

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2018 - 2019**



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

Woodland Academy

Patricia Padilla

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 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 career readiness contractual service provider at our vocational-technical high school.

Worcester Public School Transition Plan for Assisting Preschool Children

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

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

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

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

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

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept. /team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

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

Name	Position	ILT Meeting Dates
Patricia Padilla	Principal	Sept: 13th and 27th
Suzanna Resendes	Assistant Principal	Oct: 11th and 25th
Karen Allen	Instructional Coach	Nov: 8th and 29th
Caroline LeClaire	Grade K Classroom Teacher	Dec: 13th
Karissa Booth	Grade 1 Classroom Teacher	Jan: 10th and 24th
Kaitlyn LaPrad	Grade 2 Classroom Teacher	Feb: 7th and 28th
Jillian Jankovic	Grade 3 Classroom Teacher/ESL Rep	Mar: 14th and 28th
Maureen Tivnan	Grade 4 Classroom Teacher	Apr: 11th and 25th
Sherilynne Parretti	Grade 5 Classroom Teacher	May: 9th and 23rd
Mariel Cardogno	Grade 6 Classroom Teacher	June: 6th
Georgia Beehler	ESL Representative	
Elizabeth Carlson	Special Education Representative	

Massachusetts Department of Elementary and Secondary Education Accountability Data

2018 Official Accountability Report - Woodland Academy

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Woodland Academy (03480030)	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 Meeting targets

Progress toward improvement targets	Accountability percentile
83% - Meeting targets	25

Progress toward improvement targets

Indicator	All students (Non-high school grades)			Lowest performing students (Non-high school grades)			
	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	4	4	-	4	-	
	Mathematics achievement	4	4	-	4	-	
	Science achievement	0	4	-	-	-	
	Achievement total	8	12	60.0	8	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-
	Growth total	6	8	20.0	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total	6.8	9.6	-	7.2	7.6	-	
Percentage of possible points	71%		-	95%		-	
Criterion-referenced target percentage	83%						
	Meeting targets						

II. Student Attendance

Student Attendance (2017-18)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	95.7	7.4	28.0	9.0	26.9
Female	95.5	7.6	29.2	9.4	28.8
Male	95.8	7.1	26.8	8.6	24.8
Economically Disadvantaged	95.5	7.7	30.6	9.4	29.4
High Needs	95.6	7.4	28.6	9.1	27.4
LEP English language learner	95.8	7.1	26.9	8.2	26.1
Students with disabilities	94.3	9.8	40.2	15.2	37.0
African American/Black	96.4	5.9	23.6	3.6	21.8
American Indian or Alaskan Native					
Asian	97.5	4.4	13.0	0.0	13.0
Hispanic or Latino	95.6	7.5	29.4	9.3	28.0
Multi-race, non-Hispanic or Latino	94.6	8.6	33.3	20.0	33.3
White	93.8	10.5	33.3	18.5	33.3

Student Retention (2017-18)

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %
All Students	527	8	1.5	5.2	2.8	0.0	0.0	1.2	0.0
Female	270	4	1.5	6.0	0.0	0.0	0.0	2.9	0.0
Male	257	4	1.6	4.3	6.3	0.0	0.0	0.0	0.0
Economically Disadvantaged	408	5	1.2	4.1	3.3	0.0	0.0	0.0	0.0
High Needs	506	8	1.6	5.5	2.9	0.0	0.0	1.3	0.0
LEP English language learner	301	8	2.7	8.2	3.6	0.0	0.0	3.6	0.0
Students with disabilities	64	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
African American/Black	47	0	0.0	0.0	0.0		0.0	0.0	0.0
American Indian or Alaskan Native	1								
Asian	42	0	0.0			0.0	0.0	0.0	0.0
Hispanic or Latino	378	8	2.1	6.8	4.2	0.0	0.0	1.7	0.0
Multi-race, non-Hispanic or Latino	12	0	0.0						
White	47	0	0.0	0.0	0.0		0.0	0.0	0.0

State Targets:

