

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Canterbury Street School

Mary Sealey

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 Ranaghan	Kindergarten Teacher	Sept: 5,19
Karalyn Masiello	1 st grade Teacher	Oct: 3,17
Jocelyn Aulo	4 th Grade Teacher	Nov: 7,21
Leandra Carey	5 th Grade Teacher	Dec: 5,19
Patricia Wisner	ESL Teacher	Jan: 2,16
Elizabeth Merchant	Focus Instructional Coach	Feb: 6, 27
Kerrie Kelly	Assistant Principal	Mar: 6,20
Mary Sealey	Principal	Apr: 3, 24
		May: 1,15
		June: 5, 19

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Canterbury

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Canterbury (03480045)	Grades served:	PK,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	189	185	98	Yes	189	189	100	Yes	52	52	100	Yes	
High needs	179	175	98	Yes	179	179	100	Yes	52	52	100	Yes	
Econ. Disadvantaged	144	140	97	Yes	144	144	100	Yes	38	38	100	Yes	
ELL and Former ELL	125	122	98	Yes	125	125	100	Yes	38	38	100	Yes	
Students w/disabilities	45	43	96	Yes	45	45	100	Yes	14	-	-	-	
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	-	-	-	-	
Asian	28	26	93	No	28	28	100	Yes	9	-	-	-	
Afr. Amer./Black	25	24	96	Yes	25	25	100	Yes	6	-	-	-	
Hispanic/Latino	104	103	99	Yes	104	104	100	Yes	30	30	100	Yes	
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-	-	-	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	
White	31	31	100	Yes	31	31	100	Yes	7	-	-	-	

III. Student Attendance and Retention

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

	School	District	State
Attendance Rate	94.8	94.1	94.6
Average # of days absent	8.5	9.8	9.3
Absent 10 or more days	35.8	36.5	33.3
Chronically Absent (10% or more)	15.4	16.9	13.5
Unexcused Absences > 9	34.8	33.8	15.8
Retention Rate	2.7	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): PBIS promotes good attendance monthly by acknowledging students in front of their peers with a certificate and a small reward (pencil, lollipop). Students' names are also posted for parents and visitors of the school to see on the PBIS bulletin board in the cafeteria. At the end of the year students with a full year of perfect attendance are rewarded with a luncheon.
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): In addition to acknowledging individual students on a monthly basis, the PBIS committee has developed a classroom reward for perfect attendance. Classroom teachers have been given the letters to spell the slogan "Be Here." Each day that the entire class is "here" and on time they will earn one letter of the slogan which will be displayed in the classroom. Upon spelling the entire slogan the class will be rewarded by choosing from the perfect attendance reward menu.

***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																																																												
S Math Grades 3 and 6 <ul style="list-style-type: none"> significant declines in the NM/W category in grades 3 and 6 significant increase in EE/ME/A/P categories in grade 3 exceed both district and state in all but five areas in grades 3 and 6 	<table border="1"> <thead> <tr> <th>GRADE 3 MATH</th> <th>2016</th> <th>2017</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>EE/ME/A/P</td> <td>25%</td> <td>44%</td> <td>+19</td> </tr> <tr> <td>NM/W</td> <td>46%</td> <td>3%</td> <td>-43</td> </tr> <tr> <th>Grade 4 MATH</th> <th>2016</th> <th>2017</th> <th>Change</th> </tr> <tr> <td>EE/ME/A/P</td> <td>16%</td> <td>29%</td> <td>+13</td> </tr> <tr> <td>NM/W</td> <td>27%</td> <td>33%</td> <td>+6</td> </tr> <tr> <th>Grade 5 MATH</th> <th>2016</th> <th>2017</th> <th>Change</th> </tr> <tr> <td>EE/ME/A/P</td> <td>36%</td> <td>21%</td> <td>-15</td> </tr> <tr> <td>NM/W</td> <td>21%</td> <td>25%</td> <td>+4</td> </tr> <tr> <th>Grade 6 MATH</th> <th>2016</th> <th>2017</th> <th>Change</th> </tr> <tr> <td>EE/ME/A/P</td> <td>45%</td> <td>46%</td> <td>+1</td> </tr> <tr> <td>NM/W</td> <td>33%</td> <td>18%</td> <td>-15</td> </tr> <tr> <th>ALL Grades</th> <th>2016</th> <th>2017</th> <th>Change</th> </tr> <tr> <td>EE/ME/A/P</td> <td>30%</td> <td>34%</td> <td>+4</td> </tr> <tr> <td>NM/W</td> <td>32%</td> <td>21%</td> <td>-11</td> </tr> </tbody> </table> <p>(Math MCAS 2017)</p>	GRADE 3 MATH	2016	2017	Change	EE/ME/A/P	25%	44%	+19	NM/W	46%	3%	-43	Grade 4 MATH	2016	2017	Change	EE/ME/A/P	16%	29%	+13	NM/W	27%	33%	+6	Grade 5 MATH	2016	2017	Change	EE/ME/A/P	36%	21%	-15	NM/W	21%	25%	+4	Grade 6 MATH	2016	2017	Change	EE/ME/A/P	45%	46%	+1	NM/W	33%	18%	-15	ALL Grades	2016	2017	Change	EE/ME/A/P	30%	34%	+4	NM/W	32%	21%	-11
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MCAS Writing was an area of relative strength as evidenced by the ELA MCAS 2017:

- scoring above the district and state on the grade 3 and 4 Constructed Response
- scoring above the district and even with the state on the grade 5 Essay
- scoring above the district and the state on the grade 4 and 6 Essay

English Language Arts	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School / State Diff
GRADE 3					
Constructed Response	3	49%	35%	38%	11
Essay	13	38%	39%	43%	-6
Grade 4					
Constructed Response	3	50%	46%	48%	2
Essay	13	59%	48%	52%	7
Grade 5					
Essay	20	52	49	52	0
Grade 6					
Essay	23	53	46	47	6

(ELA MCAS 2017)

Grades K-2 Vocabulary Acquisition and Student Discourse

- High levels of engagement during science content area
- Deep understanding of science concepts
- Increase in vocabulary acquisition
- Increase in student discourse
- Increase in reading comprehension

- Improving Literacy Through Science Talk Initiative
- Monthly videos

Areas of Concern

Concern	Evidence																																																							
<p>5 Science</p> <ul style="list-style-type: none"> Canterbury scored below the district and the state in all but four areas: the water cycle, plants/animals, magnetic energy, and properties of objects/materials. CPI declined 9.5 points, from 72.5 in 2016 to 63.0 in 2017. 	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2016</th> <th colspan="3">2017</th> </tr> <tr> <th>School</th> <th>District</th> <th>State</th> <th>School</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>CPI</td> <td>72.5</td> <td>64.7</td> <td>76.4</td> <td>63.0</td> <td>66.4</td> <td>75.3</td> </tr> <tr> <td>Advanced</td> <td>0%</td> <td>7%</td> <td>16%</td> <td>0%</td> <td>11%</td> <td>17%</td> </tr> <tr> <td>Proficient</td> <td>18%</td> <td>22%</td> <td>31%</td> <td>17%</td> <td>21%</td> <td>29%</td> </tr> <tr> <td>Needs Improvement</td> <td>60%</td> <td>45%</td> <td>38%</td> <td>35%</td> <td>43%</td> <td>39%</td> </tr> <tr> <td>Warning/Failing</td> <td>23%</td> <td>26%</td> <td>14%</td> <td>48%</td> <td>25%</td> <td>15%</td> </tr> <tr> <td>N Students</td> <td>40</td> <td>1,787</td> <td>69,681</td> <td>48</td> <td>1,844</td> <td>70,312</td> </tr> </tbody> </table> <p>(Science MCAS 2017)</p>		2016			2017			School	District	State	School	District	State	CPI	72.5	64.7	76.4	63.0	66.4	75.3	Advanced	0%	7%	16%	0%	11%	17%	Proficient	18%	22%	31%	17%	21%	29%	Needs Improvement	60%	45%	38%	35%	43%	39%	Warning/Failing	23%	26%	14%	48%	25%	15%	N Students	40	1,787	69,681	48	1,844	70,312
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Reading Comprehension

- Grades 3-6
- Key Ideas and Details
- Craft and Structure
- Integration of Ideas
- Drawing Conclusions

English Language Arts	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School / State Diff
Grade 3					
Integration of Knowledge and Ideas	3	51%	49%	59%	-8
Key Ideas and Details	16	56%	54%	61%	-5
Grade 4					
Craft and Structure	6	66%	69%	79%	-13
Key Ideas and Details	17	53%	56%	64%	-11
Grade 5					
Craft and Structure	3	63%	63%	73%	-9
Integration of Knowledge and Ideas	4	66%	63%	69%	-3
Key Ideas and Details	13	69%	71%	79%	-10
Grade 6					
Craft and Structure	7	53%	57%	66%	-13
Integration of Knowledge and Ideas	4	41%	48%	56%	-15
Key Ideas and Details	13	49%	57%	64%	-15

(ELA MCAS 2017)

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)

1. Collective teacher efficacy 1.57

is refers to a staff's shared belief that through their **collective** action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.

