

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Heard Street School

Thomas Brindisi

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
Tom Brindisi	Principal	Sept: 21
Danielle Barry	Asst. to the Principal	Oct: 5, 19
Kim Hampton	Focused Instructional Coach	Nov: 2, 16
Laura Weiss	Teacher	Dec: 7, 21
Kristen Shiner	Teacher	Jan: 4, 8
Monika Raci	ESL Teacher	Feb: 1, 15
Caroline Olen	Teacher	Mar: 1, 15
Erin Derr	Teacher	Apr: 5, 12
		May: 3, 7
		June: 7

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Heard Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Heard Street (03480136)	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	147	147	100	Yes	146	146	100	Yes	44	44	100	Yes
High needs	89	89	100	Yes	88	88	100	Yes	29	29	100	Yes
Econ. Disadvantaged	63	63	100	Yes	62	62	100	Yes	21	21	100	Yes
ELL and Former ELL	32	32	100	Yes	31	31	100	Yes	15	-	-	-
Students w/disabilities	21	21	100	Yes	21	21	100	Yes	6	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	18	-	-	-	18	-	-	-	7	-	-	-
Afr. Amer./Black	16	-	-	-	16	-	-	-	4	-	-	-
Hispanic/Latino	30	30	100	Yes	29	29	100	Yes	10	-	-	-
Multi-race, Non-Hisp./Lat.	6	-	-	-	6	-	-	-	2	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	77	77	100	Yes	77	77	100	Yes	21	21	100	Yes

III. Student Attendance and Retention

Heard Street School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	97.0	94.1	94.6
Average # of days absent	5.0	9.8	9.3
Absent 10 or more days	10.2	36.5	33.3
Chronically Absent (10% or more)	3.4	16.9	13.5
Unexcused Absences > 9	9.9	33.8	15.8
Retention Rate	0.9	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.

Heard Street School has weekly and monthly celebrations of student attendance: weekly perfect attendance is announced and with one child being drawn off the perfect attendance list, his/her name are announced and given a prize by the classroom teacher and monthly all students' names with perfect attendance for the month are announced over the PA and 10 students K-2 and 3-6 are given a prize by the principal. In addition, district attendance letters are sent home quarterly.

Continue review of attendance progress reports for grades 4 and up with students and send home.

Each month's newsletter has something specific on attendance, encouraging great attendance.

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
1. Heard Street School faired extremely well in all areas of attendance compared to the district and state.	<ul style="list-style-type: none"> ● above 97% over-all attendance at Heard St. compared to the district at 94% and the state at 94.6% ● well below the average number of absences at 5 compared to district at 9.8 and the state at 9.3 ● 10 or more absences 10.2 at Heard St., district at 36.5 and the state at 33.3 ● the chronic absence data at Heard Street School is 3.4 compared to the district at 16.9 and state at 13.5, (substantially lower in both categories).
2. Heard Street School compared very well against the district and state in English Language Arts and Mathematics in the MCAS 2.0.	<ul style="list-style-type: none"> ● English Language Arts (grades 3-6) had 53% of its students at Exceeding or Meeting (E/M) and an additional 41% at partially met (PM) with only 6% not meeting. This is compared to the district at 33% E/M and 47% PM and the state at 49% E/M, 41% PM. ● Mathematics (grades 3-6) had 47% Exceeding or Meeting with an additional 48% Partially Meeting and only 5% Not Meeting. This is compared to the district at 28% E/M and 49% PM and the state at 48% E/M, 41% PM, and 12% NM.
3. Heard Street School scored extremely well when compared to the district and very well when compared to the state in the 2017 Science MCAS test.	<ul style="list-style-type: none"> ● Heard Street's grade 5 students far out-paced the district and to some degree the state in performance levels. Heard Street students had 58% in the Advanced/Proficient category, 39% in Needs Improvement, and only 3% warning. The district was at 29% A/P, 45% NI and 26% W. The state was 47% A/P, 38% NI and 14% W.

Areas of Concern	
Concern	Evidence
1. Overall Geometry Instruction is an area of concern	<ul style="list-style-type: none"> ● Our students' scores were consistently lower on questions based on Geometry Standards as compared to the district and the state.
2. 4th Grade English Language Arts Instruction is an area of concern.	<ul style="list-style-type: none"> ● There was a drop in the CPI: 83.6 (3rd grade 2016) to CPI: 32.0 (4th grade 2017) It is important to note that the test changed from 2016 to 2017.
3. High Needs students are still not achieving expected benchmark of Meeting or Exceeding Expectations.	<ul style="list-style-type: none"> ● 62% (83 students) fall in the high needs subgroup within the Partially Meeting and Not Meeting Expectations performance level.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
<ul style="list-style-type: none">● Balanced Literacy
<ul style="list-style-type: none">● enVision Math 2.0 Instruction / Topic and Quarterly Assessments
<ul style="list-style-type: none">● Typing Club
<ul style="list-style-type: none">● School-wide Writing Rubrics with Teacher Feedback
<ul style="list-style-type: none">● Benchmark Assessment Test Administration grades K-6
<ul style="list-style-type: none">● MAP Testing grades 3-6 in ELA and Math
<ul style="list-style-type: none">● CCSS 15 types of Word Problems
<ul style="list-style-type: none">● Guided Reading

