Interventions and Enrichment</p> <ul style="list-style-type: none"> ❖ All students experience research-based academic interventions appropriate for their specific needs. ❖ Based on all available data, kindergarten through grade six teachers have identified the students in the bottom 25%. Teachers in grades one, three and four will develop lessons targeting areas of need for specific students to be implemented by the literacy tutor in a small group setting. In grade five, a team approach to CIA book clubs are being implemented. The team includes classroom teachers, inclusion staff and the literacy tutor. <p><u>Creating an environment conducive to instruction and interventions</u></p> <p>3.2 Teacher Training to Identify Student Needs (Academic and Nonacademic)</p> <ul style="list-style-type: none"> ❖ All staff are provided training and support to identify and respond appropriately to students’ needs, using Blue Forms to record and adjust “classroom managed behaviors,” Owl cards and Responsive Classroom groups and techniques in order to ensure a positive learning environment. <p><u>Academic Interventions for English Language Learners</u></p> <p>3.5 Academic Interventions for English Language Learners</p> <ul style="list-style-type: none"> ❖ All English Language Learners experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school- wide strategies.)	<ul style="list-style-type: none"> ● ILT will review data and collaborate to determine action steps to meet student needs for intervention and enrichment opportunities. ILT will collaboratively disseminate outcomes and actionable efforts to staff. ● ILT will support classroom teachers in the implementation of all district and school-wide initiatives including: K-2 implementation of Fountas and Pinnell Classroom integrated content (Science and Social Studies), 3-6 implementation of Reading Side by Side, SRSD and K-6 year two implementation of enVision Math 2.0, GOOGLE tools for teachers and Chromebook use in K-6.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">● Literacy Tutor, EL pull-out services for all L1, L2 and L3 students in grades K-6.● EL teacher collaboration with classroom teachers to provide strategies within Fountas and Pinnell, CIA, and SRSD programs● EL teacher will provide strategies and content during professional development staff meetings● ILT / PLC and SSP agendas and minutes● Hold Access informational meetings for parents, address the Access test and strategies/tools to help students at home (translators will be available)● Professional Development Planning and Reflection● Teacher and Student goal setting and documentation● Renaissance STAR 2.0 data documentation for goal setting and progress monitoring● Lesson planning reflective of the HQTL and Responsive and Differentiated Instruction.● Blue Forms to record “classroom managed behaviors”● Our Fourth Prep Teacher will work specifically with grades four and five to support Science and technology instruction.	<p>Data Source:</p> <ul style="list-style-type: none">● Assessment Data including: Renaissance STAR 2.0 in Reading and Mathematics, Fountas and Pinnell Assessment Data, enVision 2.0 data, other classroom Formative and Summative assessments and Student Work samples.● Progress Monitoring checklists and check-ups record keeping, RTI intervention logs.● Report cards, and Interim and Progress Reports for Regular, Special Education and ESL students.● ESI screening for Kindergarten, teacher observations and the implementation of Fountas and Pinnell Classroom integrated assessments and content (Science and Social Studies) work Sampling.

IV. D. Action Plan

<p>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 (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 differentiation to ensure access for targeted student populations) <i>Please limit to no more than three.</i></p>	<p><u>Universal tier 1, SEL building strategy</u></p> <p>4.1 School-wide Behavior Plan</p> <ul style="list-style-type: none"> ❖ Shift in the School Wide climate and SEL building strategy due to our families’ and community changing needs. Assertive discipline has been eliminated and replaced with Positive Discipline. New school-wide behavior plan includes a defined set of behavioral expectations, the system and set of structures for positive behavioral supports are aligned to those expectations. ❖ Implementation of a Positive Behavioral Management Program ❖ Identify Monthly Family and Student Successes ❖ Implementation of social skills groups, interventions for social and emotional support for students and families ❖ Family and community engagement ❖ Expanding community partnerships and accessing available resources working towards school wide improvements <p><u>Principal’s weekly communication to staff and community (updates/newsletter)</u></p> <p>4.5 Family and Community Engagement</p> <ul style="list-style-type: none"> ❖ The school makes family and community engagement a priority, regularly communicates with family through established routines and structures.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT will inform the school community changes of practice including Positive Discipline implementation and report on the successes and challenges. ILT will monitor and review ongoing data, including “blue sheets and white referrals”, and attendance at monthly celebrations. ILT will take the lead in Professional Development meetings and PLC’s to roll out new strategies.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">● Classroom Rules and Expectations will be posted in classrooms with Positive language● RED CARPET Celebrations● Cafeteria/Recess Positive Incentives/Cups● Social Skills Group by SAC● OWL Cards- Positive Rewards, ALL staff member participate in● Monthly Celebrations for Owl Card Points● Holiday Celebrations inviting families and communities● Monthly Rockstar Celebrations● Staff Shout outs● Monthly Perfect Attendance for Families● Blue Forms to record “classroom managed behaviors”● Positive phone calls to parents and/or notes in student agendas● Monthly Newsletters and Calendars to Parents● Wednesday Communicator to families● Community and Family After School Activities● After School tutoring/Holy Cross● Site Council Monthly meetings with parents, teachers and community partner● Weekly Banking with Community Partner/MCU● 504 and SSP meetings with parents	<p>Data Source:</p> <ul style="list-style-type: none">● Daily incentives: Owl Cards● Morning announcements including students’ birthdays● Monthly Perfect Attendance Celebrations● Monthly Rockstar Celebrations● Monthly Owl Point Celebrations● Daily Planners: notes to parents● Classroom incentives● Recess and Cafeteria Incentives● Student Safety Plans

