

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2019 - 2020**



**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**

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Superintendent

## **Coordination and Integration of funds**

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

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

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

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

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

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

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

Worcester Public Schools support a transition plan for assisting preschool children to school-wide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in

the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

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

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

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

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

## I. School Instructional Leadership Team Members

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

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

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

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

| Name               | Position                    | ILT Meeting Dates |
|--------------------|-----------------------------|-------------------|
| Allie Fleming      | Grade 6 Teacher             | Sept: 11, 25      |
| Kyle Manuel        | Grade 6 Teacher             | Oct: 9, 23        |
| Melissa Peters     | Grade 5 Teacher             | Nov: 13, 27       |
| Michelle Maloney   | Grade 4 Teacher             | Dec: 1            |
| Amy Benoit         | Grade 3 Teacher             | Jan: 15, 29       |
| Brie Goldberg      | Grade 2 Teacher             | Feb: 12, 26       |
| Anne Lang          | Kindergarten Teacher        | Mar: 11, 25       |
| Deb Mantyla        | Focused Instructional Coach | Apr: 8, 29        |
| Chris McSherry     | Assistant Principal         | May: 13, 27       |
| Mary Ellen Scanlon | Principal                   |                   |

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

## 2019 Official Accountability Report - Worcester Arts Magnet School

| Organization Information                                 |  |
|--|--|
| <b>DISTRICT NAME</b><br>Worcester (03480000)             | <b>TITLE I STATUS</b><br>Title I School        |
| <b>SCHOOL</b><br>Worcester Arts Magnet School (03480225) | <b>GRADES SERVED</b><br>PK,K,01,02,03,04,05,06 |
| <b>REGION</b><br>West/Central                            | <b>FEDERAL DESIGNATION</b><br>-                |

### Accountability Information

|  |
|--|
| <b>Overall classification</b> Not requiring assistance or intervention |
|--|

|  |
|--|
| <b>Reason for classification</b><br>Meeting or exceeding targets |
|--|

| Progress toward improvement targets | Accountability percentile |
|-------------------------------------|---------------------------|
| 82% - Meeting or exceeding targets  | 92                        |

## II. Student Attendance

Student Attendance (2018-19)



| Student Group                      | Attendance Rate | Average # of Absences | Absent 10 or more days | Chronically Absent (10% or more) | Unexcused > 9 days |
|------------------------------------|-----------------|-----------------------|------------------------|----------------------------------|--------------------|
| All Student                        | 96.8            | 5.7                   | 16.2                   | 3.4                              | 15.9               |
| Female                             | 97.2            | 4.9                   | 12.4                   | 1.0                              | 12.4               |
| Male                               | 96.3            | 6.4                   | 19.8                   | 5.8                              | 19.3               |
| Economically Disadvantaged         | 95.7            | 7.4                   | 27.1                   | 7.1                              | 26.5               |
| High Needs                         | 96.3            | 6.5                   | 21.1                   | 5.5                              | 20.7               |
| LEP English language learner       | 96.3            | 6.2                   | 17.2                   | 9.2                              | 16.1               |
| Students with disabilities         | 94.9            | 8.7                   | 29.7                   | 12.2                             | 28.4               |
| White                              | 96.7            | 5.8                   | 15.3                   | 2.5                              | 15.3               |
| African American/Black             | 98.3            | 2.9                   | 4.1                    | 1.4                              | 4.1                |
| American Indian or Alaskan Native  |                 |                       |                        |                                  |                    |
| Asian                              | 96.1            | 6.9                   | 16.7                   | 8.3                              | 16.7               |
| Hispanic or Latino                 | 95.6            | 7.7                   | 28.9                   | 6.0                              | 28.9               |
| Multi-race, non-Hispanic or Latino | 97.4            | 4.5                   | 16.7                   | 4.2                              | 12.5               |

