

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2019 - 2020**



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

**Wawecus**

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**Joanna Loftus**

**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. 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, 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
Joanna Loftus	Principal	Sept: 6
Donna Anderson	Focused Instructional Coach	Oct: 4
Karen Cerullo	Grade 1 Educator	Nov: 8
Lori Backlin	Grade 2 Educator	Dec: 6
Katherine McGovern	Grade 5 Educator	Jan: 10
		Feb: 7
		Mar: 6
		Apr: 3
		May: 8
		June: 5

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

## 2019 Official Accountability Report - Wawecus Road School

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Wawecus Road School (03480026)	<b>GRADES SERVED</b> K,01,02,03,04,05,06
<b>REGION</b> West/Central	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b> Not requiring assistance or intervention
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<b>Reason for classification</b> Substantial progress toward targets
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Progress toward improvement targets	Accountability percentile
73% - Substantial progress toward targets	52

## 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	95.2	8.4	31.0	7.6	29.7
Female	95.6	7.9	31.0	7.0	29.6
Male	95.0	8.9	31.1	8.1	29.7
Economically Disadvantaged	94.5	9.6	35.8	9.5	33.7
High Needs	95.0	8.9	33.3	8.5	31.8
LEP English language learner	95.2	8.5	33.3	6.7	28.9
Students with disabilities	94.3	10.2	44.7	12.8	44.7
African American/Black	96.3	6.5	26.7	6.7	26.7
Asian	95.4	7.5	25.0	16.7	25.0
Hispanic or Latino	94.1	10.5	45.8	10.2	42.4
Multi-race, non-Hispanic or Latino	97.4	4.7	14.3	0.0	14.3
White	95.9	7.3	19.2	3.8	19.2

## II. Student Retention

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	132	1	0.8	0.0	0.0	0.0	4.3	0.0	0.0						
Female	64	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Male	68	1	1.5	0.0	0.0	0.0	10.0	0.0	0.0						
Economically Disadvantaged	72	1	1.4	0.0	0.0	0.0	8.3	0.0	0.0						
High Needs	110	1	0.9	0.0	0.0	0.0	5.3	0.0	0.0						
LEP English language learner	39	0	0.0	0.0		0.0	0.0								
Students with disabilities	42	0	0.0			0.0	0.0	0.0	0.0						
African American/Black	14	0	0.0												
Asian	7	0	0.0												
Hispanic or Latino	56	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	6	0	0.0												
White	49	1	2.0			0.0	8.3	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>Strength</i>	<i>Areas of Strength</i>							
		<i>Evidence</i>							
Achievement (ELA, Math, Science)	<ul style="list-style-type: none"> <li>Substantial progress towards targets</li> <li>59% of students in grades 4-6 were proficient or higher on the 2019 MCAS ELA test</li> <li>Grade 4 students did well on informational writing pieces</li> <li>Grade 5 students did very well on informative and narrative writing pieces</li> <li>50% of students in grades 4-6 were proficient or higher on the 2019 Math MCAS test</li> <li>Students in grades 2-6 showed an 8 point increase in informational writing</li> <li>Students in grades 2-6 showed a 7 point increase in Literary analysis writing</li> <li>Students in grades 2-6 showed a 5 point increase in narrative writing</li> </ul> <p>Progress toward attaining English language proficiency:</p> <ul style="list-style-type: none"> <li>62% of EL students made progress on the 2019</li> </ul>	<b>ELA Percentage Not Meeting</b>							
		<b>2016</b>		<b>2017</b>		<b>2018</b>		<b>2019</b>	
		Gr. 3	27%	32%	12%	6%			
		Gr 4	20%	37%	13%	0			
		Gr 5	31%	7%	<b>0</b>	5%			
		Gr 6	23%	<b>0</b>	<b>0</b>	15%			
		Overall	24%	22%	<b>6%</b>	6%			
						<b>ELA Percentage of Students Meeting/Exceeding</b>			
				<b>2017</b>		<b>2018</b>		<b>2019</b>	
		Gr. 4	40%		48%		47%		
Gr. 5	34%		61%		76%				
Gr. 6	62%		76%		55%				
Over All					59%				



- ACCESS test
- 4/7 students in grades K and 1 made progress on the 2019 Access assessment
  - 8/11 students in grades 3-5 made progress on the 2019 Access assessment

