

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Thorndyke Road**

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School

**Kathleen Lee**

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Principal or Administrator

**Maureen Binienda**

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Superintendent

# 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.


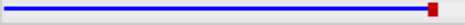


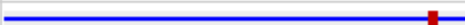
<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Kathleen Lee	Principal	Sept: 14, 28
Kristina Pelczarski	Instructional Coach	Oct: 12, 26
Erin McMahon	Assistant Principal/3 <sup>rd</sup> Grade Teacher	Nov: 9, 30
Brenda Dubrey	3 <sup>rd</sup> Grade Teacher	Dec: 7,28
Maureen Jarvis	6 <sup>th</sup> Grade Teacher	Jan: 4,18,
Nancy Scally	4 <sup>th</sup> Grade Teacher	Feb: 1,15
Mary Stratford	1 <sup>st</sup> Grade Teacher	Mar: 1,15,29
Jean Donovan	5 <sup>th</sup> Grade Teacher	Apr: 12,26
		May: 10,24
		June: 7

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

### 2016 Accountability Data - Thorndyke Road

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Thorndyke Road (03480235)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 1</b>	Meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		42

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		79	Met Target
<a href="#">High needs</a>		76	Met Target
<a href="#">Econ. Disadvantaged</a>		-	-
<a href="#">ELL and Former ELL</a>		84	Met Target
<a href="#">Students w/disabilities</a>		-	-
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	-
<a href="#">Asian</a>		-	-
<a href="#">Afr. Amer./Black</a>		-	-
<a href="#">Hispanic/Latino</a>		78	Met Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	-
<a href="#">White</a>		81	Met Target

### III. Comprehensive Needs Analysis

Areas of Strength																									
Strength	Evidence																								
<p>Thorndyke Road School achieved Level One status by meeting gap narrowing goals.</p> <p>The staff and students at Thorndyke Rd. School have been committed to the implementation of SRSD (Self-Regulated Strategy Development) writing and close reading strategies which, has positively impacted our reading and writing instruction and student performance. The additional implementation of Notice and Note Signposts, guided reading practices and vertical team collaboration focused on modeling elements of close reading has also proven to be beneficial in this work.</p>	<p>Our 2016 PARCC data indicates 91% of our sixth grade students performed At or Above students at Level 4 in the area of Written Expression. Additionally, 69% of fifth graders and 60% of fourth achieved the same score of At or Above.</p> <p>Improvement was noted in the 2016 PARCC assessment in the area of English Language Arts, with all students achieving a CPI (Composite Performance Index) of 82.6. Additionally, according to PARCC data, All students achieved an SGP at 59.0 which is On Target, and all of our subgroups achieved an SGP above 60 indicating they are Above Target for growth in English Language Arts.</p>																								
<p>Students at Thorndyke Road School demonstrated significant growth in math. Implementation of the GoMath Program has proven beneficial to students at Thorndyke Rd School. Utilization of the online lessons and videos have been crucial in ensuring all students are engaged when learning new concepts.</p> <p>All teachers across grade levels required students to utilize the "CUBES" (Circle, Underline, Box, Explain and Solve) Strategy to guide them in understanding and solving word problems.</p> <p>Classrooms utilized Kahn Academy for additional practice both in school and at home to promote skill development</p> <p>Classroom and support teachers collected and analyzed both formal and informal data to consider needs of students and ensure students receive needed specific supports. RTI ( Response to Intervention) math groups were formed and teachers continuously refined their system of instructional interventions to ensure that students were provided specific academic supports to meet individual needs</p>	<p>PARCC data (2016) indicates the students at Thorndyke Rd demonstrated Above Target growth in All students and subgroups in the area of math. The student growth percentile for grades 4-6 exceeded 60% and we achieved a PPI (Progress and Performance Index) of 100 points in student growth.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">MATH DATA</th> <th colspan="3" style="text-align: center;">All Math Subgroups Above Target:</th> </tr> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: center;">2015 SGP</th> <th style="text-align: center;">2016 SGP</th> <th style="text-align: center;">Change</th> </tr> </thead> <tbody> <tr> <td><b>ALL STUDENTS</b></td> <td style="text-align: center;">57.0</td> <td style="text-align: center;">72.5</td> <td style="text-align: center;">15.5</td> </tr> <tr> <td><b>ELL</b></td> <td style="text-align: center;">57.5</td> <td style="text-align: center;">76.5</td> <td style="text-align: center;">9.0</td> </tr> <tr> <td><b>White Students</b></td> <td style="text-align: center;">53.0</td> <td style="text-align: center;">76.5</td> <td style="text-align: center;">23.5</td> </tr> <tr> <td><b>High Needs</b></td> <td style="text-align: center;">65.5</td> <td style="text-align: center;">67.5</td> <td style="text-align: center;">2.0</td> </tr> </tbody> </table>	MATH DATA	All Math Subgroups Above Target:			Grade	2015 SGP	2016 SGP	Change	<b>ALL STUDENTS</b>	57.0	72.5	15.5	<b>ELL</b>	57.5	76.5	9.0	<b>White Students</b>	53.0	76.5	23.5	<b>High Needs</b>	65.5	67.5	2.0
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<p>MCAS data indicates students at Thorndyke Road School demonstrated significant growth in the area of Science. RTI groups were implemented this year in grade 5 in the area of science, with a focus on science vocabulary. A focus on inquiry based science instruction aligned with grade level standards was implemented in all grades. SRSD strategies were taught using science topics and readings to ensure students were prepared to respond to science open response questions.</p>	<p>MCAS 2016 data indicates an improvement in CPI in the area of Science. Although CPI scores are below the target CPI of 81.8, there was a change from 63.5 in 2015 to 75.0 in 2016 and Thorndyke Road School was awarded 50 PPI points for this growth. Significant growth was observed in almost every Strand and topic assessed. Earth and Space Science and Physical Science were areas of strength for Thorndyke Road School, performing as well or better than the state in these areas.</p>
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**Areas of Concern**