## II. Student Retention 2018-19

### Student Retention by Percent

| Student Group                      | Enrolled # | Retained # | Retained % | 01 % | 02 % | 03 % | 04 % | 05 % | 06 % | 07 % | 08 % | 09 % | 10 % | 11 % | 12 % |
|------------------------------------|------------|------------|------------|------|------|------|------|------|------|------|------|------|------|------|------|
| All Students                       | 320        | 8          | 2.5        | 8.5  | 4.3  | 1.8  | 0.0  | 0.0  | 0.0  |      |      |      |      |      |      |
| Female                             | 164        | 4          | 2.4        | 6.7  | 4.5  | 3.0  | 0.0  | 0.0  | 0.0  |      |      |      |      |      |      |
| Male                               | 156        | 4          | 2.6        | 10.3 | 4.0  | 0.0  | 0.0  | 0.0  | 0.0  |      |      |      |      |      |      |
| Economically Disadvantaged         | 95         | 6          | 6.3        | 12.0 | 22.2 | 7.7  | 0.0  | 0.0  | 0.0  |      |      |      |      |      |      |
| High Needs                         | 166        | 8          | 4.8        | 13.9 | 8.7  | 3.2  | 0.0  | 0.0  | 0.0  |      |      |      |      |      |      |
| LEP English language learner       | 53         | 5          | 9.4        | 16.7 | 11.1 | 10.0 | 0.0  | 0.0  |      |      |      |      |      |      |      |
| Students with disabilities         | 45         | 1          | 2.2        | 16.7 | 0.0  | 0.0  | 0.0  | 0.0  |      |      |      |      |      |      |      |
| African American/Black             | 53         | 0          | 0.0        | 0.0  |      | 0.0  | 0.0  | 0.0  | 0.0  |      |      |      |      |      |      |
| Asian                              | 14         | 0          | 0.0        |      |      |      |      |      |      |      |      |      |      |      |      |
| Hispanic or Latino                 | 68         | 5          | 7.4        | 21.4 | 18.2 | 0.0  | 0.0  | 0.0  | 0.0  |      |      |      |      |      |      |
| Multi-race, non-Hispanic or Latino | 24         | 0          | 0.0        |      |      |      | 0.0  |      |      |      |      |      |      |      |      |
| White                              | 161        | 3          | 1.9        | 6.3  | 0.0  | 3.6  | 0.0  | 0.0  | 0.0  |      |      |      |      |      |      |

### III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

|                                  | <i>Areas of Strength</i>   |   |
|----------------------------------|--|---|
| <i>Accountability Indicator</i>  | <i>Strength</i>  | <i>Evidence</i>   |
| Achievement (ELA, Math, Science) | <p>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.</p> <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.</p> <p>Implementation of Science using a hands-on, minds on approach. ATLAS is used to plan lessons with a variety of research based resources</p> | <p><b>ELA</b><br/>78% of students met or exceeded expectations on ELA MCAS 2.0.</p> <p>23% of students exceeded expectations. 21% of students partially met expectations with only 1% of students not meeting expectations.</p> <p>74% of EL and Former EL met expectations and 19% exceeded expectations.</p> <p>Students performed extremely well on the ELA MCAS 2.0. WAMS is ranked, with a cluster of other schools, 14<sup>th</sup> in the state.</p> <p>Lowest Performing, High Needs, Economically Disadvantaged, English Learners and Former English Language Learner students Exceeded Target in ELA</p> <p><b>Math</b><br/>67% of students met or exceeded expectations on Math MCAS 2.0.</p> <p>17% of students exceeded expectations. 32% of students partially met expectations with 0% of students not meeting expectations in Math.</p> <p>Students performed extremely well on the Math MCAS 2.0. WAMS is ranked, with a cluster of other schools, 22<sup>nd</sup> in the state.</p> |



