

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**May Street**

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School

**Luke Robert**

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Principal or Administrator

**Maureen Binienda**

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Superintendent

## I. School Instructional Leadership Team Members

### School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept. /team-specify position, i.e. 2<sup>nd</sup> grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

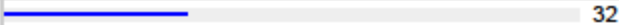
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.












Name	Position	ILT Meeting Dates
Luke Robert	Principal	Sept: 7,14,21,28
Lauren Racca	Assistant Principal/Grade 5/6 teacher	Oct: 5,12,19,26
Lisa Tiscione-Rodriguez	Focused Instructional Coach	Nov: 2,9,16,30
Carol Puskas	Grade 6	Dec: 7,14
Maria Beaudette	Grade 5	Jan: 4,11,18,25
Patricia Riley	Grade 4	Feb: 1,8,15
Gena Gauthier	Grade 3	Mar: 1,8,15,22,29
Deirdre Shea	Grade 2	Apr: 5,12
Katelynne Watson	Grade 1	May: 17,24,31
Tammy Lapierre	Kindergarten	June: 7
Jean LaPointe	Special needs teacher	
Dinh Pham	School Adjustment	

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

### 2016 Accountability Data - May Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	May Street (03480175)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 2</b>	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
<b>All students:</b>	 32	
	Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - 		<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		 53	Did Not Meet Target
<a href="#">High needs</a>		 44	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>		-	
<a href="#">ELL and Former ELL</a>		 49	Did Not Meet Target
<a href="#">Students w/disabilities</a>		-	
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	
<a href="#">Asian</a>		-	
<a href="#">Afr. Amer./Black</a>		-	
<a href="#">Hispanic/Latino</a>		 52	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	
<a href="#">White</a>		 63	Did Not Meet Target

### III. Comprehensive Needs Analysis

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
<p><b>ELA</b></p> <ol style="list-style-type: none"> <li>1. PARCC overall growth was in the 52<sup>nd</sup>ile on target for all grade levels.</li> <li>2. Benchmark Assessment EOY Spring 2016</li> <li>3. MAP ELA EOY Spring 2016</li> </ol>	<ol style="list-style-type: none"> <li>1. Slight decrease in student growth 2015 SGP 55.0 2016 SGP 52.0 Change of -3</li> <li>2. Benchmark Assessment               <ol style="list-style-type: none"> <li>a. Kindergarten 81% at D or above 19% C or below</li> <li>b. Grade 1 66% J or above 34% I or below</li> <li>c. Grade 2 63% M or above 37% L or below</li> </ol> </li> <li>3. MAP               <ol style="list-style-type: none"> <li>a. Grade 6 51% Hi average +</li> <li>b. Grade 5 43% Hi average +</li> <li>c. Grade 4 46% Hi average +</li> <li>d. Grade 3 49% Hi average +</li> </ol> </li> </ol>
<p><b>Math</b></p> <ol style="list-style-type: none"> <li>1. PARCC grade 5/6 Student Growth Percentile (SGP)</li> <li>2. Level 4 and 5 proficiency in grade 6</li> <li>3. Math MAP</li> </ol>	<ol style="list-style-type: none"> <li>1. PARCC SGP Grade 6 SGP 84<sup>th</sup> %ile Grade 5 SGP 55<sup>th</sup> %ile</li> <li>2. PARCC Proficiency Grade 6 60% level 4 and 5</li> <li>3. MAP Grade 5 62% hi average +</li> </ol>
<p><b>Science</b></p> <ol style="list-style-type: none"> <li>1. Implementation of grade 3/4/5/6 science block</li> <li>2. Science proficiency gap for all students improved below target</li> </ol>	<ol style="list-style-type: none"> <li>1. All students receive one hour science block each day</li> <li>2. Proficiency Gap CPI 2015 -70.1 2016 -70.5 = +0.4</li> </ol>