<b>Concern</b>	<b>Evidence</b>																				
<p>The data indicates there are still improvements needed within the area of English Language Arts. Focused improvements are required within the area of comprehending and responding to text. Continued work focused on implementation of close reading strategies and vocabulary instruction, along with our focus on SRSD writing, as well as, shared reading and writing across grade levels.</p>	<p>Despite the growth demonstrated on PARCC in the area of English Language Arts, we did not meet our goal of 75% achieving level 4-5. 72% of the sixth grade students, 62% of fifth grade students, 60% of fourth graders and 45% of third graders scored at a Level 4-5. The 2016 End of Year Benchmark Assessment indicates 60% of students scored at or above grade level in grades K-2.</p>																				
<p>PARCC data indicates that despite growth in math, there are still improvements needed. Daily crafting and implementation of small group, differentiated instruction must be monitored by the administration and members of the ILT, with an increased focus on integrating manipulatives and differentiated tasks to support number sense and problem solving skill development. More time must be spent “doing” math and developing independent problem solving strategies using manipulatives, intervention support materials, and targeted practice. Students must be given increased opportunities to engage in accountable talk in small group problem solving situations.</p>	<p>Despite the growth presented above, Thorndyke Road School did not meet the goal of 70% of students meeting or exceeding expectation by achieving a 4 or 5 at each grade level.</p> <p>Grade 3 achieved 45%, grade 4 -50%, Grade 5 -48% and Grade 6 – 60%</p> <p>Our 2016 CPI for all students was a 78.0, which although is improved, is below target.</p> <table border="1" data-bbox="1087 1088 1801 1282"> <thead> <tr> <th>Grade</th> <th>2016 CPI</th> <th>2015 CPI</th> <th>2014 CPI</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>79.8</td> <td>74.5</td> <td>72.1</td> </tr> <tr> <td>4</td> <td>74.4</td> <td>71.4</td> <td>69.3</td> </tr> <tr> <td>5</td> <td>71.9</td> <td>70.6</td> <td>72.2</td> </tr> <tr> <td>6</td> <td>85.6</td> <td>84.6</td> <td>80.6</td> </tr> </tbody> </table>	Grade	2016 CPI	2015 CPI	2014 CPI	3	79.8	74.5	72.1	4	74.4	71.4	69.3	5	71.9	70.6	72.2	6	85.6	84.6	80.6
Grade	2016 CPI	2015 CPI	2014 CPI																		
3	79.8	74.5	72.1																		
4	74.4	71.4	69.3																		
5	71.9	70.6	72.2																		
6	85.6	84.6	80.6																		
<p>Responding to Open Response Questions in Science continues to be a challenge for students at Thorndyke Road School. Continue focusing on SRSD strategies when writing about science and focus on "Low TIDE" strategies for open response questions.</p>	<p>Fifth graders achieved only 47% of the 16 possible points awarded for open response questions. This is 5% below the state average.</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>	<b>Monitor implementation of SRSD (Self-Regulated Strategy Development) and close reading strategies, lessons and assessments</b> <b>Analyze and Monitor student performance assessment data</b> <b>Professional Collaboration and Accountable Talk</b>
<b>Instructional Leadership Team Implementation</b>	<b>ILT will regularly analyze evidence of implementation of instructional practices, (i.e. SRSD, Foundations), student achievement, professional development, and nonacademic supports on student achievement.</b> <b>ILT members focus on:</b> <ul style="list-style-type: none"> <li>• <b>Actively monitoring and assessing the implementation and impact of key improvement strategies including, SRSD, Foundations, Close Reading, and essential components of reading and Balanced Literacy and provide timely feedback</b></li> <li>• <b>Instructional rounds with debriefing and feedback provided on effectiveness of instructional practices</b></li> <li>• <b>Analysis of student data from State, Worcester Public Schools and Thorndyke Road Summative and Formative Assessments to include, DIBELS, (Dynamic Indicators of Basic Early Literacy Skills.) MAP, (Measure of Academic Progress) BAS, (Benchmark Assessment System), PARCC, SRSD Pre/Post) to assess the effectiveness of strategies and classroom instruction</b></li> <li>• <b>Working as active participants during Vertical Team PLC (Professional Learning Community) meetings to provide support and feedback</b></li> <li>• <b>Providing Professional Development differentiated to focus on individual teacher and student needs</b></li> </ul>