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)

1.2 High Expectations and Positive Regard:

- Mathematics instruction utilizing enVision 2.0 will focus on problem solving to promote mathematical thinking.
Balanced Literacy structures for: Readers and Writers workshop / Daily 5 include integrated content (Math, Science, and Social Studies).

1.4 Monitoring Implementation and School Progress:

- Responsive and differentiated instruction for Tier 1, Tier 2, and Tier 3 including Special Education and EL students in all classrooms for re-teaching and interventions.

1.6 Use of Time for Professional Development and Collaboration

- ILT, Coaching and PLC conversations
- professional development activities targeting math problem-solving through the fifteen types of word problems.
- Guided Reading
- school-wide writing expectations
- monitored through monthly team meetings, classroom learning walkthroughs and review of data to improve instruction.

Instructional Leadership Team Implementation

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

- The ILT will meet bi-weekly with multiple grade levels and administration in attendance. The team will monitor school-wide assessment data and student work samples in order to produce and facilitate relevant and responsive professional development based on agreed upon best practices. The ILT will ensure open communication through monthly newsletters and regular email updates to staff.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">● Participation in ongoing Professional Development led by ILT members to foster Teacher Leadership and new understandings amongst staff in the following: Guided Reading, Writing Rubrics with Teacher Feedback, and the CCSS Fifteen types of Mathematic Problem Solving Strategies.● Focused Instructional Coaching support utilizing the various coaching cycles.● Peer visits of Balanced Literacy and Math for continued improvement.● Agendas, exit slips, and school-wide surveys utilized for feedback to support modifications for progress● Differentiated Instruction Strategic plans to reteach the Step #3 enVision 2.0 lesson utilizing formative assessment data from the enVision Step #2 lesson plan.	<p>Data Source:</p> <ul style="list-style-type: none">● K-6 will participate in problem-solving strategies and writing about mathematics where there will be frequent formative assessments to check for understanding to inform instruction.● The following data sources will be utilized: Student work samples, MAP assessment data, MCAS, Benchmark Assessment data, Response to Intervention, Pre and Post enVision 2.0 assessments, DIBELS, ACCESS and other specialized assessments.● Student ownership of learning will be evidenced by student articulation and utilization of varied methods/strategies independently and collaboratively to support their own learning.

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)

- I.1 Instructional Expectations**
 - Balanced Literacy model/Daily 5 structures as well as school-wide writing expectations blended and integrated across all curriculum areas to include but not limited to: Math, Science and Social Studies.
- 2.3 Identifying and Addressing Student Academic Needs**
 - Responsive Math instruction will be implemented utilizing enVision 2.0 as an instructional tool to differentiate and provide content. Integrate instruction based upon the fifteen types of word problems to promote mathematical thinking and problem solving.
- 2.6 Student Assessment Data Use (for classroom instruction)**
 - Tier 1, 2, and 3: DI/ Responsive Instruction for small groups re-teaching and intervention including Special education and EL students.

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

- Instructional Leadership Team will gather and analyze data resulting from provided professional development in order to adjust and address school-wide needs for improving instruction.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

- Data Source:**
- Assessment Binders-Data collection and analysis to inform instruction
 - Student Work Samples
 - Utilization of Responsive Instruction and Differentiated Instruction
 - ILT agendas and newsletters
 - Professional Development Exit Slips
 - School-wide writing rubrics

- Data Source:**
- Student Work Samples
 - BAS, DIBELS, MAP, MCAS 2.0, ACCESS, Formative and Summative Assessments
 - Informal checklists and check-ups
 - Report cards and interim/progress reports
 - enVision 2.0 assessments
 - FUNDATION assessments and progress monitoring for Dolch sight words

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

- Student needs are identified through screening, teacher observations, MCAS 2.0 data and BOY baseline assessments in all content areas in order to assist in data-based decision making, targeted areas for improvement and student placement.
- Teachers will provide Responsive and Differentiated Instruction based on identified needs for intervention and enrichment within the classroom, utilizing all district provided systems and supports as well as any necessary supplemental materials. These students have been identified as HPS-High Priority Students.
- In order to address school-wide need to develop 21st Century skills, students will have weekly “Typing Club” time with an agreed upon school-wide computer schedule.

