

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Burncoat Street School

Deborah Catamero

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
Deborah Catamero	Principal	Sept: 11, 22
John Gribouski	Assistant Principal	Oct: 19
Jaime Wheeler	Lead Teacher	Nov: 13, 29
Beth Zeena-Dowd	Focused Instructional Coach	Dec: 8, 20
Michelle Aghdam	ELL Teacher	Jan: 10, 31
Kathleen Chakarian	Grade 2 Teacher	Feb: 14
Kristie Santos	Grade 4 Teacher	Mar: 7, 21
Linda Luthman	Special Education Teacher	Apr: 11, 25
		May: 9, 23
		June: 6

I. Massachusetts Department of Elementary and Secondary Education Accountability Data 2017 Official Accountability Data - Burncoat Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Burncoat Street (03480035)	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	144	144	100	Yes	145	145	100	Yes	35	35	100	Yes
High needs	127	127	100	Yes	128	128	100	Yes	33	33	100	Yes
Econ. Disadvantaged	105	105	100	Yes	106	106	100	Yes	26	26	100	Yes
ELL and Former ELL	75	75	100	Yes	75	75	100	Yes	19	-	-	-
Students w/disabilities	34	34	100	Yes	34	34	100	Yes	10	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	7	-	-	-	7	-	-	-	1	-	-	-
Afr. Amer./Black	29	29	100	Yes	30	30	100	Yes	7	-	-	-
Hispanic/Latino	61	61	100	Yes	61	61	100	Yes	16	-	-	-
Multi-race, Non-Hisp./Lat.	5	-	-	-	5	-	-	-	2	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	42	42	100	Yes	42	42	100	Yes	9	-	-	-

III. Student Attendance and Retention

Burncoat Elementary School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.4	94.1	94.6
Average # of days absent	9.7	9.8	9.3
Absent 10 or more days	44.8	36.5	33.3
Chronically Absent (10% or more)	15.4	16.9	13.5
Unexcused Absences > 9	43.7	33.8	15.8
Retention Rate	1.4	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify):
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify):

***requires action**

Good Attendance Celebrations:

Weekly - Extended recess and Burncoat Bucks. Announcement of winners on Mondays. Grade level competition-overall best attendance to start the initiative.

Monthly- Perfect Attendance Pancake Breakfast Individual students, and Texas Road House certificates.

Quarterly - Perfect Attendance Bracelet. Individually (Only those students with perfect attendance for the entire quarter)

School plan to promote ongoing good attendance:

Classroom graphs for daily visuals of attendance with weekly classroom winners

Competition across all grade levels for quarterly school-wide celebration (make your own sundaes)

Sage attendance letters sent home consistently

SAC has an attendance desk to greet students and parents daily while writing late slips.

School secretary maintains a log of parents who call with absence reason on the date of absence.

SAC focus on attendance through parent contact with recommendations and offering of assistance from the school.

SAC will monitor high risk students through data collection and follow up with all relevant staff and family.

SAC, Principal, and School Nurse will meet monthly to review and plan for any necessary interventions including A.I.M. (DCF worker assigned).

Our goal for 2017-2018 is to meet or exceed the State attendance rate of 94.6

Attendance Matters Logo (WPS) is included in our school letterhead.

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>Math: Student Growth Percentile increased. Percent of students scoring Proficient remained relatively steady.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;">MATH MCAS</th> </tr> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">2015</th> <th style="width: 15%;">2016</th> <th style="width: 15%;">2017</th> <th style="width: 40%;"></th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>7%</td> <td>8%</td> <td>EE: 2%</td> <td rowspan="6" style="vertical-align: top;">Student growth increased by 20 points from 2016 to 2017.</td> </tr> <tr> <td>Proficient</td> <td>26%</td> <td>24%</td> <td>ME: 32%</td> </tr> <tr> <td>Needs Improvement</td> <td>46%</td> <td>49%</td> <td>PM: 54%</td> </tr> <tr> <td>Failing/ Warning</td> <td>21%</td> <td>19%</td> <td>NM: 13%</td> </tr> <tr> <td>Student Growth</td> <td>60.0</td> <td>49.0</td> <td>69.5</td> </tr> <tr> <td colspan="4"> <p>*Grade 4 SGP: 76 *Grade 5 SGP: 68 *Grade 6 SGP: 68</p> </td> </tr> </tbody> </table>				MATH MCAS						2015	2016	2017		Advanced	7%	8%	EE: 2%	Student growth increased by 20 points from 2016 to 2017.	Proficient	26%	24%	ME: 32%	Needs Improvement	46%	49%	PM: 54%	Failing/ Warning	21%	19%	NM: 13%	Student Growth	60.0	49.0	69.5	<p>*Grade 4 SGP: 76 *Grade 5 SGP: 68 *Grade 6 SGP: 68</p>			
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ELA: Student Growth Percentile increased.