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

III. Comprehensive Needs Analysis

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

Areas of Strength																																																																																																				
Strength	Evidence																																																																																																			
<ul style="list-style-type: none"> Implementation of our early literacy skills screener (WAPS) indicated that fewer students require MTSS and RTI interventions. 	<ul style="list-style-type: none"> 2016/2017: 344 students started the year and required RTI interventions because they lacked mastery of early developing phonics skills. 2017/2018: 244 students started the year requiring RTI, a decrease of 100 students from the previous year. By the end of the year 63 students exited intervention. 2018/2019: 188 students began the year requiring RTI, a decrease of 56 students from the previous year. 																																																																																																			
<ul style="list-style-type: none"> Development of a streamlined approach to assessing, teaching, and creating interventions for students with deficient fact fluency. This approach has improved number sense across grade levels. 	<ul style="list-style-type: none"> Data showing student progress from September to May in Fact Fluency from 17-18 school year as well as baseline data from 18-19 school year. <table border="1"> <thead> <tr> <th></th> <th colspan="2">Addition</th> <th colspan="2">Subtraction</th> <th colspan="2">Multiplication</th> <th colspan="2">Division</th> </tr> <tr> <th></th> <th>Sep</th> <th>May</th> <th>Sep</th> <th>May</th> <th>Sep</th> <th>May</th> <th>Sep</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td>Sep</td> <td></td> <td>Sep</td> <td></td> <td>Sep</td> <td></td> <td>Sep</td> <td></td> </tr> <tr> <td></td> <td>17</td> <td>18</td> <td>17</td> <td>18</td> <td>17</td> <td>18</td> <td>17</td> <td>18</td> </tr> <tr> <td></td> <td>18</td> <td></td> <td>18</td> <td></td> <td>18</td> <td></td> <td>18</td> <td></td> </tr> <tr> <td>1st</td> <td>4%</td> <td>71%</td> <td>1%</td> <td>47%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>36%</td> <td></td> <td>1%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2nd</td> <td>37%</td> <td>81%</td> <td>5%</td> <td>48%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>64%</td> <td></td> <td>25%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td>86%</td> <td>96%</td> <td>37%</td> <td>68%</td> <td>14%</td> <td>86%</td> <td>0%</td> <td>60%</td> </tr> <tr> <td></td> <td>87%</td> <td></td> <td>39%</td> <td></td> <td>30%</td> <td></td> <td>3%</td> <td></td> </tr> </tbody> </table>		Addition		Subtraction		Multiplication		Division			Sep	May	Sep	May	Sep	May	Sep	May		Sep		Sep		Sep		Sep			17	18	17	18	17	18	17	18		18		18		18		18		1st	4%	71%	1%	47%						36%		1%						2nd	37%	81%	5%	48%						64%		25%						3rd	86%	96%	37%	68%	14%	86%	0%	60%		87%		39%		30%		3%	
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5th	98% 98% 95%	91% 84% 89%	73% 83% 76%	61% 72% 62%
6th	98% 98% 100%	84% 96% 85%	79% 90% 78%	65% 85% 65%

- Deep data analysis of student performance on the 2018 MCAS 2.0 in the areas of Math, ELA, and Science promoted adjustments to scope and sequence of instruction and refined instructional delivery in a spiral format, allowing for deep work in content areas.

- **Grade 3:** In Operations and Algebraic Thinking there was a (-23) differential between state and school. Data analysis indicated due to last year's focus on number sense, operations and fractions there was less time to focus on the OA standards which did not allow students enough exposure and practice to gain mastery before the state assessment. There was also a new Math curriculum introduced at the beginning of the year which teachers needed to become familiar and learn new structures and routines.
- **Plan:** Begin Math instruction earlier in the school year, use the new STAR assessment to aid in identifying student deficiencies, provide intervention, and progress monitor.
- **Primary Grades:** Data is used to increase student exposure to different types of questions. Lesson design include more explicit instruction about test design, question types, as well as testing approaches (paper testing and computerized testing).
- **Grade 5 and 6:** Analysis of question types and negative differential: Grade level RTI is being redesigned to incorporate an increase of exposure and practice of fluency and application to enhance proficiency with interpreting and making meaning of content. Accelerated Math will be utilized for intervention, pushing Depth of Knowledge in our on and above grade level students, as well as progress monitoring.

