

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**Jacob Hiatt School**

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**Jyoti Datta**

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. 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
Jyoti Datta	Principal	Sept: 5, 19
Martha Dewar	Assistant Principal	Oct: 3, 17
Roger Clapp	Focused Instructional Coach	Nov: 7, 21
Ann McPartland	Pre-Kindergarten Teacher	Dec: 5, 19
Julie McVoid	Kindergarten Teacher	Jan: 9, 23
Tara Gouin	First Grade Teacher	Feb: 6, 27
Jennifer Conlon	Second Grade Teacher	Mar: 6, 20
Annie Cohn	Third Grade Teacher	Apr: 10, 24
Penny Soutra	Fifth Grade Teacher	May: 8, 22
Amanda Eldridge	Sixth Grade Teacher	June: 5, 12? 19?
Tom Giampapa	Intermediate SPED Teacher	
Jessica Davis	ESL Teacher	

# I. Massachusetts Department of Elementary and Secondary Education Accountability Data 2017 Official Accountability Data - Jacob Hiatt Magnet

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Jacob Hiatt Magnet (03480140)	Grades served:	PK,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>No level</b>	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												<a href="#">About the Data</a>
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	207	207	100	Yes	207	207	100	Yes	53	53	100	Yes
High needs	152	152	100	Yes	152	152	100	Yes	39	39	100	Yes
Econ. Disadvantaged	122	122	100	Yes	122	122	100	Yes	30	30	100	Yes
ELL and Former ELL	85	85	100	Yes	85	85	100	Yes	25	25	100	Yes
Students w/disabilities	20	20	100	Yes	20	20	100	Yes	4	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	9	-	-	-	9	-	-	-	1	-	-	-
Afr. Amer./Black	48	48	100	Yes	48	48	100	Yes	12	-	-	-
Hispanic/Latino	105	105	100	Yes	105	105	100	Yes	28	28	100	Yes
Multi-race, Non-Hisp./Lat.	11	-	-	-	11	-	-	-	2	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	34	34	100	Yes	34	34	100	Yes	10	-	-	-

### III. Student Attendance and Retention

#### Jacob Hiatt School

#### Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	95.4	94.1	94.6
Average # of days absent	7.7	9.8	9.3
Absent 10 or more days	29.7	36.5	33.3
Chronically Absent (10% or more)	7.4	16.9	13.5
Unexcused Absences > 9	29.3	33.8	15.8
Retention Rate	1.2	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):

- Rewards such as certificates, pencils, and ribbons are used to recognize students for perfect attendance
- Class wide recognition of good attendance to start the school day
- School-wide assemblies to celebrate good attendance
- Teachers also meet with students in grade four and up to share quarterly attendance reports and set goals

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):

- Attendance information is carefully monitored for both absenteeism and tardiness by School Administration and SAC (SAGE Letters)
- Families are promptly contacted by SAC/Administration to discuss attendance concerns and problem solve or provide assistance
- Child study experts and nursing staff are involved as needed
- Good attendance and timely arrival is a requirement of enrollment in our magnet school