<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
<p><b>ELA</b></p> <ol style="list-style-type: none"> <li>1. Overall CPI 80.1 9.2 short of 89.3 goal</li> <li>2. Percentage of level 1 and 2 in PARCC in grades 3 and 4</li> <li>3. Benchmark Assessment grades one and two</li> </ol>	<ol style="list-style-type: none"> <li>1. Hispanic/Latino 2015 CPI 78.2 2016 CPI 72.7 decline of 5.5</li> <li>2. PARCC grade 3 level 1 and 2 = 31% grade 4 level 1 and 2 = 24%</li> <li>3. Benchmark Assessment Grade 1 34% below Grade 2 37% below</li> </ol>
<p><b>Math</b></p> <ol style="list-style-type: none"> <li>1. Overall CPI 74.9 12.8 short of 87.7 goal</li> <li>2. Level one and two percentages in grades three (44%) and four (47%)</li> <li>3. Proficiency Gr. 3 40% Gr.4 34%</li> </ol>	<ol style="list-style-type: none"> <li>1. ELL below target 2015 81.1 2016 70.4 decline of -10.7 18.8 short of the target of 89.2</li> <li>2. Hispanic/Latino below target 2015 75 2016 64.4 declined -10.6 23.1 short of the 87.5 target</li> <li>3. PARCC growth was below target for all students 2015 SGP 72.0 2016 SGP 48.0 decline of -24 Grade 4 14% SGP</li> </ol>
<p><b>Science</b></p> <ol style="list-style-type: none"> <li>1. CPI of 70.5 14.5 short of 85CPI needed to achieve target</li> <li>2. MCAS Warning and Needs Improvement</li> <li>3. Proficiency Level</li> </ol>	<ol style="list-style-type: none"> <li>1. CPI for High Needs 2015 64 2016 61.1 declined -2.9</li> <li>2. MCAS 2016 63% of students warning or needs improvement</li> <li>3. ELL/Former ELL</li> </ol>

88% warning or needs improvement

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
<b>Prioritized Best Practices or Strategies</b>	<p><b>1.2 High Expectation and Positive Regard:</b> Use of AVID practices in grades 4, 5 &amp; 6 with a focus on organization, note taking, study skills deeper thinking (metacognition). Use of assemblies and acknowledgements for achievement. Data and exemplar display to promote the growth mindset in learners. Use of Second Step in all classrooms.</p> <p><b>1.4 Monitoring Implementation and School Progress:</b> Math Team and ELA team will meet monthly to formulate a vertical plan to use common language and practices grades 3-6. Address weaknesses and high need students through review of formative and summative data communicated through grade level meetings with appropriate service providers (school adjustment, ELL and SPED) Foundations, year one in grades K and 1. PD as needed provided by FIC or district coach. Weekly grade level meetings focused on student achievement.</p> <p><b>1.5 Use of time for Professional Development and Collaboration:</b> Targeted professional learning in ELA, Math and Science Focus on literacy in Math, ELA and Science through monthly team meetings, classroom learning walks and review of data to improve practices. Weekly grade level meetings to monitor schedules, RTI, and other practices relative to the success of all students.</p>
<b>Instructional Leadership Team Implementation</b>	<ol style="list-style-type: none"> <li>1. <b>Monthly data review of formative and summative information.</b></li> <li>2. <b>Establishment of an ELA and Math team that will meet monthly to develop, sustain and promote new practices and best practices based on established research.</b></li> <li>3. <b>Weekly ILT and grade level team meetings focused on in depth data review to facilitate decision making regarding planning and student groupings.</b></li> </ol>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source: Data Source:</b> BAS and running records; formative assessments; student work with targeted, timely, comments, scored writing in response to reading observation of higher order questioning; lesson plans with specific student learning objective; and grade level meeting minutes in conjunction w/the use of standards based units. Review of web sites and information that is	<b>Data Source:</b> Benchmark Assessment growth, MAP growth and overall scores. Next Generation MCAS scores, ACCESS data, review of student data through formative assessments, teacher observation, homework and other formative and summative measures. Demonstration of Costa's levels of thinking. Elements of Reading Journals.

available relative to meeting goals. Costa's levels of thinking (AVID).	
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**Intentional Practices for Improving Instruction**

*Employing intentional practices for improving teacher-specific and student-responsive instruction*