**School Performance Indicators and Data Sources**

<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR:</b>  <b>SRSD Grade Level Collaboration PLC – Vertical and Grade Level Teams – Creating a Shared vision of what instruction should look like, Model Lessons, Participate in focused professional development</b>	<b>STUDENT RESULTS INDICATOR</b>  <b>Increase in scores on SRSD/writing prompts, including monthly open response related to the application of targeted comprehension strategies and grade level standards across all curriculum areas.</b>  <b>Improvements on formative and summative assessments</b>
<b>Data Source:</b> <b>PLC Meeting Agenda/Notes Collaborative Lesson Plans Coach Feedback Grade Level Collaboration Professional Development Exit Slips/Reflection Slips</b>	<b>Data Source:</b> <b>SRSD Pre/Post assessment in all genres, Dibels, Foundations Unit Assessments, Student Work</b>

**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><b>Prioritized Best Practices or Strategies</b></p>	<p><b>Self- Regulated Strategy Development (SRSD) in writing across content areas</b>  <b>Analysis and monitoring of Assessment data (SRSD Pre/Post writing, Foundations, Benchmark, Math, Science)</b>  <b>Professional Collaboration and Accountable Talk– SRSD Grade Level Meetings, PLC</b></p>
<p><b>Instructional Leadership Team Implementation</b></p>	<ul style="list-style-type: none"> <li>• <b>ILT representatives will work with vertical teams during weekly focus PLC meetings to analyze data, examine student work, evaluate instructional practices and discuss the impact of instruction on student work.</b></li> <li>• <b>ILT members will support teacher instructional proficiency by providing timely feedback, observing demonstration lessons in Guided Reading and SRSD writing implementation, participate in group scoring of SRSD writing assessments and participating in peer observations/modeling of Guided Reading and SRSD lessons.</b></li> <li>• <b>Instructional best practices will be analyzed and refined through examining student work, analyzing data from formative and summative assessments during weekly meetings and completing classroom rounds to ensure effectiveness of these practices.</b></li> </ul>

