

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Thorndyke Road School

Kathleen Lee

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
Kathleen Lee	Principal	Sept: 13, 20
Kristina Pelczarski	Instructional Coach	Oct: 4, 18
Elizabeth Bombard	4 th Grade Teacher	Nov: 1, 15,29
Brenda Dubrey	3 rd Grade Teacher	Dec:13,20
Maureen Jarvis	6 th Grade Teacher	Jan: 3,17,31
Don Lamberto	4 th Grade Teacher/ Assistant Principal	Feb: 14,28
Mary Stratford	1 st Grade Teacher	Mar: 7,21
		Apr: 11,25
		May: 9,23
		June: 6

Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official 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		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	203	200	99	Yes	203	200	99	Yes	51	49	96	Yes	
High needs	110	108	98	Yes	110	108	98	Yes	25	24	96	Yes	
Econ. Disadvantaged	88	87	99	Yes	88	87	99	Yes	18	-	-	-	
ELL and Former ELL	55	55	100	Yes	55	55	100	Yes	14	-	-	-	
Students w/disabilities	28	27	96	Yes	28	27	96	Yes	10	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	
Asian	4	-	-	-	4	-	-	-	1	-	-	-	
Afr. Amer./Black	29	29	100	Yes	29	29	100	Yes	8	-	-	-	
Hispanic/Latino	56	56	100	Yes	56	56	100	Yes	11	-	-	-	
Multi-race, Non-Hisp./Lat.	9	-	-	-	9	-	-	-	3	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	
White	105	102	97	Yes	105	102	97	Yes	28	26	93	No	

III. Student Attendance and Retention

Thorndyke Road School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	95.6	94.1	94.6
Average # of days absent	7.6	9.8	9.3
Absent 10 or more days	27.4	36.5	33.3
Chronically Absent (10% or more)	8.4	16.9	13.5
Unexcused Absences > 9	25.9	33.8	15.8
Retention Rate	1.3	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.
<p>*Identify quarterly good attendance celebrations (please specify):</p> <ul style="list-style-type: none"> ● Students who have not been absent, tardy or dismissed are recognized and receive an award during our quarterly AAA Ceremony ● Parents of these students are awarded during this event ● End of the year celebration for those with perfect attendance for the entire year
Continue review of attendance progress reports for grades 4 and up with students and send home.
<p>*School plan to promote ongoing good attendance (please specify):</p> <ul style="list-style-type: none"> ● Classes with perfect attendance will be acknowledged during daily announcements ● Perfect attendance letters are displayed outside each classroom. ● Individual classroom celebrations for the class who wins the “Perfect Attendance” challenge. ● Bulletin board attendance recognition