Areas of Concern																
Concern	Evidence															
<ul style="list-style-type: none"> Students are not able to demonstrate proficiency in the areas of writing and responding to a text, prompt, or question. 	<ul style="list-style-type: none"> Constructed responses and essay writing yielded great differentials when comparing the MCAS results from the state to the school. <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 33%;">Constructed Differentials</th> <th style="text-align: center; width: 33%;">Essay Writing Differentials</th> <th style="text-align: center; width: 33%;">Essay Conventions Differentials</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Grade 3: (-4)</td> <td style="text-align: center;">Grade 3: (-10, -3)</td> <td style="text-align: center;">Grade 3: (-10, -6)</td> </tr> <tr> <td style="text-align: center;">Grade 4: (-16)</td> <td style="text-align: center;">Grade 4: (-16, -14)</td> <td style="text-align: center;">Grade 4: (-20, -22)</td> </tr> <tr> <td></td> <td style="text-align: center;">Grade 5: (-10, -4, -6)</td> <td style="text-align: center;">Grade 5: (-9, -5, -9)</td> </tr> <tr> <td></td> <td style="text-align: center;">Grade 6: (-19, -4, -3)</td> <td style="text-align: center;">Grade 6: (-18, -6, -2)</td> </tr> </tbody> </table>	Constructed Differentials	Essay Writing Differentials	Essay Conventions Differentials	Grade 3: (-4)	Grade 3: (-10, -3)	Grade 3: (-10, -6)	Grade 4: (-16)	Grade 4: (-16, -14)	Grade 4: (-20, -22)		Grade 5: (-10, -4, -6)	Grade 5: (-9, -5, -9)		Grade 6: (-19, -4, -3)	Grade 6: (-18, -6, -2)
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<ul style="list-style-type: none"> Inability to demonstrate proficiency in applying Math knowledge skills across all questions on constructed responses. 	<ul style="list-style-type: none"> Greatest area of differential on MCAS constructed response questions <p style="margin-left: 40px;">Grade 3 :(-24, OA), (-18, NF), (-2, MD), (-16, NT) Grade 4: (-20, NT), (-13, NF), (-16, MD), (-20, OA) Grade 5: (-18, MD), (-16, OA), (-18, NF), (-6, NT) Grade 6: (-13, RP), (-14, SP), (-23, NS), (-15, EE)</p>															
<ul style="list-style-type: none"> Difficulty demonstrating proficiency in Science content across all questions on open responses. 	<ul style="list-style-type: none"> Greatest area of differential on MCAS open response questions <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 60%;">Grade 5: -0.74 Engineering Design</td> <td>Woodland: 1.73 State: 2.47</td> </tr> <tr> <td style="padding-left: 20px;">-0.87 Molecules to Organisms</td> <td>Woodland: 1.18 State: 2.05</td> </tr> <tr> <td style="padding-left: 20px;">-0.25 Matter and Its Interactions</td> <td>Woodland: 1.43 State: 1.68</td> </tr> <tr> <td style="padding-left: 20px;">-0.60 Earth's Systems</td> <td>Woodland: 1.24 State: 1.84</td> </tr> </tbody> </table>	Grade 5: -0.74 Engineering Design	Woodland: 1.73 State: 2.47	-0.87 Molecules to Organisms	Woodland: 1.18 State: 2.05	-0.25 Matter and Its Interactions	Woodland: 1.43 State: 1.68	-0.60 Earth's Systems	Woodland: 1.24 State: 1.84							
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IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations and PLC practices)	<p style="text-align: center;"><i>“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.”</i></p> <ul style="list-style-type: none"> ● <u>Teaching and Learning Cycle</u>- Teachers and school leadership will engage in a cycle of planning from the standards, teaching, assessing, analyzing data and student work, adapting teaching and re-assessing, and reflecting. The grade level teams will be using various rubrics and exemplars to guide the discussion and adjust practices. ● <u>Shared Expertise/Professional Development and Planning</u>: Targeted professional development that will focus on academic discourse, as well as promote student reflection and accountability of their own learning. Shared ownership of improvement is part of the culture of our entire staff. Grade level teams plan and complete quarterly templates to guide instruction. This will include the building based ESL PD provided with Dr. Laura Schall- Leckrone- Lesley University. ● <u>Response to Intervention</u>: Based on analysis of grade level data in Math and ELA, teams develop an appropriate instructional response, such as regrouping of students according to their needs, re-teaching, or identifying Tier 2 or Tier 3 interventions. ● <u>Identifying and Addressing Student Academic Needs</u>: In the disaggregation of the data, the ILT found that there are a percentage of booster students who are on the verge of proficiency. A deeper analysis of this data indicated that proficiency could have been achieved by responding correctly to 1-3 more questions. Using focus meetings, professional development, common planning, and ILT meetings, teachers and administrators identify building trends and deficient skills in order to create a plan to increase mastery. Data findings are transparent and are shared building wide via meeting minutes using district templates (i.e. minutes and agenda protocols).
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> ● <u>Design and execute targeted Professional Development (PD)</u>: By reviewing the building-wide data in all areas, the team will identify targeted areas of foci, connected to specific instructional best practices such as but not limited to: Accountable Talk, CIA Units of Study (collect, interpret, apply),