**School Performance Indicators and Data Sources**

<p><b>ADULT IMPLEMENTATION INDICATOR:</b>  <b>Teachers use and analyze a variety of student specific data to assess the effectiveness of their instructional strategies and practices.</b>  <b>Teacher to teacher peer observations of instructional practices to support learning among teachers within and across grade levels.</b></p>	<p><b>STUDENT RESULTS INDICATOR</b>  <b>Increase in Writing Scores in all genres</b>  <b>Increase in formative and summative assessments in all curriculum areas</b></p>
<p><b>Data Source:</b>  <b>Anecdotal Records, SRSD pre/post assessment, PLC meeting minutes, feedback from peer observations</b></p>	<p><b>Data Source:</b>  <b>SRSD Pre/Post Assessments</b>  <b>MAP, BAS, Go Math Assessments, Foundations Unit Assessment and Probes, student work samples</b></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)

<b>Prioritized Best Practices or Strategies</b>	<p><b>Implement and monitor a tiered system of supports to increase students’ reading comprehension and writing growth</b></p> <p><b>Analysis and monitoring of Assessment data (SRSD Pre/Post writing, Foundations, Benchmark, Math, Science)</b></p>
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<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>• <b>ILT will analyze varied data sources to track student progress in all areas and ensure that tiered supports are closely monitored and modified as needed. The ILT will employ a deliberate system for the review of student assessments to ensure classroom-based and tiered interventions are clearly in place.</b></li> <li>• <b>ILT members will meet to create and monitor a school-wide Response to Intervention structure to implement across grades K-6.</b></li> <li>• <b>Members of the ILT will meet with members of the Thorndyke Road Literacy Leadership team to discuss student specific data points, progress and impact of intervention supports.</b></li> <li>• <b>The Instructional Leadership Team will work with grade level teams to ensure that differentiated reading instruction, aligned with State Standards, drives instructional practices.</b></li> <li>• <b>The ILT will contribute to the planning and implementation of professional development focused on RTI structures to meet the needs of staff and students.</b></li> </ul>
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**School Performance Indicators and Data Sources**

<p><b>ADULT IMPLEMENTATION INDICATOR:</b></p> <p><b>Administrators and teachers use a variety of valid and reliable assessments (standards-based and performance Assessments) capable of measuring student academic performance and student growth over time</b></p>	<p><b>STUDENT RESULTS INDICATOR:</b></p> <p><b>Increase in scores on SRSD/writing prompts, including monthly open responses related to the application of targeted comprehension strategies and grade level standards across all curriculum areas. Increase in mastery of Foundation skills, improved reading level as measured by BAS</b></p>
<p><b>Data Source: Formative Assessment results, Tier one and Tier two lesson plan</b></p>	<p><b>Data Source: SRSD Data, Foundations Test Tracker, Foundations Intervention Assessments, BAS, DIBELS, and DAZE (Assesses ability of students to construct meaning from text)</b></p>

**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)*

**Prioritized Best Practices or Strategies**

- **Expectations for student behavior are clearly shared and understood throughout the school building. IE... ROAR pledge and behavior matrix. (Students pledge to be Responsible, On Task, Always Safe, and Respectful daily)**
- **Professional Learning Community meeting norms supporting a trusting and collaborative adult learning community are established and adhered to**
- **Implementation of Social Emotional Learning during daily morning meetings**