Impacts:  
 Daily implementation of CIA, SRSD, and Fountas and Pinnell to support reading and writing, Carousel, tiered teaching  
 Evidence: BAS, running records, SRSD scoring scales, MCAS assessments, RTI

- PLCs for K-2 and 3-6
- Leveled library organized materials to support guided reading
- Continued fidelity of SRSD writing strategy
- RTI K-2

Genre	5 SRSD Writing Collection Gr. 2-6		
	Average Score (20 pt. Scale)		
Gr. 2-6	Pre	Post	Student Growth
Informational	3.9	12.2	+8.3
LAT	5.3	12.2	+7
Narrative	6.2	11.2	+5

Gr.	Spring Benchmark students meeting
1	25%
2	73%
3	47%

**\*Asked fewer comprehension conversation questions. Aligned the questions in Fountas and Pinnell Classroom books**

<p>Growth (ELA, Math, Science)</p>	<ul style="list-style-type: none"> <li>77% of students in grades 4-6 had an SGP of 50 or above on the 2019 ELA MCAS test</li> <li>64%, of students in grades, 4-6 had an SGP of 50 or above on the 2019 Math MCAS test.</li> </ul>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;"><b>Math</b></th> </tr> <tr> <th colspan="4" style="text-align: center;"><b>Percentage Meeting/Exceeding</b></th> </tr> <tr> <th></th> <th style="text-align: center;"><b>2017</b></th> <th style="text-align: center;"><b>2018</b></th> <th style="text-align: center;"><b>2019</b></th> </tr> </thead> <tbody> <tr> <td>Gr. 3</td> <td style="text-align: center;"><b>28%</b></td> <td style="text-align: center;"><b>27%</b></td> <td></td> </tr> <tr> <td>Gr. 4</td> <td style="text-align: center;"><b>33%</b></td> <td style="text-align: center;"><b>52%</b></td> <td style="text-align: center;"><b>47%</b></td> </tr> <tr> <td>Gr. 5</td> <td style="text-align: center;">11%</td> <td style="text-align: center;"><b>44%</b></td> <td style="text-align: center;"><b>52%</b></td> </tr> <tr> <td>Gr. 6</td> <td style="text-align: center;"><b>31%</b></td> <td style="text-align: center;"><b>40%</b></td> <td style="text-align: center;"><b>50%</b></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><b>Overall</b></td> <td style="text-align: center;"><b>50%</b></td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>STE MCAS</b></th> </tr> <tr> <th style="text-align: center;"><b>Year</b></th> <th style="text-align: center;"><b>M/E</b></th> <th style="text-align: center;"><b>PM/NM</b></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2016</b></td> <td style="text-align: center;"><b>6%</b></td> <td style="text-align: center;"><b>88%</b></td> </tr> <tr> <td style="text-align: center;"><b>2017</b></td> <td style="text-align: center;"><b>27%</b></td> <td style="text-align: center;"><b>59%</b></td> </tr> <tr> <td style="text-align: center;"><b>2018</b></td> <td style="text-align: center;"><b>28%</b></td> <td style="text-align: center;"><b>61%</b></td> </tr> <tr> <td style="text-align: center;"><b>2019</b></td> <td style="text-align: center;"><b>38%</b></td> <td style="text-align: center;"><b>62%</b></td> </tr> </tbody> </table>	<b>Math</b>				<b>Percentage Meeting/Exceeding</b>					<b>2017</b>	<b>2018</b>	<b>2019</b>	Gr. 3	<b>28%</b>	<b>27%</b>		Gr. 4	<b>33%</b>	<b>52%</b>	<b>47%</b>	Gr. 5	11%	<b>44%</b>	<b>52%</b>	Gr. 6	<b>31%</b>	<b>40%</b>	<b>50%</b>			<b>Overall</b>	<b>50%</b>	<b>STE MCAS</b>			<b>Year</b>	<b>M/E</b>	<b>PM/NM</b>	<b>2016</b>	<b>6%</b>	<b>88%</b>	<b>2017</b>	<b>27%</b>	<b>59%</b>	<b>2018</b>	<b>28%</b>	<b>61%</b>	<b>2019</b>	<b>38%</b>	<b>62%</b>
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Discipline	<ul style="list-style-type: none"> <li>● Percent of out of school suspensions has decreased</li> <li>● 90% of the students go to the quarterly PBIS celebration</li> </ul>	<ul style="list-style-type: none"> <li>● Students are utilizing strategies that help them deescalate which returns them to the classroom sooner</li> <li>● School-wide PBIS initiatives motivate students to be Safe Responsible and Respectful.</li> <li>● AAA Awards celebrate the students who have achieved the criteria</li> </ul>
<i>Areas of Focus</i>		
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	<ul style="list-style-type: none"> <li>● 30% of students in grade 3 scored proficient or higher on 2019 MCAS ELA test</li> <li>● Students in grades 3-6 scored significantly below the state on 2019 MCAS ELA craft and structure questions</li> <li>● Students in grades 3-6 scored below the state on the 2019 MCAS ELA selected response test items</li> <li>● 40% of students in grades 3-6 scored proficient on the 2019 Math MCAS test</li> <li>● Students in grades 3-6 scored significantly below the state on the 2019 MCAS Math test in the areas of NBT, NF, OA, and MD standards including place value, multiply and dividing within 100, solving problems involving the four operations, fractions, equivalent fractions, and area and perimeter</li> <li>● 38% of grade 5 students were proficient on the 2019 STE MCAS test.</li> </ul>	<p>Data from</p> <ul style="list-style-type: none"> <li>● DESD</li> <li>● STAR</li> <li>● Classroom Formal Assessments</li> <li>● SRSB School-Wide Collections</li> <li>● Examining Student Work</li> </ul>

