

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Nelson Place School

Monica Poitras

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/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/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 schoolwide 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 schoolwide 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
Monica Poitras	Principal	Sept:29
Deborah Daley	Assistant Principal	Oct: 27
Katherine Olney	FIC	Nov: 17
Ary Alston	Adjustment Counselor	Dec:22
Cindylee Snell Hamilton	Grade 6 Teacher	Jan:26
Deb Cormier	Grade 5 Teacher	Feb:23
Don Robichaud	Grade 4 Teacher/ PBIS Coordinator	Mar:30
Nicole Moisan	Grade 3 Teacher	Apr:27
Kathleen Meagher	Grade 2 Teacher	May:25
Mary Jane Costa	Grade 1 Teacher	June: TBA
Laura Kolo	Music Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Nelson Place

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Nelson Place (03480200)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
No level	Students in this school participated in 2017 Next Generation MCAS tests	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												About the Data
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	266	265	100	Yes	266	264	99	Yes	85	85	100	Yes
High needs	138	137	99	Yes	138	136	99	Yes	45	45	100	Yes
Econ. Disadvantaged	84	83	99	Yes	84	83	99	Yes	28	28	100	Yes
ELL and Former ELL	53	53	100	Yes	53	53	100	Yes	20	20	100	Yes
Students w/disabilities	61	60	98	Yes	61	59	97	Yes	17	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	19	-	-	-	19	-	-	-	4	-	-	-
Afr. Amer./Black	31	31	100	Yes	31	31	100	Yes	8	-	-	-
Hispanic/Latino	43	43	100	Yes	43	43	100	Yes	15	-	-	-
Multi-race, Non-Hisp./Lat.	13	-	-	-	13	-	-	-	4	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	160	159	99	Yes	160	158	99	Yes	54	54	100	Yes

III. Student Attendance and Retention

Nelson Place School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	96.6	94.1	94.6
Average # of days absent	5.8	9.8	9.3
Absent 10 or more days	17.7	36.5	33.3
Chronically Absent (10% or more)	3.5	16.9	13.5
Unexcused Absences > 9	17.3	33.8	15.8
Retention Rate	0.3	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify): During student of the month, we announce our school wide attendance rate for the month and emphasize that we want to stay at 96%. We stress the importance of coming to school and having good attendance.
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): In October, we had a kick off for Attendance matters with grades 3-6, we shared that our school was recognized by the school committee for great attendance. At the end of year, we will acknowledge students with perfect attendance. Our adjustment counselor and school administrators assist students who are identified with poor attendance to improve their attendance. We will devise a plan if needed to assist families to improve on the student's attendance.

***requires action**

IV. 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			
Grade 3 writing standard was above the state and district after one year of SRSD implementation. The evidence is from Edwin report IT401, Item type essay. Grade 3 had two essays. All numbers are based on percents.	Item description/standard	School	District	State
	Idea development/CCRA.W.2	44%	35%	38%
	Conventions/CCRA.L.1	62%	59%	53%
	Idea development/CCRA.W.3	51%	34%	40%
	Conventions/CCRA.L.1	50%	37%	43%

Grade 5 Writing Standard was above the state and district after one year of SRSD implementation. The evidence is from Edwin report IT401, Item type essay. Grade 5 had three essays. All numbers are based on percent.

Item description/standard	School	District	State
Idea development/CCRA. W.2	40	36	38
Conventions/CCRA.L.1	53	50	52
Idea development/CCRA. W.3	69	57	63
Conventions/CCRA.L.1	65	54	60
Idea development/CCRA. W.2.	46	43	44
Conventions/CCRA.L.1	62	58	60

Grade 6 Writing Standard was above the state and district after one year of SRSD implementation. The evidence is from Edwin report IT401, Item type essay. Grade 6 had three essays. All numbers are based on percent.

Item description/standard	School	District	State
Idea development/CCRA. W.2	44	38	38
Conventions/CCRA.L.1	70	60	61
Idea development/CCRA. W.3	44	43	46
Conventions/CCRA.L.1	60	55	59
Idea development/CCRA. W.2.	38	34	35
Conventions/CCRA.L.1	65	57	59

Grade 5 ELA Student performance met/exceeded state.

MCAS 2.0 Data; School scored at or above the state in all ELA standards. (Edwin Report CU 406)

Science grade 5 Proficiency significantly improved.

MCAS Results; Overall proficiency went from 37% in 2016 to 49% in 2017.