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system to regularly review the impact of interventions with students).	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason 2. Review monthly chronic absenteeism with building based team. 3. Identify quarterly good attendance celebrations (please specify): 4. Continue 5 week review of attendance progress reports with students grades 4 and up and send home
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Monthly recognition/celebration of families for perfect attendance 2. Monthly recognition of accumulative perfect attendance 3. Monthly recognition of improved attendance
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ● Daily attendance reports ● Phone calls home 	Data Source: <ul style="list-style-type: none"> ● Attendance Certificates ● Perfect Attendance Homeroom Incentives

V. Worcester Public Schools Professional Learning Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Heard Street School	Cynthia Vail	Ongoing

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA: Utilize STAR data to inform instruction within the implementation of: Fountas and Pinnell Classroom (K-2), CIA: Reading Side By Side (3-6), SRSD: Self-Regulated Strategy Development (K-6)	Grade Level K-3 Teachers (FPC) Grade Level 3-6 Teachers (CIA and SRSD) Instructional Assistants Special Education Teacher EL Tutor Administration Focused Instructional Coach	Rationale: As a staff we recognize that utilizing ongoing assessments and tracking consistent data points in conjunction with explicit and direct instruction aligned with the CCSS is necessary for student growth. Utilizing differentiated, scaffolded, small group, and collaborative structures is necessary to support the lowest 25% of students and result in growth over time. Evidence: Cross-referenced data collections and analysis of, Renaissance STAR 2.0 data, ACCESS data, student work samples, lesson planning, goal-setting. Unit test and assessments, reflections and adjustments to instruction aligned with interventions.
2	Math: Utilize STAR and enVision data to inform instruction within the implementation of enVision.	Grade Level K-6 Instructional Assistants Special Education Teacher EL Tutor Administration Focused Instructional Coach	Rationale: As a staff we recognize that utilizing ongoing assessments and tracking consistent data points in conjunction with explicit and direct instruction aligned with the CCSS is necessary for student growth. Utilizing differentiated, scaffolded, small group, and collaborative structures is necessary to support the lowest 25% of students and result in growth over time. Evidence: enVision Math 2.0 topic assessment data, STAR Math 2.0 assessment data, STAR Accelerated Math 2.0, Progress monitoring, goal setting, reflections and adjustment to instruction.

<p>3</p>	<p><u>Science:</u> Increase time on explicit Science instruction in all grades, align instruction with Science quarterly scope and sequence as outlined in ATLAS with a school wide focus on content vocabulary.</p>	<p>Grade Level K-6 Instructional Assistants Special Education Teacher EL Tutor Administration Focused Instructional Coach</p>	<p><u>Rationale:</u> Most recent MCAS data shows a sharp decline in Science achievement. All teachers, utilizing ATLAS resources, will provide focused, hands-on opportunities for learning in Science with emphasis on content vocabulary. Staff will collaborate with district Science Liaison to exchange ideas and ensure increased opportunities for student growth. Fourth prep teacher will work directly with district Science Liaison to design and deliver lessons in Science in grades K-5. <u>Evidence:</u> Lesson planning, goal setting, reflections and adjustments to instruction, and PLC meeting agendas, grade 5 MCAS data.</p>
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p><u>ELA</u></p> <ul style="list-style-type: none"> Teachers at each grade level are meeting bi-weekly in PLCs with colleagues and Focused Instructional Coach to track student reading and writing assessment data to form appropriate interventions and instruction. 	<ul style="list-style-type: none"> Utilize STAR Reading 2.0 and STAR Early Literacy, and Fountas and Pinnell Benchmark Assessment data to inform and plan appropriate reading instruction. Implement all components of Fountas and Pinnell <i>Classroom</i> in grades K-2. Implement all components of CIA <i>Reading Side by Side</i> in grades 3-6. Implement all components of SRSD: <i>Self-Regulated Strategy Development</i> in grades 3-6. Student writing works samples will be collaboratively analyzed to track student ongoing progress. Pre and post SRSD: Self-Regulated Strategy Development assessment tracking log within GOOGLE sheets will be utilized to determine next steps for instruction and interventions. SEI Smart Card Training and strategy implementation.
	<p><u>ELA</u></p> <ul style="list-style-type: none"> ILT and staff will implement professional development the second meeting of every month to collaboratively share and deepen understanding of reading, writing, listening, and speaking instructional literacy practices utilizing: Fountas and Pinnell Classroom, CIA Reading Side By Side, and SRSD: Self-Regulated Strategy Development resources. 	<ul style="list-style-type: none"> Teachers will participate in “Learning Walks” to share best- practices in teaching and learning with: Fountas and Pinnell Classroom, CIA: Reading Side By Side, and SRSD: Self-Regulated Strategy Development. Teachers will participate in shared “Action Research” to deepen understanding about what new practices look like in the classroom, and to provide opportunities to ask and answer questions and collaborate to refine instruction. Resources are provide within GOOGLE Classroom to increase collaboration in grade levels K-6.

