

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2018 - 2019**



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

**Worcester Arts Magnet School**

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**Mary Ellen Scanlon**

**Principal or Administrator**

**Maureen Binienda**

**Superintendent**

## **Coordination and Integration of funds**

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

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

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

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

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

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

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

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

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

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

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

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

# I. School Instructional Leadership Team Members

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

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

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

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

<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Anne Lang	Kindergarten Teacher	October 10-2-18 and 10-17-18
Lisa Regele	Grade 1 Teacher	November 11-7-18
Sandra Jenoski	Grade 1 Teacher	December 12-5-18 and 12-19-18
Brianna Goldberg	Grade 2 Teacher	January 1-2-19 and 1-16-19
Amy Benoit	Grade 3 Teacher	February 2-6-19
Michelle Maloney	Grade 4 Teacher	March 3-6-19 and 3-20-19
Melissa Peters	Grade 5 Teacher	April 4-3-19
Kyle Manuel	Grade 6 Teacher	May 5-1-19 and 5-15-19
Debra Mantyla	Focused Instructional Coach	June 6-5-19
Christine McSherry	Assistant Principal	
Mary Ellen Scanlon	Principal	

# Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2018 Official Accountability Report - Worcester Arts Magnet School

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Worcester Arts Magnet School (03480225)	<b>GRADES SERVED</b> PK,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	
<b>Reason for classification</b> Meeting targets	
<b>Progress toward improvement targets</b> 81% - Meeting targets	<b>Accountability percentile</b> 92

### Overall results

Progress toward improvement targets							
Indicator	All students (Non-high school grades)			Lowest performing students (Non-high school grades)			
	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	4	4	-	3	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	3	4	-	-	-	-
	<b>Achievement total</b>	<b>11</b>	<b>12</b>	<b>60.0</b>	<b>6</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	3	4	-	3	4	-
	<b>Growth total</b>	<b>6</b>	<b>8</b>	<b>20.0</b>	<b>5</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	2	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
Weighted total	8.4	9.6	-	5.6	7.6	-	
Percentage of possible points	88%		-	74%		-	
Criterion-referenced target percentage	81%						
	Meeting targets						

## II. Student Attendance and Retention

### 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	96.9	5.5	16.5	4.9	16.3
Female	97.1	5.1	13.2	2.9	13.2
Male	96.6	5.9	19.7	6.7	19.2
Economically Disadvantaged	96.0	6.9	23.4	9.2	22.7
High Needs	96.4	6.2	20.5	7.3	20.0
LEP English language learner	96.2	6.5	24.0	10.7	24.0
Students with disabilities	95.6	7.5	26.6	10.9	25.0
African American/Black	98.0	3.5	11.4	1.4	11.4
American Indian or Alaskan Native					
Asian	95.8	7.0	33.3	7.4	33.3
Hispanic or Latino	95.9	7.1	22.0	11.0	22.0
Multi-race, non-Hispanic or Latino	97.2	4.9	7.1	7.1	7.1
White	96.9	5.4	15.2	2.9	14.7



**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.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
Implementation of Self-Regulated Strategy Development (SRSD), Close Reading strategies, Fountas and Pinnell Classroom and Read Side by Side Reading CIA Units are used across the curriculum and contribute to high achievement.	<ul style="list-style-type: none"> <li>• 78% of students met or exceeded expectations on ELA MCAS 2.0.</li> <li>• 25% of students exceeded expectations. 21% of students partially met expectations with only 1% of students not meeting expectations.</li> </ul> <p>Students performed extremely well on the ELA MCAS 2.0. WAMS is ranked 94<sup>th</sup> in the state.</p> <p>English Learners and Former English Language Learner students Exceeded Target in ELA achievement and met target in ELA growth.</p>
Implementation of enVision 2.0 Mathematics, a comprehensive curriculum that utilizes instructional strategies in both digital and print formats. Students are using the digital component of enVision Math 2.0 in the classroom and lesson extensions at home.	<ul style="list-style-type: none"> <li>• 73% of students met or exceeded expectations on Math MCAS 2.0.</li> <li>• 14% of students exceeded expectations. 26% of students partially met expectations with only 1% of students not meeting expectations.</li> </ul> <p>Students performed extremely well on the Math MCAS 2.0. WAMS scored above the state average in Math.</p> <p>English Learners and Former English Language Learner students Met Target in Math achievement and exceeded target in Math growth.</p>
Implementation of Science using a hands-on, minds on approach. ATLAS is used to plan lessons with a variety of research based resources.	<ul style="list-style-type: none"> <li>• 66% of students met or exceeded expectations on Science MCAS.</li> <li>• 25% of students scored advanced. 27% of students scored in the needs improvement category with 6% scoring in the warning category.</li> </ul>
Teachers consistently administer and analyze formative assessments to provide students with feedback concerning their learning progress.	Weekly submissions of student work with analysis are used to differentiate instruction that is reflected in daily lesson planning.

