

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Woodland Academy

School

Patricia Padilla

Principal

Maureen Binienda

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. 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
Patricia Padilla	Principal	Sept: 28
Lynnette Diaz	Assistant Principal	Oct: 19, 26
Karen Allen	Focused Instructional Coach	Nov: 15, 29
Caroline LeClaire	Kindergarten Teacher	Dec: 6, 20
Jocelyn Lloyd	1st Grade Teacher	Jan: 10, 24
Kaitlyn LaPrad	2nd Grade Teacher	Feb: 7, 28
Jillian Jankovic	3rd Grade Teacher	Mar: 7, 21
Maureen Tivnan	4th Grade Teacher	Apr: 4, 25
Sheri Parretti	5th Grade Teacher	May: 2, 16
Johanna Spears	6th Grade Teacher	June: 6, 13
Suzanna Resendes	Sped- Speech & Language Pathologist	
Wendy Flynn	ESL Teacher	
Sarah Belisea	Wrap-Around Coordinator	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Woodland Academy

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Woodland Academy (03480030)	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		
Level 3	Among lowest performing 20% of schools	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		

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 - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		72	Did Not Meet Target
High needs		72	Did Not Meet Target
Econ. Disadvantaged		-	-
ELL and Former ELL		70	Did Not Meet Target
Students w/disabilities		48	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		-	-
Hispanic/Latino		69	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		-	-

III. Comprehensive Needs Analysis

Areas of Strength									
Strength	Evidence								
School wide Partnership for Assessment of Readiness for College and Careers (PARCC) data in Math indicated that ALL students were on target with their 2016 student growth percentile (SGP).	2016 SGP for ALL students = 44.0 and High Needs SGP=42.0								
PARCC English Language Arts (ELA) student growth data indicated on target performance with all subgroups with the exception of students with disabilities and some grades had above average growth	2016 SGP <ul style="list-style-type: none"> ● All Students: 57.0 ● High Needs: 56.0 ● English Language Learner (ELL) and Former ELL: 57.0 ● Achieved above average growth in the areas of 5th ELA 72.5, ● 6th ELA 65 								
World-Class Instructional Design and Assessment (WIDA) ACCESS data indicated that students' language skills are improving; students are shifting into higher English Proficiency Levels (EPL) levels	EPL 1 improved by 85% EPL 2 improved by 40% EPL 3 improved by 35% EPL 4&5 represents 61% as compared to 2015 where EPLs 4&5 comprised 37% of the ELL population.								
Areas of Concern									
Concern	Evidence								
Math: Students are not meeting grade level standards on computation and application measures on informal and formal assessments	Achieved low growth in the areas of 4 th ELA 38, Math 30, and 5 th grade Math 31 The following percentages correlate to the % of students failing the Beginning of Year (BOY) assessments in Math. This assessment was based on the prior year's End of Year (EOY) assessment. For example: 1 st grade data is based upon the end of year kindergarten assessment. <table style="margin-left: 20px;"> <tr> <td>K: 67%</td> <td>4: 69%</td> </tr> <tr> <td>1: 57%</td> <td>5: 91%</td> </tr> <tr> <td>2: 64%</td> <td>6: 94%</td> </tr> <tr> <td>3: 51%</td> <td></td> </tr> </table> This assessment was done to collect data to demonstrate current levels of performance/readiness for current standards.	K: 67%	4: 69%	1: 57%	5: 91%	2: 64%	6: 94%	3: 51%	
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1: 57%	5: 91%								
2: 64%	6: 94%								
3: 51%									

<p>Primary grade students are not demonstrating the ability to retain comprehension and accuracy skills in ELA</p>	<p>52% of first graders and 62% of second graders are not meeting grade expectations of the Benchmark Assessment System (BAS) as of Fall 2016. Those same first graders left kindergarten at 54% below grade level. This year's second graders left first grade at 46% below grade. It is important to note that although the cohort is not the same, this data point is significant.</p>
<p>Student writing is simplistic, lacks content development, structure, and language that communicates clear/coherent ideas across writing styles</p>	<p>PARCC Data indicated that as students progress through the testing grades, their performance increases; however, baseline performance across the grade levels is dire up until grade 6.</p> <p>Grade 3 Expression: 66% did not meet/approached Conventions: 67% did not meet/approached</p> <p>Grade 4 Expression: 63% did not meet/approached Conventions: 65% did not meet/approached</p> <p>Grade 5 Expression: 50% did not meet/approached Conventions: 43% did not meet/approached</p> <p>Grade 6 Expression: 26% did not meet/approached Conventions: 46% did not meet/approached</p>