2	<p><u>Math:</u></p> <ul style="list-style-type: none"> Grade level teachers are meeting in bi-weekly PLCs with Focused Instructional Coach to examine and discuss best practices within enVision. Teachers are provided opportunities to explore and develop understanding of STAR Math resources. 	<ul style="list-style-type: none"> Utilize enVision Math 2.0 student work samples for analysis to track student ongoing progress. Utilize Renaissance STAR 2.0 and STAR Accelerated Math 2.0 to inform instruction and student engagement.
	<p><u>Math:</u></p> <ul style="list-style-type: none"> ILT and staff will implement professional development the second meeting of every month to collaboratively share and deepen understanding of instructional practices in mathematics utilizing: CCSS in Math, enVision 2.0 resources including interventions material to supplement based upon multiple data points. 	<ul style="list-style-type: none"> Continue to utilize resources provided by the district. Continue to participate in professional development provided by the district. Data analysis to reflect and plan instruction for intervention and continued collaboration with Special Education Teacher and EL Teacher for interventions.
3	<p><u>Science:</u></p> <ul style="list-style-type: none"> Teachers are meeting in bi-weekly PLCs to review Science content incorporating ATLAS resources. Science Liaison and Focused Instructional Coach are available to review Science content for curriculum applications across all grade levels and determine options for instructional resources. 	<ul style="list-style-type: none"> Teachers will implement in weekly lesson plans utilizing ATLAS resources and review student work samples at meetings to identify next steps for instruction. Fourth Prep teacher will utilize time to deliver Technology and Science content in grades K-6.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p>ELA</p> <ul style="list-style-type: none"> ● Fountas and Pinnell Classroom materials ● CIA: Reading Side By Side Curriculum materials including Book Clubs. ● SRSD: Self-Regulated Strategy Development Curriculum materials for grade levels 3-6. ● Renaissance STAR U. ● SEI Smart Card ● Sixth grade pen pals (partnership with Quinsigamond School) ● Holy Cross literacy partnership 	<ul style="list-style-type: none"> ● Utilize Literacy Tutor for small group structures in grades K-6 to target lowest 25% students in need of intervention. ● Guided Reading interventions K-6 to meet student where they are to be able to achieve growth expectations. ● Student services as outlined on IEP for Special Education students by a trained Special Education Teacher. ● Utilize STAR Assessment 2.0 data as a resources to progress monitor and goal set to assure the transfer of applicable grade level skill and strategy acquisition for student understanding and independence. ● Professional Development provided by the district for K-6 that aligns with: Fountas and Pinnell Classroom, CIA: Reading Side By Side, SRSD, and Renaissance STAR 2.0. ● SEI Smart Card training
2	<p>Math</p> <ul style="list-style-type: none"> ● Renaissance STAR Accelerated Math 2.0. ● enVision Math 2.0 Curriculum K-6 	<ul style="list-style-type: none"> ● Professional development provided by the district for enVision Mathematics 2.0. ● Professional Development provided by Focused Instructional coach on Renaissance STAR Math 2.0 assessment data and Renaissance STAR Accelerated Math 2.0. ● Collegial “Learning Walks” that support 21st century skill development in mathematics school-wide. ● Utilize district Math Liaison for the exchange of ideas and resources to utilize within the classroom for student skill acquisition.
3	<p>Science</p> <ul style="list-style-type: none"> ● PLC bi-weekly meetings to review Science content and monitor curriculum application across a grade levels incorporating ATLAS. 	<ul style="list-style-type: none"> ● Teachers will implement in weekly lesson plans aligned with the CCSS and utilize ATLAS resources. ● Teachers will continue to review student work samples at meetings to identify next steps for instruction with collaborative conversations and presentations.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	ELA <ul style="list-style-type: none">On target: K-6 teachers have participated in BOY ELA professional development provided by the district. Collaborative structures are in place for teachers to learn and grow through “Learning Walks”, and the ability to share and present at the second meeting of every month, including at PLC meetings.	Teachers are in the beginning stages of implementation and collaborating within PLC meetings and Staff meetings to solve problems of practice. Teachers are learning how to utilize STAR U to better understand how to manage data to inform instruction, goal set and group students for the best possible outcomes.
2	Math <ul style="list-style-type: none">On target: K-6 teachers are in year two of implementation of enVision Mathematics 2.0. Teacher collaboration will continue with the structures provided.	Planning and implementation stages are underway. Teachers are in the beginning stages of understanding and implementing STAR 2.0 data and resources.
3	Science <ul style="list-style-type: none">On target: Scheduled meetings with Science Liaison for varied grade levels. Fourth prep teacher will work with district Science Liaison for interventions in Science in grades K-6.	Planning and implementation stages are underway. Teachers are regularly including focused, intentional Science instruction in weekly lesson plans.