|                                    |  |  |
|------------------------------------|--|--|
|                                    |  | <p>Lowest Performing and Economically Disadvantaged students exceeded target in Math.</p> <p><b>Science</b><br/>57% of students met or exceeded expectations on Science MCAS.</p> <p>10% of students exceeded expectations. 41% of students partially met expectations with 2% of students not meeting expectations.<br/>Economically Disadvantaged students exceeded target and High Needs students met target</p> <p><b>Progress toward attaining English language proficiency</b><br/>EL and Former EL students exceeded target in ELA and Met target in Math.</p>  |
| <p>Growth (ELA, Math, Science)</p> | <p>Weekly submissions of student work with analysis are used to differentiate instruction that is reflected in daily lesson planning.</p> <p>Teachers consistently administer and analyze formative assessments to provide students with feedback concerning their learning progress</p> | <p><b>ELA</b><br/>Lowest Performing, High Needs, Economically Disadvantaged, English Learners and Former English Language Learner students had high-typical growth in ELA.</p> <p>Students in the lowest performing subgroup had a growth percentile of 54.9% (high-typical growth) in ELA.</p> <p>High Needs students had a growth percentile of 54.9% (high-typical growth) in ELA.</p> <p>Economically disadvantaged had a growth percentile of 56.3% (high-typical growth) in ELA</p> <p><b>Math</b><br/>English Learners and Former English Language Learner students Met Target in Math achievement.</p> <p>English Learners and Former English Language Learner students had a growth percentile of 53.1 (high-typical growth) in Math.</p> |

|            |  |   |
|------------|--|---|
|            |  | <b>Progress toward attaining English language proficiency</b><br>EL and Former EL students has high typical growth in ELA and Math. |
| Discipline | <p>Expectations for Learning matrix was created and implemented across all grade levels. A student friendly matrix is visible in all classrooms, common areas and a personal copy is kept in each student's home communication folder.</p> <p>Daily reminders on Morning Announcement of <b>Safe, Polite, On-Task and Team Player (SPOT)</b> Expectations for Learning.</p> <p>Social skills groups are created as needed to provide support to students in a range of social situations.</p> <p>Big Brother and Big Sister partnership pair's students with mentor that meets with them once a week during lunch.</p> | There were 0 suspensions during the past year at WAMS.  |

## IV. Action Plan

| <b>Leadership, Shared Responsibility, and Professional Collaboration</b><br><i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i><br>(Focus on improving core instruction and tiered intervention systems using a variety of data) |   |
|---|---|
| <b>Prioritized Best Practices or Strategies</b><br><br>(Include targeted support to strengthen PLC practices and ensure access for all student populations)   | <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><br><br>(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>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>  |   |
| <b>ADULT IMPLEMENTATION INDICATOR</b>   | <b>STUDENT RESULTS INDICATOR</b>  |
| <b>Data Source:</b><br>Instructional Leadership Team notes; Grade Level Meeting notes; Staff meeting notes; Principal’s weekly memo; Lessons plans  | <b>Data Source:</b><br>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><br><i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i><br>(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><br><br>(Include targeted support to ensure access for all 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><br><br>(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>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>  |  |
| <b>ADULT IMPLEMENTATION INDICATOR</b>   | <b>STUDENT RESULTS INDICATOR</b>   |
| <b>Data Source:</b><br>Instructional Leadership Team meeting notes; Grade Level Meeting notes; Staff Meeting notes; Formal observations and Teacher evaluations   | <b>Data Source:</b><br>Formative and Summative assessments; Observations; student work; common assessments; benchmark assessments; SRSD assessments; enVision Topic assessments; STAR assessments, MCAS results  |

## IV. C. Action Plan

| <b>Providing Student-Specific Supports and Instruction to All Students</b><br><i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i><br>(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><br><br><b>(Include targeted support to ensure access for all student populations including lowest 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. Lowest 25% of students are provided with before school intervention. 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. Students are provided with extra Math support through the IXL program. Literacy tutors provided additional support using CIA strategies for students. Student needs are monitored and implemented by all instructional staff.</p> |
| <b>Instructional Leadership Team Implementation</b><br><br><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>  |

| What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?   |   |
|---|---|
| ADULT IMPLEMENTATION INDICATOR  | STUDENT RESULTS INDICATOR   |
| <p><b>Data Source:</b><br/>           Students Support Process meeting notes; Coordination Meeting notes; Analyzed formative assessments;</p> | <p><b>Data Source:</b><br/>           Progress reports; Formative assessments; Formative and Summative assessments; Observations; student work; common assessments; benchmark assessments; SRSD assessments; enVision Topic assessments; STAR assessments, MCAS results</p> |