Areas of Concern																									
Concern	Evidence																								
<p>Grade 4 Writing in Response to text scored below the state in the writing standard. Grade 4 was the only grade to administer the MCAS online. The difference between the school, district and state is low. We determined that some of the difference could be contributed to taking the test on line versus paper.</p>	<table border="1"> <thead> <tr> <th>Item description/standard</th> <th>School</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Idea development/CCRA.W.2</td> <td>36</td> <td>35</td> <td>38</td> </tr> <tr> <td>Conventions/CCRA.L.1</td> <td>51</td> <td>50</td> <td>53</td> </tr> <tr> <td>Idea development/CCRA.W.3</td> <td>33</td> <td>34</td> <td>40</td> </tr> <tr> <td>Conventions/CCRA.L.1</td> <td>38</td> <td>37</td> <td>43</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item description/standard	School	District	State	Idea development/CCRA.W.2	36	35	38	Conventions/CCRA.L.1	51	50	53	Idea development/CCRA.W.3	33	34	40	Conventions/CCRA.L.1	38	37	43				
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<p>Math Instruction in the Area of Geometry had multiple standards. Grades 3-6 were all behind the state in the Geometry Strand on MCAS 2.0 Grade 3 was lowest.</p>	<table border="1"> <thead> <tr> <th>Standard</th> <th>Item description</th> <th>Difference school/state</th> </tr> </thead> <tbody> <tr> <td>3.G.1.A.1Attributes</td> <td>Determine which statement is true about a given shape's attributes</td> <td>-14</td> </tr> <tr> <td>3.G.1.A.2/Fraction real world</td> <td>Determine which fraction represents a given real-world problem</td> <td>-24</td> </tr> <tr> <td>3.G.1.A.2/Fractions representation</td> <td>Determine which fraction represents one part of a circle that is divided into a given number of equal parts.</td> <td>-18</td> </tr> </tbody> </table>	Standard	Item description	Difference school/state	3.G.1.A.1Attributes	Determine which statement is true about a given shape's attributes	-14	3.G.1.A.2/Fraction real world	Determine which fraction represents a given real-world problem	-24	3.G.1.A.2/Fractions representation	Determine which fraction represents one part of a circle that is divided into a given number of equal parts.	-18												
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Grade 4 was below the state in multiple standards in Math with a difference greater than 10%. (report IT401) The grade level departmentalizes for ELA and Math. During the year, we had three long-term substitutes in Math. (report IT401)

Standard	Item description	Difference school/state
4.G.1.A.1	Identify perpendicular lines	-24
4.NF.2.b.4B	Equivalent to the product of a whole number and fraction	-11
4.MD.3.C.6	Determine the angle measure of an angle shown on a protractor	-24
4.NBT.2.B.4	Determine which addition problems with four-digit whole numbers have the given sum	-30

Grade 5 was below the state in multiple standards with a difference greater than 10%.(report IT401)

Standard	Item description	Difference school/state
5.NF.1.A.2	Determine which fraction would not be a reasonable estimate for the difference of two fractions with unlike denominators	-14
5.NF.2.B.5a	Determine which number sentence correctly compares the product of a fraction and a whole number to one of the factors	-15
5.OA.1.A.1	Find the value of a given expression with parentheses	-23
5.OA.1.A.2	Determine which expression represents a given real-world context	-21

Grade 6 was below the state in multiple standards with a difference greater than 10%.(report IT401)

Standard	Item description	Difference school/state
6.EE.1.A.2	Find the value of the unknown variable in an expression that represents a real-world context.	-16
6.G.1.A.1	Solve real-world problems involving measurements of circles	-13
6.G.1.A.4	Determine the surface area of a three-dimensional figure given its net	-29
6.RP.1.A.1	Determine which ratio describes a given ratio relationship in a real-world context.	-24
6.SP.2.B.4	Interpret a circle graph to solve a real-world problem	-17
6.SP.2.B.5	Determine the mean absolute deviation based on data collected from a real-world context	-24

Special Education Subgroup in ELA
BAS results were not a strong predictor of MCAS 2.0 proficiency

Only 7% of identified SPED students are meeting or exceeding standards in ELA on MCAS 2.0; over 90% of identified special education students are at grade level reading level as evidenced by the BAS test.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
SRSD
PBIS
Technology Integration to Enhance Instruction
Inclusive Practices for Teaching
Guided Reading/ Balanced Literacy Block

Leadership, Shared Responsibility, and Professional Collaboration

*Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration
(Focus on improving core instruction and tiered interventions systems using a variety of data)*