2. Teacher Credibility .90

en more important than student motivation is teacher credibility, students' perception of teachers. The three keys to building teacher credibility are: trusting relationships, competence, and passion.

3. Direct instruction .60

olves explicitly teaching a carefully sequenced curriculum, with built in cumulative practice.

4. Teacher Clarity .75

acher Clarity is a process for narrowing and focusing activities, cutting away aspects of instruction that don't help learning by identifying the most critical parts of instruction: **learning intentions, success criteria, and learning progressions.**

5. Formative evaluation .68

he purpose of formative evaluation is to gather information to understand strengths and weaknesses in order to improve teaching and learning.

6. Response to Intervention 1.07

is is a process used to help students who are struggling with a skill or lesson; every teacher will use **interventions** (a set of teaching procedures) with any student to help them succeed in the classroom—it's not just for children with special needs or a learning disability.

7. Time-On-Task .62

is is defined as the percentage of classroom time when students are actively engaged in learning.

bove referenced common practices, are at the foundation of all we do here at Canterbury Street School. First and foremost, must be a shared belief that when provided effective, high quality instruction, all students can learn. Even disadvantaged students. Positive relationships between students and teachers they deem credible are at the heart of all learning. Teachers provide instruction that is carefully crafted, with the support of administrators and FIC, to ensure that clear learning objectives are present, and that there is a clear understanding of what students must know, and be able to do as a result of the lesson. To ensure success for all, we use formative assessment to identify students in need of further guided instruction or RTI. All schedules are built around maximizing learning time for students.

Leadership, Shared Responsibility, and Professional Collaboration

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

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>1.5 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 improve their practice.</p> <p>1.6 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.\</p> <p>1.7 Formal structures are in place to build effective staff relationships balanced with transparency and open, two- way communication across staff and school teams and between administrators and staff.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>1.5 Weekly PLC meetings by grade span and/or content area</p> <p>1.6 Carefully crafted schedules (both classroom and building-wide) developed and monitored to ensure time of learning for all students daily</p> <p>1.7 On-going communication to and with staff through weekly meetings (PLC, CPT, Staff, PBIS, ILT); the use of a weekly staff newsletter; shared staff Google Drive; shared staff Google calendar</p> <p>The instructional Leadership Team (ILT) meets bi-monthly to review professional learning activities and assess level of implementation effectiveness.</p>
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Meeting Notes from PLC, ILT, PBIS, and Staff Meetings</p>	<p>Data Source: Student work, common assessments, benchmark assessment data</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)

2.4 Instructional leaders conduct weekly or daily classroom observations (e.g., learning walkthroughs) focused on strengthening teachers’ instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction to individual teachers and teacher teams. These data inform instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed.

2.6 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.

2.7 Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation are in place and consistently implemented, resulting in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks, that meets the needs of each student.

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

I.4 Focus on strengthening core instruction in all classrooms; observations by principal, AP, and FIC with actionable feedback provided to staff; on-going monitoring

I.5 Weekly PLC meetings; data collection and analysis to inform practice; CPT with guided planning

I.6 Standards-based guided planning with principal and FIC to maximize the use of district mandated resources; differentiated FIC coaching support

The instructional Leadership Team (ILT) meets bi-monthly to review available school-wide data to determine the level of proficiency being achieved in classrooms at the Tier 1 level. Improving core instruction is the goal.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Teacher observation reports, formative and summative evaluations, PLC and staff meeting notes, lesson plans

Data Source: Student work, common assessments, benchmark assessment data

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 Specific, research-based interventions and enrichment experiences are defined and planned and regularly provided, although student participation is not systematic (e.g., tiered system of support), or interventions are not comprehensive (e.g., available for both English language arts and mathematics). Barriers may include scheduling conflicts or other structural challenges.
- 3.2 Most staff members are provided with training and support to ensure that they: (1) identify cues when students need additional assistance (both academic and nonacademic) and (2) respond appropriately to those cues.
- 3.3 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.