*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																																																																																																																													
<p>The implementation of Self-Regulated Strategy Development (SRSD) continues to have a positive impact on student writing at Thorndyke Road School. SRSD pre and post assessments support this growth.</p> <p>MCAS and map data indicates students are making progress in the areas of informative writing and responding to literacy analysis tasks.</p> <ul style="list-style-type: none"> Fifth grade MCAS scores also indicate students at Thorndyke Road School achieved 48% of the points possible for the Literary Analysis task, 4% above the state. Sixth graders performed better than the state average in all areas of writing. Narrative writing was an area of greater strength with Thorndyke Rd students achieving 64% of the possible points in topic development, 18 percent higher than the state percentage. 	<p>2016-2017 SRSD Pre/Post Data</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Pre Inform.</th> <th>Post Inform.</th> <th>Pre LAT</th> <th>Post LAT</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2.02</td> <td>7.01 = +5.0</td> <td>6.92</td> <td>10.66 = +3.74</td> </tr> <tr> <td>2</td> <td>4.1</td> <td>15.5 = +11.4</td> <td>4.9</td> <td>5.15 = +.25</td> </tr> <tr> <td>3</td> <td>4.5</td> <td>9.8 = + 5.3</td> <td>5.97</td> <td>10.16 = +4.19</td> </tr> <tr> <td>4</td> <td>2.12</td> <td>12.15 = +10.3</td> <td>4.47</td> <td>9.66 = +5.19</td> </tr> <tr> <td>5</td> <td>3.76</td> <td>7.24 = +3.49</td> <td>4.3</td> <td>8.45 = +4.15</td> </tr> <tr> <td>6</td> <td>3.44</td> <td>12.25 = +8.81</td> <td>4.59</td> <td>11.89 = + 7.3</td> </tr> </tbody> </table> <p>Grade 6 Writing – MCAS 2017</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th></th> <th></th> <th>Essay #</th> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>WR10</td> <td>ES</td> <td>WR</td> <td>CCRA.W.2</td> <td>10 Writing -idea development</td> <td>5</td> <td>42%</td> <td>38%</td> <td>38%</td> <td>4</td> </tr> <tr> <td>LA10</td> <td>ES</td> <td>LA</td> <td>CCRA.L.1</td> <td>10 Language - conventions</td> <td>3</td> <td>65%</td> <td>60%</td> <td>61%</td> <td>4</td> </tr> <tr> <td>WR15</td> <td>ES</td> <td>WR</td> <td>CCRA.W.3</td> <td>15 Writing -idea development</td> <td>4</td> <td>64%</td> <td>43%</td> <td>46%</td> <td>18</td> </tr> <tr> <td>LA15</td> <td>ES</td> <td>LA</td> <td>CCRA.L.1</td> <td>15 Language - conventions</td> <td>3</td> <td>74%</td> <td>55%</td> <td>59%</td> <td>15</td> </tr> <tr> <td>WR25</td> <td>ES</td> <td>WR</td> <td>CCRA.W.2</td> <td>25 Writing - idea development</td> <td>5</td> <td>44%</td> <td>34%</td> <td>35%</td> <td>9</td> </tr> <tr> <td>LA25</td> <td>ES</td> <td>LA</td> <td>CCRA.L.1</td> <td>25 Language - conventions</td> <td>3</td> <td>71%</td> <td>57%</td> <td>59%</td> <td>12</td> </tr> </tbody> </table> <p>Grade 5 Writing Literary Analysis Task – MCAS 2017</p> <table border="1"> <tbody> <tr> <td>WR25</td> <td>ES</td> <td>WR</td> <td>CCRA.W.2</td> <td>Essay 25 Writing - idea development</td> <td>4</td> <td>48%</td> <td>43%</td> <td>44%</td> <td>4</td> </tr> <tr> <td>LA25</td> <td>ES</td> <td>LA</td> <td>CCRA.L.1</td> <td>Essay 25 Language - conventions</td> <td>3</td> <td>62%</td> <td>58%</td> <td>60%</td> <td>2</td> </tr> </tbody> </table>	Grade	Pre Inform.	Post Inform.	Pre LAT	Post LAT	1	2.02	7.01 = +5.0	6.92	10.66 = +3.74	2	4.1	15.5 = +11.4	4.9	5.15 = +.25	3	4.5	9.8 = + 5.3	5.97	10.16 = +4.19	4	2.12	12.15 = +10.3	4.47	9.66 = +5.19	5	3.76	7.24 = +3.49	4.3	8.45 = +4.15	6	3.44	12.25 = +8.81	4.59	11.89 = + 7.3					Essay #						WR10	ES	WR	CCRA.W.2	10 Writing -idea development	5	42%	38%	38%	4	LA10	ES	LA	CCRA.L.1	10 Language - conventions	3	65%	60%	61%	4	WR15	ES	WR	CCRA.W.3	15 Writing -idea development	4	64%	43%	46%	18	LA15	ES	LA	CCRA.L.1	15 Language - conventions	3	74%	55%	59%	15	WR25	ES	WR	CCRA.W.2	25 Writing - idea development	5	44%	34%	35%	9	LA25	ES	LA	CCRA.L.1	25 Language - conventions	3	71%	57%	59%	12	WR25	ES	WR	CCRA.W.2	Essay 25 Writing - idea development	4	48%	43%	44%	4	LA25	ES	LA	CCRA.L.1	Essay 25 Language - conventions	3	62%	58%	60%	2
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Areas of Concern