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <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)	
Prioritized Best Practices or Strategies	<ol style="list-style-type: none"> 1. <u>Collaboration Cycle</u>- Teachers and school leadership will engage in a cycle of collection of a wide variety of data, planning, review of student work, and professional reading/research in order to increase effectiveness of collaboration. The grade level teams will be using various rubrics and exemplars to guide the discussion and adjust practices. 2. <u>Shared Expertise/Professional Development</u>: Targeted professional development that will focus on academic discourse, as well as promoting student reflection/accountability of their own discourse/expression of their learning across the curriculum. Shared ownership of improvement is part of the culture of our entire staff. 3. <u>Response to Intervention</u>: Based on analysis of grade level data, teams develop an appropriate instructional response, such as regrouping of students according to their needs, re-teaching, or identifying Tier 2 or Tier 3 interventions.
Instructional Leadership Team Implementation	<p>ILT will:</p> <ol style="list-style-type: none"> 1. <u>Design and execute targeted Professional Development (PD)</u>: By reviewing the building-wide data in all areas, the team will identify targeted areas of foci, connected to specific instructional best practices such as but not limited to: Accountable Talk, Socratic Seminar, implementation of Structures English Instruction (SEI) strategies, guided reading and math, as well as writing Units of Study based on Lucy Calkins work. Building based staff members will be identified and recruited by the Instructional Leadership Team (ILT) and administration by their successful student data and excellent model classroom techniques. 2. <u>Data Teams</u>: Monitor and review student data from pre and post unit assessments in all content areas. This will assist with the monitoring of student achievement, effectiveness and adjustment of instructional practices, and the communication and decision-making process. This can be seen in the development and execution of unit assessments, rubrics, and exemplars. Teachers will take part in a systematic approach to reviewing student work in

	<p>order to gain a solid understanding of grade level expectations, adjust teaching practices and student learning experiences, and remediate when needed.</p> <p>3. Block schedules: A building-wide schedule designed to assist in an intentional focus and value on instructional/learning time throughout the school community. Members will enhance specific amounts of time are dedicated to the Core contents and commit to implementing specific instructional frameworks and/or intentional practices such as guided reading/ math, the workshop model (writing & reading), Socratic Seminar & Response to Intervention (RTI). In addition, reflective teaching practices will take place, such as peer observations, virtual rounds, formal and informal observations, in order to provide constructive feedback to enhance teaching practices and maintain continuity, consistency and rigor throughout all grade levels.</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"> • Staff is aware of the goals and interim benchmarks used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work. A common sense of urgency and ownership for the success of all students is shared among most staff, as demonstrated through staff discourse and actions. • Staff implements strategies and activities to ensure high expectations and positive regard between leadership, staff, and students. • School leaders are actively engaged in monitoring implementation of identified best practices, while using this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, by continuously and systematically monitoring progress. 	<p>Data Source:</p> <ul style="list-style-type: none"> • Students have a clear understanding of the goals and objectives of grade level expectations, and the high quality student outcomes that meet grade level standards. They are able to articulate what they should know and be able to do by the end of each lesson and units. This will allow for more students to demonstrate mastery of the skill. • Students will participate in quality learning opportunities that are rigorous in design, to ensure they are able to demonstrate grade level expectations in verbal and written form. • Students engage in various rigorous activities, informal assessments, and formal pre and post assessments to identify areas of weakness and/or mastery of learning skills that are directly connected to the common core. This will be measured by the percentage of students participating in the above assessments.

