

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Thorndyke Road School

Kathleen Lee

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
Kathleen Lee	Principal	Sept: 9, 21
Kristina Pelczarski	Teacher/Assistant Principal	Oct: 3,21, 28
Elizabeth Bombard	Focused Instructional Coach	Nov:14, 25
Maureen Jarvis	Grade 6 Teacher	Dec:12.16
Patty O’leary	Grade 6 Teacher	Jan:16,27
Teresa Rivera	Grade 5 Teacher	Feb:13,27
Brenda Dubrey	Grade 3 Teacher	Mar:16,23
		Apr:16, 27
		May:18.29
		June:4, 8

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

11/11/11 MORE

2019 Official Accountability Report - Thorndyke Road

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Thorndyke Road (03480235)	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 Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
63% - Substantial progress toward targets	42

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	96.3	6.5	22.8	4.9	22.0
Female	96.5	6.2	21.8	3.5	20.6
Male	96.1	6.7	23.6	6.0	23.1
Economically Disadvantaged	95.7	7.5	27.8	6.1	27.3
High Needs	95.9	7.1	26.3	5.6	25.9
LEP English language learner	95.8	7.3	25.2	7.8	24.3
Students with disabilities	96.3	6.4	17.9	7.1	16.1
African American/Black	97.4	4.6	7.2	2.9	7.2
Asian	96.7	5.9	20.0	5.0	20.0
Hispanic or Latino	95.1	8.5	38.8	8.7	36.9
Multi-race, non-Hispanic or Latino	96.8	5.8	16.7	0.0	16.7
White	96.5	6.1	20.0	3.6	19.4

II. Student Retention 2018-19

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	330	2	0.6	1.8	0.0	1.9	0.0	0.0	0.0						
Female	156	1	0.6	0.0	0.0	5.6	0.0	0.0	0.0						
Male	174	1	0.6	3.3	0.0	0.0	0.0	0.0	0.0						
Economically Disadvantaged	163	2	1.2	3.3	0.0	3.7	0.0	0.0	0.0						
High Needs	219	2	0.9	2.4	0.0	2.3	0.0	0.0	0.0						
LEP English language learner	85	2	2.4	5.6	0.0	4.8	0.0	0.0	0.0						
Students with disabilities	45	1	2.2	0.0	0.0	9.1		0.0	0.0						
African American/Black	59	0	0.0	0.0	0.0	0.0	0.0		0.0						
Asian	19	0	0.0		0.0										
Hispanic or Latino	90	1	1.1	0.0	0.0	5.9	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	12	0	0.0												
White	150	1	0.7	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.

<i>Accountability Indicator</i>	<i>Areas of Strength</i>	
	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Grade 3 writing scores 8 above the state Grade 6 writing scores 7 above the state Subgroups High Needs, Econ. Disadvantaged, EL and former EL, Students with disabilities, and Hispanic/Latino exceeded targets in ELA and Math	DESE School Accountability Report
Growth (ELA, Math, Science)	Math - high growth in all subgroups except Sped - Mini Lessons and visual learning resources ELA - High growth in lowest performing and student with disabilities Grade 6 Math above the state in all standards, except one	DESE School Accountability Report DESE School Profile
Discipline	Percentage of suspensions decreased in 2018-2019, (-2).with a -4 change of out of school suspensions, A -9 change for Emergency Removal incidents.	Baseline Discipline Data Suspension and Emergency Removal Incidents Report
Chronic Absenteeism and Attendance	Chronic Absenteeism- Exceeded Targets Change in number of students with Chronic Absences showed a -8 difference Average Tardies per student showed a change of -1.1	DESE School Accountability Report Baseline Pupil Attendance Report Chronic Absences and Tardy Report

	<i>Areas of Focus</i>	
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	<p>Science - 0 points- Declined in all subgroups</p> <p>Decline in ELA Achievement for All Students and White subgroup</p> <p>0 points earned for ELA and Science Achievement</p>	DESE School Accountability Report
Growth (ELA, Math, Science)	<p>Mean SGP in grades 4 and 5 below State Mean of 49.9</p> <p>Low growth in ELA with the exception of sped and lowest performing 2 out of 4 points earned</p>	<p>DESE School Accountability Report</p> <p>DESE School Profile</p>
Discipline	2.2% of enrolled students were suspended in 2018-2019	Sage Discipline data Report- Suspended
Chronic Absenteeism and Attendance	Although cumulative change in all of the identified absence range was -16, the 10-14 day range showed an increase of 10.	Sage Baseline- Pupil Attendance Absence Range Detail Report.