Concern	Evidence																													
<p>Preliminary MCAS scores indicates Thorndyke Rd. School performed below expectations in the English Language Arts achievement in 2016/2017 school year. Only 42% of students overall were meeting or exceeding expectations. This signifies a need for stronger support and additional professional development in these areas, particularly in grade 3. To meet this need, the staff at Thorndyke Road School will participate in several professional development opportunities and implement various new procedures to meet the ever changing needs of our students.</p>	<table border="1" data-bbox="1003 170 1894 402"> <thead> <tr> <th>Grade</th> <th>2017 ELA - Meeting/Exceeding</th> <th>2017- ELA Not Meeting</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>23%</td> <td>19%</td> </tr> <tr> <td>4</td> <td>44%</td> <td>17%</td> </tr> <tr> <td>5</td> <td>50%</td> <td>12%</td> </tr> <tr> <td>6</td> <td>55%</td> <td>5%</td> </tr> </tbody> </table> <table border="1" data-bbox="1276 440 1698 669"> <thead> <tr> <th>2016 PARCC Proficiency Proficient/Advanced</th> </tr> </thead> <tbody> <tr> <td>Grade 3 - 43%</td> </tr> <tr> <td>Grade 4 - 58%</td> </tr> <tr> <td>Grade 5 - 62%</td> </tr> <tr> <td>Grade 6 - 72%</td> </tr> </tbody> </table>					Grade	2017 ELA - Meeting/Exceeding	2017- ELA Not Meeting	3	23%	19%	4	44%	17%	5	50%	12%	6	55%	5%	2016 PARCC Proficiency Proficient/Advanced	Grade 3 - 43%	Grade 4 - 58%	Grade 5 - 62%	Grade 6 - 72%					
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<p>MCAS data indicates math achievement at Thorndyke Rd. School is below expectations for the 2016-2017 school year. Students scoring in the Meeting/Exceeding Expectations at Thorndyke Rd. School were significantly below the state average</p>	<table border="1" data-bbox="1003 711 1877 1123"> <thead> <tr> <th>Math</th> <th>Meeting/Exceeding School</th> <th>Meeting/Exceeding State</th> <th>Not Meeting School</th> <th>Not Meeting State</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>29%</td> <td>49%</td> <td>17%</td> <td>13%</td> </tr> <tr> <td>Grade 4</td> <td>39%</td> <td>49%</td> <td>20%</td> <td>13%</td> </tr> <tr> <td>Grade 5</td> <td>33%</td> <td>46%</td> <td>14%</td> <td>10%</td> </tr> <tr> <td>Grade 6</td> <td>48%</td> <td>50%</td> <td>10%</td> <td>11%</td> </tr> </tbody> </table> <p style="text-align: center;">2016 PARCC Math Proficiency – Proficient/Advanced Grade 3 - 45% Grade 4 - 50% Grade 5 - 48% Grade 6 - 60%</p>					Math	Meeting/Exceeding School	Meeting/Exceeding State	Not Meeting School	Not Meeting State	Grade 3	29%	49%	17%	13%	Grade 4	39%	49%	20%	13%	Grade 5	33%	46%	14%	10%	Grade 6	48%	50%	10%	11%
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Science MCAS data indicates, despite an increase in students scoring at the advanced level, there was a decrease in the overall proficiency of our students in the area of science. The percentage of students scoring in the Warning category remained the same, however, Needs Improvement increased significantly.
 The Earth and the Solar System was the topic our students struggled with the most.