MCAS ELA

	2015	2016	2017	
Advanced	4%	5%	EE: 4%	Student growth increased by 10 points from 2016 to 2017.
Proficient	34%	36%	ME: 32%	
Needs Improvement	48%	40%	PM: 51%	
Failing/ Warning	14%	19%	NM: 14%	
Student Growth	48.0	52.0	62.0	

*Grade 4 SGP 56.0

*Grade 5 SGP 76.0

*Grade 6 SGP 62.0

Fountas and Pinnell Benchmark Assessment

	2016	2017
Meeting Expectations	56%	62%
Approaching Expectations	10%	9%
Not Meeting	34%	29%

The percent of students meeting expectations for reading increased.

Areas of Concern

Concern	Evidence															
<p>Science: # of students scoring proficient decreased. The number of students in the “needs improvement” category increased.</p>	<p>MCAS Science Data</p> <table border="1" data-bbox="1087 277 1969 591"> <thead> <tr> <th>% of students scoring:</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Advanced/Proficient</td> <td>48%</td> <td>33%</td> </tr> <tr> <td>Needs Improvement</td> <td>41%</td> <td>62%</td> </tr> <tr> <td>Warning/Failing</td> <td>10%</td> <td>6%</td> </tr> <tr> <td>CPI</td> <td>74.1</td> <td>69.9</td> </tr> </tbody> </table> <p>Students scoring proficient or above decreased from 2016 (48% to 33% in 2017). Our Composite Performance Index score also decreased by 4.2 points.</p>	% of students scoring:	2016	2017	Advanced/Proficient	48%	33%	Needs Improvement	41%	62%	Warning/Failing	10%	6%	CPI	74.1	69.9
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<p>Math: Significant difference between the school and state noted for specific areas/standards (MCAS)</p> <p>MAP Fall data indicates that an average of 54% of our students are performing below average in Math in Grades 2-6 which is an indicator of state proficiency.</p>	<p>Standards by Grade that have a Significant School/State Diff.</p> <table border="1" data-bbox="1087 805 1969 1458"> <thead> <tr> <th>Grade</th> <th>Standards to Consider when planning instruction</th> </tr> </thead> <tbody> <tr> <td align="center">3</td> <td>3.NF.1a/3a/3b - Determine the greatest fraction for a real world situation (-31) Show different equivalent fractions (-22) Determine which shaded figure is equivalent to another shaded figure.(-18) Identify two equations that show equivalent fractions(-22)</td> </tr> <tr> <td align="center">4</td> <td>4. OA.1 - Solve a real world multi step problem involving addition, multiplication and division.</td> </tr> <tr> <td align="center">5</td> <td>5.MD.5C.4 - Find volume and determine the dimensions of a rectangular prism in a real-world context.(-20) 5NBT.1 - Finding greatest and least values with decimals.(-17) 5. NF.1.2 - Real world context for working with fractions. - Justify your answer, find a reasonable estimate between two whole numbers.</td> </tr> <tr> <td align="center">6</td> <td>Most all standards at this grade level had a significant</td> </tr> </tbody> </table>	Grade	Standards to Consider when planning instruction	3	3.NF.1a/3a/3b - Determine the greatest fraction for a real world situation (-31) Show different equivalent fractions (-22) Determine which shaded figure is equivalent to another shaded figure.(-18) Identify two equations that show equivalent fractions(-22)	4	4. OA.1 - Solve a real world multi step problem involving addition, multiplication and division.	5	5.MD.5C.4 - Find volume and determine the dimensions of a rectangular prism in a real-world context.(-20) 5NBT.1 - Finding greatest and least values with decimals.(-17) 5. NF.1.2 - Real world context for working with fractions. - Justify your answer, find a reasonable estimate between two whole numbers.	6	Most all standards at this grade level had a significant					
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school/state difference.