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>1.6 Use of Time for Professional Development and Collaboration is sustaining. The schedule 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 continually improve their practice (e.g., targeted coaching, peer observations) and collaboration time. Grade Level Team structure allows staff time to develop and strengthen practices aligned with a strong balanced literacy block. Topics such as Guided Reading and Writer’s Workshop utilizing SRSD will be covered throughout the year. Additionally, we will model and provide training on incorporating technology to enhance instructional practices. Teachers of substantially separate and partial inclusion students with a main diagnosis of autism (SAIL) classroom teachers have individual GLT meetings with appropriate staff to allow for individualized professional development and addresses class specific needs. SPED teachers align with their grades and attend those grade level meetings and trainings.</p> <p>1.7 Communication with Staff is sustaining. Formal structures are in place to build effective staff relationships with open and transparent two-way communication across staff, school teams and administrators. Grade level and ILT agendas are developed collaboratively and distributed to the whole staff. A weekly newsletter is created to highlight best practices and the urgency to improve student outcomes.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> -Monthly meetings to look at pre and post assessment data utilizing the “Data Wise” data cycle. - Looking at Student Work protocols from SRSD will be used to determine areas of strength and areas of need. -Examining feedback from teachers regarding recent trainings. -Analyzing Math data -Creation of scaffold tools to be used with ELL and SPED Students and classes.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: GLT and PD minutes and agendas; ILT minutes and agendas; teacher feedback forms; lesson plans; samples of the three types of SRSD writing from each teacher; FIC work with the GLT and Tier 2 and 3 teachers; work and samples from SAIL teachers to align SRSD with IEP goals.</p>	<p>Data Source: Assessment data for SRSD (Google file); student exemplars and work samples; Common Assessments, IEP Goals and Objectives, Progress Reports, Portfolios, SEI Smart Card, and report cards.</p>

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)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>2.1 Instructional Expectations is providing. Specific or precise expectations for teachers’ classrooms practices are consistently communicated, understood by most staff and monitored throughout the year. For example, implementation of SRSD Writing Strategies in all classes, Balanced Literacy model of instruction, focusing on guided reading and writer’s workshop, and effective use of technology to enhance instruction.</p> <p>I.2 Instructional Schedules are providing. The existing instructional schedules include uninterrupted blocks of school wide learning time. Content instruction and instructional support staff are coordinated or systematically organized and aligned across grade levels and content areas. For example, students in specialized classrooms receive a flex model of pull out and push in reinforcement for SRSD as dictated by their Individual Education Plan (IEP). Students in specialized learning classrooms utilize a modified version on SRSD instruction to create a school wide consistency.</p> <p>2.4 Classroom Observation data use is sustaining. Instructional leaders conduct regular learning walks to gauge the quality of instructional practices and provide feedback on the quality of instruction and effectiveness to individual teachers or teaching teams.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> -Videotaping of SRSD lessons and guided reading groups by ILT members to be used as form of professional development and coaching. -Sharing out of successes and challenges. -Analysis of data to determine next steps and areas of concern for professional development.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Lesson plans; observations and walk-throughs; agendas and minutes from PD and GLT meetings; principal/coach newsletter; videos of model lessons.</p>	<p>Data Source: SRSD Pre and Post Assessment Data; running records for guided reading; BAS and MAP data; Foundations Unit Assessments; Common Assessments; Formative Assessments</p>

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)

Prioritized Best Practices or Strategies
(Include differentiation to ensure access for targeted student populations)

- 3.1** General Academic Interventions and Enrichment is sustaining. All students experience research based academic interventions appropriate for their specific needs. These best practices are implemented systematically during the regular scheduled school time for all core content areas through a Response to Intervention model. Formal strategies and process such as collaborative planning and professional learning communities use data and identify actions to address individual students’ academic needs are in place and used consistently. Alignment of SPED staff to support classroom instruction; using human capital to best service and address the instructional needs of students within the general classroom setting. The implementation of Response to Intervention model is in place in grades k-2 using Fountas and Pinnell leveled literacy intervention to support struggling learners. A literacy tutor has been assigned to grades to support reading and writing in grades with large class sizes. In grades 4-6, teachers departmentalize in math, ELA and Science according to students’ needs and ability.
- 3.3** Determining School wide Student Supports is sustaining. Student learning, academic performance and social emotional learning is regularly reviewed at bi-weekly grade level meetings throughout the year. We use a variety of ongoing assessments in reading, writing and Math to identify student specific emerging needs and trends. Students are reassigned to intervention groups as needed throughout the year.
- 3.5** Academic interventions for English Learners is providing. EL department is using a research based language program for high quality instruction. English Learners received mandated instructional time. Students receiving instruction in our substantially separate classrooms who are identified ELL learners are receiving mandate EL services. The instruction is designed to meet each student’s individual needs. .

