

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**Francis J. McGrath School**

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**Paula Severin**

**Principal or Administrator**

**Maureen Binienda**

**Superintendent**

## **Coordination and Integration of funds**

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

**Equity of Access:** Ensuring all students have access to high quality instruction/materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college/career readiness.

**Engagement:** Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

**Safe and Healthy Students:** Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

**High quality teaching and learning:** To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

**College and Career Readiness:** In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college/career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college/career readiness contractual service provider at our vocational-technical high school.

## **Worcester Public School Transition Plan for Assisting Preschool Children**

Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.

# I. School Instructional Leadership Team Members

**School Instructional Leadership Team (ILT) Members shall include:**

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2<sup>nd</sup> 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.

<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Paula Gibb Severin	Principal	Sept:9/14,9/28
Patty Barnard	FIC	Oct:10/12,10/26
Megan Noyes	Intermediate teacher	Nov:11/9,11/30
Melissa Leslie	Primary teacher	Dec:12/7,12/21
Susan Kezer	ELL teacher	Jan:1/11,1/25
		Feb:2/1,2/15
		Mar:3/1,3/15
		Apr:4/5,4/26
		May:5/3,5/17
		June:6/7,6/14

# I. Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2017 Official Accountability Data - Francis J McGrath Elementary

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Francis J McGrath Elementary (03480177)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>No level</b>	Students in this school participated in 2017 Next Generation MCAS tests	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												<a href="#">About the Data</a>
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	142	142	100	Yes	140	140	100	Yes	34	34	100	Yes
High needs	120	120	100	Yes	118	118	100	Yes	27	27	100	Yes
Econ. Disadvantaged	102	102	100	Yes	100	100	100	Yes	20	20	100	Yes
ELL and Former ELL	62	62	100	Yes	60	60	100	Yes	18	-	-	-
Students w/disabilities	23	23	100	Yes	22	22	100	Yes	5	-	-	-
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	1	-	-	-
Asian	2	-	-	-	2	-	-	-	-	-	-	-
Afr. Amer./Black	32	32	100	Yes	32	32	100	Yes	7	-	-	-
Hispanic/Latino	48	48	100	Yes	46	46	100	Yes	15	-	-	-
Multi-race, Non-Hisp./Lat.	8	-	-	-	8	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	51	51	100	Yes	51	51	100	Yes	11	-	-	-

### III. Student Attendance and Retention

#### Francis McGrath School

#### Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	95.1	94.1	94.6
Average # of days absent	8.0	9.8	9.3
Absent 10 or more days	31.5	36.5	33.3
Chronically Absent (10% or more)	9.6	16.9	13.5
Unexcused Absences > 9	30.6	33.8	15.8
Retention Rate	2.8	2.0	1.3

#### Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism

Check daily attendance in SAGE and make phone calls for 2 consecutive days absent without a reason.

Review monthly chronic absenteeism.

\*Identify quarterly good attendance celebrations (please specify): In each classroom students are building the words “perfect attendance” (this happens when the whole class is present). When they have completed these 2 words they have a choice of 3 prizes, and then they begin again. Additionally, classes are recognized at the monthly Superstar Celebrations.

Reviewing attendance progress reports for grades 4-6 with individual students followed up by sending reports home.

\*School plan to promote ongoing good attendance (please specify): SAC and / or School Psychologist attends Kindergarten screening and talks to each family about attendance supported by signing a pledge card.

Principal sends out a letter to all families that were identified by District in the previous year as having chronic absenteeism and then monitor throughout the year.

Letters will be sent out throughout the year to families of any student with 4 or more tardies each month. (Began the end of Sept.)

Yearly Whole School Assembly kick off –Informed next steps around attendance

Students in primary and intermediate sign a whole school pledge and write letters to their families for home discussion (Oct)

School secretary, SAC or Psychologist will call families if a student is absent without notification or out for a period of consecutive days.

SAC or Psychologist will assist families as needed.