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

<p><b>Prioritized Best Practices or Strategies</b></p>	<p><b>2.3 Identifying and Addressing Student Academic Needs</b> Grade level teams (including SPED teachers, ELL teacher and tutor) meet weekly with FIC and/or Principal to identify and meet student needs with the use of data, identified needs of individuals. Notes are recorded, shared and reviewed to maintain communication.</p> <p><b>2.6 Student Assessment Data Use (for classroom instruction)</b> a variety of formative and summative assessments used to determine student achievement and next steps. Targeted, timely and actionable feedback delivered to students based on information derived from data.</p> <p><b>2.7 Structures for Instructional Improvement</b> Use of AVID note taking in grade 4, 5 &amp; 6, differentiated use of Engage NY and Foundations to provide rigorous instruction.</p>
<p><b>Instructional Leadership Team Implementation</b></p>	<ol style="list-style-type: none"> <li><b>1. The ILT will oversee agendas created for the ELA and Math teams as we vertically align practices making decisions on adopted best practices, vertically.</b></li> <li><b>2. ELA and Math teams will continue meeting on a monthly basis and as needed to make adjustments to schedules, assessments and practices.</b></li> <li><b>3. Review of lesson plans to assure that they incorporate standards based lessons that incorporate differentiation, SEI strategies and best practices.</b></li> </ol>

**School Performance Indicators and Data Sources**

<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> Lesson plans, SEI smart card as a means to assess ELL learner’s goals. Use of HQTL statement as a guide to teacher and classroom organization, instruction and student ownership of learning. DESE observation guides. Teacher notes on student work demonstrating targeted feedback. “I can” statements posted to support student understanding of learning objectives.</p>	<p><b>Data Source:</b> access to a variety of curriculum options for high needs students. Targeted feedback on work in a timely manner. Review of data sources formative and summative, exit slips, think notes. Teacher observation and running records.</p>



**Providing Student-Specific Supports and Instruction to All Students**

*Providing student-specific supports and interventions informed by data and the identification of student-specific needs*  
 (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)

<p><b>Prioritized Best Practices or Strategies</b></p>	<p><b>3.3 Determining School Wide Student Supports:</b> Student performance is reviewed after each unit in Foundations, BAS 3x per year, response to reading, weekly, MAP testing up to 3x a year. These measures help to determine the support each child needs throughout the school year. Identification of high needs students and development of practices and strategies to increase performance in all academic areas.</p> <p><b>3.5 Academic Interventions for English Language Learners:</b> The ELL teacher is involved with grade level meetings to share information with teachers about successes and struggles of second language learners. Use of SEI smart card for strategy implementation purposes. Use of “I can” statements that are understandable for ELL students.</p> <p><b>3.6 Academic Interventions for Students with Disabilities:</b> The special education teachers are involved in all grade level meetings to share information with teachers about success, struggles and needs of special education students. Planning with classroom teachers for Foundations, math and reading takes place on a weekly basis and adjustments made accordingly.</p>
<p><b>Instructional Leadership Team Implementation</b></p>	<ol style="list-style-type: none"> <li><b>1. Review data of research based interventions and identify next steps.</b></li> <li><b>2. Develop and review student goal setting guidelines that are based on data.</b></li> <li><b>3. Implement purposeful classroom visits with targeted feedback to align best practices across grade levels.</b></li> </ol>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Student Support Process, Special needs and 504 review, report cards and progress reports, running records, data review. RTI groupings, boost groups, ELL/SPED and tutor schedules. Review of formative and summative data, targeted feedback tied into goal setting, data display.</p>	<p><b>Data Source:</b> review of targeted feedback relative to goal setting. Review of student data summative and formative. Report cards and progress report grades. Students’ use of strategies identified through rubrics, checklists, exit slips, teacher observation, literal notes, anecdotal notes and other means.</p>

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

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

**Prioritized Best Practices or Strategies**

**4.2 Adult/Student Relationships** Second Step is practiced school wide. School wide behavior support plan in place for all students based on the social expectations outlined in the district report card. Continued development of expectation charts and plans for students who struggle with the general expectations. This information is shared with teachers, families, administration and the adjustment councilor as needed.