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

ELA/Math/Writing:

Unit and lesson Design:

Development of school-wide units, shared instructional models and identification of best practices with on-going monitoring. Teachers implement the instructional best practices that have been identified by the ILT from student data/outcomes, peer observations, virtual rounds, scientific research, and staff feedback. For example, Accountable Talk and Socratic Seminar: Students engage in active discourse about comprehension of texts, teachers facilitate deep discussions about content vocabulary, processes, and reasoning skills amongst students to formatively assess level of understanding about targeted skills. Taking the time to deconstruct the language so that students have access and understanding of how to apply comprehension strategies across the curriculum. In addition, practices such as guided reading, math, and other guided practices are incorporated on a daily basis. The Gradual Release Model allows our students to be exposed to explicit demonstration, execution of tasks through think a-louds, use of visuals/exemplars that include modeling, shared writing, and deep comprehension conversations in order to provide the necessary scaffolding for students. This can take place during small group instruction and/or whole group debriefs connected to targeted writing skills across the content areas. Students will participate in extensive shared experiences before being required to demonstrate mastery.

Intentional Targeted Instruction Incorporating SEI Strategies:

Teachers are held accountable for the consistent use of SEI endorsed strategies/instruction. Due to Woodland being a high incidence school due to our population of second language learners, the majority of our students must make accelerated growth to meet grade level expectations and to demonstrate proficiency on standardized assessments. Teachers must be SEI endorsed and implement these identified best practices throughout the day, in all content areas, to ensure our students are provided with the necessary supports to be successful.

Reflective Teaching Practices:

	<p>In order to improve their instructional practices, teachers take part in peer observations, virtual rounds (video), and other professional development opportunities to ensure quality instruction, consistency in identified best practices and provide immediate peer feedback. Administration takes part in daily classroom visits, formal and informal observations and provides feedback in various modalities, face to face, emails, notes, conferences, and evaluation reports. Areas of need are identified and supports are provided by the Focused Instructional Coach (FIC), administration, and highly effective staff. Follow up lessons are part of this model to ensure understanding, demonstrated in the execution of an effective lesson.</p>
<p>Instructional Leadership Team Implementation</p>	<p>ILT will:</p> <ol style="list-style-type: none"> 1. <u>Create subcommittees to analyze data</u> The ILT will review data in all content areas specifically second language learning. They will break up into subcommittees to ensure each area is given the same amount of attention. Systems will be reviewed such as the assessments (types of questions, pre/post data, creating units, student work analysis, rubrics, exemplars, designing tools to assist in data collection, and data analysis to find trends and areas of weakness. Time lines will be developed and adhered to building wide. 2. <u>Make collaborative decisions on next steps</u> To ensure consistency of high quality instruction by teachers and the demonstration of grade level expectations by students, the ILT will use the analysis of building wide data to design targeted PD throughout the school year and adjust instructional practices to meet expectations set by the building staff, Worcester Public Schools (WPS) and the Department of Elementary and Secondary Education (DESE). Grade level meetings will be dedicated to the Collaboration Cycle, discussions of RTI, and other reflective teaching practices. All decisions will be data driven and reviewed frequently. Ongoing assessment using Can Do Descriptors will be incorporated into collaborative discussions about data, adjustments in instruction, and student performance. 3. <u>Collect, discuss and post data from grade level</u> After deep analysis of building wide data, ILT members will decide which data will be posted, the ways in which it will be displayed, the placement of data within the classroom and throughout the building, schedule rotation of data, ways to communicate data with students and families, and create a sense of urgency and ownership by all members of the community.
<p style="text-align: center;">School Performance Indicators and Data Sources</p>	