MAP Math Data

Grade	Below Average	Average	High Average /High
3	48%	27%	25%
4	62%	18%	20%
5	46%	8%	46%
6	45%	25%	30%

The concern is that about half of the students at Burncoat Prep are performing below average regarding their performance on the math standards for their grade level.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
1. Self-Regulated Strategy Development for Writing - SRSD
2. Reader's Workshop
3. Flexible Grouping across all content areas. Creating intervention groups based on students' current performance.
4. Notice and Note Strategies for Close Reading Grades 3-6 (introduced in Grade 2 towards the end of year during read alouds)
5. Gradual Release of Responsibility Model across all content areas
6. Problem Solving strategies for word problems - Greg Tang's 6-step problem solving process is being utilized, as well as CUBES across grade levels.

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: Burncoat Prep holds all to high expectations and prioritize achievement for all.

- Focus on high quality instructional practices that promote high expectations and accelerate achievement such as: increase opportunities for student discourse through frequent “turn and talks” expose students to high order thinking and questioning to promote deeper comprehension and effective implementation of school specific instructional practices.
- Teachers expose students to the signposts and close reading strategies through teacher read aloud and there is evidence of implementation in Grades 3-6 during Reader’s Workshop.
- Reader’s Workshop - all students have access to complex text through the focus/mini lesson.

1.4 Monitoring and Implementation and School Progress: Burncoat Prep continually evaluates and adjusts practice in order to meet diverse and unique student needs.

- Pre, Post, and Formative assessments across grade levels for SRSD writing, as well as analysis of student work.
- Common assessments for Math at each grade level (beginning quarter #2). These assessments are created using enVisions exam-view resource CD. Analysis of performance on standards.
- Running records are administered and reviewed to monitor reading progress, within intervention groups and within the classroom.

1.6 Use of Time for Professional Development and Collaboration: Burncoat Prep emphasizes collaboration and teamwork.

- Common planning is teacher-driven and well organized with a weekly focus agenda.
- Monday meetings are used as Professional Learning time for book studies that support our current best practices.
- Walkthroughs for SRSD and evidence of implementation of the CIA approach, as well as Guided Reading. Coaching support and collaboration occur via CPT, email, informal meetings, after observations, and during coaching cycles.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> *Common Planning Time - Teachers and leaders will collaborate on current initiatives and review student data. *Focused classroom observations with relevant and reflective feedback from principal and coaches. This includes use of the SRSD Learning Walk Protocol and follow up visits from our school based professional development to monitor implementation of the CIA and strategies from Next Steps Forward in Guided Reading. *Provide Professional Development on current initiatives and use Common Planning Time to check-in on all initiatives. *On-going evaluation of intervention in Reading
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School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> *Common Planning Time minutes *Teacher/leader participation *Review of assessments and relevant data *Participation in targeted Professional Development *Implementation of formative assessments *Student specific analysis of data *Lessons follow the Gradual Release of Responsibility Model *Exit slips and school-wide surveys will be utilized for feedback to support modifications for student progress. 	<p>Data Source:</p> <ul style="list-style-type: none"> *Dibels, MAP (Measures of academic progress for Math and ELA), ACCESS, and F&P Benchmark Assessment data *Student work samples across content areas *MCAS scores *SRSD (Self-Regulated Strategy Development) pre/post and formative assessment data *enVisions common assessments *Progress reports and report cards

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)

2.1 Instructional Expectations: Burncoat Prep staff will implement all- school instructional efforts that promote increased student achievement:

- Reader’s Workshop model/CIA approach
- School wide writing expectations (SRSD)
- enVisions 2.0
- Notice and Note strategies for close reading and comprehension across all genres

2.3. Identifying and Addressing Student Needs: Burncoat Prep staff will employ intentional instructional strategies that accelerate student achievement.