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.

- Analysis of data from school wide summative assessments in reading, Math, writing and other content areas.
- Observations of lessons and viewing of lesson plans and student work.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Assessment Data.</p> <ul style="list-style-type: none">● Fountas and Pinnell LLI data● Foundations assessments weekly in grades k-2● Running records weekly in grades k-6● SRSD pre/post and 3 formative assessments on writing type.● BAS data● Math pre/post assessments <p>School wide schedule designed for effective time on learning.</p>	<p>Data Source: Assessment Data:</p> <ul style="list-style-type: none">● Fountas and Pinnell LLI data● Foundations assessments weekly in grades k-2● Running records weekly in grades k-6● SRSD pre/post and 3 formative assessments on writing type.● BAS data● Math pre/post assessments

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

*Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers
(Focus on developing 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)*

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>4.1 School wide Behavioral Plan includes a defined set of behavioral expectations and the system set of structures for positive behavioral supports are aligned to those expectations. Most staff members implement the procedures outlined in the school wide behavior plan. We have also established Tier 2 and Tier 3 behavior plans for students needing more support.</p> <p>4.5 Family and Community Engagement. 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.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT will be integrated with the PBIS team, as effective instruction cannot take place without a safe and respectful climate. The PTO and staff members coordinate and plan quarterly events to engage our school community.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: PBIS audit; office referral and discipline data; monitoring and the implementation of school-wide norms and behavioral expectations; behavioral strategies and norms vertically aligned to school wide goals; on-going collaboration to target PD to strengthen targeted areas; data analysis from SAGE to address warning indicators due to student discipline data.</p>	<p>Data Source: Behavior Plan data; Student of the Month data; Individual Classroom Recognitions; Clip Up Chart data; Administration/ILT and teachers will review student attendance and discipline data monthly.</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Nelson Place	Monica Poitras	2017-2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase writing in response to a variety text.	All teachers.	Writing data from ELA MCAS 2.0 and STE MCAS.
2	Strengthen balanced literacy.	All teachers.	ELA data from ELA MCAS 2.0 and BAS data.
3	Improve instruction in the areas of Geometry.	All teachers.	Standards data fromMCAS 2.0

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Provide PD on creating writing opportunities every day for every student; work on various types of writing and provide opportunities to create and implement these. Collaboration times for SAIL teachers with regular ed. teachers to share and adapt resources; time for SAIL teachers to collaborate together to adapt these strategies to the needs of their students as identified in their IEPs.	Job embedded coaching from FIC; best practice presentations from teacher leaders; work in GLT and staff meetings on creating and sharing lessons.
2	Work on school wide expectations for balanced literacy block; review what guided reading and writer's workshop should and shouldn't be; provide training in staff meetings and GLT meetings to plan effective activities and find useful resources.	Job embedded coaching from FIC; best practice presentations from teacher leaders; information and resources linked in weekly FIC/Principal Newsletter.

3	Analyze MCAS 2.0 data to determine specific areas of concern within the standard of Geometry; provide multiple opportunities to expose students to these standards and implement with fidelity the enVision lessons.	Job embedded coaching from FIC; best practice presentations from teacher leaders; use of strategies from Greg Tang to consistently expose students to this area of need.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Materials from SRSD: mnemonics, rubrics, templates; variety of rigorous texts; instructions on creating effective prompts.	Digital literacy
2	Samples of balanced literacy block schedules; materials and resources for guided reading and writer's workshop.	Implementation of CIA units of study in grades 3-6. We also purchased the CIA book clubs for grade 4. One rotation station during the literacy block is required to be technology for example reading digital text and responded to the text in a writer's notebook.
3	MCAS 2.0 data; unpacked MA Math Frameworks via Atlas; enVision materials.	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Our MCAS data result were positive in the writing standard after one year of SRSD implementation. This year we are part of the SRSD walk throughs for feedback to improve our instruction.	
2	At PLC, discussed the balanced literacy model, what a guided reading lesson should contain. Adding a technology station in to the literacy block.	
3	We have invited Vicki Roman to our PLCs. Teachers have attended the district's additional trainings.	