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> • Set specific or precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers. This will be measured through evaluation check-ins, leadership communication, weekly notices and meeting minutes. • Create Block schedule outlining the necessary time dedicated to high quality teaching and learning. Instructional schedules are developed in collaboration with teachers and ensure that instructional support staff are coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction. This will be measured by shared weekly lesson plans. • Formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, professional learning communities), and protocols are consistently used to address individual students' academic needs by: (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning. • 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 	<p>Data Source:</p> <ul style="list-style-type: none"> • Students are able to articulate the learning that is taking place, why they are engaged in this learning, and how it is connected to their daily lives. They are able to demonstrate this by informal and formal assessments, tickets to leave, exit slips, and conferences. • Students will participate in a consistent and well balanced day of instruction that is aligned with the Common Core, grade level expectations, in order to maximize their learning. This will be measured using daily formative check ins/ assessments based on lesson delivery. • Students will partake in high quality learning experiences that are designed to meet the needs of all students. Pre and post, as well as informal and formal assessments are completed, to show a clear understanding of the learning objectives. This will be measured by unit assessments, exit slips, observations, etc. • Students who do not show mastery will participate in daily interventions to bridge learning gaps. This will be measured by phonics screeners, as well as informal and formal assessments.

individualized supports (e.g., coaching) for teachers, as needed.

- **Building and teacher leaders consistently use student results on benchmark and common assessments and state assessments to make decisions regarding school wide practices. Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.**
- **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. This will be measured through grade level collaboration cycle, mentor meeting notes, and meeting minutes.**

- **Students' demonstration of their learning will be a major factor in the design of units, assessments, lessons, and intervention. Students' data will drive daily instruction, the design of supports and interventions, and creation of next steps will enhance students' overall learning experiences measured by student outcome data.**
- **Students will be exposed to a systematic approach to their learning experiences. Pre and post assessments are created to determine areas of strengths and weaknesses, lessons are aligned with the state frameworks to ensure high quality learning experiences, and supports are in place to assist with student demonstration of mastery. Students will be exposed to SEI strategies and guided best practices each day.**

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

- ELA/Math:**
- 1. RTI/Tier 2: Initially interventions will be specifically tailored to intentionally target students who are “yellow” or “approaching expectations/standards. Intervals will be 20 intensive minutes at 4 weeks per targeted skill x 4 days a week.**
 - 2. Incorporate intensive daily exposure and practice opportunities to ensure mastery of foundational skills across the curriculum specifically in all WIDA domains. This can be demonstrated in oral conferences, discussions, written samples, fact fluency, sight words, and vocabulary development supported by word walls and visuals.**
- WRITING:**
- 1. Utilize a systematic approach to the writing process, which includes standard grade level unit designs, use of mini-lessons, assessments and a universal rubric. Writing Pathways will be used across grade levels to assess baseline skills and measure progress. Data points will drive instruction to focus on areas of improvement/correction per unit.**

Instructional Leadership Team Implementation

- 1. Bi-weekly analysis of data related to building wide instruction and use of evidence/data to drive PD, such as Writing Pathways rubric, Engage New York, and Grade level assessments.**
- 2. Plan and develop groups for RTI and identify most effective tools to use to expedite and ensure mastery of deficient skills. Internal phonics screener is given every four weeks, data is updated and groups are adjusted according to next deficiency.**
- 3. Collect grade level information/surveys to check-in on unit design, lesson structure, scheduling. ILT grade level representative is responsible for explaining meeting minutes, collecting grade level artifacts, checking in on progress, and monitoring the creating of grade level unit plans/assessments.**
- 4. Build common language across grade levels both within grade level and vertically. This will ensure that high quality teaching and learning practices are in place and expectations for all grade levels are clearly understood through the use of common curriculum and resources including Jan Richardson Guided Reading, Engage New York, Writing Pathways, and Foundations (Pre-K-2).**