<p>(Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Fountas and Pinnell Classroom, SRSD, implementation of Structured English Instruction (SEI) strategies, guided reading and Math, as well as writing Units of Study based on Lucy Calkins work. Building based staff members will be identified and recruited by the Instructional Leadership Team (ILT) and administration in order to present successful student data and excellent model classroom techniques. In addition, reflective teaching practices will take place, such as peer observations, virtual rounds, formal and informal observations, in order to provide constructive feedback to enhance teaching practices and maintain continuity, consistency and rigor throughout all grade levels.</p> <ul style="list-style-type: none"> ● Data Teams: Monitor and review student data from pre and post unit assessments in all content areas. This will assist with the monitoring of student achievement, effectiveness and adjustment of instructional practices, and the communication and decision-making process. This can be seen in the development and execution of unit assessments, rubrics, and exemplars. Teachers will take part in a systematic approach to reviewing student work in order to gain a solid understanding of grade level expectations, adjust teaching practices and student learning experiences, and remediate when needed.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source:</p> <ul style="list-style-type: none"> ● Staff is aware of the goals and interim benchmarks used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work. A common sense of urgency and ownership for the success of all students is shared among most staff, as demonstrated through staff discourse and actions. ● School leaders are actively engaged in monitoring implementation of identified best practices, while using this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, by continuously and systematically monitoring progress. ● Create a schedule that 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 in continuous 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Students have a clear understanding of the goals and objectives of grade level expectations, and the high quality student outcomes that meet grade level standards. They are able to articulate what they should know and be able to do by the end of each lesson and units. This will allow for more students to demonstrate mastery of the skill. ● Students engage in various rigorous activities, informal assessments, and formal pre and post assessments to identify areas of weakness and/or mastery of learning skills that are directly connected to the common core. This will be measured by the percentage of students participating in the above assessments. ● Students are able to articulate where they are as learners. Assessments are completed routinely therefore students are aware of who they are as learners compared to their grade level expectations and state standards.

improvements in their practices. (e.g., targeted coaching, peer observations and collaboration time)

- Staff members share a relational, trust-focused culture with each other and their instructional supports, (e.g., coaches and peers) which is solution oriented and focused on improvement. This can be 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 continually improve their practice. 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. Participation in *Leading Together/Courage to Lead* work, Professional Learning Community (PLC) and the development of building wide norms provides our adult community with structures and tools to assist with the execution and stabilization of a respectful learning community.

- Students actively participate in daily additional support, activities, and interventions in order to remediate and master the skill or their understanding of the unit's focus.
- Students are members of a respectful learning community, where adults and students model behaviors that are aligned with our school's four Core Values. Students engage in collaborative learning opportunities, which are designed around respect, high expectation and data driven evidence. A safe and focused learning environment is created to ensure maximized time on learning, demonstration of social responsibilities and high expectations for their learning experiences.

IV. B. Action Plan

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)

Prioritized Best Practices or Strategies
(Include differentiation to ensure access for targeted student populations including EL and students with disabilities)

“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.”

ELA/Math/Writing:

- **Unit and Lesson Design:** Teachers will take part in the development of school-wide units, shared instructional models and identification of best practices with ongoing monitoring. They will implement the instructional best practices that have been identified by the ILT. Identified skills will be determined by from student data and outcomes, peer observations, virtual rounds, scientific research, and staff feedback. For example, Accountable Talk and CIA Units of Study: Students engage in active discourse about comprehension of texts, teachers facilitate deep discussions about content vocabulary, processes, and reasoning skills amongst students to formatively assess level of understanding about targeted skills. Taking the time to deconstruct the language so that students have access and understanding of how to apply comprehension strategies across the curriculum. In addition, practices such as guided reading, Math, and other guided practices are incorporated on a daily basis. The Gradual Release Model allows our students to be exposed to explicit demonstration, execution of tasks through think alouds, use of visuals and exemplars that include modeling, shared writing, and deep comprehension conversations in order to provide the necessary scaffolding for students. This can take place during small group instruction and/or whole group debriefs connected to targeted writing skills across the content areas. Students will participate in extensive shared experiences before being required to demonstrate mastery.
- **Reflective Teaching Practices:** In order to improve instructional practices, teachers will take part in peer observations, virtual rounds (video), and other professional development opportunities to ensure the delivery of quality instruction, and the execution of identified best practices, while providing immediate feedback. Administration takes part in daily classroom visits, formal and informal observations and provides feedback in various modalities, face to face, emails, notes, conferences, and evaluation reports. Areas of need are identified and supports are provided by the Focused Instructional Coach (FIC),