	<ul style="list-style-type: none"> <li>● 10% of students with disabilities are proficient or higher on the 2019 STE MCAS test</li> </ul> <p>Gaps: students with disabilities evidence : 2019 MCAS assessment</p> <p>Gaps in Science as evidenced by 2019 STE MCAS test.</p> <p>Progress toward attaining English language proficiency concerns:</p> <ul style="list-style-type: none"> <li>● 3/7 students in grades K and 1 did not make progress on the 2019 Access assessment</li> <li>● 3/11 students in grades 3-5 did not make progress on the 2019 Access assessment</li> </ul>	
Growth (ELA, Math, Science)	<ul style="list-style-type: none"> <li>● 13% of students in grades 4-6 had an SGP of &lt;50 on the 2019 ELA MCAS test</li> <li>● 36 % of students in grades 4-6 had an SGP of &lt;50 on the 2019 Math MCAS test</li> </ul>	<ul style="list-style-type: none"> <li>● DESD</li> <li>● STAR</li> <li>● Classroom Formal Assessments</li> <li>● SRSD School-Wide Collections</li> <li>● Examining Student Work</li> </ul>
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Discipline	<ul style="list-style-type: none"> <li>18 Suspendable Offences</li> </ul>	<ul style="list-style-type: none"> <li>10% are not attending the PBIS celebrations. Usually the same students</li> </ul>																				
Chronic Absenteeism and Attendance	<ul style="list-style-type: none"> <li>Rate went up 1.6 from 18-19 for all students</li> <li>The majority of subgroups did not meet the target. The range of change was from 2 students to 8 students.</li> </ul>	<ul style="list-style-type: none"> <li>Several of the students who are chronic fall in several categories</li> <li>Families were visited and supported and communication was constant</li> <li>Fresh Start meetings were held and followed up on</li> </ul>																				

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <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)	
<b>Prioritized Best Practices or Strategies</b>  (Include targeted support to strengthen PLC practices and ensure access for all student populations)	<b>High Expectations:</b> <ul style="list-style-type: none"><li>● Wawecus’ focus is “We will write well and understand what we read.” This is stated every day by students, educators and leadership. Instructional practices support this by providing effective student feedback, using self-regulated strategies (SRSD) and allowing opportunities for student discourse.</li><li>● PD on core values: Educators discuss-What do we want for our students every day? What do I need to believe and do for our students? What are my core values? Wawecus will revisit these values and apply them.</li></ul> <b>Vision/Theory of Action and Buy-In</b> <ul style="list-style-type: none"><li>● According to John Hattie’s research, <i>Collective teacher efficacy</i> impacts student learning the most. Wawecus supports this by providing educators with time to learn from each other, share ideas, and monitor progress. This is done in PLCs, Flipped Staff meetings and constant communication from leadership. The more we discuss learning, the more students learn.</li><li>● Support improvement efforts by sharing a common language utilizing the Fountas and Pinnell “Continuum of Learning”. Continue to monitor progress through LASW, STAR progress monitoring (every 5 weeks), BAS, Math topic assessments, SRSD, Science and Social Studies assessment</li></ul> <b>Monitoring Implementation and School Progress</b> <ul style="list-style-type: none"><li>● Due to Wawecus, being the smallest school in the city, monitoring student progress, and the monitoring of the implementation of high priority initiatives and strategies is done frequently by administration. The collection of data is organized systematically in educator’s data binders. Both these initiatives fuel the important discussions about students’ learning.</li></ul>