- Common assessments designed using enVisions 2.0 are utilized to identify which standards have been mastered with at least 80% accuracy and which need to be revisited. Part 1 of enVisions lesson plan allows teachers to see how students are using their problem solving skills and provides the opportunity to share out. Part 3 of the lesson plan offers the flexibility to target specific students during center rotations.
- A student's’ reading level, determined by the Fountas and Pinnell Benchmark Assessment, is used to determine Leveled Literacy Intervention groups (LLI). These groups are monitored by the FIC, Lead Teacher, and Literacy tutor to ensure flexibility and continued growth.

2.5 Student Assessment Data Use (for school-wide decision making) Burncoat Prep staff regularly review and analyze multiple types of student data in order to develop instructional strategy and implementation.

- MCAS is used to target students and identify which student are near proficiency. These students will receive sequential lessons in problem solving, common core review and enrichment using enVisions review, enrichment resources, and Greg Tang strategies for solving word problems.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The Leadership Team will gather data from staff members and other data sources (BAS, MAP, Dibels, MCAS) and design professional development to adjust and address school-wide needs for improving instruction.</p> <p>Informal observations and learning walks that are geared to be non-evaluative and used as a tool for monitoring and noting implementation of current initiatives. These will be done by the principal, FIC, Lead Teacher, and possibly other teachers could join. Follow up emails or notes will be provided.</p> <p>Common Planning Time - Teachers and leaders will collaborate on current initiatives and Professional Development topics and review student data related to such initiatives.</p>
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School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> *Teacher/student observation. *Tiered system of support. *Evidence of formative assessment and how it was used to adjust/target instruction. *Development of flexible groups based on student need. 	<p>Data Source:</p> <ul style="list-style-type: none"> *Dibels, MAP (Measures of Academic Progress, and Benchmark Assessment System data *Student work samples across content areas *Student goal setting sheets *MCAS scores *SRSD (Self-Regulated Strategy Development for writing) pre/post and formative assessment data *Running records *Informal assessments

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: Burncoat Prep staff provide timely and appropriate interventions in order to accelerate achievement.

- Student needs are identified through teacher observations, analysis of student work, MCAS 2.0 data, BAS, Dibels, MAP, and pre/post and formative SRSD assessments to assist in targeting areas for improvement and for placement of students.
- The Literacy tutor will provide early foundational instruction in reading and Leveled Literacy Intervention to identified students.
- The Intermediate Instructional Assistant (in collaboration with the Lead Teacher and classroom teachers) will provide targeted instruction in problem solving strategies in Math.
- In order to address the need to develop typing skills and practice digital literacy strategies for reading and writing, students engage in daily/weekly “Typing Club”.

3.4 Multi-tiered System of Support (Academic and Non-Academic): Burncoat Prep staff provide support and customized interventions in order to meet all learners’ needs.

- Teachers are encouraged to initiate the Student Support Process for any student experiencing attendance, social/emotional, behavioral or academic challenges. We reach out to the student’s family and invite them to attend the meeting where we will discuss strengths, set goals based on need, and formulate interventions and specialized supports. Goal setting is a team decision and those responsible for the goals are decided upon at the initial meeting.

3.5 Academic Interventions for English Language Learners: Burncoat Prep staff will intentionally employ research-based instructional strategies that advance student skills.

- To ensure all ELL students are serviced according to their EPL level, and in compliance with State regulations, the district has hired a second ELL teacher for our school.
- ELL services are provided on a daily basis within the classroom setting for students with EPL Levels 1-5. Additionally all students will be supported with SEI instruction and strategies within the classroom.
- Classroom teachers and ELL teachers will collaborate at least weekly to ensure continued growth within the classroom.