Schedule AIM meetings monthly to collaborate with families/school and DCF. (Oct begin)

**\*requires action**

## **IV. Comprehensive Needs Analysis**

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

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
<p><b>Science achievement improved</b></p> <ul style="list-style-type: none"> <li>● Decreased Warning by 9%</li> <li>● Decreased Needs Improvement by 5%</li> <li>● Increased Proficiency by 6%</li> <li>● Increased Advanced by 7%</li> <li>● CPI Gain of 11.1 points               <ul style="list-style-type: none"> <li>● <i>District taught internal PD for 5E model, preK-6</i></li> <li>● <i>Teachers conducted a minimum of 2 investigations per month (Science)</i></li> <li>● <i>Every grade level hosted an end of year grade level Science Fair</i></li> <li>● <i>Imbedded SRSD strategies into Science instruction</i></li> </ul> </li> </ul>	<p><b>Grade 5 –Science</b></p> <p>Warning 2016 = 37% 2017 = 28%</p> <p>NI 2016 = 53% 2017 = 48%</p> <p>Proficient 2016 = 11% 2017 = 17%</p> <p>Advanced 2016 = 0% 2017 = 7%</p> <p>CPI 2016 = 46.7 CPI 2017 = 57.8</p> <p>Graded student projects K-6</p> <p>Parent participation at grade level Project Fair</p> <p>Writing samples</p>
<p><b>Increased time for data analysis and professional collaboration</b></p> <ul style="list-style-type: none"> <li>● Increased common prep time in the building</li> <li>● Differentiated professional learning time</li> <li>● Staff meetings used to work within grade levels</li> </ul>	<p>Agendas of staff meetings and CPT</p> <p>Teachers sharing material, resources and strategies</p> <p>Exit slips and surveys by teachers</p> <p>Walk throughs and observations</p>
<p><b>Decreases in office referrals and suspensions</b></p> <ul style="list-style-type: none"> <li>● Suspensions decreased from 16 to 14</li> <li>● Monthly PBIS team meetings</li> <li>● Great PBIS Race for school behavior</li> <li>● Classroom based PBIS expectations were defined and clarified for all staff and students</li> <li>● Tier 1 and 2 office protocols for behavior</li> <li>● WPS behavior specialist(s) worked with teachers and students (Tier 3)</li> <li>● SSP process clarified and defined</li> <li>● Student behavior goal sheets implemented for individual students</li> </ul>	<p>Office referrals and suspension data</p> <p>Behavioral team observations and reviews</p> <p>Parent feedback and staff feedback</p> <p>SSP referral system</p> <p>Total suspensions 2016-17: 14, 2015-16: 16 suspensions</p> <p>Suspended student subgroup: F-3, M-11 (6 Sped, 3 EL)</p>

<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
<p><b>Percentage of students meeting expectations in math on MCAS 2.0 was low:</b></p> <ul style="list-style-type: none"> <li>● Math standards based instruction <ul style="list-style-type: none"> <li>○ manipulative use</li> <li>○ cooperative learning and discourse</li> <li>○ student mastery</li> <li>○ formative assessment used to drive instruction</li> </ul> </li>   <li>Power Standards(Challenges)</li> <li>● Grade 3 Math target: Geometry and Measurement, Place value, Problem Solving, Patterns</li> <li>● Grade 4 Math target: Problem Solving, Measurement</li> <li>● Grade 5 Math target: Geometry and Measurement, Place Value, Equivalent Fractions</li> <li>● Grade 6: Math target: Multiplying and Dividing Fractions, Ratios, Probability and Statistics</li> </ul>	<p><b>MCAS 2.0 Math 2017</b></p> <p><b>Grade 3 Math</b>  29% not meeting expectations  52% partially meeting  19% meeting</p> <p><b>Grade 4 Math</b>  8% not meeting expectations compared to district 24%  58% partially meeting compared to 44% district  31% meeting compared to 30% district  4% exceeding compared to 3% district</p> <p><b>Grade 5-Math</b>  10 % not meeting expectations compared to 22% district  66% partially meeting compared to 52% district  21% meeting compared to 23% district  3% exceeding compared to 3% district</p> <p><b>Grade 6 Math</b>  16% not meeting expectations  54% partially meeting compared to district 47% and state 39%  30% meeting compared to district 30% and state 42%  0% exceeding</p>



**Percentage of students meeting expectations on MCAS 2.0, ELA was low, particularly in grade 3.**

- Need to strengthen teacher literacy instruction in all grade levels as well as targeted intervention strategies for all students.
- Need additional support using both formative and summative data to design instruction.