Science and Technology/Engineering		N Included	% School	% District	% State
Advanced		6	14	11	17
Proficient		10	24	21	29
Needs Improvement		19	45	43	39
Warning/Failing		7	17	25	15
Total Included		42			
The Earth in the Solar System	2	54%	62%	68%	-14

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
<ul style="list-style-type: none">● Self-Regulated Strategy Development (SRSD) writing approach is implemented in daily writing instruction as well as across all content areas when responding in writing. Intentional targeted instruction in writing occurs in all classes and integrated into the Reader's Workshop model. Close Reading strategies are explicitly taught using signposts from Notice and Note. Use of timely and specific feedback on all student work to inform students of their individual strengths and next steps
<ul style="list-style-type: none">● Engaging student discourse that demonstrates higher order thinking and problem solving in an academic environment. K-2 students participate in collaborative conversations with peers and adults about topics in Science to enhance their understanding and improve comprehension. Students in Grades 4 and 5 increase discourse utilizing Word Generation, which presents students with social justice topics that provide opportunities for debate and collaborative conversations while increasing academic vocabulary.
<ul style="list-style-type: none">● Using formative assessments and well-crafted mini lessons to differentiate instruction in all content areas teachers will implement and monitor a tiered system of supports to increase students' reading comprehension, writing and math skills based on data from these assessments.
<ul style="list-style-type: none">● Differentiated, small group math instruction focused on identified student specific needs. This is achieved utilizing enVision Math support materials and RTI lessons, Greg Tang math games, CUBS and CUBES strategy for solving word problems.
<ul style="list-style-type: none">● Professional Learning Community meeting norms supporting a trusting and collaborative adult learning community are established and adhered to creating an environment in which teachers can collaborate and engage in effective professional discourse.

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)

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

School leaders are actively engaged in monitoring implementation of turnaround efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, and continuously and systematically monitor progress.

Most staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. Educators regularly share their strengths and struggles, in the spirit of helping each other continually.

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.

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

ILT will regularly analyze evidence of implementation of key instructional practices, professional development, and nonacademic supports on student achievement.

ILT members focus on:

- Actively monitoring and assessing the implementation and impact of key turnaround strategies including, utilization of Self-Regulated Strategy Development (SRSD) strategies when writing. Close Reading and other essential components of Reader's Workshop, along with and implementation of Envision math, followed by timely and focused feedback
- Instructional rounds with debriefing and feedback provided on effectiveness of instructional practices
- Analysis of student data (DIBELS, MAP, BAS, MCAS, SRSD Pre/Post and formative tasks) to assess the effectiveness of strategies and classroom instruction
- Working as active participants and facilitators during Vertical Team PLC (Professional Learning Community) meetings to provide support and feedback
- Providing differentiated Professional Development to focus on individual teacher and student needs and refinement of skills

School Performance Indicators and Data Sources

<p>ADULT IMPLEMENTATION INDICATOR: 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</p>	<p>STUDENT RESULTS INDICATOR 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. Improvements on formative and summative assessments</p>
<p>Data Source: PLC Meeting Agenda/Notes Collaborative Lesson Plans Feedback Grade Level Collaboration Data meeting notes Educator's data binders PD Exit Slips/Reflection Slips</p>	<p>Data Source: SRSD Pre/Post and formative assessment in all genres Scoring Scales- SRSD Mini Lesson Formative assessment MCAS 2.0 DIBELS, Foundations Unit Assessments, MAP (Measures of Academic Progress) Benchmark Assessment Classroom data collections enVision Math Topic and Common Assessments</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)

Prioritized Best Practices or Strategies

(Include differentiation to ensure access for targeted student populations)

Formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, professional learning communities), and protocols are consistently used to address individual students' academic needs by: (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning.

Building and teacher leaders consistently use student results on benchmark and common assessments and state assessments to make decisions regarding schoolwide practices.

Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.

Instructional Leadership Team Implementation

(Explain how ILT members implement and measure school-wide strategies.)