**\*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																																											
<p><b>ELA:</b> Benchmark Assessment System (BAS): 84% of students in Grade 1 met or exceeded expectations on Spring 2017 BAS, 83% of students in Grade 2 met or exceeded expectations on Spring 2017 BAS.</p> <p>MCAS Next Generation 2.0 Spring 2017: Grade 4 – Overall, 64% of students meeting and exceeding expectations. High needs students 61% of students meeting and exceeding expectations, and 57% of EL students meeting and exceeding expectations.</p> <p>Subgroup Data: 75% of SPED students are partially meeting or meeting expectations</p> <p>Measures of Academic Progress: In Spring 2017, all grades 2 – 6 met their projected growth targets in Reading. In fact, grades 2, 3, and 6 exceeded their growth targets in reading. Balanced Literacy instruction using a workshop model. Full launch of Lucy Calkin’s Writing Workshop in grades K – 6</p>	<p>Percentage of students meeting or exceeding grade level expectations on Benchmark Assessment in Spring 2017 for all students in grades K-2. Guided Reading and Intervention groups in Grades K – 2 with optimal use of human capital and Leveled Literacy Intervention resources.</p> <table border="1"> <thead> <tr> <th colspan="3">BAS End of Year Results K – 6 (Spring 2017)</th> </tr> <tr> <th>Not Meeting Expectations</th> <th>Approaching Expectations</th> <th>Meeting and Exceeding Expectations</th> </tr> </thead> <tbody> <tr> <td>23% (92)</td> <td>13% (50)</td> <td>64% (252)</td> </tr> </tbody> </table> <p>MCAS Next Generation 2.0 ELA Results Spring 2017</p> <table border="1"> <thead> <tr> <th></th> <th>NM</th> <th>PM</th> <th>ME</th> <th>EE</th> </tr> </thead> <tbody> <tr> <td>All School</td> <td>7%</td> <td>49%</td> <td>40%</td> <td>4%</td> </tr> <tr> <td>Grade 3</td> <td>10%</td> <td>57%</td> <td>29%</td> <td>3%</td> </tr> <tr> <td>Grade 4</td> <td>2%</td> <td>34%</td> <td>55%</td> <td>9%</td> </tr> <tr> <td>Grade 5</td> <td>8%</td> <td>51%</td> <td>40%</td> <td>2%</td> </tr> <tr> <td>Grade 6</td> <td>7%</td> <td>53%</td> <td>37%</td> <td>2%</td> </tr> </tbody> </table> <p>MAP Reading Student Growth Summary Report</p> <table border="1"> <thead> <tr> <th colspan="2">End of Year (Spring 2017)</th> </tr> </thead> <tbody> <tr> <td>MAP 2 – 6 Reading</td> <td>62% (158) meeting growth target</td> </tr> </tbody> </table> <p>-Weekly lesson plans that outline mini lessons for skills and strategies in Reading Workshop, Guided Reading, read-alouds with</p>	BAS End of Year Results K – 6 (Spring 2017)			Not Meeting Expectations	Approaching Expectations	Meeting and Exceeding Expectations	23% (92)	13% (50)	64% (252)		NM	PM	ME	EE	All School	7%	49%	40%	4%	Grade 3	10%	57%	29%	3%	Grade 4	2%	34%	55%	9%	Grade 5	8%	51%	40%	2%	Grade 6	7%	53%	37%	2%	End of Year (Spring 2017)		MAP 2 – 6 Reading	62% (158) meeting growth target
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(2017 – 2018 school year).

opportunities for listening and oral discourse, Calkin’s units of study, and Foundations in grades K – 3.

- Utilizing ATLAS platform
- Unpacking new ELA Standards
- PLC: “Next Steps Forward in Guided Reading”, by Richardson (All staff Fall 2017)
- Utilizing “look for” posters for school wide best practices – explicit vocabulary instruction, metacognitive skills, flexible grouping and cooperative learning.
- Administrating Benchmark Assessment System (BAS) – 100% of students in Fall and Spring across all grade levels K – 6. Mid-year BAS in grades K, 1, and 2, as well as for those students performing below the benchmark in Fall administration.
- Diving deeper into the question stems and rubric of Webbs Depth of Knowledge Wheel and Bloom’s Taxonomy
- Examining multiple pieces of data to analyze sub skill deficiencies and guide core instruction and intervention practices.
- Differentiating ELA instruction based on assessment data – addressing sub skill deficiencies and stretching those who are ready for more challenge
- Blocking schedule to support GR and Intervention teams in grades K – 2.
- Maximizing use of human capital and resources
- Scheduling two-hour blocks for literacy with an additional 30 minutes of intervention in all grades daily. Utilized Leveled Literacy Intervention System with below grade level readers in grades K through 2, to promote catch up growth.

**MATHEMATICS:**

MCAS Next Generation Spring 2017

Grade 4: In Number and Operations in Base Ten, our school's percentage of possible points was 80%, exceeding the State percentage points by 7.