Power Standards(Challenges)

- GRADE 3 ELA target: Writing-specifically focusing on text type and purpose, Finding specific evidence in a text, Integration of knowledge and ideas
- Grade 4 ELA target: Vocabulary, Word Meaning in Context, Finding Main Idea, Summarizing Text
- Grade 5 ELA target: Poetry, Character Development, Vocabulary
- Grade 6 ELA target: Vivid Details, Character Development, Details that support central ideas

**2017 MCAS 2.0 data**

**Grade 3- ELA**

Only 19% meeting expectations compared to the district 26%  
32% not meeting expectations  
Average scaled score of 481.8

**Grade 4-ELA**

38% meeting expectations compared to district 29%  
50% partially meeting expectations compared to district 47% and state 42%  
12% not meeting expectations compared to district 19% and state 10%  
Median SGP: school = 51.5, district = 49.0, state = 50.0

**Grade 5- ELA**

28% meeting expectations  
52% partially meeting expectations  
21% not meeting expectations  
Median SGP school = 54.0, district = 53.0, state = 50.0

**Grade 6-ELA**

36% meeting expectations compared to 32% district, 43% state  
62% partially meeting compared to 48% district, 39% state  
Median SGP: school = 60.0, district = 53.0, state = 50.0  
Grades 3-6 ELA median SGP 54 with 30 % meeting or exceeding

According to fall Fountas and Pinnell’s Benchmark Assessment System (BAS), out of 186 students assessed, 26% of students in all grades scored “Exceeds Expectations”, 19% of all students scored “Meets Expectations”, 10 % of all students scored “Approaches Expectations”, and 45% of all students scored “Do Not Meet Expectations”.

According to fall MAP, out of 147 students assessed, 43 % scored in the “High” range, 35% scored in the “High Average range, 18% in the “Average” range, 20% in the “Low Average” range and 39% in the “Low” range.

**EL student subgroup did not make adequate progress.**

ACCESS for ELLs ELP Test winter 2017 Proficiency Level

Practices identified for improvement are:

- EL student progress
- Pullout vs push in
- Vocabulary and scaffolding
- Lack of SRSD training for ESL staff
- Lack of academic discourse

Summary

	Overall Score	
	# of Students	
	at Level	% of Total Tested
1 - Entering	5	5%
2 - Emerging	32	35%
3 - Developing	36	40%
4 - Expanding	15	16%
5 - Bridging	3	3%
6 - Reaching	0	0

- Observations
- Student work

## V. Action Plan

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
Warm, Welcoming Inclusive Environment <ul style="list-style-type: none"><li>● The school community creates and maintains a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves and claim ownership of their learning.</li></ul>
Collaborative Professional Learning <ul style="list-style-type: none"><li>● Teachers work collaboratively during staff, PLC meetings and prep periods centered on specific goals which are focused on improving student learning outcomes.</li><li>● English Language Learner and Special Education staff collaborate with classroom teachers supporting students' needs.</li></ul>
Math <ul style="list-style-type: none"><li>● Teachers use ATLAS to develop standards-based lesson plans supported by enVisions.</li><li>● Will utilize manipulatives and activities to gain mastery of skills.</li><li>● Students will use manipulatives appropriately in order to solve problems.</li><li>● Students will demonstrate mastery through collaborative discourse, unit tests, district assessments and daily work.</li></ul>
Readers Workshop Model <ul style="list-style-type: none"><li>● Teachers use ATLAS to implement Readers Workshop Model within their literacy block.</li><li>● Teachers conference with students to monitor progress, give individual instruction/feedback and form mini lessons.</li><li>● Students engage daily with complex literature and complex texts.</li><li>● Students engage in collaborative work through discourse, building on others talk, and responding appropriately.</li></ul>
Self-Regulated Strategy Development (SRSD) <ul style="list-style-type: none"><li>● Teachers will use SRSD to define outcomes, scaffold skills ensuring performance expectations, and use patterns of thinking consistent with structure of content area (i.e. LAT, non-fiction, narrative).</li><li>● Students will write to reflect content-specific thinking, provide evidence connecting multiple sources using SRSD strategies including graphic organizers.</li></ul>

**Leadership, Shared Responsibility, and Professional Collaboration**

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

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

- 1.5** Staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches, administration) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. Educators regularly share their strengths and struggles in the spirit of helping each other to continually improve their practice.
- 1.6** The schedule includes adequate time for professional development opportunities and collaboration for most teachers. There is a process in place for evaluating the schedule based on collected data to maximize opportunities for teacher professional development and ensure it helps all educators continually improve their practice and collaboration time.
- 1.7** Formal structures are in place to build effective staff relationships balanced with transparency and open, two-way communication across staff and school teams and between administrators and staff.