	<p>administration, and highly effective staff. Follow up lessons are part of this model to ensure understanding will be demonstrated through the execution of an effective lesson.</p> <ul style="list-style-type: none"> ● Technology Team: In order to sustain our Apple Grant where all students and teachers received a one to one device, it was important to create a team that would continue ongoing professional development. This team meets monthly in order to plan professional development that will increase teacher's technology skills and enhance student acquisition of knowledge. This is done through a blended learning model that may include but is not limited to: incorporating online platforms, educational apps, as well as collaboration among students using Padlet and Keynote. ● Structures for Instructional Improvement: The refinement and adjustment of current procedures such as RTI will result in a more targeted approach to triaging intervention. Aligning human capital and reinforcing specific academic skills will allow for more focused instruction with students whose skills are on the verge of proficiency. Administration will create the structures for this refined instructional approach ensuring that staff and students are matched based on data and individual strengths in service delivery. Cyclical data review is timely and used to drive both the design and execution of the RTI plan. Observation and evaluation will be quantitatively based with a focus on instructional discourse during meetings, observation debriefings, and professional development opportunities.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Create subcommittees to analyze data: In order to determine areas of weakness, ILT will review data in all content areas using various assessments. Subcommittees are created to ensure each content area is given equal attention. Teams will review the data collection process from beginning to end with a focus on question types, pre/post data, unit design, student work analysis, rubrics, exemplars, and data collection tools. Timelines will be developed and adhered to building wide. ● Make collaborative decisions on next steps: To ensure consistency of high quality instruction by teachers and the demonstration of grade level expectations by students, the ILT will use the analysis of building wide data to design targeted PD throughout the school year and adjust instructional practices to meet expectations set by the building staff, Worcester Public Schools (WPS) and the Department of Elementary and Secondary Education (DESE). Grade level meetings will be dedicated to the Teaching and Learning Cycle, discussions of RTI, and other reflective teaching practices. All decisions will be data driven and reviewed frequently. Ongoing assessment using Can Do Descriptors will be incorporated into collaborative discussions about data, adjustments in instruction, and student performance. ● Collect, discuss and post data from grade level: After deep analysis of building wide data, ILT members will decide which data will be posted, the ways in which it will be displayed, the placement of data within the classroom and throughout the building, schedule rotation of data, ways to communicate data with students and families, and create a sense of urgency and ownership by all members of the community.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source:

- Set specific or precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers. This will be measured through evaluation check-ins, leadership communication, weekly notices and meeting minutes.
- 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.
- Instructional leaders conduct daily/weekly classroom observations (e.g., learning walkthroughs) focused on strengthening teachers' instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction to individual teachers and teacher teams. This data informs instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed.
- Building and teacher leaders consistently use student results on benchmark and common assessments and state assessments to make decisions regarding school wide practices. Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.

Data Source:

- Students are able to articulate the learning that is taking place, why they are engaged in this learning, and how it is connected to their daily lives. They are able to demonstrate this by informal and formal assessments, tickets to leave, exit slips, and conferences.
- Students will participate in a consistent and well balanced day of instruction that is aligned with the State Standards, grade level expectations, in order to maximize their learning. This will be measured using daily formative check ins and assessments based on lesson delivery.
- Students will partake in high quality learning experiences that are designed to meet the needs of all students. Pre and post, as well as informal and formal assessments are completed, to show a clear understanding of the learning objectives. This will be measured by unit assessments, exit slips, observations, etc.
- Students who do not show mastery will participate in daily interventions to bridge learning gaps. This will be measured through STAR, our phonics screener, as well as informal and formal assessments.
- Students' demonstration of their learning will be a major factor in the design of units, assessments, lessons, and intervention. Students' data will drive daily instruction, the design of supports and interventions, and creation of next steps will enhance students' overall learning experiences measured by student outcome data.
- Students will be exposed to a systematic approach to their learning experiences. Pre and post assessments are created to determine

- 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. This will be measured through our grade level Teaching and Learning Cycle, mentor meeting notes, and meeting minutes.

areas of strengths and weaknesses, lessons are aligned with the state frameworks to ensure high quality learning experiences, and supports are in place to assist with student demonstration of mastery. Students will be exposed to SEI strategies and guided best practices each day.

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 differentiation to ensure access for targeted student populations including bottom 25%)

“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 school wide emerging needs. Students are re-assigned to interventions, enrichment, and supports, as needed, throughout the school year.”