## IV. D. Action Plan

| <b>A Safe, Respectful, and Collegial Climate for Teachers, Students and Families</b><br><i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i><br>(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><br><br>(Include practices that target new and incoming students)   | <ol style="list-style-type: none"> <li>1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. Committee meets monthly to plan, implement and monitor activities. Planning Winter Carnival mid-year celebration for families and students.</li> <li>2. Principal’s weekly communication to staff (updates/newsletter): Monday memo; Faculty Google Website. Weekly grade level meetings for collegial collaboration.</li> <li>3. Weekly Message to families in language of the home. 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> </ol> |
| <b>Instructional Leadership Team Implementation</b><br><br>(Explain how ILT members implement and measure school-wide strategies.)   | <p>The Instructional Leadership Team (ILT) plans, organizes and monitors systems of support 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, organizes and monitors activities that support the implementation of the School-wide Behavior and Learning Expectations.</p>   |
| <b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>   |  |
| ADULT IMPLEMENTATION INDICATOR   | STUDENT RESULTS INDICATOR  |
| <b>Data Source:</b><br>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><br>Student daily attendance; Participation at events; Student Learning and Behavior Expectations charts  |

## IV.E. Action Plan

| <b>Reducing Chronic Absenteeism</b><br><i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i><br>(Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students) |  |
|---|--|
| <b>Prioritized Best Practices or Strategies</b><br><br>(Include targeted support to ensure access for all student populations)  | <ol style="list-style-type: none"> <li>1. Check daily attendance in SAGE and make a phone call for two consecutive days absent.</li> <li>2. Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. 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. School plan to promote ongoing good attendance includes a school-wide display in the main hallway that highlights classes with perfect attendance for each day.</li> <li>3. Teachers conducts a five-week review of attendance progress reports with students grades 4 and up and send home.</li> </ol> |
| <b>Instructional Leadership Team Implementation</b><br><br>(Explain how ILT members implement and measure school-wide strategies.)  | <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>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>  |  |
| <b>ADULT IMPLEMENTATION INDICATOR</b>   | <b>STUDENT RESULTS INDICATOR</b>   |
| <b>Data Source:</b><br>ILT meeting notes; Classroom newsletters; Principal’s weekly memo to staff; School attendance records  | <b>Data Source:</b><br>Student daily attendance; Participation in attendance celebrations  |



**V. Worcester Public Schools Professional Learning Plan  
Worcester Public Schools Professional Learning Plan (PLP)**

| District Name            | School Name           | Principal Name     | Plan Begin/End Dates              |
|--------------------------|-----------------------|--------------------|-----------------------------------|
| Worcester Public Schools | Worcester Arts Magnet | Mary Ellen Scanlon | August 26, 2019/<br>June 10, 2019 |

**Professional Learning Priorities**

| PL Goal No. | Priorities   | Planned Activities and Identified Group (as appropriate)   | Rationale  |
|-------------|--|--|--|
| 1           | By the end of the 2019-2020 school year, Grade 5 student proficiency in Science will be 80% as measured on MCAS Science. | K-6 Self-Regulated Strategy Development (SRSD)<br>Science notebook Pre-K - 6<br>ATLAS<br>Google Training   | 2019 Science MCAS indicates that 57% of Grade 5 Students met or exceeded expectations. |
| 2           | By the end of the 2019-2020 school year, Grades 3-6 student proficiency in Math will be 80% as measured on MCAS Math.    | enVision 2.0<br>Math Tool Kits<br>UDL lesson planning<br>ATLAS<br>Google Training  | 2019 Math MCAS indicates that 68% of Grade 3-6 Students met or exceeded expectations.  |
| 3           | By the end of the 2019-2020 school year, Grades 3-6 student proficiency in ELA will be 80% as measured on MCAS ELA.      | Responsive Literacy Teaching<br>Self-Regulated Strategy Development<br>Continuum of Literacy<br>Fountas and Pinnell Classroom<br>Read Side by Side - CIA<br>ATLAS<br>Google Training | 2019 ELA MCAS indicates that 78% of Grade 3-6 Students met or exceeded expectations.   |