**Instructional Leadership Team Implementation**

**(Explain how ILT members implement and measure school-wide strategies.)**

**High Expectations and Positive Regard**

- Weekly Principal’s News and Dos email about school academic expectation, and academic initiatives/growth, links to resources
- Flipped Staff Meetings devoted to educator driven PD, looking at student work, data analysis, and team planning
- Primary and intermediate PLCs are dedicated to analyzing students’ comprehension, close reading use and the implementation of Fountas and Pinnell, CIA, enVision and SRSD strategies
- ILT meetings are dedicated to planning from data and educator input for PLCs and Staff meetings
- Observation feedback

**Vision/Theory of Action and Buy-In**

- Time dedicated at either PLC/Staff Meeting for feedback from educators to inform the principal of educator’s actions/buy-in
- Bi-weekly submission of student work and/or data binders to Principal for review, discussion and to comment on students’ work to educator and sometimes to students
- Observation findings and feedback

**Monitoring Implementation and School Progress**

- Bi-weekly submission of student work and/or data binders to Principal for review, discussion and to comment on lesson plans and students work to educator and sometimes to students
- Analyzing data from mini-lessons, SRSD, Math Topic assessments, Math and STE Evaluations
- Observation findings and feedback

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p><b>Data Source:</b>  Feedback  Evaluations/Observations  Data meeting notes  PLC agendas and Products</p>	<p><b>Data Source:</b>  SRSD Data  MCAS 2.0  STAR Reading and Math Assessments  STAR Accelerated Math  Benchmark Assessment System (BAS)  Classroom data collections-Running Records  Looking at student work  enVision Topic and Common Assessments  Mini Lesson Formative Assessments  Reader Response Journals  Math Facts in a Flash  Math fact fluency clocks  Carousel assessments  Goal setting utilizing the Fountas and Pinnell Learning continuum  Fountas and Pinnell mini lessons to support student needs</p>



## IV. B. Action Plan

<b>Intentional Practices for Improving Instruction</b> <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)	
<b>Prioritized Best Practices or Strategies</b>  (Include targeted support to ensure access for all student populations including EL and students with disabilities)	<b>Student Assessment Data Use (for school wide decision making)</b> <ul style="list-style-type: none"> <li>• The ILT is attuned to the data sources every grade level uses, which allows for effective analysis of data and supports everyone with strategies and best practices to move students forward academically.</li> </ul> <b>Student Assessment Data Use (for classroom instruction)</b> <ul style="list-style-type: none"> <li>• From the data collected, Wawecus vertical teams and collaboration with the PLCs and Flipped Staff meetings enables educators to purposefully plan and effectively instruct every day in every lesson.</li> </ul> <b>Structures for Instructional Improvement</b> <ul style="list-style-type: none"> <li>• All meeting time are dedicated to student outcomes. Leadership provides educators with the resources and structures to increase their instructional practices. For every lesson, educators plan for providing students with opportunities for reading, writing, discourse, and assessment to inform the next day’s instruction.</li> </ul>
<b>Instructional Leadership Team Implementation</b>  (Explain how ILT members implement and measure school-wide strategies.)	<b>Student Assessment Data Use (for school wide decision making)</b> <ul style="list-style-type: none"> <li>• ILT designed data binders: Student data is collected, organized, analyzed, and used for planning and monitoring progress, and concurrently used as educator evidence for goals</li> <li>• ILT meeting dedicated to analyzing school-wide data to monitor the growth and areas of concern.</li> </ul> <b>Student Assessment Data Use (for classroom instruction)</b> <ul style="list-style-type: none"> <li>• ILT designed data binders: Student data is collected, organized, analyzed, and used for planning and monitoring progress in areas of concern.</li> <li>• Flipped Staff meetings: Vertical planning groups (K-2, 3-6) Analyzing running records, Math topic assessments, STE data to determine grouping and strategize supports</li> </ul> <b>Structures for Instructional Improvement Building and teacher leaders</b>