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> *Review and analyze running records as part of the Leveled Literacy Intervention Program. *Review and analyze Foundations unit assessments as needed. *Focus CPT meetings to include ELL/Special Education/Gen Ed collaboration *Support the development of flexible groups within classrooms as needed. *Communicate all outcomes and actionable efforts to the staff.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> *Common Planning Time minutes *Intervention “check-ins” with staff facilitating the targeted interventions. *Teachers and administrators participate in student-“specific” data discussion *Common Assessments 	<p>Data Source:</p> <ul style="list-style-type: none"> Dibels, MAP, and BAS data *Student work samples across content areas *Student goal setting sheets *MCAS scores *SRSD pre/post and formative assessment data *Running records *Informal assessments

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

Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers. (Focus on developing a safe and orderly climate that supports student learning within and outside the classroom 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)

- 4.1 School-wide Behavior Plan: Burncoat Prep provides a uniform and universal school-wide behavior system
 - Continued implementation of PBIS with fidelity and consistency across all grade levels school-wide.
- 4.4. Wrap Around Services and External Partners: Burncoat Prep provides community-based resources and supports.
 - WPI - After School Program (homework and social building games)
 - Boy Scouts/Girl Scouts After School
 - Oak Hill Community Center
 - Church on Seven Hills
 - One City One Library
 - Pepsi Cola Company of Central New England
 - Briarwood Nursing Home
 - Salem Covenant
 - SAM's Club
 - Walmart
 - WEDF
 - Fuller Foundation
- 4.5 Family and Community Engagement: Burncoat Prep will purposefully and intentionally engage families and community members.
 - PTO
 - SITE COUNCIL
 - Teacher monitored Student/Home folders grades K-2, Student Agenda's in grades 3-6.
 - Annual family events including: KYSN, Fall Festival, MCAS score review with parents, Winter Concert, Breakfast with Santa, Spring Concert, 6th Grade Graduation Ceremony.
 - Monthly Newsletter
 - Perfect Attendance bulletin board with student pictures, student of the month.
 - Fundraising for student events throughout the year as recommended with parent input.
 - Kindergarten Moving On Celebration

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The Instructional Leadership Team will meet with subcommittees in regards to upcoming school-wide events. The success of past events will be discussed and action plans will be set.
School Performance Indicators and Data Sources	

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> *Common Planning Time minutes *Classroom rules and school-wide rules are posted and consistent across all grade levels. *Intervention “check-ins” with staff facilitating the targeted interventions. *Teachers and administrators participate in student-“specific” data discussion *Common Assessments *ILT Meeting agendas *Crisis Response drills *Home/School flyers and monthly Newsletters *School-wide ALICE training *Parent sign-in sheets for all school-wide events, PTO, parent meetings. *PTO minutes 	<p>Data Source:</p> <ul style="list-style-type: none"> Dibels, MAP, and BAS data *Student work samples across content areas *Student goal setting sheets *MCAS scores *SRSD pre/post and formative assessment data *Running records *Informal assessments

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Burncoat Prep	Deborah Catamero	

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>ELA - All teachers will continue to participate in SRSD Professional Development. Teachers will begin to implement Reader's Workshop in combination with the CIA approach in their classrooms.</p>	<p>All teachers grades K-6 ESL and Sp.Ed. staff Coach Lead Teacher IAs Tutors Principal Assistant Principal</p>	<p>The rationale is based on our 2017 ELA MCAS data and Burncoat Quadrants SRSD initiative.</p> <p>The Reader's Workshop structure will allow students to be exposed to a wide variety of genres of literature and other texts. Teacher's think aloud and modeling during the mini lesson is an essential component of RW.</p> <p>Evidence collected will be teacher lesson plans, Reader's Workshop conferencing (anecdotal notes), informal walkthroughs of classrooms that focus on student behavior and engagement, google docs, data sheets, and analysis of formative assessment document on google docs.</p>
2	<p>Math - All teachers will participate in ongoing, collaborative professional development in the area of enVisions and Guided Math. Teachers will engage students in purposeful centers that focus on current concepts while providing opportunities for students to</p>	<p>All teachers grades K-6 ESL and Sp.Ed. staff Coach Lead Teacher IA's Tutors Principal Assistant Principal</p>	<p>The rationale is based on our 2017 Math MCAS data.</p> <p>Evidence collected will be specific centers designed using the Math MCAS Data that is reported by standard, participation in PD and teacher lesson plans.</p>