In Number and Operations – Fractions, our school's percentage of possible points was 82%, exceeding the State percentage by 12 points.

In Operations and Algebraic Thinking (Gain familiarity with factors and multiples), our school's percentage of possible points was 67%, exceeding the State by 8 points.

Grade 6: 53% of students met or exceeded expectations as compared with the State at 49%

**Subgroup Data:**

93% of Title I students in grades 3 – 6 exceed, meet, and partially meet expectations

72% of EL students in grades 3 – 6, met or partially meet expectations.

**Measures of Academic Progress (MAP):**

In Spring 2017, grades 2, 3, 5 and 6 met their projected growth targets in Math. In fact, grades 2, 5 and 6 exceeded their growth targets.

**SCIENCE:**

MCAS Science, Spring 2017 results: (Grade 5)

Tracking ahead of the State on Physical Sciences, school percentage of possible points was 73% and the State percentage possible points is 69%. In particular, our students demonstrated strength in the strands Forms of Energy, Light Energy, Electrical Energy, and Magnetic Energy.

MCAS Next Generation 2.0 Mathematics Results Spring 2017

	NM	PM	ME	EE
All School	7%	53%	37%	3%
Grade 4	4%	53%	42%	2%
Grade 6	5%	42%	51%	2%

End of Year (Spring 2017)	
MAP 2 – 6 Math	61% (158) meeting growth target

MCAS Science, Spring 2017



**Areas of Concern**

**Concern**

**Evidence**

**ELA:**

MCAS Next Generation 2.0 Results, Spring 2017

- Grade 3: 32% of students meeting or exceeding expectations compared with State at 47%
- Grade 5: 42% of students meeting or exceeding expectations compared with State at 49%

Note: At the end of grade 5, we typically lose our higher performing students to the WPS academies or other independent schools. 100% of students receiving Exceeding Expectations are no longer with us in sixth grade.

- Grade 6: 37% of students meeting, 2% exceeding expectations, (39%) compared with State at 50%

**All School:**

MCAS Next Generation 2.0

- 49% partially meeting expectations and 7% not meeting expectations
- Only 8% of EL students in grades 3 – 6 met expectations.
- Item analysis for ELA results indicates a weakness in Key Ideas and Details and Integration of Knowledge.

**BAS:**

- Only 52% of Kindergarten students meeting or exceeding expectations on end-of-year Spring 2017 assessment.
- 64% of all students meeting or exceeding expectations in grades K – 6 on spring BAS.

MCAS Next Generation 2.0 ELA Results Spring 2017

	NM	PM	ME	EE
All School	7%	49%	40%	4%
Grade 3	10%	57%	29%	3%
Grade 5	8%	51%	40%	2%
Grade 6	7%	53%	37%	2%

**MATHEMATICS:**

## MCAS Next Generation 2.0 Results Spring 2017

## Meeting and Exceeding Expectations

- Grade 3: 31% of students meeting or exceeding expectations compared with State at 49%
- Grade 4: 44% of students meeting or exceeding expectations compared with State at 49%
- Grade 5: 34% of students meeting or exceeding expectations compared with State at 46%

**Note:** At the end of grade 5, we typically lose our higher performing students to the WPS academies or other independent schools. 67% of students receiving exceeding expectations are no longer with us in sixth grade.

**All School:**

- 53% partially meeting expectations and 7% not meeting expectations

**Sub Group Data:**

- 69% of economically disadvantaged students did not meet or exceed expectations on MCAS 2.0
- 85% of Students with Disabilities did not meet or exceed expectations on MCAS 2.0

## MCAS Next Generation 2.0 Mathematics Results Spring 2017

	NM	PM	ME	EE
All School	7%	53%	37%	3%
Grade 3	14%	55%	29%	2%
Grade 5	6%	60%	28%	6%
Grade 6	5%	42%	51%	2%

**SCIENCE:**

- Students scoring advanced decreased from 12% in 2016 to 9% in 2017.
- Students scoring proficient decreased from 37% in 2016 to 25% in 2017.
- Students scoring needs improvement increased from 46% in 2016 to 58% in 2017.
- Students scoring warning increased from 6% in 2016 to 8% in 2017.