- 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.
- Support teacher instructional proficiency by providing timely feedback, observing demonstration lessons in Guided and Shared reading, SRSD writing implementation, participate in group scoring of SRSD writing assessments and participating in peer observations/modeling of Elements of Balanced Literacy practices and SRSD lessons.
- 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
- ILT members will work with teachers to enhance collaborative conversations in the classroom increasing student discourse and content understanding

School Performance Indicators and Data Sources

<p>ADULT IMPLEMENTATION INDICATOR: Teachers use and analyze a variety of student specific data to assess the effectiveness of their instructional strategies and practices Teacher to teacher peer observations of instructional practices to support learning among teachers within and across grade levels</p>	<p>STUDENT RESULTS INDICATOR Increase in Writing Scores from pre to post test in all genres Increase in formative and summative assessments in all curriculum areas</p>
<p>Data Source: SRSD pre/post assessments Scoring Scales Student Work Sample Collections PLC agendas, meeting minutes, products Feedback Evaluations/Observations Educators' Data Binder Implementation of SEI strategies</p>	<p>Data Source: SRSD Pre/Post Assessments as well as, formative assessments Scoring Scales- SRSD Mini Lesson Formative assessment MCAS 2.0 DIBELS, Foundations Unit Assessments, MAP (Measures of Academic Progress) Benchmark Assessment Classroom data collections enVision Math Topic and Common Assessments Quarterly district math assessments, Probes and student work samples</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)

All students experience research based academic interventions appropriate for their specific needs. These best practices and enrichment opportunities are implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support.

Student learning and academic performance is regularly reviewed (at least once a month) throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year.

All students with disabilities experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.

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

- 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.
- ILT members will meet to create and monitor a school-wide Response to Intervention structure to implement across grades K-6. These structures will be analyzed and discussed during Professional Learning Community meetings
- To ensure all students experience research-based academic interventions appropriate for specific needs, the Instructional Leadership Team will work with grade level teams ELL and Special education staff members to ensure that differentiated reading instruction, aligned with State Standards, drives instructional practices
- The ILT will contribute to the planning and implementation of professional development focused on RTI structures to meet the needs of staff and students
- Based on analysis of grade level data in math and ELA, teams develop an appropriate instructional response, such as regrouping of students according to their needs, re-teaching, or identifying Tier 2 or Tier 3 interventions

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR:	STUDENT RESULTS INDICATOR:
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 Data Source: SRSD pre/post assessments Scoring Scales Student Work Sample Collections PLC agendas, meeting minutes, products Feedback Evaluations/Observations Educators' Data Binder Data Meeting Notes Tier one and Tier two lesson plan	Increase in scores on SRSD/writing prompts, including monthly open related to the application of targeted comprehension strategies and gra standards across all curriculum areas. Increase in mastery of reading s improved reading level as measured by BAS Data Source: SRSD Pre/Post and formative assessment in all genres Scoring Scales- SRSD Mini Lesson Formative assessment MCAS 2.0 DIBELS, Foundations Unit Assessments, MAP (Measures of Academic Progress) Benchmark Assessment Classroom data collections enVision Math Topic and Common Assessments Comprehension Interviews and running records.

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
(Include differentiation to ensure access for targeted student populations)

The schoolwide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations. In addition, most staff members implement the procedures outlined in the schoolwide behavior plan. Leaders monitor implementation using data. Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. These supports are monitored actively to determine whether they are meeting the needs of the school. 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

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

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. 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. These behavioral expectations 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, as well as the 365z kindness projects, allowing for students and staff to focus on teaching and learning
- The ILT will analyze the amount of referrals and SSPs 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>ADULT IMPLEMENTATION INDICATOR: Communicated and posted classroom expectations and observed Classroom component will be evident. Implementation of behavioral reflection sheet Daily Morning Meeting focusing on Open Circle Curriculum</p>	<p>STUDENT RESULTS INDICATOR: Observation of respectful behaviors within classrooms, during transitions, at recess and on busses will become evident. Daily articulation of ROAR pledge (Responsible, On Task, Always Safe and Respectful) Participation in Morning Meeting Random Acts of Kindness</p>
<p>Data Source: SSP documents Adjustment counselor anecdotal records/data Behavioral reflection sheet shared and signed by parents and administration.</p>	<p>Data Source: Behavior office Referral forms Data from behavior charts Student Reflection sheets Quarterly assessments Social emotional rubric on reports and progress reports, Triple A Award data ROAR student of the month Student articulation of Roar Pledge</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Thorndyke Road	Kathleen Lee	November 2017- November 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To improve students' ability to read and respond to complex text, teachers at Thorndyke Road school will participate in professional development in the area of Self-Regulated Strategy Development (SRSD), which will include professional development in refining teaching strategies for close reading and integrating SRSD into the Reader's Workshop Model.	SRSD school grade level teams ELL Teachers Special Education Teachers Instructional Assistants	<ul style="list-style-type: none"> 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. 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>Evidence: Data analysis of SRSD pre, post and formative data MCAS and MAP Data</p>
2	In order to increase student proficiency in math, grade level teams will collaborate on	Grade level teachers Instructional Assistants	<ul style="list-style-type: none"> Thorndyke Road School continues to perform below