	<ul style="list-style-type: none"> <li>● PLC meetings: analyze data for specific areas of concern, implement best practices determined by the educators, meet again to share feedback on technique</li> <li>● PLCs and Flipped Staff Meetings: dedicated to analyzing/discussing-SRSD strategies, mini lessons, student data and work</li> <li>● Flipped Staff meetings: Vertical planning groups (K-2, 3-6) Analyzing running records/reading data, math topic assessments to determine grouping and strategize supports</li> <li>● District provided PD/coaching in the building</li> </ul>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>• Pre/Post assessments</li> <li>• Scoring scales</li> <li>• Data for additional writing assignments in educators data binders</li> <li>• Feedback</li> <li>• Evaluations/Observations</li> <li>• Data meeting notes</li> <li>• PLC agendas and Products</li> </ul>	<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>• Pre/Post assessments</li> <li>• Scoring scales</li> <li>• Data for additional writing assignments in educators data binders</li> <li>• MCAS 2.0</li> <li>• Mini Lesson Formative Assessments</li> <li>• STAR Reading and Math Assessment</li> <li>• STAR Accelerated Math</li> <li>• BAS</li> <li>• Classroom data collections</li> <li>• Looking at Student Work</li> <li>• enVisionTopic and Common Assessments</li> <li>• Reader Response Journals</li> <li>• Math Facts in a Flash</li> <li>• Math fact fluency clocks</li> <li>• Carousel assessments</li> <li>• Goal setting utilizing the Fountas and Pinnell Learning continu</li> </ul>

## IV. C. Action Plan

<b>Providing Student-Specific Supports and Instruction to All Students</b> <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)	
<p><b>Prioritized Best Practices or Strategies</b></p> <p><b>(Include targeted support to ensure access for all student populations including lowest 25%)</b></p>	<p><b>Multi-tiered System of Support:</b></p> <ul style="list-style-type: none"> <li>● Every educator at Wawecus has a role in every student’s educational experience. This includes academics, behavior, health and welfare.</li> </ul> <p><b>Academic interventions for EL’s: C&amp;P</b></p> <ul style="list-style-type: none"> <li>● Educators work collaboratively to ensure specific needs, and academic practices are used to provide student specific support for our English language learners.</li> <li>● ESL and General Education Educators will meet to discuss student’s progress</li> <li>● Lesson plans are shared with ESL Educator to ensure continuity</li> <li>● ESL Educator supports the K-2 RTI Model</li> <li>● Create a context-rich environment, Picture support, multiple ways (oral language, picture, writing, actions)</li> <li>● Structure lessons in predictable ways</li> <li>● SEI smart card</li> <li>● Vocabulary in context</li> <li>● Carousel</li> <li>● UD re-teaching</li> <li>● Guided reading</li> <li>● Running records (daily or when educator determines-Benchmark approximately every 2 weeks)</li> </ul> <p><b>Academic supports for students with disabilities: C&amp;P</b></p> <ul style="list-style-type: none"> <li>● Educators work collaboratively to ensure specific needs, and academic practices are used to provide student specific support for our students with disabilities.</li> <li>● Goal setting utilizing the Fountas and Pinnell continuum, oral discussions, T&amp;T, conferencing (teacher/student, student/student, mini-lessons to support needs, differentiation, literacy tutor, tiered teaching, PLC meetings targeting specific students,</li> </ul>

**Instructional Leadership Team Implementation**

**(Explain how ILT members implement and measure school-wide strategies.)**

**Multi-tiered System of Support (Academic and Nonacademic)**

- PLC/Staff meetings use norms and procedures to identify students in need of additional assistance; data analysis, comparing student work from pre-formative-post,
- Assessment Fridays-EL students are assessed and regrouping is determined, focus of instruction for guided reading groups/whole group instruction is determined.
- Tiered instruction for reading and math as determined from assessments and using the SMART CARD

**Academic Interventions for English Language Learners**

- 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 for Math and SRSD and Staff meetings for writing/comprehension, Math, STE and History
- Model and support staff sharing of strategies in SMART CARD to teach academic vocabulary
- Provide planning time and PD for EL teacher