**Instructional Leadership Team Implementation**

- The ILT has clearly identified a wide array of effective social-emotional responses and supports for students in need of such assistance.**
- **Students identified throughout the school year, will receive targeted social and emotional support and will be monitored to assess impact of supports. ILT members will familiarize itself with the Worcester Public Schools DCAP (District Curriculum Accommodation Plan) document and share it with staff members. They will support teachers and staff through constant communication, bi-weekly meetings, data analysis of referrals, and consultation with adjustment counselor and parents.**
  - **Monitor schoolwide expectations of student behavior, outlined in the ROAR behavior matrix are clearly understood and visible throughout the school building.**
  - **The ILT will measure the effectiveness of the school wide behavioral supports through monitoring the implementation and consistency of the open circle/character building/social skill and anti-bullying topics, allowing for students and staff to focus on teaching and learning.**
  - **The ILT will analyze the amount of referrals and requests for Student Support Plans written by teachers, the types of behaviors reported in school and on busses and the support and administrative interventions taken as a result of the referrals.**

**School Performance Indicators and Data Sources**

<p><b>ADULT IMPLEMENTATION INDICATOR:</b> Communicated and posted classroom expectations and observed adherence to the classroom component of WPS High Quality Teaching and Learning Framework Adherence to DCAP, Classroom component: Evidence of behavior intervention charts and visual representation of expected. Implementation of behavioral reflection sheet</p>	<p><b>STUDENT RESULTS INDICATOR:</b> Observation of respectful behaviors within classrooms, during transitions, at recess and on busses will become evident.</p>
<p><b>Data Source: Student Support Process documents, parent conferences, and office referral sheets, Adjustment counselor anecdotal records, behavioral self-reflection sheet shared and signed by parents and administration</b></p>	<p><b>Data Source: Teacher Referral forms, behavior charts, quality of student work, assessments, social emotional rubric on reports and progress reports, Triple A Award data, ROAR student of the month</b></p>

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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Thorndyke Road School	Kathleen Lee	

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	100% of Grade Level teams will collaborate and peer score SRSD assessments for inter-rater reliability, lesson share, and explore formative assessments and subsequent re-teaching/refining of concepts between the pre and post to help target instruction of close reading and responding to complex text using self-regulation strategies.	SRSD school grade level teams ILT	<p>Although data analysis of MCAS open response and PARCC scores indicated significant growth and improvement for students at Thorndyke Road School, additional work is needed in writing across the curriculum. SRSD provides teachers and students with a framework and set of strategies that once learned and refined, can be implemented independently. SRSD is an evidence-based practice for instruction which enables practitioners to differentiate instruction to meet individual student needs. Providing balanced literacy instruction, tailored to students' specific strengths and needs, will help reduce the reading proficiency gap.</p> <p>Complex text and rigorous expectations for instruction are essential to help our students move to the next level and to become college and career ready. Implementation of close reading strategies will guide students as they tackle these more challenging texts.</p>