3.4 Multi-tiered System of Support (Academic and Non-Academic)

- SSP-Student Support Process- in conjunction with the district and state mandates, we aim to meet, identify, goal set and formulate interventions and specialized supports for students experiencing attendance, social/emotional, behavioral or academic challenges. Classroom teachers are responsible for all academic goal setting and monitoring adjustment counselor is responsible for social/emotional/behavioral monitoring.

3.5 Academic Interventions for English Language Learners

- EL services provided on a daily basis to all qualifying students. Instruction supports the development of academic language and grade level concepts.

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

- ILT will review data, and collaborate to determine action steps to meet student needs for intervention and enrichment. ILT will disseminate outcomes and actionable efforts to staff.
- ILT will support classroom teachers in the implementation of agreed upon best-practices including; Guided Reading, Problem Solving through the CCSS fifteen types of Words Problems, and implementation of school-wide writing rubrics.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">● ILT / PLC and SSP agendas and minutes● Professional Development-Planning and Reflection● Assessment Binder-Data collection and analysis to inform instruction● Teacher goal setting and documentation.● Lesson planning based upon the HQTL and Responsive and Differentiated instruction.	<p>Data Source:</p> <ul style="list-style-type: none">● Assessment binders / common assessments● Formative / summative data● BAS, DIBELS, MAP, enVision, MCAS 2.0, ACCESS● Progress Monitoring checklists and check-ups● Report cards, Interim/Progress Reports, for Regular, Special Education, and ESL students.

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 Behavior Plan</p> <ul style="list-style-type: none">● Continued implementation of Assertive Discipline <p>4.2 Adult-Student Relationships</p> <ul style="list-style-type: none">● School Adjustment Counselor coordinates with classroom teachers to implement social skills groups, strategies and interventions for social-emotional support.● School Adjustment Counselor will produce, disseminate and monitor school-wide individualized student safety plans. <p>4.5 Family and Community Engagement</p> <ul style="list-style-type: none">● Teachers plan family Math night.● Multicultural Night, Holiday Shows, Grandparents Day● Regular activities include: Millbury Credit Union student banking program, Holy Cross Tutoring, Site Council Meetings.● Yearly scheduled parent teacher conferences K-6● Teacher monitored student planners in grades 3-6● Weekly school-wide Wednesday Communicator Envelopes, translated materials provided as needed.● Community outreach through the Student Council
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none">● The ILT will plan prepare and provide student incentives and celebrations that acknowledge positive student behavior, academic success, community spirit and attendance.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">● Classroom rules and routines posted● Daily/Weekly/Monthly attendance reports● Administration sponsored ice cream party and prizes for Student of the Month.● In school support of PTO sponsored reading incentive program “Books and Beyond.”● Bi-weekly grade level meeting PLC agendas● ILT meeting agendas● Staff, Family and Student survey responses● Sign in sheets for “Know Your School Night”, “Grandparents Day” and Parent Teacher Conferences● Crisis Response Drills, District Reporting logs/ Checklists● Home/School flyers, newsletter and pamphlets● School Adjustment Counselor Records● School-wide ALICE training	<p>Data Source:</p> <ul style="list-style-type: none">● Weekly and Monthly incentives for attendance● Observation of classroom rewards recognition and incentives● Discipline and infraction data● Student Planners● Student Safety Plan

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Heard Street Discovery Academy	Tom Brindisi	8/28/17-6/11/18

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Using data to inform instruction for Tier1, 2, and 3 in Math.	Grade level Teachers K-6 ESL Teacher Special Education Teacher Focused Instructional Coach IAs Tutors Principal Assistant Principal	<p>Rationale: Our data in conjunction with teacher observations and feedback indicate the need for emphasis on the topic of Mathematic Problem Solving. We recognize that utilizing Common Assessment data to plan and track student growth in Problem Solving through the CCSS fifteen types of word problems in Mathematics for tiered classroom instruction and intervention is necessary for student success.</p> <p>Evidence: Cross-referenced data collections and analysis, student work samples, lesson planning, goal setting, assessment/unit tests, reflections and adjustment to instruction, Mathematic guides for planning will help support student success in Mathematics, and PLC meeting agendas.</p>