**Academic Interventions for Students With Disabilities**

- Review teacher 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 for math, writing/comprehension, STE and History
- Model and support staff sharing of strategies to teach academic vocabulary
- Provide planning time and PD for Special Education teachers

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>• Pre/Post assessments</li> <li>• Scoring scales</li> <li>• Data for additional writing assignments in educators data binders</li> <li>• Feedback</li> <li>• Evaluations/Observations</li> <li>• Data meeting notes</li> <li>• PLC agendas and Products</li> </ul>	<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>• Pre/Post assessments</li> <li>• Scoring scales</li> <li>• Data for additional writing assignments in educators data binders</li> <li>• MCAS 2.0</li> <li>• Mini Lesson Formative Assessments</li> <li>• STAR Reading and Math Assessment</li> <li>• STAR Accelerated Math</li> <li>• BAS</li> <li>• Classroom data collections</li> <li>• Looking at Student Work</li> <li>• enVision Topic and Common Assessments</li> <li>• Reader Response Journals</li> <li>• Math Facts in a Flash</li> <li>• Math fact fluency clocks</li> <li>• Carousel assessments</li> <li>• Goal setting utilizing the Fountas and Pinnell</li> <li>• Learning continuum</li> </ul>

## IV. D. Action Plan

<b>A Safe, Respectful, and Collegial Climate for Teachers, Students and Families</b> <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)	
<b>Prioritized Best Practices or Strategies</b>  (Include practices that target new and incoming students)	<ol style="list-style-type: none"> <li><b>1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations.</b></li> <li><b>2. Principal’s weekly communication to staff (updates/newsletter)-</b> <ul style="list-style-type: none"> <li>● Principal’s News and Dos weekly email to educators</li> <li>● PLC’s</li> <li>● Frequent classroom visits formally/informally</li> </ul> </li> <li><b>3. Universal tier 1, SEL building strategy (please specify)</b>            (Add up to three action steps your school will implement related to your building focus: faculty meeting, teacher observation, parent communication, student voice and family events)           <ul style="list-style-type: none"> <li>● Rolling out Morning Meeting Model-full implementation SY 20-21</li> <li>● Responsive Classroom model in classrooms: Working with students to build positive relationships with their peers.</li> <li>● Learning from each other activities to build cultural awareness and celebrate “What we learn from each other.”</li> <li>● Give to Get Campaign: Students do something charitable for the community and they get something in return</li> </ul> </li> </ol> <p><b>School wide Behavior Plan</b></p> <ul style="list-style-type: none"> <li>● PBIS is our school wide behavior plan. We celebrate the positive choices our students make every day. All of our students are unique. This is taken into consideration when dealing with behavior scenarios. Every experience a child has, be it positive or negative, is a learning experience. It is up to the adults to ensure it is an effective one for the child.</li> </ul> <p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>● Wawecus is an extension of every students and educators’ home. We have the immense responsibility of taking care of our family’s children. This requires us to create a culture of compassion and kindness towards one another and our families. The more comfortable families are the better experience their child will have.</li> </ul>

<p><b>Instructional Leadership Team Implementation</b></p> <p><b>(Explain how ILT members implement and measure school-wide strategies.)</b></p>	<ol style="list-style-type: none"> <li>1. ILT supplies information that is shared in weekly Principal’s News and Dos</li> <li>2. ILT will determine the criteria and the students eligible for receiving the Wawecus High Growth/High Achievement Award</li> <li>3. ILT will plan the structure of the week and work with educators to determine the activity for each day.</li> <li>4. ILT will determine the different activities students will participate in to support the Give to Get Campaign.</li> </ol> <p><b>School wide Behavior Plan</b></p> <ul style="list-style-type: none"> <li>● Review monthly updates from PBIS Committee</li> <li>● Review data for quarterly PBIS celebrations</li> </ul> <p><b>Family and Community Engagement</b></p> <ul style="list-style-type: none"> <li>● Educators will hold at least one Family Showcase demonstrating students’ skills of a grade level standard.</li> <li>● Wawecus will have their annual family events to promote family involvement as well as academic information. Events are Wawecusland, Book Fair, Attendance Breakfast, Winter Music Program, Snow-People Project, Give to Get Food Drive, Pennies for Patients, Family Showcases, Promotional Ceremony, 6<sup>th</sup> Grade Day-sign in sheets</li> <li>● Grade level monthly newsletter, enVision Home-School connection letters, ConnectEds, Translations are made for important information to families, use of the language line and interpreters</li> </ul>
<p><b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>● Teacher Referral Data</li> <li>● PBIS Classroom data</li> <li>● PBIS data</li> <li>● Sign in sheets</li> <li>● SAGE</li> <li>● Academic Data</li> </ul>	<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>● Sign in</li> <li>● Survey responses</li> <li>● Exit slips at activities</li> </ul>