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 targeted support to strengthen PLC practices and ensure access for all student populations)	<p>1.2. High Expectations and Positive Regard: School Leadership, staff and students consistently demonstrate high expectations through the implementation of school wide practices and procedures such as classroom discourse, higher order questioning and sentence stems in all English Language Arts, Math and Science lessons. Response to Intervention Groups have been established to provide individualized instruction and challenge students to reach these high expectations.</p> <p>1.4. Monitoring Implementation of School Progress: Leadership will address weaknesses and student needs through review of formative and summative data communicated during Professional Learning Community meetings, and with appropriate service providers (i.e.. School Adjustment Counselor, English Language Learner and Special Education support staff). Response to Intervention Groups will be created based on this data analysis and collaboration. These flexible RTI groups will be monitored and adjusted as needed. Fountas and Pinnell and CIA Professional Development will be provided as needed by FIC with district support. Weekly grade level meetings will focus on student achievement and growth in ELA, Math and Science.</p> <p>1.6. Use of time for Professional Development and Collaboration: Teachers are provided with ample opportunities within their daily schedule to meet and collaborate as grade level teams and in learning communities. Coverage is provided for teachers to attend PLC meetings, and weekly common planning time is provided for collaboration among and across grade levels. Coverage is provided so that teachers can attend Burncoat quadrant and district wide SRSD professional development, as well as district PD offerings including Fountas and Pinnell and STEM Science. Targeted professional learning is in ELA, Math and Science with a focus on Literacy in Math and accountable talk as well as on the Fountas and Pinnell Literacy Continuum. Professional Development and time for collaboration are included in every staff meeting and PLC agenda.</p>

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● ILT will regularly analyze evidence of implementation of instructional practices, (i.e. writing using Self-Regulated Strategy Development, CIA, Fountas and Pinnell, Lesson Plans, 5E model in Science), student achievement, professional development, and non-academic supports. ● ILT members focus on actively monitoring and assessing the implementation and impact of key improvement strategies including implementation of Self-Regulated Strategy Development (SRSD), Close Reading, comprehension strategies and essential components of reading and Balanced Literacy and provide timely feedback. ● ILT members will actively monitor placement and progress of students RTI and WIN groups to ensure adequate progress is being made ● ILT will conduct instructional rounds and videotape lessons with debriefing and feedback provided on effectiveness of instructional practices. Analysis of student data (STAR, BAS, MCAS, SRSD Pre/Post and formative tasks) to assess the effectiveness of strategies and classroom instruction. Working as active participants in Vertical Team PLC meetings to provide support and feedback. ● ILT members support teachers in planning professional development and facilitating staff meetings.
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What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: PLC agendas and minutes Teachpoint PD summaries Student data analysis reports Weekly principal notes Observations and Evaluations of PLCs, Teacher Common Planning, Lesson plans detailing teachers utilization of the Fountas and Pinnell Learning Continuum Evidence of student goal setting Lesson plans RTI lesson plans</p>	<p>Data Source: Student assessments - formal and informal - SRSD, BAS, STAR, enVision, Running Records, etc. Student assessment reports Student Goal Setting Sheets Observations of Student Discourse and Collaboration Written and Oral presentations MCAS 2.0 Exit Slips</p>

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)	<p>2.1. Set Instructional Expectations: Specific and precise expectations for high quality instruction are communicated and understood by staff, monitored by school leaders, and consistently implemented by teachers. Instructional expectations include SRSD prompts, Math tool kits and reference folders, classroom discourse and higher order questions and use of the 5E model in Science. This will be measured through evaluation check ins, leadership communication, weekly notices and minutes.</p> <p>2.3. Identify and Address Student Academic Needs: Formal teaming and collaboration strategies and processes (e.g. instructional leadership team, collaborative planning, and professional learning communities) and protocols are consistently used to address individual students’ needs by: using data, identifying actions to address student learning and regularly communicating action steps among all staff and teams to build and sustain a professional culture. RTI and WIN groups are established based on this data analysis to ensure all students are getting individualized support.</p> <p>2.6. Student Assessment Data Used (for classroom instruction): Teachers work individually and collaboratively to use a variety of assessment data (BAS, STAR, enVision, SRSD writing samples, Comprehension Conversations, Letter/Sound checklists, etc.) to support data driven instruction. Instruction is differentiated based on ongoing assessments and RTI and WIN groups are created and monitored using this assessment data.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● ILT representatives will work with vertical teams during weekly focused PLC meetings to analyze data, examine student work, evaluate instructional practices and discuss the impact of instruction on student work. ● Using assessment data, ILT will facilitate teacher feedback sessions to determine individual student progress in RTI and WIN groups and facilitate movement within groups. ● ILT will support teacher instructional proficiency by participating in peer observations of Fountas and Pinnell, CIA, SRSD and enVision practices and lessons to provide feedback on instructional practices and student engagement. Instructional best practices will also be analyzed and refined through examining student work, analyzing data from formative and summative assessments during weekly meetings, and completing classroom rounds to ensure effectiveness of these practices. ● ILT members will support and collaborate with teachers as they videotape lessons in reading, Math, SRSD writing or Science to share best practices, determine effectiveness of instruction, and monitor student engagement