<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
<p>Improve performance in Science across all subgroups. Increase use of Science and Engineering Practices, such as using models, graphs, and analyzing and interpreting data through experimentation and discourse.</p>	<p>50% of High Needs students did not meet expectations on Science MCAS.</p>
<p>Meeting the needs of all students by increasing proficiency in Math across all subgroups. Increase use of manipulatives and digital resources.</p>	<p>41% of High needs students did not meet expectation on Math MCAS.</p> <p>Despite exceeding target in Math only 24% of English Learners met expectations on Math MCAS.</p>
<p>Meeting the needs of all students by increasing proficiency in ELA across all subgroups. Increase use of Shared Reading and Interactive Read Aloud in primary classrooms. Increase use of Book Clubs in intermediate classrooms.</p>	<p>36 % of High Needs students did not meet expectations on ELA MCAS.</p> <p>65% of EL students did not meet expectations on ELA MCAS.</p> <p>Lowest performing 25% were below target in ELA growth.</p> <p>Despite exceeding target in ELA only 35% of English Learners met expectations on ELA MCAS.</p>

## 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 differentiation to ensure access for targeted student populations and PLC practices)	<p><b>1.2.</b> School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place. Core values are identified through a school-wide Behavior and Expectations for Learning Program using the acronym SPOT - Safe, Polite, On target, Team player.</p> <p><b>1.4.</b> School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined. Staff members are aware of the priorities, and monitoring of these initiatives takes place. Implementation of Fountas and Pinnell Classroom, Read Side by Side CIA Units, enVision Math and SRSD Writing are monitored and refined during staff meetings, grade level meetings and individualized coaching as needed. Student data is monitored and analyzed at grade level meetings.</p> <p><b>1.6.</b> The schedule includes adequate time for professional development opportunities and collaboration for teachers. Use of time is used well to improve teaching and learning. Schedule is evaluated monthly to maximize opportunities for embedded Professional Development using the Teaching and Learning Cycle.</p>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<p><b>1.2.</b> The Instructional Leadership team (ILT) develops, implements, and monitors instructional expectations.</p> <p><b>1.4.</b> The Instructional Leadership team (ILT) plans, delivers and monitors effectiveness of new initiatives.</p> <p><b>1.6.</b> The Instructional Leadership team (ILT) plans, delivers and monitors effectiveness of professional development.</p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Instructional Leadership Team notes; Grade Level Meeting notes; Staff meeting notes; Principal’s weekly memo; Lessons plans	<b>Data Source:</b> Observations; student work; common assessments; benchmark assessments; SRSD assessments; enVision Topic assessments; STAR assessments, MCAS results

## 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 differentiation to ensure access for targeted student populations including EL and students with disabilities)	<p><b>2.1.</b> Specific or precise expectations for teachers’ classroom practices are consistently communicated, understood by staff and faculty, and monitored throughout the school year. Expectations of implementation of Fountas and Pinnell Classroom, Read Side by Side CIA Units, enVision Math and SRSD Writing are communicated during staff meetings, grade level meetings and individualized coaching as needed. Faculty Google Site allows for accessibility to information presented during staff and grade level meetings.</p> <p><b>2.5.</b> Building and teacher leaders consider student results on benchmark and common assessments in addition to state assessments when making decisions regarding school-wide practices. Grade level meetings are structured around the Teaching and Learning Cycle.</p>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<p><b>2.1.</b> The Instructional Leadership Team (ILT) establishes, communicates, and monitors expectations for classroom practices.</p> <p><b>2.5.</b> The Instructional Leadership Team (ILT) analyzes formative and summative assessment data and develops next steps to address school needs for continuous improvement.</p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Instructional Leadership Team meeting notes; Grade Level Meeting notes; Staff Meeting notes; Formal observations and Teacher evaluations	<b>Data Source:</b> Formative and Summative assessments; Observations; student work; common assessments; benchmark assessments; SRSD assessments; EnVision Topic assessments; STARR assessments, MCAS results