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

- 3.1 Team-based approach to RTI with a focus on all students meeting learning goals
 - 3.2 On-going work in PLC and staff meeting to provide education and support to teachers in the identification of student need areas and appropriate response
 - 3.3 Focus on student-level progress and flexible groupings that change based on formative assessments; carefully selected interventions to support individual student need areas
- The instructional Leadership Team (ILT) meets bi-monthly to review student assessment data, identify students in need of RTI, assess proficiency and re-align intervention groups and/or resources as needed.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: PLC meeting notes, SSPs, IEPs	Data Source: Formative and summative assessments

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

*Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers
(Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)*

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>4.2 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.</p> <p>4.4 Leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systemic system of wraparound services (e.g., health, housing referrals). Leaders and staff assess the needs of students and families throughout the school year.</p> <p>4.5 The school makes family engagement a priority, but only three or four of 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/or (5) communications with families are made available in multiple languages, as needed.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>4.2 Strong, high-functioning PBIS committee to support the implementation of PBIS school-wide in all classrooms</p> <p>4.4 Purposeful collaboration with support staff (SAC, Psychologist, special education and ESL staff) to work with and support families for the benefit of all children</p> <p>4.5 High levels of family engagement through a multitude of channels: SSP/IEP meetings, family nights, performances, classroom workshops, teacher/parent communication</p> <p>The ILT works closely with the PBIS committee and school administration to ensure that the above best practices are in place and effective.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: PBIS committee notes, SSPs and IEPs	Data Source: attendance data, student work, formative and summative assessments

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Canterbury Street School	Mary G. Sealey	August 2017-June 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Teachers will continue to develop their effective teaching practices within the Readers'/Writer's workshop and ensure the principles of this structure are in place.	K-6	<ul style="list-style-type: none"> Balanced Literacy Lucy Calkins Teacher observations Student work
2	Teachers will work collaboratively with their colleagues to develop and deliver math units of study aligned to the Massachusetts State Curriculum Frameworks while incorporating the use of the district resource, Envisions Math and Greg Tang techniques.	K-6	<ul style="list-style-type: none"> District / school administrative expectations CCSS
3	Teachers will develop and deliver science units of study that allow for high engagement, inquiry-based learning, with many opportunities for high levels of student discourse and vocabulary acquisition and use.	K-2	<ul style="list-style-type: none"> Improving Literacy through Science Talk Monthly video clips / student discourse

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Work within collaborative structures (PLC, CPT, Staff Meetings) to refine the Balanced Literacy approach and the use of the Reader's/Writer's Workshop model. 	<ul style="list-style-type: none"> ● The focus of on-going professional development in this area include a focus on building vocabulary and the use of word walls, shared reading/writing activities, with the support of ESL staff during the ELD block
2	<ul style="list-style-type: none"> ● Initial training in use of Envisions program by Pearson consultants ● District-wide training days for new Envisions program ● Greg Tang professional learning opportunities 	<ul style="list-style-type: none"> ● Weekly work during math PLC to problem solve and review student work ● On-going math professional development and guidance regarding expectations concerning the use of the Envisions program in conjunction with the CCSS to provide effective math instruction ● Specific focus on the three parts of the lesson, formative assessment, direct instruction, RTI, vocabulary and differentiated in-class work and homework ● Guided unit planning at each grade level with the support of the FIC and/or principal ● Meeting at PLC with math liaison
3	<ul style="list-style-type: none"> ● Improving Literacy Through Science Talk initiative K-2 ● Work with guidance of Dr. Catherine Snow to increase student discourse and vocabulary development ● Development of inquiry-based, highly engaging science units 	<ul style="list-style-type: none"> ● Teachers meet in grade level teams monthly to plan and discuss units of study ● View monthly video clips of students to assess improvements in discourse and vocabulary over time

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> Balanced Literacy Reader's Writer's Workshop Lucy Calkins DESE CCSS 	<ul style="list-style-type: none"> Differentiation for teacher readiness Instructional strategies to increase comprehension
2	<ul style="list-style-type: none"> Envisions Math CCSS 	<ul style="list-style-type: none"> Program specific pre-requisite skills Pacing Common assessments
3	<ul style="list-style-type: none"> Dr. Catherine Snow Science Liaisons CCSS Atlas 	<ul style="list-style-type: none"> Materials Levels of implementation

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none"> Progress monitored by principal observations and work in PLC meetings 	<ul style="list-style-type: none"> On-going refinement in Read Aloud, Shared Reading/Writing, and Close reading strategies
2	<ul style="list-style-type: none"> Progress monitored by principal observations and work in PLC meetings 	<ul style="list-style-type: none"> Guided lesson planning with principal and FIC to ensure effective daily implementation
3	<ul style="list-style-type: none"> Work with six additional elementary schools to scale up initiative across the district 	<ul style="list-style-type: none"> Teachers continue to work in teams on unit development