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">• All students experience research based academic interventions appropriate for their specific needs. These best practices and enrichment opportunities are implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support. This is measured through data collected and analyzed from the phonics screener, writing rubrics, and math assessments as well as the Student Support Process (SSP) and Family Support Team (FST) process.• 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 school wide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year.• Leaders and teachers actively use established systems with criteria and protocols for identifying students for interventions and enrichment. This system meets all of the following conditions: (1) staff members follow consistent rules and procedures when identifying students in need of additional assistance; (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; and (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports. This is measured through data collected and analyzed from the phonics screener, writing rubrics, and math assessments as well as the SSP and FST process.	<p>Data Source:</p> <ul style="list-style-type: none">• Students will demonstrate an increase of Mastery of Phonics Skills, Mastery of number sense/skills , understanding of the components in quality writing and the stamina needed to achieve gravel level expectation or above in writing. This is achieved throughout building wide/grade level assessments targeting grade level and foundational skills.• Students will take part in building wide assessments in the areas of math (Beginning of Year Assessment, End of Year Assessment), writing (School Wide Narrative Assessment), and Science (School Wide Science Assessment) to demonstrate areas of strengths and weaknesses. Students are placed in RTI groups in order to remediate identified deficient skills and assist in getting them on grade level. This will be measured by data collected through the above assessments and students will be grouped according to grade level and deficiency.• Students are assessed for mastery of foundation skills in the area of early literacy using the phonics screener and BAS, and foundational math fact skills using daily timed assessments. Students are identified and placed in RTI groups according to their identified area of weakness, for 4 weeks and reassessed to determine mastery.• All students are provided with the best-practices and learning opportunities that have been identified through

- **All English language learners and students with disabilities experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school. This is measured by progress reports given quarterly by the special education teachers, ESL teachers, and classroom teachers. Screeners are also utilized by the ESL team to report on progress.**

research based curriculum, the SEI endorsement coursework, WIDA Can Do descriptors and is outlined on the WPS Smartcard. Growth in language skills can be measured by WIDA Can Do's and WIDA performance indicators, as well as through comprehension assessments (BAS), building based assessments, and our Early Literacy screener.

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

1. Student Behavior Management Process:

The SBMP is a detailed and clear outline that provides specific guidelines to our teachers on what behaviors are “Teacher Managed” and “Office Managed” behaviors. Teachers use “Teacher Office Referral Forms” to document and refer to the office, students who are displaying inappropriate behaviors. Professional Development is provided at the beginning of the school year and teachers receive an electronic copy of the SBMP.

- 2. Family Support Team: In collaboration with classroom teachers, the FST identifies students and families who are in need of support for different reasons (attendance, behavior, social/emotional, basic family needs – housing, food, ESL classes, etc.) This Team works directly with students and staff members and collaborates closely with different outside organizations (counseling agencies, Youth Mobil Crisis Interventions, Jewish Family & Children Services, etc.,) that provide support to our students, families and classroom teachers the support they need. This team works in conjunction with the SSP team and have created documents that are aligned with this tool.**

3. BrainWise and Open Circle Pilot Programs:

This year, Woodland Academy is piloting the *BrainWise* program in our Third Grade classrooms. *BrainWise* is a comprehensive instructional program that gives schools tools to help students make good decisions. It is an evidence-based program that offers a proven means of teaching critical thinking skills to benefit students throughout their lives. The program identifies critical thinking as a series of skills called the 10 Wise Ways to Stop and Think. *BrainWise* is being taught in each of the Third Grade classrooms by a team of support staff in the building. Third grade was chosen due to the high incidence data that was discovered at the end of the school year. This group of students had the highest rate of office discipline referrals during the 2015-16 school year.