-Lack of time and priority placed on hands-on learning in Science – true Science.

-Need to follow the curriculum and pacing on ATLAS for Science in all grade levels.

-Not integrating Science sufficiently across content areas such as literacy and math.

-Need to deepen vocabulary acquisition in STE.

- Not enough time devoted to professional learning in Science during staff meetings, building based PD, PLCs and CPT.

**MCAS Results Spring 2017**

Year	Warning	Needs Imp.	Proficient	Advanced
2016	6%	46%	37%	12%
2017	8%	58%	25%	9%

-Schedules and lesson plans

-Student work and oral discourse

-PD Offerings and Staff Meeting agendas

## V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
<p><b>Instructional Focus Statement:</b> At Jacob Hiatt Magnet School students will achieve their highest academic potential by actively engaging in learning across all areas of a standards-based curriculum. We use a variety of performance and standards based assessments to identify student specific instructional needs, to inform effectiveness of instruction, and to modify instruction to better meet student needs. Students will be empowered to problem solve, think critically, communicate effectively, and work collaboratively.</p> <p>Collective Statement to describe our school culture: “We are <b>student centered, dynamic and collaborative.</b>”</p> <p>Collectively as a staff we identified the school-wide best practices listed below and created “Look fors” for each one that inform what students do and what teachers do.</p> <p>Additionally, Culture and Climate is a school-wide focus through the use of our STAR Shared Expectations approach to promote positive outcomes for learning, behavior, and attendance. STAR stands for Self Control, Take Responsibility, Active Learner, Show Respect.</p>
Metacognitive Strategies
Explicit Vocabulary Instruction
Balanced Literacy Approach
Flexible Groupings and Cooperative learning
<p>Culture and Climate: This is also broken down into “Look Fors” that identify what students and teachers do. STAR shared expectations and Morning Meeting/Responsive Classroom are present school-wide.</p> <p>Collaborative Learning and Growth Mindset:</p> <p><u>Students:</u> Create, imagine, and innovate, show agency in learning, collaborate with peers</p> <p><u>Teachers:</u> Professional learning, team meetings, data analysis (teach, assess, adjust), community partnerships</p>

## **Leadership, Shared Responsibility, and Professional Collaboration**

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

### **Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)**

School leadership along with Instructional Leadership Team (ILT) members actively engaged in monitoring implementation of our improvement efforts and uses this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, and continuously and systematically monitor progress (1.4.) Use of time for Professional Development and Collaboration (1.6.) as well as Communication with Staff are leveraged (1.7.)

ILT developed a school-wide focus in three key areas:

- 1.) Balanced Literacy using a reading and writing workshop approach
- 2.) Math Instruction using problem based learning – enVision 2.0 and Greg Tang
- 3.) Sheltered English Immersion Strategies as best practice for all learners

Common Planning Time (CPT) allows for shared responsibility and opportunities to assess curriculum, analyze data, and inform instruction. Hiatt’s best practices for teaching and learning include: Metacognitive Strategies, Explicit Vocabulary Instruction, Cooperative Learning and Flexible Groupings. Staff worked collectively to create “Look Fors” for each of these practices. An ongoing goal of the ILT and administration is to see consistent implementation of these in all classrooms.

CPT, Staff Meetings, and PLCs are framed to support school-wide goals. District professional offerings and support of Liaisons is put in place for ELA, Math, and Science. The instructional framework of the Literacy block and tiered intervention supports student learning. Administrators will observe instructional delivery models in classrooms and provide actionable feedback. Agendas and Minutes of Meetings, Hiatt Highlights, Staff meetings, along with face-to-face communication, provide the structures needed for transparency and open, two-way communication across staff and school teams and between administrators and staff.