	strengthen their foundational skills.		
3	Science - All teachers will participate in professional development on integrating science skills/content within the writing curriculum.	All teachers grades K-6 ESL and Sp.Ed. staff Coach Lead Teacher IAs Tutors Principal Assistant Principal	Our school had a decrease from 48% to 33% in proficiency on the 2017 Science MCAS. The rationale is that we adjust and improve our focus on integrating science within writing to reverse this decline. Evidence collected will be formative assessments and analysis of formative assessment documents, as well as, anticipated professional development with the district's science liaison.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Initial Professional development on Reader’s Workshop structure. Explore available resources recommended by the district for unit planning purposes. View videos of successful Reader’s Workshop models. Professional Development Primary - Next Steps Forward in Guided Reading (year-long book study) and Intermediate - Raising the Standards (year-long book study).</p>	<p>Walkthroughs to monitor implementation. Common planning time to check-in with each other, share resources, view student work, and plan according to the most current formative assessments.</p>
2	<p>Teachers attend the Greg Tang PD offered by the district. The Lead Teacher, FIC, and teachers identify students according to recent MCAS scores. Students near proficiency (1-15) points will receive daily/weekly support in problem solving using enVisions enrichment, common core review, and Greg Tang’s strategies for problem solving.</p>	<p>Share out with staff regarding the information from the Tang PD since not all teachers could attend.</p> <p>Create Common assessments for each grade using the exam View from enVisions. Review common assessments of targeted students quarterly.</p>
3	<p>Look at the Science and Social Studies blocks in teacher schedules. Consider departmentalizing for these subjects for consistency. Require that all teachers are having students read text and answer text dependent questions weekly. Continue to use our district Liaisons to assist with current resources and strategies in collaboration with teachers and coaches at CPT.</p> <p>Several teachers will attend the <i>EiE - Engineering is Elementary</i> - a dually funded grant from Dell and the Museum of Science. Teachers will learn different approaches to teaching engineering. It is an inquiry based STEM curriculum that teaches students thinking and reasoning skills needed for success.</p>	<p>In process for consideration:</p> <p>The 3 teachers that attended this workshop will share/present to the other staff members. Two teachers went previously and can also support this process of informing colleagues.</p>

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	District based Professional Development, peer scoring, common planning time, coach meetings, and grade level meetings.	Modification of the SRSD scale to more “student friendly” terms.
2	Continued focus on enVisions Math, participation in school-based and district PD School-based Professional Development, Common Planning Time, WPS Math Liaison, Envision Centers. Greg Tang Professional Development, and resources	Proper pacing to ensure mastery and time for practicing and engaging in activities not yet mastered. Use of CPT for staff to share what they learned regarding the Greg Tang Professional Development.
3	Observe the WPS Science Liaison model lessons. Incorporate Science content into SRSD open response writing. Science from Scientists, Grades 4,5 weekly EiE Engineering- Inquiry-based STEM curriculum that teaches students thinking and reasoning skills needed for success. The new Science Standards, district provided resources from the ATLAS and MOODLE sites	Lessons are implemented across all grade levels K-6 per the WPS Science scope and sequence guidelines as outlined.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Monday meetings have been utilized as Professional Learning opportunities thus far. Teachers have attended and contributed to grade level meetings for SRSD. Coaches have attended and facilitated grade level meetings for their assigned grade level.	*Walkthroughs have taken place and we are working towards being more consistent in following our schedule.
2	Teachers have attended the Greg Tang PD and shared what they learned with other staff members. MCAS data was used to form targeted groups of students and to begin daily support of problem solving strategies using enVisions resources and Greg Tang's approach to solving word problems.	Teachers and staff are in the beginning stages of using the Greg Tang strategies and resources. We will begin collecting a variety of data to assess our progress along the way.
3	Science for Scientists has been providing students with hands on, standards based opportunities since the beginning of the year. Four teachers attended the EiE - Engineering is Elementary Professional Development.	Teachers that attended the EiE Professional Learning need to share with their grade level team members. To be scheduled.