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

Analyzes data to identify areas of concern and growth school wide  
Plans upcoming professional learning from data and teacher exit slips  
ILT members take leadership roles in staff meetings  
Informs staff 2x month through email on ILTs work

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Targeted coaching by FIC, Principal, ILT members Staff meetings differentiated 2x month (Focused SRSD, Readers Workshop Model and data analysis both within grade level and vertically) PLC groups 1x per month SRSD meetings x1 per month –Grade levels in cohort Increase scheduled co-teach, EL staff EL staff K-6 adhere to SRSD model (language, examples, anchor charts) Planning lessons using ATLAS Observation and evaluation process Agendas prior to meetings and exit slips at the end of meetings Email to all staff after every ILT meeting Weekly principal letter Sharing student work at staff meetings and PLCs Input from Literacy Team and ILT (analyzing data to inform instruction)</p>	<p><b>Data Source:</b> BAS, MAPS Formative assessments Foundation unit tests/scores enVisions assessments SRSD scoring Student work samples Independent conferencing Journal writing</p>

### Intentional Practices for Improving Instruction

*Employing intentional practices for improving teacher-specific and student-responsive instruction*

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p><b>2.1</b> Specific or precise expectations for high-quality instruction are communicated and understood by staff, monitored by school leaders, and consistently implemented by teachers.</p> <p><b>2.3</b> Formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, professional learning communities), and protocols are consistently used to address individual students' academic needs by: (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning.</p> <p><b>2.7</b> Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation are in place and consistently implemented, resulting in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks, that meets the needs of each student.</p>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Monitor implementation of best practices through data analysis. Act as liaisons to primary and intermediate teachers.</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Use the First 21 days of school protocols Ongoing formative and summative assessment data analysis by teacher (e.g., SRSD data, Math, Science) Foundations: 30 min block K-3 Science: 5 E Model 2 with Investigations per month and end of year K-6 Projects Fair Math: Standard based supported by enVisions (including online component), and Greg Tang website, manipulatives and intervention data tracking ELA: Readers Workshop Model using rigorous text SRSD: 40 min. blocks &amp; embed into content areas EL: scaffolding strategies supported by ESL staff –increased use of of SEI smart card and academic discourse Classroom Walls (observed and staff walkthroughs with feedback) Principal and coach walk throughs leading to needs as individuals and groups Observation and Evaluation process Use of ATLAS for lesson planning and design Literacy Team develops, supports and assists staff of the “Must Do’s” in their literacy block and clarifies literacy expectations for each grade level Visual Thinking Strategies (VTS) Stating objectives and purpose Participate in district and school professional learning opportunities</p>	<p><b>Data Source:</b> BAS, MAP, formative assessment, common assessment (district), unit assessments, student work with feedback Student use of scientific process and academic vocabulary Student use of manipulatives and related strategies to problem solve SRSD self-scoring sheets Evidence of annotation on “close reading” activities including rigorous texts Able to explain the purpose Using manipulatives to solve problems</p>

**Providing Student-Specific Supports and Instruction to All Students**

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

<p><b>Prioritized Best Practices or Strategies</b>                  (Include differentiation to ensure access for targeted student populations)</p>	<p><b>3.1</b> All students experience research based academic interventions appropriate for their specific needs. These best practices and enrichment opportunities are implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support.</p> <p><b>3.3</b> Student learning and academic performance is regularly reviewed (at least once a month) throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year.</p> <p><b>3.5</b> All English language learners experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.</p>
<p><b>Instructional Leadership Team Implementation</b>                  (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Review teachers’ analysis of classroom assessments to provide targeted support in meetings.                  Model and support staff sharing of formats and structures to analyze formative and summative assessments                  Develop, model and support Professional Learning during staff meetings and PLC’s                  Model and support staff sharing of strategies to teach academic vocabulary</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b>                      The first 21 days school wide protocols                      Explicitly teach and require academic vocabulary in class discussions and student work across disciplines                      Align instructional strategies to SEI Smart Card                      Use classroom walls to support learning                      Reteach Math concepts/content as formative assessments indicate and then re-assess                      Utilize a Response to Intervention (RTI) model in K-2 and 4-6 ELA, to increase the rate of student progression in reading levels                      Read and analyze a poem a week                      Utilize SEI smart card                      Principal / coach walk throughs                      Observation &amp; evaluation</p>	<p><b>Data Source:</b>                      Students developing and interacting with word walls                      Using SRSD to find supporting evidence in text                      Using manipulatives                      Using the DO WHAT concept from SRSD (understanding word problems)                      SRSD scores                      BAS &amp; MAP (set goals for growth)                      Independent text choice                      Writing                      Use of reading and writing strategies                      Independent reading conferences</p>