Performance Goal for All School:

70% of Students Meeting or Exceeding Expectations on BAS

45% of Students Meeting or Exceeding Expectations on MATH MCAS

48% of Students Meeting or Exceeding Expectations on ELA MCAS

50% reduction in percentage of students Not Meeting Expectations in ELA and MATH MCAS

New initiatives underway include:

	<ul style="list-style-type: none"> <li>• Lucy Calkin’s Writing Workshop in grades K - 6</li> </ul>
<b>Instructional Leadership Team Implementation</b> <b>(Explain how ILT members implement and measure school-wide strategies.)</b>	ILT members, across grade level teams and vertical teams will work closely with the leadership and FIC to focus on data analysis, to dig deeper and determine impact of school-wide goals. In addition to improvement targets for all students, emphasis will be placed on examining sub group students and their movement forward to the next higher level of performance. ILT will support leadership in assessing what is working well and what mid-way adjustments are needed based on student progress. ILT will play a role in planning professional development to support school-based goals.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Formative assessments, rubrics, student work, sampling over time, lesson plans, CPT/ grade level meetings, data wall, PLCs with focused framework, staff meetings, exemplars, walk-throughs with feedback, teacher evaluation-feedback identifying indicators from evaluation rubric and HQTL Compass.	<b>Data Source:</b> MAP growth targets, MCAS, data walls, goal setting with students, BAS and DIBELS in younger grades, work samples, ACCESS, progress towards IEP goals, Foundations.

## 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)**

Formal strategies and processes that include the Instructional Leadership Team, collaborative planning, and professional learning communities as well as in depth data analysis are used to identify actions to address individual student needs (2.3.). Further, Instructional Leaders conduct regular classroom observations to provide timely and actionable feedback on the quality and effectiveness of instruction to individual teachers and teams (2.4.). The data from these visits informs the instructional conversations and provision for targeted and individualized teacher supports such as coaching, professional learning, peer mentoring, etc. Structures, practices, and use of resources have been put in place for instructional improvement (2.7).

School-wide goals were established with ILT and shared with all staff at the beginning of the year. All school best practices are fully developed to include “student look fors” and “teacher look fors.” There is a school wide effort to balance whole group and small group instruction, making learning more interactive and weaving in numerous opportunities for student discourse and application of skills. This year the ATLAS platform will be leveraged to inform pacing of instruction and to access instructional resources.

Metacognition: “Awareness and understanding of one’s own thought processes,” overarches best practices and instruction in all areas of academic and social/emotional growth.

#### **ELA:**

- Balanced Literacy grades Pre-K - Six (Structured Literacy Intervention in K-2)
- Webb’s Domain Depth of Knowledge with Question Stems
- Gradual Release of Responsibility (PLC, “Next Steps Forward in Guided Reading”)

#### **Math:**

- enVision Math 2.0, Greg Tang Math
- Fluency grades PK - 6
- Problem based learning and higher order thinking (PLC, “Intentional Talk – Promoting Productive Math Conversations”)

#### **Science:**

- Hands-on learning and higher order thinking
- Regularly blocked times for Science
- Content area vocabulary

<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The Instructional Leadership Team will act as representatives for grade level feedback regarding: Alignment of Common Core for ELA, Math, and Science Standards, data, planning, student work, and professional learning. A focus on school-wide goals will be monitored by administration and FIC throughout the school, inclusive of frequent classroom observations and teacher-specific feedback. Further, Administration will monitor best practices and provide constructive and helpful feedback to teachers to strengthen implementation of these observed practices.</p>
<p><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> Formative and summative assessments, rubrics, student work, sampling over time to align instruction, lesson plans, ILT Meetings, CPT/ grade level meetings, data wall, PLCs with focused framework, staff meetings, exemplars, Fountas and Pinnell Contium of Literacy Learning, enVision Math 2.0, Greg Tang, Xtra math, Front Row, teacher evaluation-feedback identifying indicators from evaluation rubric and HQTL Compass.</p>	<p><b>Data Source:</b> Common Assessments, MCAS and MAP results, student goal setting worksheets (NWEA), DIBELS, BAS, Foundations Tests, ACCESS, progress towards IEP goals for SPED students, end of unit/project tests.</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)