**4.5 Family and Community Engagement** Many social events for students and their families are planned throughout the year and coordinated between administration, teachers and the MayCo members (PTO). Staff members are routinely in communication with families with information about their child’s progress and needs. SSPs are held as needed and parents are always involved with the process.

**Instructional Leadership Team Implementation**

- 1. Review and implement Second Step to Respect curriculum in all classrooms to address social emotional aspects of learning related to empathy and other emotions and acceptable responses.**
- 2. Address behavior through school wide plan utilizing available human and physical resources to find solutions to resolve behavioral and academic issues beyond the norm.**
- 3. Include parents in the academic and behavioral process relative to their children and the school community.**

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**Data Source:** SSP information, newsletters in multiple languages, Second Step lesson review and use of strategies and vocabulary school wide, review of behavioral interventions and solutions to behavioral issues. Field trips scheduled, school wide events scheduled. Acknowledgement of student successes through assemblies, notes, exemplars and data display.

**STUDENT RESULTS INDICATOR**

**Data Source:** newsletters in multiple languages, Second Step lesson review and use of strategies and vocabulary school wide, review of behavioral interventions and solutions to behavioral issues. Field trips scheduled, school wide events scheduled. Student participation in extracurricular events and expanded learning opportunities.

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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	May Street School	Luke Robert	Sept 2016 to June 2017

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1 ELA	Structure ELA blocks at all levels with a balanced literacy approach that incorporate IDR, Read Aloud, guided and close reading and targeted writing exercises through standards based lessons with targeted feedback tied into student goal setting.	<ul style="list-style-type: none"> <li>All Primary Teachers</li> <li>Grade 3,4,5,6 ELA/SS teachers</li> <li>ELL and SPED Teachers and staff</li> <li>These practices will be used in other subjects as applicable</li> </ul>	<ul style="list-style-type: none"> <li>Research based IDR and read aloud practices will enhance student comprehension, address reading skills and increase stamina with formative assessments.</li> <li>Targeted feedback tied into student goal setting will increase student understanding of quality and ownership of learning.</li> <li>Increased emphasis on writing will demonstrate student understanding of material read and increase student comprehension.</li> <li>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</li> </ul>

<p><b>2</b> <b>MATH</b></p>	<p>Implement math practice at all levels that incorporates the use of consistent and common multiple models for solving problems utilizing guiding practice and principles from Engage NY and Greg Tang.</p>	<ul style="list-style-type: none"> <li>• Math Teachers grades 1,2,3,4,5,6</li> <li>• Develop implementation in kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>• Use of consistent and common multiple models will increase student understanding of math concepts.</li> <li>• Review of student work with targeted feedback and prescription for exercises to develop skills that are lacking</li> <li>• Utilization of evidence based practices that support classroom instruction and provide additional practice opportunities.</li> <li>• Use of supplemental strategies derived from Greg Tang Math/Game 24/Reflex Math/Moby Max and other platforms to increase student engagement.</li> </ul>
<p><b>3</b> <b>SCIENCE</b></p>	<p>Increase student inquiry skills through hands on exercises and metacognitive questioning techniques derived from Costa's three levels of thinking.</p>	<ul style="list-style-type: none"> <li>• Science teachers grade 3,4,5,6</li> <li>• Primary science teachers where applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Develop lessons that incorporate classifying, communicating, comparing/contrasting, gathering data, creating models, measuring, observing and predicting.</li> <li>• Teachers will ask questions to actively involve students in the lesson, to increase motivation or interest, evaluate students' preparation, check on completion of work, develop critical thinking skills, review previous lessons, nurture insights, assess achievement or mastery of goals and objectives, stimulate independent learning</li> </ul>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
<p><b>1</b> <b>ELA</b></p>	<ul style="list-style-type: none"> <li>• ELA Team 20 hours of PD</li> <li>• Balanced literacy</li> <li>• Guided reading</li> <li>• Close reading</li> <li>• Daily read aloud</li> <li>• Daily independent daily reading (IDR)</li> <li>• Elements of Reading (Beck)</li> <li>• Foundations at grades K-1</li> <li>• AVID practices evident in grades 3-6</li> <li>• Higher order thinking skill development through use of 7 Keys to Comprehension               <ol style="list-style-type: none"> <li>1. Utilize questioning, think aloud, visualizing, and synthesizing of information so readers can examine their thinking process.</li> <li>2. Utilize scaffolding and reciprocal teaching to practice the skills that lead to these acts becoming automatic.</li> <li>3. Create regular assessments aligned to scope and sequence</li> <li>4. Identify high need and at risk students and specific interventions to support student learning (tier II and III)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Review and record student work with targeted feedback tied to monitoring and increasing student comprehension</li> <li>• Visit colleagues and others schools</li> <li>• Foundation meetings</li> <li>• ELA and AVID Liaison meetings</li> <li>• ELA Team review of practices with goals setting</li> <li>• Monitor student process</li> <li>• Review and adjustment of RTI effectiveness</li> <li>• Review of Jan Richardson best practices</li> <li>• Utilize district liaison for information relative to testing, resources and best practices.</li> </ul>