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

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

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p><b>4.1</b> The schoolwide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations. In addition, most staff members implement the procedures outlined in the schoolwide behavior plan. Leaders monitor implementation using data.</p> <p><b>4.5</b> The school makes family and community engagement a priority and all of the following five conditions are met:</p> <ul style="list-style-type: none"> <li>(1) One or more staff members coordinate family and community engagement activities;</li> <li>(2) Regular social events are planned throughout the year to engage families and community members;</li> <li>(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;</li> <li>(4) Staff members routinely reach out to families to communicate information about their children’s progress and needs; and</li> <li>(5) Communications with families are made available in multiple languages, as needed.</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Receive monthly report from PBIS team meetings to review data and agenda discussions</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Teachers will use Positive Behavioral Intervention Support (PBIS) Teachers and 1 ELL staff member will participate in the Student Support Process Translated documents –communication (SSP) Tier 2 as needed and SPED teams as needed AIM attendance meetings every 6 weeks, attendance pledge with families Staff will work with behavior specialist when appropriate for Tier 3 Staff will re-teach and model behaviors at the least 1x per month</p>	<p><b>Data Source:</b> Attendance at PBIS celebrations Receive bee tickets and fill beehives Improved student behavior daily and long term Participate in “Beehive” and “Perfect Attendance” celebrations Be part of the school and family team Produce quality work in grade level Project Fair Attend Super Star celebration Attendance at family events, after school programs and classroom events</p>

<p>Anchor charts supporting PBIS/clothespin behavior chart</p> <p>Individual behavior charts data as needed</p> <p>Use “The Great PBIS Race” (filling “Beehives”) and “Perfect Attendance” protocol</p> <p>Schedule school wide family activities, community service, conferences (K-3)</p> <p>Use notes, phone calls, email, newsletters and conferences to communicate with families</p> <p>At least 1 x per year parents invited to classrooms for a grade level event</p> <p>Choose a monthly Super Star</p> <p>PBIS Team meets 1x per month</p> <p>First 21 days protocol</p> <p>Support after school programs: Fit Club and Girls on the Run</p>	
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## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	F.J.McGrath	Paula Gibb Severin	8/28/17-6/15/18

### 1: Professional Learning Goals:

No	Goal	Identified Group	Rationale/Sources of Evidence
1	Use ATLAS to increase teacher knowledge and implementation of the WPS Science curriculum	PreK-6 teachers ESL Teachers Special Education Teacher Instructional Assistants	Rationale: 2017 Science MCAS results Evidence: Lesson plans aligned with ATLAS Teachers will incorporate SRSD T.I.D.E. writing into science instruction as a means to measure student learning.
2	Continue to build teacher knowledge and implementation of manipulatives as a Math problem solving strategy.	PreK-6 teachers ESL Teachers Special Education Teacher Instructional Assistants	Rational: 2017 Math MCAS 2.0 results, 2017 MAP Math results, need to increase EL/Former EL achievement Evidence: Teachers will use manipulatives as a scaffold in the teaching of Math content and concepts supported by enVisions and Greg Tang and increase the related academic discourse
3	Implement the Readers Workshop Model (RWM), K-6	PreK-6 teachers ESL Teachers Special Education Teacher Instructional Assistants	Rational: MCAS, BAS, MAP, student work Evidence: Teachers will plan literacy block using the RWM including mini-lessons, guided practice, and independent practice with conferencing supported by SRSD strategies.