<p>implementation of Envision Math lessons and assessments, aligned with standards, incorporating technology and including small group differentiated strategies based on student data.</p>	<p>ELL Teachers ILT Instructional Assistants</p>	<p>expectations in the area of math. Implementation of the Envisions math program will ensure students are learning the concepts necessary to master at grade level.</p> <ul style="list-style-type: none">● Greg Tang strategies will help students understand the Base Ten concepts to strengthen their understanding and development of number sense.● The mnemonic CUBES provides students with the strategies they can utilize when solving a complex, multi-step word problems.● The purpose of a word-problem mnemonic is to provide students with a framework for solving word problems independently. <p>Evidence: Fact Fluency Data Unit assessments Quarterly district assessments MAP MCAS</p>
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<p>3</p>	<p>To increase student mastery of science topics, grade level teams will collaborate on unit implementation and assessment of science standards.</p> <p>Following the Scope and Sequence outlined in ATLAS, teachers will develop and implement units that include experiments/investigations, anchor poems and songs, academic vocabulary, and reading and responding to prompts to ensure student mastery and recall of content and standards in Science.</p> <p>All teachers in grades K-2 will participate in professional development with Dr. Catherine Snow and several other schools in the district to increase student discourse in the area of science to improve student comprehension.</p>	<p>Grade Level Teaching Teams ILT Instructional Assistants</p>	<ul style="list-style-type: none"> ● Data analysis of questions and responses indicates a weakness in the area of science. Increased collaboration amongst grade level teams, utilizing the resources available in Atlas, will ensure students are not only being exposed to the required science standards, but are fully immersed in the exploration, investigation and inquiry- based lessons. Teachers will develop lessons using the 5 E model and aligned with the Common Core Standards. ● Dr. Catherine Snow's work with teachers at WPS will increase the student discourse through problem solving and collaboration in science to improve student comprehension. <p>Evidence: MCAS Science data Unit Assessments</p>
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● 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. - September 2017 ● Teachers will meet during school wide meetings as well as SRSD Grade Level teams to 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. - September 2017-June 2018 	<ul style="list-style-type: none"> ● Refine protocols as grade level team determines necessary September 2017-June 2018 ● Collaborate with team members to identify mini-lessons, teaching strategies and grade level paired resources - September 2017-June 2018 ● Integration of Reading Standards into SRSD - September 2017-June 2018 ● Participation in SRSD Grade Level Meetings focused on nonfiction (TIDE) writing, literary analysis, and developing Low TIDE, paragraph writing skills and creating text dependent questions. - September 2017-June 2018 ● Support Provided by Focused Instructional Coach, including lesson modeling, co-teaching opportunities, and follow up reflection meetings specific to writing for all students
	<ul style="list-style-type: none"> ● Refine instructional practices aligned with Readers and Writers Workshop. - September 2017-June 2018 ● Participate in a book Study of The Next Steps Forward in Guided Reading. - January 2018 ● 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 2018 	<ul style="list-style-type: none"> ● Refine close, shared and guided reading protocols to ensure the implementation of a Balanced Literacy block is rigorous and intentional. - September 2017-June 2018 ● Implementation of Word Generation practices in grades 4,5 will be monitored by Word Generation Staff and district support people - September 2017-June 2018