	<p>Students were give a self-assessment of organizational skills as a pre-test before beginning the program, and will participate in a post-test assessment at the end of the academic year. The goal of the program is to increase students’ scores from the “elevated” to “very elevated” range of the various subtests from the Children’s Organizational Skills Scales-Child (COSS-C) will score closer to the average range on the post test. The goal for those students who scored in the average range on the pretest is to remain in the average range or improve their score by the end of the year.</p> <p>In addition to <i>BrainWise</i>, <i>Open Circle</i> program is being piloted by the Child Study department, in one of our Second Grade classes and one of our Fourth Grade classes. Two Child Study staff members come to the classrooms twice per week to conduct 15-minute Open Circle Meetings with each class. Students form a circle of chairs, including an empty seat to symbolize that there is always room for another person, voice or opinion. Open Circle Meetings are also a familiar and safe setting for children to discuss important issues in their classroom, school, local community or the broader world. Open Circle lessons are highly interactive, incorporating large and small group discussions, role playing, community-building and mindfulness activities and practices, and high quality children’s literature. Teachers and counselors can also use the <i>Open Circle Curriculum</i> in their work with students who require additional, targeted instruction. Data used to assist in piloting this program was as followed: Counseling referrals during the 2015-16: 40 mental health agency referrals and 51As filed on 37 families.</p>
<p>Instructional Leadership Team Implementation</p>	<ol style="list-style-type: none"> 1. The Instructional Leadership Team will review behavior data once per month during the ILT meeting as well as monthly staff meetings. 2. Instructional Leadership Team representatives from each grade level will share the information with their grade level colleagues and discuss data, brainstorm ideas to address and improve targeted areas and concerns, and obtain feedback on additional supports needed in the classroom. <ol style="list-style-type: none"> 3. ILT will develop a teacher survey to review present practices, current data, and determine effective practices implemented each day. 4. ILT will create systems to identify and high light classrooms and individual students who are consistently demonstrating school wide Core Values and building respectful community member expectations.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> • The school-wide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations. In addition, most staff members implement the procedures outlined in the school-wide behavior plan. Leaders monitor implementation using monthly data presented to staff. • 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. All students have access to expanded learning opportunities that are well defined and well supported. High need students are targeted for participation in these programs through academic, behavioral, and observational data. • 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 through surveys, FST process, and Parent Teacher Organization (PTO) meetings. • The school makes family and community engagement a priority and all of the following five conditions are met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage 	<p>Data Source:</p> <ul style="list-style-type: none"> • Students can articulate a clear understanding of behavior expectations at Woodland Academy. Teacher Office Referrals are processed and students take part in a reflective practice and fill out a “refection Sheet” of the behavior or incident that brought them to the office. • Through our building based FST process, students are identified as needing specific supports and are provided with building based and/or outside agency supports. This may include health counseling referrals, Behavior Health Provider Specialist from The Family Health Center, classroom consultations, individual therapy referrals, Department of Children and Families (DCF) supports, school-based Clinical Consultant from the Jewish Family & Children Services, Gail Epstein, collaborated and provided teacher support, Boys and girls club, Big brother/Big Sister, LASOS at WSU, • Through our building based FST, teachers, support staff, Wrap Around Coordinator, building based Health Center and administration families are provided with supports in order to assist in stabilizing the family. By doing so, students are able to attend to learning more effectively. This will be measured by attendance, referrals, and academic performance. • Family engagement is an important part of the Woodland Community. We have a “family Engagement” team that meets every other week, in order to plan various events that would interest, engage, and help our families. During our monthly PTO meetings, (am and pm) parents are given surveys at the first and last month

families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children's progress and needs; and (5) communications with families are made available in multiple languages, as needed.

of the school year to determine what their interests are, create subcommittees, and provide educational sessions to assist our families in becoming contributing members our school and neighborhood community. In addition, the data collected from the surveys is used to assist our staff in designing and hosting quarter family events. Interpreters are requested in all languages represented at our school, in order to ensure our parents have the opportunity to be actively engaged in their child's learning experiences.

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Woodland Academy	Patricia Padilla	Nov. 1 – June 2017

1: Professional Learning Goals:

No .	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>ELA: 100% of students will demonstrate progress in writing as a result of teachers becoming masterful in writing instruction. Students will show growth from baseline during tri-annually created assessments focused on narrative writing where 70% of students achieve a score of 3 or more according to the Writing Pathways Rubric. 65% of students in grades 3-6 will show improved content development, structure, and language use as measured by standardized assessment/Massachusetts Comprehensive Assessment System (MCAS) 2.0. Our goal is to earn a Composite Performance Index (CPI) of 76.8</p>	<p>Students and teachers in grades PreK-6, Interventionists, instructional assistants, and specialists will also contribute to instruction.</p>	<p>To establish a common understanding of the writing process and increase rigor, teachers will take part in the execution of lessons aligned with the Units of Study. Writing Pathways rubric, exemplars, and continuum will be used to identify areas of strength, weaknesses, determine exemplary work and grade level expectations.</p> <p>Building based internal assessment data, BAS, PARCC, ACCESS, MCAS 2.0</p>