<p><b>2</b></p>	<p>100% of Grade Level teams will collaborate on implementation of Go Math lessons and assessments, aligned with grade level standards, incorporating technology, as well as, the use of mnemonics CUBES and CUB to solve complex word problems, into their daily instruction.</p>	<p>Grade level/vertical teams ILT</p>	<p>Despite significant growth in math demonstrated on the PARCC assessment, students at Thorndyke Road School continues to perform below expectation in the area of math. The mnemonic, CUBES, provide students with the strategies they can utilize when solving a complex, multi-step word problems.</p> <p>The purpose of a word-problem mnemonic is to provide students with a framework for solving word problems independently. The mnemonic reminds students to work step-by-step through a word problem. Some word problem mnemonics can be used for problem solving beyond basic word problems.</p> <p>This mnemonic CUBES or CUB (used in primary classes), can be used by students to organize information and determine how to solve a word problem. After the student has learned each step of the mnemonic and can recall and apply the mnemonic, the student may use the strategy to solve all grade-level word problems.</p>
<p><b>3</b></p>	<p>100% of Grade level teams will collaborate on unit implementation and assessment of science standards. Following the Science year at a glance, the grade level teams will develop and implement units that include experiments/investigations, anchor poems and songs, academic vocabulary, reading and responding to nonfiction text to ensure students mastery and recall of content and standards in Science.</p>	<p>Grade Level Teams ILT</p>	<p>MCAS data indicates significant growth this past year in the area of science, however there is still progress to be made. Data analysis of questions and responses indicates a weakness in Open Responses. Recently updated scope and sequence and "Year at a Glance" document, along with resources on the Moodle site are available to teachers to utilize during planning and unit implementation.</p> <p>Research from the National Science Teacher organization states that an elementary science program must provide opportunities for students to develop understandings, and problem-solving skills necessary to function productively as problem-solvers in a scientific and technological world. Elementary school students learn science best when they are involved in first-hand exploration and investigation and inquiry/process skills are nurtured.</p>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Establish grade level teams and Coach team leaders to facilitate professional development meetings and monthly coaching meetings, establish agreed upon grade level protocols for close reading and assessment administration	Refine protocols as grade level team determines necessary Calibrate scoring of pre and post assessments Collaborate with team members to identify mini-lessons, teaching strategies and grade level paired resources
	Book Study of Reading Nonfiction – Notice & Note Stances, Signposts, and Strategies	Refine close reading protocols to incorporate signposts
2	<p>Common Planning/collaboration meetings will focus on developing math lessons aligned with Massachusetts’ State Standards and the district scope and sequence. Teachers will utilize common and consistent daily formative and summative assessments to ensure mastery of standards, and adapt and revise standards-based instructional strategies in direct response to student need based on frequent assessments of student work and learning.</p> <p>Analysis of PARCC, MAP and GO Math assessment results will be used as a data access point for instructional design.</p>	Provide students with strategies to proficiently respond to open ended math problems, using the “CUB” mnemonic in grades 1-2, and grades 3-6 will utilize the “CUBES” mnemonic to support problem solving and ensure that students have a format for determining the elements found in a math open response
3	<p>Teachers will utilize PLC time to review the best practices of close reading, and Reading Non Fiction Note and Notice Stances, Signposts, and Strategies, will be shared through a school wide book study and videos of lessons will be viewed and discussed - January - June 2016</p> <p>Participation in SRSD Grade Level Meetings focused on nonfiction (TIDE) writing and developing Low TIDE, paragraph writing skills</p>	<p>Teachers will utilize the strategies described in Notice and Note, (i.e. SignPosts, Chunking), to ensure these practices are utilized in the classroom.</p> <p>Classroom visits by peers, coach, and administration will provide support and feedback to teachers as they perfect their strategies in teaching guided reading.</p>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Continued support from Leslie Laud and SRSD as well as district level personnel, pre and post assessments, google drive forms and rubrics, paired texts	Meeting times, classroom coverage for meetings, rigorous grade level text passages and writing prompts, SRSD rubrics
2	Support form district math coach, GoMath Resources, Technology, funding for Greg Tang supplemental resources to support RTI in math	PLC meeting times, classroom coverage, funding for additional resources (Greg Tang)
3	District Science coach support, District Scope and Sequence, materials for hand-on science experiments, Access to Moodle	PLC meeting times, classroom coverage,

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Pre Informative and Pre Literary Analysis Task assessments have been administered and scored. Teachers have analyzed their data and planned their next steps lessons.	Monthly SRSD meetings are well attended and grade level members are actively participating in meetings.
2	District math coach has been contacted to consult with staff regarding GoMath online assessments.	Teachers are collaborating during PLC to plan effective math instruction and analyze math data.
3	Beginning of the year SRSD writing has focused on Informational Writing with a focus on science topics. "Low Tide" (informational paragraph writing) has been introduced to students in the intermediate grades. Elementary Science coach has consulted with Thorndyke Road Staff regarding updated scope and sequence for science. Teachers have been exploring the Moodle site.	Additional PLC time needed to effectively plan Science RTI