<p style="text-align: center;"><b>2</b> <b>MATH</b></p>	<ul style="list-style-type: none"> <li>• Math team 20 hours of PD</li> <li>• Identify common models across grade levels, as appropriate.</li> <li>• Review, sample and align Engage NY and Achieve the Core to WPS scope and sequence</li> <li>• Incorporate Greg Tang practices and principles into the lesson planning and student work.</li> <li>• Develop use of Go Math materials to supplement practice.</li> <li>• AVID practices evident in grades 3,4,5,6 including systematic note taking</li> <li>• Manipulatives and hands on learning</li> <li>• Identify high needs and at risk students and specific interventions to support student learning (tier II and III)</li> <li>• Introduce, review and apply math vocabulary</li> <li>• Think Aloud</li> <li>• Computer based practice sites</li> </ul>	<ul style="list-style-type: none"> <li>• Data display</li> <li>• Classroom visits</li> <li>• Review of student work with targeted feedback</li> <li>• Math and AVID Liaison meetings</li> <li>• Lafayette Roadmaps, letters for parents</li> <li>• Review and adjustment of RTI effectiveness</li> <li>• Provide teachers with rich professional learning activities</li> <li>• Provide teachers with professional learning time to develop best practices</li> <li>• Greg Tang site review and utilization</li> <li>• Engage NY review and implementation</li> <li>• Utilize district liaison for information relative to testing, resources and best practices.</li> <li>• Reflex Math Grant, grades 3-6</li> </ul>
<p style="text-align: center;"><b>3</b> <b>SCIENCE</b></p>	<ul style="list-style-type: none"> <li>• Schedule created to allow for one hour science daily grades 3, 4, 5, and 6</li> <li>• Inquiry based lessons aligned to WPS scope and sequence</li> <li>• Development of scientific experiential learning with purposeful, critical thinking opportunities for all science students</li> <li>• AVID practices evident in grades 3-6</li> <li>• Grades 3 and 6 teachers participation in district wide PD</li> <li>• Identify high needs and at risk students and specific interventions to support student learning (tier II and III)</li> </ul>	<ul style="list-style-type: none"> <li>• Projects Fair</li> <li>• Science and AVID Liaisons meetings</li> <li>• Science Team meetings</li> <li>• Utilize district liaison for information relative to testing, resources and best practices.</li> </ul>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
<p><b>1</b> <b>ELA</b></p>	<ul style="list-style-type: none"> <li>• Leveled libraries</li> <li>• ELA Team meetings</li> <li>• SSP</li> <li>• Read Aloud texts aligned to curriculum</li> <li>• Literacy tutor</li> <li>• ELL Teacher</li> <li>• Fountas &amp; Pinnell Benchmark</li> <li>• 7 Keys to Comprehension</li> <li>• reading eggs</li> <li>• Moby max</li> <li>• Foundations</li> <li>• avid reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Worcester State University (WSU) partnership relative to library use and non-fiction resources tied into ELA /SS</li> <li>• WSU morning intervention group</li> <li>• Team meetings by grade level and discipline incorporating essential personnel (FIC, SPED, ELL, SAC)</li> </ul>
<p><b>2</b> <b>MATH</b></p>	<ul style="list-style-type: none"> <li>• Math Libraries</li> <li>• Read Aloud text aligned to curriculum</li> <li>• District Scope and Sequence</li> <li>• Math notebooks grades 5 &amp; 6</li> <li>• SSP</li> <li>• GO Math</li> <li>• Reflex Math</li> <li>• Moby Max</li> <li>• Engage NY</li> <li>• Achieve the Core\Lafayette Parish site information</li> <li>• Greg Tang Math website and books</li> </ul>	<ul style="list-style-type: none"> <li>• Worcester State University math class students dispersed in classrooms to assist in small group learning opportunities.</li> <li>• Engage NY printouts and development of materials to support students learning</li> <li>• Greg Tang workshops</li> <li>• Use of Greg Tang web based supports</li> <li>• Use of available technology to support learning</li> <li>• Team meetings by grade level and discipline incorporating essential personnel (FIC, SPED, ELL, SAC)</li> </ul>