## IV.E. Action Plan

<b>Reducing Chronic Absenteeism</b> <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)	
<b>Prioritized Best Practices or Strategies</b>  (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> <li><b>1. Check daily attendance in SAGE and make phone calls for 2 consecutive days absent without a reason</b> SAC informs administration and follows up with calls and home visits</li> <li><b>2. Review monthly chronic absenteeism with building based team.</b> Team discusses interventions to support student and family</li> <li><b>3. Identify quarterly good attendance celebrations:</b> Wawecus AAA (Achievement, Attitude and Attendance) Awards: Students are selected by educator to receive a Wally AAA bracelet and certificate for achievement and attitude. All students who have 97% or better attendance receive a bracelet and certificate *Honorable mentions for 100% attendance (no tardies or dismissals)</li> <li><b>4. Continue 5 week review of attendance progress reports with students grades 4 and up and send home</b> SAC and administration meet with students with chronic absences</li> <li><b>5. School plan to promote ongoing good attendance (please specify):</b> Attendance is celebrated in Wawecus weekly updates ConnectEds Students with chronic absenteeism are given incentives on an individual basis to improve attendance Wawecus AAA Awards</li> </ol>
<b>Instructional Leadership Team Implementation</b>  (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>● ILT will assist with monitoring attendance data, and determine specific students who need additional support</li> <li>● ILT will determine incentives to reward students with perfect/excellent attendance</li> <li>● Analyze data of students who have improved attendance</li> </ul>



What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p><b>Data Source:</b></p> <p>SAGE data  Monthly/Quarterly Attendance reports  Academic data</p>	<p><b>Data Source:</b></p> <p>Students quarterly attendance reports  SAGE data  Specific student academic achievement</p>

**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	Wawecus	Joanna Loftus	November 2019- November 2020

**Professional Learning Priorities**

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Support educators to build their literacy instructional methods and practices. Tools to support this could be but is not limited to using Fountas and Pinnell, CIA and ATLAS	Rational: 2019 ELA/Math/STE MCAS results, STAR results, need to increase percent of the students in ME and EE. Evidence: Educators’ instructional delivery will focus on learning, be clear and complex, ensure students are held to high expectations, and use technology to support all learners. This is evidenced by <ul style="list-style-type: none"> <li>● Student Work</li> <li>● Lesson Plans</li> <li>● Formative Data</li> <li>● Observation Feedback</li> <li>● Student Feedback</li> </ul>
2	Continue to support educators’ with increasing Math content knowledge, effectively instruct problem-solving strategies and increase discourse in daily Math instruction.	Rational: 2018 Math MCAS results, STAR results, need to increase percent of the students in ME and EE. Evidence: Educators’ instructional delivery will focus on learning, be clear and complex, ensure students are held to high expectations, and use technology to support all learners. This is evidenced by <ul style="list-style-type: none"> <li>● Student Work</li> </ul>

		<ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● Formative Data</li> <li>● Observation Feedback</li> <li>● Student Feedback</li> <li>● Math Committee minutes</li> </ul>
3	<p>Educators will plan STE lessons using the 5 E model. STE instruction will be scheduled for 4 periods a week:  3:45 minute periods for engaging, explaining, extending, evaluating  1:60 minute period for exploration</p>	<p>Rational: 2019 STE MCAS results need to increase percent of the students in ME and EE.  Evidence:  Educators' instructional delivery will focus on learning, be clear and complex, ensure students are held to high expectations, and use technology to support all learners. This is evidenced by</p> <ul style="list-style-type: none"> <li>● Student Work</li> <li>● Lesson Plans</li> <li>● Formative Data</li> <li>● Observation Feedback</li> <li>● Student Feedback</li> </ul>