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

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: SRSD Pre/Post Assessment, Formative Assessments and Scoring Scales Collection of Student Work Samples Assessment data (STAR, BAS, enVision) PLC agendas, meeting minutes, products Feedback Weekly Principal Notes Classroom Evaluations/Observations Videotaped Model Lessons Implementation of SEI strategies</p>	<p>Data Source: SRSD Pre/Post Assessment data and Formative Assessments Scoring Scales SRSD MCAS 2.0 STAR Early Reading, Reading and Math Assessments BAS Classroom Formative Assessments Exit Slips and Science Lab Reports enVision Math Topic, daily quiz, and Quarterly Assessments Student Work Samples</p>

IV. C. Action Plan

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). (Specifically address students not meeting targets)

Prioritized Best Practices or Strategies

(Include targeted support to ensure access for all student populations including lowest 25%)

3.1. General Academic Intervention and Enrichments: 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 tiered system of support. Students in need of additional support are placed in RTI groups developed to meet their individual needs. This is measured through data collected and analyzed from SRSD writing rubrics, Math assessments, STAR, as well as the Student Support Process.

3.3. Determining School Wide Student Supports: Student learning and academic performance is regularly reviewed (at least twice a month) throughout the school year, using a wide array of ongoing assessments to identify student specific and school wide emerging needs. Students are assigned to interventions, enrichment and supports, as needed throughout the year. Literacy team meets monthly to analyze data collected in class and RTI groups

3.5. Providing Academic Supports for English Learners: Supports for English learners include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned and regularly provided. Teachers utilize Fountas and Pinnell Classroom and CIA materials that are diverse and represent a variety of backgrounds and cultures. EL teachers regularly collaborate with classroom teachers regarding individual strengths and needs of EL students and plan to provide instruction to meet these needs.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● ILT will analyze varied data sources to track student progress in all areas and ensure that tiered supports are closely monitored and modified as needed. The ILT will employ a deliberate system for the review of student assessments to ensure classroom-based and tiered interventions are clearly in place. ● Plan and develop RTI groups: ILT members will meet to create and monitor the effectiveness of a school-wide Response to Intervention structure implemented across grades K-6. Members will create groupings and identify most effective tools to use to expedite and ensure mastery of deficient skills. Math and Literacy administrative teams will contribute to the planning and implementation of professional development focused on Response to Intervention structures and supports to meet the needs of staff and students. Ongoing progress monitoring will determine other content areas requiring explicit intervention. ● ILT grade level representatives are responsible for explaining meeting minutes, collecting grade level artifacts, checking in on progress, and monitoring the creation of grade level unit plans/assessments. ● Build common language across grade levels: The ILT will work with grade level teachers, EL and Special education staff members, as well as instructional assistants to ensure that high quality teaching and learning practices are in place and expectations for all grade levels are clearly understood through the use of common curriculum and resources including Fountas and Pinnell, CIA, enVision, SRSD, and ATLAS, to ensure all students experience research-based academic interventions appropriate for supporting all students. ● ILT will analyze varied data sources to track student progress in all areas and ensure that tiered supports are closely monitored and modified as needed. The ILT will employ a deliberate system for the review of student assessments to ensure classroom-based and tiered interventions are clearly in place.
<p align="center">What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Weekly lesson plans RTI lesson plans SEI Lesson Plans SEI Card Implementation Fountas and Pinnell Continuum and Goal Setting Implementation Assessment data Data Binders PLC agenda and minutes Classroom/small group observations</p>	<p>Data Source: SRSD Pre/Post Assessment data Scoring Scales SRSD MCAS 2.0 ACCESS STAR Early Literacy, Reading and Math Assessments BAS Accelerated Math Data Classroom Formative Assessments enVision Math Topic Assessments Student Work Samples Comprehension Interviews and running records</p>