## 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)	
<b>Prioritized Best Practices or Strategies</b> <b>(Include differentiation to ensure access for targeted student populations including bottom 25%)</b>	<p><b>3.4.</b> Leaders and teachers understand and use systems with criteria and protocols for identifying students for interventions and enrichment. Staff members follow consistent rules and procedures when identifying students in need of additional assistance; a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports. Student Support Process Team meets to plan interventions and set goals for student learning.</p> <p><b>3.3.</b> Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs; however, students are reassigned to interventions as needed throughout the school year. Classroom teachers, specialists, tutors and instructional leaders are in regular communication to make adjustments to support emerging learning needs of students.</p> <p><b>3.6.</b> Specific, research-based interventions for students with disabilities are defined and planned and regularly provided. Student participation is systematic, and supports are aligned for students' specific needs. Student needs are monitored and implemented by all instructional staff.</p>
<b>Instructional Leadership Team Implementation</b> <b>(Explain how ILT members implement and measure school-wide strategies.)</b>	<p><b>3.4</b> The Instructional Leadership Team (ILT) analyzes student assessment data that leads to the re-alignment of intervention groups and/or resources as needed.</p> <p><b>3.3.</b> The Instructional Leadership Team (ILT) participates in the planning and scheduling of the implementation of interventions and groups.</p> <p><b>3.6.</b> The Instructional Leadership Team (ILT) reviews interventions and supports to ensure they are aligned to student specific needs.</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Students Support Process meeting notes; Coordination Meeting notes; Analyzed formative assessments;</p>	<p><b>Data Source:</b> Progress reports; Formative assessments; Formative and Summative assessments; Observations; student work; common assessments; benchmark assessments; SRSD assessments; enVision Topic assessments; STARR assessments, MCAS results</p>

## 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 differentiation to ensure access for targeted student populations)	<ol style="list-style-type: none"> <li>1. Principal’s weekly communication to staff (updates/newsletter): Monday memo; Faculty Google Website</li> <li>2. Universal tier 1, SEL building strategy: School-wide Behavior and Learning Expectations is implemented across all school settings.</li> <li>3. Frequent opportunities for families to participate in Family Events: Ice Cream Social, Storytelling Harvest Festival, SOFA Performance, Winter Carnival, Evening of Visual Arts, School-yard Cleanup Day, End of Year Dance.</li> <li>4. Weekly Message to families in language of the home.</li> <li>5. Weekly grade level meetings for collegial collaboration.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<p>The Instructional Leadership Team (ILT) plans, organizes and monitors systems of supports for families.</p> <p>The Instructional Leadership Team (ILT) plans, organizes and monitors activities that engage families and community members.</p> <p>The Instructional Leadership Team (ILT) plans, organize and monitor activities that support the implementation of the School-wide Behavior and Learning Expectations.</p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Coordination meeting notes; Parent Teacher Group meeting notes; School Calendar; Classroom newsletters; Principal’s weekly memo to staff; Principal’s weekly message to families; Weekly updates on website	<b>Data Source:</b> Student daily attendance; Participation at events; Student Learning and Behavior Expectation charts

## IV.E. Action Plan

<b>Reducing Chronic Absenteeism</b>	
<p><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).</p>	
<p><b>Prioritized Best Practices or Strategies</b>            (Include differentiation to ensure access for targeted student populations)</p>	<ol style="list-style-type: none"> <li>1. Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.</li> <li>2. Review monthly chronic absenteeism with building based team.</li> <li>3. Identify quarterly good attendance celebrations: The class with the most days of perfect attendance for the quarter are recognized at a school wide assembly and participate in a basketball game against the teachers. All students who have perfect attendance for the quarter will receive a certificate.</li> <li>4. Continue 5 week review of attendance progress reports with students grades 4 and up and send home</li> <li>5. School plan to promote ongoing good attendance: A school-wide display in the main hallway highlights classes with perfect attendance for each day.</li> </ol>
<p><b>Instructional Leadership Team Implementation</b>            (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The Instructional Leadership Team (ILT) analyzes student attendance data and organize incentive program. The ILT organizes the Student vs. Teacher Basketball game for perfect attendance.</p> <p>The Instructional Leadership Team (ILT) plans, organizes and monitors effectiveness of attendance celebrations.</p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b>            ILT meeting notes; Classroom newsletters; Principal’s weekly memo to staff; School attendance records</p>	<p><b>Data Source:</b>            Student daily attendance; Participation in attendance celebrations</p>



## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Worcester Arts Magnet	Mary Ellen Scanlon	August 27, 2018/ June 10, 2019