2	<ul style="list-style-type: none"> ● Common Planning/collaboration meetings will focus on developing math lessons based on the MA 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. September 2017-June 2018 ● Common Planning/collaboration meetings will focus on developing math lessons based on the MA 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. September 2017-June 2018 ● Analysis of MCAS, MAP, Envision and district assessment results will be used as a data access point for instructional design. September 2017-June 2018 	<ul style="list-style-type: none"> ● Teachers will attend district offered math professional development in math instruction using the Envision program. -September 2017-June 2018 ● Provide students with strategies to proficiently respond to open ended math problems, using graphic organizers and grades 3-6 utilize the “CUBES” strategy to ensure that students have a format for determining the elements found in a math open response - September 2017 -June 2018 ● Selected teachers will attend Greg Tang workshops and present what they have learned to the remaining staff - September 2017-June 2018 ● Teachers will attend district offered math professional development in math instruction using the Envision program. -September 2017-June 2018 ● Provide students with strategies to proficiently respond to open ended math problems, using graphic organizers and grades 3-6 utilize the “CUBES” strategy to ensure that students have a format for determining the elements found in a math open response - September 2017 -June 2018 ● Support Provided by Focused Instructional Coach, including lesson modeling, co-teaching opportunities, and follow up reflection meetings specific to Math.
3	<ul style="list-style-type: none"> ● Common Planning/Collaboration meetings will focus on developing hands on science lessons based on the Massachusetts Curriculum Frameworks, utilizing the ATLAS resource, and the 5E model to facilitate science instruction - September 2017-June 2018 ● Gr. K-2 teachers will participate in Science and Discourse PD with vertical teams to craft lessons analyze student growth and discuss effectiveness September 2017-June 2018 	<ul style="list-style-type: none"> ● Continued work with Atlas resource - September 2017-June 2018 ● Monthly K-2 grade level collaboration meetings at Canterbury Street School. September 2017-June 2018 ● Observation of Science and Discourse lessons at participating schools. September 2017-June 2018

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none">Continued support from Leslie Laud and SRSDDistrict level personnel- English Language Arts LiaisonPre and post assessmentsGoogle drive forms and rubricsPaired texts	<ul style="list-style-type: none">Grade level district SRSD meeting timesClassroom coverage for meetingsRigorous grade level text passages and writing prompts,SRSD rubrics
2	<ul style="list-style-type: none">Support form district math LiaisonEnvisions Resources, TechnologyGreg Tang supplemental resources to support RTI in mathAtlas	<ul style="list-style-type: none">PLC meetingsGuided MathSEI (Structured English Emersion) strategies - Smart Card
3	<ul style="list-style-type: none">District Science coach supportDistrict Scope and Sequence, materials for hand-on science experimentsContinued support and feedback from Dr. Catherine SnowAtlas resources and materials necessary to implement science activities.	<ul style="list-style-type: none">PLC meeting times,Cohort meetings in district

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none">● Pre Informative and Pre Literary Analysis Task assessments have been administered and scored.● Teachers have been administering formative assessments, analyzed their data and planned their next steps lessons.● Next Steps Forward in Guided Reading Book Study to be monitored throughout the year.	<ul style="list-style-type: none">● Monthly SRSD meetings are well attended and grade level members are actively participating in meetings.
2	<ul style="list-style-type: none">● District math coach has been contacted to consult with staff regarding implementation of Envisions math program and online assessments.	<ul style="list-style-type: none">● Teachers are collaborating during PLC to plan effective math instruction and analyze math data.
3	<ul style="list-style-type: none">● 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 Atlas, as well as developing lessons using the 5E model (Engage, Explore, Explain, Elaborate, Evaluate)● K-2 teachers collaborating monthly with the other WPS schools participating in PD focused on Dr. Catherine Snow's science and discourse.	<ul style="list-style-type: none">● Additional PLC time needed to effectively plan Science RTI● Frequent review of Atlas● Continue monthly cohort meetings