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a welcoming school through a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)	
Prioritized Best Practices or Strategies (Include practices that target new and incoming students)	<ol style="list-style-type: none"> 1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. <ol style="list-style-type: none"> a. AAA Quarterly celebration supports respectful environment 2. Principal’s weekly communication to staff (updates/newsletter) 3. Universal Tier 1, SEL building strategy (please specify) <ul style="list-style-type: none"> ● Morning Meetings to discuss Cool Tools of the week, i.e. Taking Care of Materials, Walking through the corridor, Asking permission, when to ask for help etc., as well as implementation of elements of open circle/character building/social skills aligned with ROAR behavior matrix, and anti-bullying topics including I-Safe Curriculum ● Daily review of ROAR Pledge behavior expectations with references to matrix. Students recite ROAR Pledge and Kindness Pledge during daily morning announcements ● 365Z- Kindness initiative- “Random Acts of Kindness” recognized school-wide ● Implementation of Family Support Team Meetings- Criteria Presented to staff at Faculty Meetings to define protocol for identifying students who may need behavioral or outside supports to positively impact academic progress. ● Character trait “shout out Board” implemented and recognized weekly
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● The ILT has clearly identified a wide array of effective social-emotional responses and supports for students in need of such assistance. ● Students identified throughout the school year, will receive targeted social and emotional support and will be monitored to assess the impact of supports. ILT members will familiarize itself and share with staff members. They will support teachers and staff through constant communication, bi-weekly meetings, data analysis of referrals, and consultation with adjustment counselor and parents. ● The ILT will measure the effectiveness of the school-wide behavioral supports and initiatives through monitoring the implementation and consistency of the open circle/character building/social skill themes aligned with the school wide ROAR behavior matrix, and anti-bullying topics, allowing for students and staff to focus on teaching and learning. ● The ILT will analyze the amount of office referrals, Student Support Process and Family Support requests written by teachers, the types of behaviors reported in school and on busses, and the support and administrative interventions taken as a result of the referrals.

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

ADULT IMPLEMENTATION INDICATOR

Data Source:

- Morning Meetings
- SSP documents, parent conferences, and office referral sheets
- Adjustment counselor anecdotal records, behavior reflection sheets shared and signed by parents and administration

STUDENT RESULTS INDICATOR

Data Source:

- Students can articulate a clear understanding of behavior expectations. Teacher referral forms are processed and students take part in a reflection practice as they complete an age appropriate “reflection sheet” of the behavior.
- Teacher Referral forms submitted through the Student support process
- Through the implementation of the Family Support Team referral process, families are provided with suggestions for supports in order to assist in stabilizing the family. This will be measured by attendance, referrals, and analysis of individual student academic performance. behavior charts, quality of student work, assessments, Triple A Award data, ROAR student of the month
- Functional Behavior Assessments for students in need of Tier 3 behavioral supports

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone calls for two consecutive days absent. 2. Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. 3. Quarterly celebrations for perfect attendance during AAA Awards ceremony 4. School wide Recognition and celebrations for classrooms reading perfect attendance status
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● School based attendance team will monitor chronic absenteeism data monthly-Students with multiple absences will be referred to the Family Support Team ● ILT will measure the effectiveness of interventions and plan celebrations for students and classrooms who achieve perfect attendance ● Parent communication in the form of letters, phone calls, and parent presentations at family nights, and Fall Open House ● School Adjustment counselor and Principal will conduct home visits to those families of students with chronic absenteeism
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ● Daily attendance ● Monitor Daily Attendance Report ● Family Support Referral ● Fresh Start Meeting Data ● Classroom Initiative data 	Data Source: <ul style="list-style-type: none"> ● Daily Attendance Report ● Monthly District Attendance Reports ● Attendance Progress Reports

**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	Thorndyke Road School	Kathleen Lee	

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Increase Intentional Talk and Collaborative Discussions during instructional time, including Math.	Book Study of “Intentional Talk in Math” Creation of Math Toolkits and Resource Folders
2	Supporting Balanced Literacy through the implementation of Fountas and Pinnell Classroom and the Fountas and Pinnell Literacy Continuum.	Provide opportunities for staff members to attend district level Fountas and Pinnell professional development Provide all teachers with copies of Fountas and Pinnell Continuum and allow for professional development opportunities
3	Increase student engagement in Science	Vertical team meetings to address Science standards across grade levels Continue professional development in the 5e model to increase student engagement in Science