### **Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)**

Research based interventions appropriate for student needs are put in place. Best practices and enrichment opportunities are implemented systematically during the school day for content areas (3.1.). Student learning and performance is regularly reviewed throughout the school year and students are reassigned to interventions, enrichment and supports as needed (3.3.). Teachers assess the impact of intervention supports by analyzing data and student work, reflect, and adapt teaching to meet learning needs.

#### **Intervention in ELA and Math:**

- Explicit teaching using metacognitive strategies to address student specific needs
- Use a wide variety of informal and formal data to respond to learning needs
- Flexible groupings

We will continue our systematic approach to differentiated intervention that was put in place during the 2016 -2017 school year driven by data analysis and aligned with sub-group and individual students' needs. The emphasis is to refine and broaden collection and use of student data to inform instructional responses.

Grades K – 2: 30-minute block of time set aside daily for intervention based on sub skill needs as informed by a variety of assessments.

Grade 3: 60 minutes twice a week for ELA

Grade 4: 30 minutes daily for ELA and Math

Grade 5: 30 minutes daily for ELA and Math

Grade 6: 30 minutes daily for ELA

An additional 60 minutes of differentiated intervention occurs two times per week in grades K – 6 for ELA and Math during the 8<sup>th</sup> hour. Human capital and expert teaching is being maximized as teams of adults (at times up to 11 staff) provide services to students in grades K – 2. Time, resources/space, and staff, have been allocated to allow for “catch up growth” or in some cases “accelerated growth” for students. On three afternoons during the last hour (8<sup>th</sup> hour), students pursue their interests through participation in club/enrichment offerings, which allow for application of skills and critical thinking in a collaborative environment.

<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT will examine turn-around practices and schools with achievement gains to strengthen intentional practices to improve classroom instruction. Common assessments, and a variety of other instruments will be explored to assess students’ proficiency and needs. Visits to model WPS schools that have made significant gains in student achievement will provide opportunities for learning about various forms of assessments and the implication of these on best instructional practices. ILT and staff will mobilize a system of data collection and analysis to respond in adaptive ways to student specific needs. Implementation of school-wide goals, focused professional development, and actionable feedback to teachers will be in in place to strengthen intervention practices.</p>
<p align="center"><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> Progress monitoring of sub skills using Leveled Literacy Intervention assessments in Grades K – 2 and Foundations end-of unit tests, Fountas and Pinnell Continuum of Literacy Continuum – grade level expectations, Math Fact Fluency, enVision 2.0 and Greg Tang, Common Assessments aligned with grade level benchmarks, and Open Response items.</p>	<p><b>Data Source:</b> DIBELS, Foundations Tests, Fact Fluency Tests, end of topic Math tests, Common Assessments, BAS, MAP, MCAS scores</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 (Include differentiation to ensure access for targeted student populations)**

Our schoolwide behavior plan (STAR) includes a defined set of expectations and the structures for positive behavioral supports are aligned to these expectations. An internal team facilitates the process using data monitoring (4.1.) In keeping with our school's vision and mission, family and community engagement is a high priority. We have an internal staff team that works with the PTO and Site Council to coordinate family and community engagement activities. Regular social events are planned during the school year to engage families and community members. Activities are planned to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports. Our staff members routinely reach out to families to communicate information about their children's progress and needs; and communication is made available in multiple languages, as needed (4.5.)

Each classroom within Jacob Hiatt conducts a Morning Meeting exercise to welcome students to a new day and to build classroom community and school-wide culture. This is based on a Responsive Classroom model. We are in year three of the STAR Shared Expectations – Self Control, Take Responsibility, Active Learning, and Respect. Students are empowered to use the skills to demonstrate procedures for positive communication and behavior focused on self-regulation strategies to support learning. STAR Expectations are explicitly taught and modeled for students. The STAR Expectation teacher team will be reporting out and soliciting suggestions for positive behavior reinforcement. Open STAR meetings for all staff are held twice per month.