ELA/Math:

- RTI/Tier 2: Initial interventions will be specifically tailored to intentionally target students who are “yellow” or “approaching expectations/standards. Interventions will be 20 intensive minutes at 4 weeks per targeted skill x 4 days a week for literacy skills. Ongoing intervention for content specific skills will be incorporated into daily instructional practice. Teachers will utilize Accelerated Math for Math interventions.
- Incorporate intensive daily exposure and practice opportunities to ensure mastery of foundational skills across all content areas. This can be demonstrated in oral conferences, discussions, written samples, fact fluency, sight words, and vocabulary development supported by word walls and visuals.

WRITING:

- Utilize a systematic approach to the writing process, which includes standard grade level unit designs, use of mini-lessons, assessments and a universal rubric. Writing Pathways will be used in grades K-2 and SRSD will be utilized in grades 3-6 to assess baseline skills and measure progress. Teachers will also focus on Writing about Reading utilizing the new MCAS rubrics to score, analyze, and adjust teaching practices to meet the needs of their students. Data points will drive instruction to focus on areas of improvement and correction per unit.
- Determining School Wide Student Supports (Academic Interventions and Enrichment):
With targeted instructional practices already in place, the administration as well as staff will refine said practices to focus on skills that will generalize and have greater impact across the curriculum and testing skills. Using informal and formal assessment and collection of student work, mastery will be addressed and analyzed on all levels. Teams engage in cyclical review of student work to identify if the targeted skill is mastered in isolation and in the context of the curriculum.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Bi-weekly analysis of data related to building wide instruction and use of evidence and data to drive PD, such as SRSD, Writing Pathways rubric, enVision, Grade level assessments, STAR data, and quarterly district Math assessments. ● Plan and develop groups for RTI and identify most effective tools to use to expedite and ensure mastery of deficient skills. Internal phonics screener is given every four weeks, data is updated and groups are adjusted according to next deficiency. Ongoing progress monitoring will determine other content areas requiring explicit intervention. Accelerated Math will be used in all grade levels as an intervention tool to target deficiencies. ● 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 and assessments. ● Build common language across grade levels both within grade level and vertically. This will 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 Guided Reading, enVision, SRSD, Writing Pathways, and ATLAS.
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School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● 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. This is measured through data collected and analyzed from the phonics screener, writing rubrics, STAR assessments, and Math assessments as well as the Student Support Process (SSP). ● 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 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Students will demonstrate an increase of mastery of phonics skills, number sense, responding to text, applying test taking skills, understanding the components in quality writing, as well as the stamina needed to achieve gravel level expectation. This is achieved through building wide and grade level assessments targeting foundational and grade level skills. ● Students will take part in quarterly district wide Math assessments, writing (responding to texts), and Science (School Wide Science Assessment) to demonstrate areas of strengths and weaknesses. Students are placed in RTI groups in order to remediate identified deficient skills and assist in getting them on grade level. This will be measured by data collected through the

interventions, enrichment, and supports, as needed, throughout the school year.

- Administration and teachers actively use established systems with criteria and protocols for identifying students for interventions and enrichment. This system meets all of the following conditions: (1) staff members follow consistent rules and procedures when identifying students in need of additional assistance; (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; and (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports. This is measured through data collected and analyzed from the phonics screener, writing rubrics, STAR assessments, and Math assessments as well as the Student Support Process.
- All English language learners and students with disabilities experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school. This is measured by progress reports given quarterly by the special education teachers, ESL teachers, and classroom teachers. Screeners are also utilized by the ESL team to report on progress.

above assessments and students will be grouped according to grade level and deficiency.

- Students are assessed for mastery of literacy skills using our internal phonics screener, BAS, STAR and a 4-6 week common ELA assessment. Math mastery is assessed using a monthly fact fluency assessment, Accelerated Math progress, enVision topic assessments, and monthly word problem assessments. Students are identified and placed in RTI groups according to their identified area of weakness, for 4 weeks and re-assessed to determine mastery.
- All students are provided with the best-practices and learning opportunities that have been identified through research based curriculum, the SEI endorsement coursework, WIDA Can Do descriptors and is outlined on the WPS Smartcard. Growth in language skills can be measured by WIDA Can Do's and WIDA performance indicators, as well as through comprehension assessments (BAS), STAR, building based assessments, and our Early Literacy screener.