2	Extend teachers capacity to provide comprehensive literacy instruction within the Readers and Writers Workshop Model.	Grade level Teachers K-6 ESL Teacher Special Education Teacher Focused Instructional Coach IAs Tutors Principal Assistant Principal	<p>Rationale: Our data indicates a need to continue to refine and strengthen common core through HQT. Therefore our emphasis and efforts will be placed on a comprehensive balanced literacy block. A need for training in utilizing triangulated assessment data and analyzing student work samples to provide strategic feedback to students using collaboratively developed writing rubrics K-6. The implementation of explicit Reading Strategy Instruction and Guided Reading strategies will support student as they move toward reading more complex text.</p> <p>Evidence: Cross-referenced data collections and analysis, lesson planning, goal setting, student work samples, assessment measures, reflection and adjustment to instruction, and PLC meeting agendas.</p>
3	Align instruction with Science quarterly scope and sequence	Grade level Teachers K-6 ESL Teacher Special Education Teacher Focused Instructional Coach IAs Tutors Principal Assistant Principal	<p>Rationale: Heard Street School recognizes the importance of authentic learning through real world connections that are deeply rooted in the new Science standards and integrated into essential literacy practices. We will implement cross- curricular reading of more complex non-fiction text when applicable through strategic planning utilizing ATLAS, and provide consistent opportunities for hands on project-based learning in Science. We will continue to collaborate with district liaisons exchanging ideas and resources to utilize in the school-based classroom with increased opportunities for direct instruction, guided practice, and hands on interactive experiences.</p> <p>Evidence: cross-referenced data collections and analysis, lesson planning, goal setting, assessment/unit tests, reflections and adjustment to instruction, and PLC meeting agendas.</p>

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Teachers are meeting in Bi-weekly PLCs with Colleagues and Focused Instructional Coach to track student progress and discuss how to implement more conceptual understanding for problem solving in Mathematic and to promote higher level thinking and questioning in Math. ● Staff will implement Professional Development on the topic of Problem Solving in Mathematics with a focus on the CCSS fifteen types of word problems. 	<ul style="list-style-type: none"> ● Utilizing Reference books; “The Common Core Mathematics Companion: The Standards Decoded (k-2, 3-5, 6-8)”, “Teaching Mathematics”, (Marliyn Burns), “Intentional Talk” (Kazemi & Hintz). ● Pre-Planning and utilizing enVision 2.0 resource materials. Teachers will use data to target and track Tier1, Tier 2, and Tier 3 student interventions and learning. ● The teachers will incorporate the CCSS fifteen types of word problems within their enVision 2.0 classroom instruction. ● enVision work samples will be collaboratively analyzed to track student ongoing progress.

2	<ul style="list-style-type: none"> Teachers are meeting in bi-weekly PLCs with colleagues and Focused Instructional Coach to track student assessment data to form appropriate interventions for Guided Reading interventions and instruction and writing within the Reader Workshop. Vertical teams will unpack writing standards, determine agreed upon common writing expectations, and develop common writing rubrics. 	<ul style="list-style-type: none"> Utilizing ATLAS, and “Day-to Day Assessment in the Reading Workshop, (Sibberson & Szymusiak). Implement within lesson plans and review at bi-weekly meetings to determine next step planning for student intervention and conferencing. Facilitate school “All Write” K-6 utilizing rubrics to collaboratively analyze student work samples to determine next steps. Collaborative conversations will result in instructional decisions and action steps.
3	<ul style="list-style-type: none"> Teachers are meeting in bi-weekly PLCs meeting with colleagues, science liaison, and Focused Instructional Coach to review Science content and monitor curriculum application across all grade levels incorporating ATLAS resources. 	<ul style="list-style-type: none"> Teachers will implement in weekly lesson plans utilizing ATLAS resources and review student work samples at meetings to identify next steps for instruction.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Teachers have access to new reference books: “ The Common Core Mathematics Companion: The Standards Decoded (K-2, 3-5, 6-8)”, “ Teaching Mathematics”, (Marliyn Burns), “Intentional Talk”,(Kazemi & Hintz),” Greg Tang Resources, enVision 2.0.	Time and consideration for learning pace for practices to take hold and yield results while lessons are being implemented with explicit modeling of CCSS problem-solving strategies.
2	Grade Level Unit of Study books are being purchased to increase student exposure to more complex text in grades 3-6. Fountas and Pinnell Assessment Kits, Guided Reading leveled libraries are being utilized in Grades K-6, with other DESE provided resources.	Lesson with multiple copies of text will be implemented. Teachers are beginning to plan lessons with Reading Strategy Mini-Lesson Routines aligned to the Reader Workshop Model.

3	The new Science Standards, district provided resources from ATLAS and MOODLE sites.	Lessons are being implemented across grade levels K-6 according to the Science scope and sequence guidelines as outlined.
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4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	On target: K-6 grade teachers have participated in Math PD including enVision 2.0 training with Math Liaison and Greg Tang. Teachers are collaborating more strategically. Bi-weekly PLCs are ongoing to determine next steps based upon assessment data.	Teachers are in the beginning stages of planning and collaborating with a focus on CCSS Problem-Solving strategies utilizing the outlined resources.
2	On target: ELA resources are in the process of being purchased and grade level teams are continuing their bi-weekly meetings.	Planning and Implementation stages are underway.
3	Continued meetings are scheduled with science liaison for varied grade levels.	Planning and implementation stages are underway.