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By the end of the 2018-2019 school year, Grade 5 student proficiency in Science will be 80% as measured on MCAS Science.	All instructional staff	2018 Science MCAS indicates that 66% of Grade 5 Students met or exceeded expectations.
2	By the end of the 2018-2019 school year, student growth in Mathematics will be high moderate to above moderate as assessed by MCAS Mathematics (60% or greater for grades 4-6).	All instructional staff	2018 Math MCAS indicates that the Student Growth Percentile in Math is 59%.
3	By the end of the 2018-2019 school year, student growth in ELA will be high moderate to above moderate as assessed by MCAS ELA (60% or greater for grades 4-6).	All instructional staff	2018 ELA MCAS indicates that the Student Growth Percentile in Math is 57%.

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Self-Regulated Strategy Development (SRSD)	SRSD formative assessments reviewed at grade level meetings; Peer observations focused on mini –lessons
	Science and Literacy Essentials Book Study	Lesson designs that implemented Science across disciplines
2	enVision 2.0 training	Grade level meetings focused on lesson design
	Google Training	Teachers using Google apps in the classroom and to promote home to school connection.
3	Self-Regulated Strategy Development	SRSD formative assessments reviewed at grade level meetings
	Read Side by Side Units of Study	Grade level meetings focused on student writing in response to text.
	Google Training	Teachers using Google apps in the classroom and to promote home to school connection.
	Fountas and Pinnell Classroom	Grade level meetings to explore and plan all components of the program.

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Science liaison; Science songs, poems; Grade level meetings; ILT meetings; SRSD resources; ATLAS	<p>Collaborate with colleagues across grade levels to share additional resources for SRSD mini-lessons and texts for Narrative, Informational and Opinion writing.</p> <p>Collaborate with colleagues across grade levels to plan the implementation of Science notebooks across grade levels based on the approach used in “The Essentials of Science and Literacy”.</p> <p>Collaborate with grade level team to plan lessons using the 5E Inquiry-Based Instructional Model and to provide an overview of resources available on ATLAS.</p>
2	Math manipulatives and games; Grade level meetings; ILT meetings; ATLAS	<p>Provide opportunities at grade level meetings for teachers to reflect on and share learning from enVision trainings.</p>
3	Read Side by Side Units; Note and Notice (fiction and nonfiction); Fountas and Pinnell Classroom; SRSD resources; ATLAS	<p>Sharing SRSD formative assessment tools at and across grade levels.</p> <p>Provide opportunities at grade level meetings for a review of Fountas and Pinnell Classroom and Notice and Note (fiction and nonfiction). Provide opportunities for new staff to observe colleagues using these resources.</p> <p>Expand the implementation of Read Side by Side units to include Book Clubs.</p>

#### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>	<p>Teachers are using formative assessments to plan next steps for instruction and identify students who need additional support. Formative assessments with analysis are submitted weekly.</p> <p>Research on the 5E Instructional Model has been shared with all staff and is reviewed at grade level meetings. Teachers are utilizing the STEAM room to provide students with hands on Science experiences. The STEAM room continues to be updated.</p>	<p>SRSD is implemented across the curriculum. Students are using SRSD strategies to read about and write about what they are learning in Science. Teachers are using analyzed formative assessments to identify the additional support individual students need as well as to plan next steps for whole group instruction.</p>
<b>2</b>	<p>All staff have participated in enVision training. Sharing lesson design is occurring at grade level meetings. Implementation of enVision technology resources are being discussed and supported during grade level meetings.</p>	<p>Teachers are using analyzed end of unit and other formative assessments to identify the additional support individual students need as well as to plan next steps for whole group instruction. Guided Math groups are fluid and flexible. Classroom teachers, EL teacher and Special Education team work collaboratively to create a cohesive plan for instruction.</p>
<b>3</b>	<p>All teachers participate in SRSD grade level meetings across schools in the “SRSD” group. All teachers are implementing the 6-stage gradual release framework of SRSD to support students in becoming independent readers and writers.</p> <p>Teachers have hosted several SRSD lesson observations for colleagues at other schools and have shared resources and implementation of close reading strategies. Teachers have participated in peer observations to learn about and share close reading strategies and practices that are supporting students with reading comprehension.</p>	<p>Teachers are using analyzed benchmark and formative assessments to identify the additional support individual students need as well as to plan next steps for whole group instruction. Guided Reading groups are fluid and flexible. Classroom teachers, EL teacher, literacy tutors and Special Education team work collaboratively at grade level meetings, progress meetings and team meetings to create a cohesive plan for instruction.</p>