IV. D. Action Plan

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

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

Prioritized Best Practices or Strategies

(Include differentiation to ensure access for targeted student populations)

1. Principal's weekly communication to staff (updates/newsletter)

2. Universal tier 1, SEL building strategy (please specify)

(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)

- Student Behavior Management Process: The SBMP is a detailed and clear outline that provides specific guidelines to our teachers on what behaviors are “Teacher Managed” and “Office Managed” behaviors. Teachers use “Teacher Office Referral Forms” to document and refer to the office, students who are displaying inappropriate behaviors. Professional Development is provided at the beginning of the school year and teachers receive an electronic copy of the SBMP.
- Student Support Process: In collaboration with classroom teachers, the Student Support Team not only addresses students struggling academically and behaviorally but also identifies students and families who are in need of support for different reasons (attendance, social and emotional, basic family needs – housing, food, ESL classes, etc.) This Team works directly with students and staff members and collaborates closely with different outside organizations (counseling agencies, Youth Mobile Crisis Interventions, Jewish Family & Children Services, etc.,) that provide support to our students, families and classroom teachers the support they need.
- Woodland Academy Core Values: Woodland Academy has adopted the following Core Values: Work together, Strive to maximize your learning, Demonstrate a positive attitude, and Respect yourself & others. Participation in *Leading Together/Courage to Lead* work, Professional Learning Community (PLC) and the development of building wide norms provides our adult community with structures and tools to assist with the execution and stabilization of a respectful learning community.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> • The Instructional Leadership Team will review behavior data quarterly during the ILT meeting as well as monthly at staff meetings. • Instructional Leadership Team representatives from each grade level will share the minutes from each meeting with the entire staff and discuss data, brainstorm ideas to address and improve targeted areas and concerns, and obtain feedback on additional supports needed in the classroom. • ILT will create systems to identify and highlight classrooms and individual students who are consistently demonstrating school wide Core Values and building respectful community member expectations. • Lunch Bunch groups are held twice a week with four targeted groups focusing on Social and Emotional needs of students. Our new 4th Prep block in grades K, 1, and 2 are also dedicated to Social and Emotional learning. Many staff members have a student that they check and connect with daily.
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School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> • The school-wide 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 school-wide behavior plan. Leaders monitor implementation using monthly data presented to staff. • Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. These supports are monitored actively to determine whether they are meeting the needs of the school. All students have access to expanded learning opportunities that are well defined and well supported. High need students are targeted for participation in these programs through academic, behavioral, and observational data. 	<p>Data Source:</p> <ul style="list-style-type: none"> • Students can articulate a clear understanding of behavior expectations at Woodland Academy. Teacher Office Referrals are processed and students take part in a reflective practice and fill out a “reflection Sheet” of the behavior or incident that brought them to the office. • Through our building based SSP process, students are identified as needing specific supports and are provided with building based and/or outside agency supports. This may include health counseling referrals, Behavior Health Provider Specialist from The Family Health Center, classroom consultations, individual therapy referrals, Department of Children and Families (DCF) supports, school-based Clinical Consultant from the Jewish Family & Children Services, Boys and girls club, Big brother/Big Sister, and LASOS at Worcester State University.

- Leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systemic system of wraparound services (e.g., health, housing referrals). Leaders and staff assess the needs of students and families throughout the school year through surveys, the SSP process, and Parent Teacher Organization (PTO) meetings.
- The school makes family and community engagement a priority and all of the following five conditions are met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children’s progress and needs; and (5) communications with families are made available in multiple languages, as needed.

- Through our building based SSP, (teachers, support staff, Wrap-Around Coordinator, building based Health Center and administration) families are provided with supports in order to assist in stabilizing the family. By doing so, students are able to attend to learning more effectively. This will be measured by attendance, referrals, and academic performance.
- Family engagement is an important part of the Woodland Community. We have a “Family Engagement” team that meets every other week, in order to plan various events that would interest, engage, and help our families.

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system to regularly review the impact of interventions with students).	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	<ul style="list-style-type: none"> ● Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason ● Review monthly chronic absenteeism with building based team. ● Continue 5 week review of attendance progress reports with students' grades 4 and up and send home. ● AIM meetings scheduled with Admin, SAC, DCF and families' experiencing attendance challenges.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● PTO will host a quarterly pancake breakfast for students with perfect attendance. ● Monthly community meetings are held with each grade level focusing on community issues, core values, and attendance. ● Students will receive certificates for perfect attendance as well as for demonstrating core values.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ● School Adjustment Counselor makes daily phone calls for students who are chronically absent. ● Classroom teachers notify SAC if students are absent for 3 consecutive days as a double check. 	Data Source: <ul style="list-style-type: none"> ● Students have a clear understanding of the importance of coming to school every day and on time in order to maximize time on learning.