<b>3 SCIENCE</b>	<ul style="list-style-type: none"><li>• Read Aloud text aligned to curriculum</li><li>• Moodle-District Resource</li><li>• Discovery Education</li><li>• District scope and sequence</li><li>• District liaisons</li><li>• Materials for hands on learning</li><li>• Science libraries with fiction and non- fiction text</li><li>• Science notebooks-grades 3-6</li><li>• Moby Max</li></ul>	<ul style="list-style-type: none"><li>• District Science coach</li><li>• District science resource center</li><li>• Partnership with WSU Chemistry Club</li><li>• Team meetings by grade level and discipline incorporating essential personnel (FIC, SPED, ELL, SAC)</li></ul>
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#### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
<b>1 ELA</b>	<ul style="list-style-type: none"><li>• September 2016 began ELA team</li><li>• Team has met for over 8 hours with 12 more scheduled</li><li>• Team has read three chapters of 7 Keys to Comprehension.</li><li>• ELA teachers have made instructional visits to peers classrooms and provided feedback</li><li>• Foundations has been implemented at the K and 1 levels and is being implemented with fidelity.</li><li>• Grade 2 ELA teacher is participating in SRSD work at Norrback school to begin discussions and possible implementation of SRSD at May Street.</li><li>• Teachers have begun implementation of read aloud and IDR in all classrooms.</li><li>• ELA team has reviewed student work and provided targeted feedback</li><li>• RTI groups and practices have been established based on BAS and MAP data.</li><li>• AVID organizational practices have been established, students participate in weekly binder checks.</li><li>• We promote the use of Tumble books as a means for all students to access reading.</li></ul>	

<p><b>2</b> <b>MATH</b></p>	<ul style="list-style-type: none"> <li>• Math Team has met for 6 hours and will continue to meet throughout the year for 14 more hours.</li> <li>• Math teachers have begun implementation of Engage NY lessons to strengthen math lessons.</li> <li>• Math team members have engaged in sharing best practices</li> <li>• RTI groups have been established and student needs are being addressed through all tiers.</li> <li>• Identified grade 3,4,5,6 students are participating in Reflex math intervention to secure basic fact skills.</li> <li>• Moby Max is being used at grade levels 2, 3,4,5,6 to facilitate student access to skill development.</li> <li>• AVID organizational practices have been established, students participate in weekly binder checks.</li> <li>• Lafayette letters have been adapted to reflect lessons at May Street so that we may assist parents in understanding math concepts and practices.</li> </ul>	
<p><b>3</b> <b>SCIENCE</b></p>	<ul style="list-style-type: none"> <li>• Grade 3/4 and 5/6 teachers meet weekly to discuss science curriculum, planning and assessment practices.</li> <li>• Teachers have been implementing lessons focusing on inquiry through standards based lessons.</li> <li>• Students have participated in numerous hands on activities that promote interest and motivation in science.</li> </ul>	