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>● Analyze and interpret Science data</li> <li>● All students K-6 to be involved in a Science /Social Studies project during the school year</li> <li>● Teachers will incorporate SRSD strategies into their Science lessons</li> <li>● Train staff in using ATLAS for Science planning</li> <li>● Continue to increase use of Science videos, books, articles, periodicals, scholastic</li> <li>● Liaisons assist in professional learning around ATLAS</li> <li>● Continue to develop formative assessments to monitor growth</li> <li>● Teachers will implement 5E method in all Science lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Distribute analyzed data school wide</li> <li>● Staff looks for patterns and trends in Science instruction K-6</li> <li>● Students will use SRSD strategies to demonstrate Science understanding and learning (Marking up, graphic organizers, POW, TIDE)</li> <li>● Referencing ATLAS in lesson plans</li> <li>● Teachers will share Science labs and student work with each other at PLC and/or staff meetings</li> <li>● Teachers will use formative assessments to monitor student learning and adjust instruction</li> <li>● Teachers will plan and execute a science project/social studies showcase with students and families</li> <li>● Continue working with community resources (Broadmeadow Brook, Ecotarium, Blackstone Valley Coalition)</li> <li>● Teachers will use McGrath’s “Garden in the Woods” as an extension of their classrooms</li> </ul>
2	<ul style="list-style-type: none"> <li>● Data entry enVisions</li> <li>● Analyze Math data (MCAS,MAP, District) to look for patterns and trends</li> <li>● Staff attends district enVision trainings</li> <li>● Teachers continue to develop lessons using ATLAS , Math binders and enVision materials with a focus on incorporating manipulatives into the lesson when appropriate</li> <li>● One teacher from each grade level attends Greg Tang workshop</li> </ul>	<ul style="list-style-type: none"> <li>● Formative and summative assessments analyzed within units</li> <li>● Lessons reflecting the use of enVisions materials</li> <li>● Ongoing communication with the EL teachers to support ESL learners</li> <li>● Ongoing communication and support from SPED teacher to support special needs student learning</li> <li>● During PLC’s teacher shares with other grade level partner and form next steps</li> <li>● Teachers work vertically to share Greg Tangs strategies</li> </ul>

3	<ul style="list-style-type: none"><li>● BAS procedures, protocols, calibration</li><li>● Data review by reading standards</li><li>● Introduce Readers Workshop Model to all staff</li><li>● Using quality text to support reading standards</li><li>● Teachers will implement SRSD strategies within their lessons impacting student writing and growth</li><li>● Classroom walls as a teaching tool</li><li>● ATLAS for planning</li></ul>	<ul style="list-style-type: none"><li>● Professional learning on each component of Readers Workshop model</li><li>● Collecting conferencing data to drive instruction</li><li>● Readers notebooks gr. 4-6</li><li>● Classroom walls –accountability</li><li>● Monitor progress in PLC’s</li><li>● Lesson plans</li><li>● Observation &amp; evaluation</li></ul>
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### 3: Essential Resources

<b>PL Goal No.</b>	<b>Resources</b>	<b>Other Implementation Considerations</b>
<b>1</b>	WPS Science liaison; WPS Science Curriculum Kits, Moodle, assessment data, ATLAS, Scholastic News, Science resource area in the building	<ul style="list-style-type: none"><li>● Monthly Staff meetings: Actively engaged in collegial Science learning activities ensuring curriculum is aligned with standards and instructional practices</li><li>● Common planning time: Teachers are supported to practice, implement and plot progress to inform instruction</li><li>● SRSD training: use SRSD strategies to support Science writing and thinking</li></ul>
<b>2</b>	WPS Math liaison, enVisions manipulatives and resources, assessment data , K-3 Greg Tang 10 frames, online enVisions components , Greg Tang online resources	<ul style="list-style-type: none"><li>● Grade level meetings: Supporting grade levels in mapping standards, create assessments to check in between MAP testing and unit tests and interpret the common assessment data</li></ul>
<b>3</b>	ATLAS, Guiding Readers and Writers, The Daily 5, “Day to Day Assessment in the Reading Workshop”, Grades 3-6 CIA, Reading A-Z resources, guided reading leveled library, Teachers College, Reading & Writing project videos	<ul style="list-style-type: none"><li>● Supporting all staff in full implementation of the Readers Workshop Model</li></ul>

#### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
1	Atlas training has occurred at one staff meeting around ELA instruction and have a January meeting planned with district using Atlas to plan Science lessons.	Actionable feedback and support is being provided to staff orally and written Staff are sharing ideas and student work
2	Teachers are increasing their use of manipulatives and each grade level is using some Greg Tang strategies	PLC work , staff professional learning and observations with feedback are supporting staff
3	Multiple professional learning staff meetings, PLC groups, observation and evaluation are based on Readers Workshop Model	Actionable feedback and support is being provided to staff orally and written Staff are sharing ideas and student work