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Woodland Academy	Patricia Padilla	October 2018 - June 2019

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	In order to increase exposure to various text types and diverse writing demands all students will participate in responding to texts on a regular basis.	Students and teachers in grades K-6, Interventionists, instructional assistants, and specialists will also contribute to instruction.	<ul style="list-style-type: none"> To establish a common understanding of the writing process and increase rigor, teachers will take part in the execution of lessons aligned with SRSD, Writing Units of Study, Fountas and Pinnell Classroom and CIA Units. SRSD rubrics, Writing Pathways rubric, exemplars, and continuum will be used to identify areas of strength, weakness, determine exemplary work and grade level expectations. Building based internal assessment data, BAS, common ELA assessments , ACCESS, MCAS 2.0, STAR Assessments
2	In order to increase Math fluency and application skills, students will participate weekly in fluency practice as well as the practice of breaking apart and responding to word problems and open and constructed response Math questions.	Students and teachers in grades K-6, Interventionists, instructional assistants, and specialists will also contribute to instruction.	<ul style="list-style-type: none"> Students need to have mastered basic foundational skills in order to access and effectively engage in Math application and higher order thinking skill activities. Students are demonstrating mastery of skills several grade levels below their present grade. Fact Fluency Data, District wide quarterly Math assessments, enVision, MCAS 2.0, Accelerated Math

3	In order to increase mastery and application of content specific vocabulary, at the completion of each Science unit a vocabulary and application assessment will be administered to all students.	Students and teachers in grades K-6, Interventionists, instructional assistants, and specialists will also contribute to instruction.	<ul style="list-style-type: none"> ● To ensure students are engaged in hands-on learning experiences, while incorporating specific scientific vocabulary in order to demonstrate what they know and were able to do in writing.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Administer School Wide ELA Common Assessments in grades 2 through 6 monthly beginning November 2018. ● Administer School Wide ELA Common Assessments in grades K-1 monthly beginning January 2019. 	<ul style="list-style-type: none"> ● Review data at grade level meetings in order to assess strengths and weaknesses and plan interventions. ● Review and posting of data ● Targeted Center Activities ● SRSD: Common graphic organizers ● Intervention Groups ● ATLAS
2	<ul style="list-style-type: none"> ● Administer School Wide Math Word Problem Open and Constructed Response questions of the month, beginning November 2018. 	<ul style="list-style-type: none"> ● Review data at grade level meetings in order to assess strengths and weaknesses and plan interventions. ● Daily foundational skills practice (Accelerated Math, IXL) ● Review and posting of data ● RTI ● ATLAS
3	<ul style="list-style-type: none"> ● Administer Science Assessments aligned to grade level content with a focus on vocabulary and application at the completion of each unit. 	<ul style="list-style-type: none"> ● Review data from scientific vocabulary assessments in order to assess strengths and weaknesses and plan interventions. ● ATLAS, Scope and Sequence ● RTI

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p><u>ELA:</u></p> <ul style="list-style-type: none"> ● SRSD and Lucy Calkins Units of Study- Writing Skill Development ● Fountas and Pinnell Classroom ● Jan Richardson- Next Steps in Guided Reading ● CIA units ● Reach/National Geographic, Online articles and literature, Technology, ATLAS 	<ul style="list-style-type: none"> ● SEI Strategies during daily instruction need to be observable ● Work Samples, Artifacts and Student Writing Analysis ● Videos, peer observations, ● Early literacy screener ● STAR Assessments
2	<p><u>MATH:</u></p> <ul style="list-style-type: none"> ● enVision, Greg Tang ● Massachusetts Curriculum Frameworks, ATLAS 	<ul style="list-style-type: none"> ● SEI strategies (Smart Card) ● virtual rounds ● Guided Math ● Accelerated Math
3	<p><u>SCIENCE:</u></p> <ul style="list-style-type: none"> ● Kathy Berube, Jeff Glick ● Massachusetts Curriculum Frameworks ● ATLAS 	<ul style="list-style-type: none"> ● Grade levels will design and develop application tasks in the Science content area which include but are not limited to experiments, lab reports, and engineering projects. ● Artifacts include writing pieces, diagrams, illustrations, and video evidence samples.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none"> ● School Wide ELA Common Assessments, Analyzing and track data every month 	
2	<ul style="list-style-type: none"> ● Monthly Math word problem/open/constructed response assessments, track data 	
3	<ul style="list-style-type: none"> ● Design of assessments per grade level with focus on vocabulary and application 	