<p>2</p>	<p>MATH: 100% students will demonstrate improvement in math as measured by standards based unit assessments in the areas of number sense and operations as evidenced by internally developed common grade level assessments. In order to ensure that students make effective progress, retain basic skills, and apply their learning to grade level standards, teachers will collect bimonthly data via internal assessments in areas that include number recognition, place value, addition, subtraction, multiplication, and division. 70% of students will demonstrate mastery of foundational skills and apply said skills to grade level standards. Mastery will be assessed in June of 2017 with an internal standards based assessment. Our goal is to earn the CPI target of 75.9</p>	<p>Students and teachers in grades PreK-6, Interventionists, instructional assistants, and specialists will also contribute to instruction.</p>	<p>The ensure that students have mastered basic foundational skills in the primary grades, in order to access and effectively engage in application and higher order thinking skilled activities in the intermediate grades. Students are demonstrating mastery of skills several grade levels below their present grade.</p> <p>Evidence used to determine this was our building based internal EOY assessment. PARCC, Engaged New York, MCAS 2.0</p>
<p>3</p>	<p>SCIENCE: 100% of students will show growth in the use and application of grade level scientific language while engaging in hands on-science experiences. Students will document their observations, data collection, and analyses</p>	<p>All teachers and students in grades preK-6</p>	<p>To ensure students are engaged in hands-on learning experiences, while incorporating specific scientific verbs to demonstrate what they know and were able to do in writing. The 2015-16 internal assessment data indicated gains in students' ability to explain their thinking, with intentional focus on academic science related power verbs. (EVIDENCE:</p>

using both spoken and/or written modalities measured biannually in January 2017 and June 2017, by an internally created analytic rubric for grades preK-6. 80% of students will demonstrate generalization of scientific power verbs. 30% of students in grade 5 will demonstrate proficiency or above grade level performance according to the MCAS 2.0 Science/Technology assessment.

DATA) In addition, our MCAS Science scores increased significantly as well.

Verbs	February			May		
Grade	Below Prof.	Approach	Prof.	Below Prof.	Approach	Prof.
PK-K Identify	7%	0%	93%	5%	0%	95%
1 Collect and display, Identify patterns	12%	51%	37%	9%	12%	79%
2 Classify, Defend your claim	18%	17%	65%	16%	23%	61%
3 Classify, Compare and Contrast	61%	20%	20%	17%	14%	68%
4 Analyze, Draw Conclusions	35%	34%	31%	17%	44%	39%
5 Write an argument, Cite evidence	58%	25%	17%	45%	22%	33%
6 Synthesize, Critique	90%	9%	1%	54%	32%	14%

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Grade level meetings- Unit reviews	Ongoing participation and analysis of Lucy Calkins and Units of Study
	Collaboration Cycle	Early Literacy Screener- 4 week cycle, RTI
2	Refine pre and post assessment, Scope and sequence, rubrics, increase rigor,	Daily foundational skills practice
	Take part in peer observations, virtual rounds,	Review and posting of data within classrooms
3	Create Units/lessons, assessments	Review scientific verbs, assessment activity

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	ELA: Lucy Calkins Units of Study- Writing Skill Development Jan Richardson- Next Steps in Guided Reading Writing Pathways, Socratic Seminar resources, Reach/National Geographic, on line articles/literature, technology, WIDA standards	SEI Strategies during daily instruction need to be observable Work Samples/Artifacts/Student Writing Analysis, videos, peer observations, Early literacy screener
2	MATH: Engage New York, WIDA standards Common Core. MA standards,	SEI strategies (Smartcard), virtual rounds, Socratic Seminar in Math, guided math,

3	SCIENCE: Kathy Berube Jeff Glick Common Core. MA standards, WIDA standards	Grade levels will design and develop application tasks in the science content area which include but are not limited to experiments, lab reports, and engineering projects. Artifacts include writing pieces, diagrams, illustrations, and video evidence samples.
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4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Pre and post assessments, Analyzing and track data 4-6 weeks	Peer observations, data from writing assessments, documented student growth,
2	Math assessments, tracking data,	Student progress will be monitored by pre and post assessments
3	Design of assessments per grade level	Student growth of gathering data and utilizing science verbs