#### Differentiation:

- Refer students to the SSP and/or Internal coaches as needed
- Re-teaching of STAR expectations throughout the year on a school-wide, classroom, and individual level to promote success.
- Identify an array of effective social-emotional responses and supports for students in need of such assistance.

#### Best Practices:

- Morning Meeting/Responsive Classroom school-wide
- STAR: Common language and vocabulary
- Growth Mindset

<b>Instructional Leadership Team Implementation</b> <b>(Explain how ILT members implement and measure school-wide strategies.)</b>	ILT in collaboration with the Shared Expectations team will check-in and support classroom teachers with STAR, to promote higher levels of student engagement and increased ownership of learning. Open STAR Meetings allow all staff to have a voice. Need to closely attend to those students who present at-risk for social/ emotional and behavior concerns that interfere with the academic day.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Professional Learning offered for Responsive Classroom by Hiatt teachers, Book: <u>Mindset</u> by Carol Dweck. Posted shared expectations, collection and review of STAR card data and office referral data, STAR rollouts, celebrations and re-teaching, explicit teaching, and modeling of STAR expectations.	<b>Data Source:</b> Participate in Morning Meeting daily. Able to state and explain STAR expectations and make a meaningful connection to a productive learning environment. Internalize, own, and demonstrate appropriate behavior strategies, reflect on actions and consequences, develop a growth mindset, and participate in STAR celebrations.

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools			

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Balanced Literacy	All Staff	Need to continue to deepen teacher knowledge of best practices in a balanced literacy approach.
2	Math	All Staff	Need more emphasis on differentiated and small group instruction to enhance student engagement and learning outcomes.
3	SEI Strategies/SMART card Science - vocabulary	All Staff	Support our increasing population of EL students with content area vocabulary and ensure best practices for all learners.

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p><b>Balanced Literacy:</b> We have developed a Balanced Literacy block with intervention support and it is beginning to yield improved results in student performance. Resources including the LLI kits (grades K-2), Comprehension Toolkit, and Creating a Robust Vocabulary were implemented in 2016 -2017 school year. Common Planning Time and commonly blocked special periods afford teachers the opportunity and time to examine and analyze data to inform future instruction and flexible groupings. This aligns with our school-wide balanced literacy approach using the F &amp; P continuum across all grades, K – 6. Teams have been established and a schedule worked out to support 2 hours of literacy in grades K-2 with an additional 30 minutes of intervention to support student growth. In the 2017-2018 school year, all grade levels are implementing Lucy Calkin’s Units of Study in Writing and all teachers are taking part in a PLC on</p>	<p><b>Balanced Literacy:</b> The PD time will be used to strengthen common understandings, common language, and instructional practices for “Fountas and Pinnell Continuum” literacy using the Continuum as well as District resources that were provided to school leaders in August. Guided Reading will be revisited through book studies and videos/online resources. Student work and assessments will occur frequently to note progress and adjust instruction and groupings. The ATLAS platform resources will be leveraged to align pacing and content instruction within and across grade levels.</p>

	"Next Steps Forward in Guided Reading" by Jan Richardson.	
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<p>2</p>	<p><b>Mathematics:</b> 9 hours PD (August 24 and October 6) for teachers in grades K-6 facilitated by Pearson enVision Trainers and supervised by Math Liaison, Victoria Roman.</p> <p>In the first 3 months of school, teachers were provided with complete Math curriculum kits for enVision Math 2.0 and provided district level training with grade level teams on the implementation of the new program, pacing guidance through ATLAS, and web support.</p> <p>Greg Tang Workshop will be attended by one grade level representative and share out will be completed upon return to support teachers in utilizing highly engaging games and activities to support differentiated instruction.</p> <p>All staff will read and participate in a PLC – Book: “Intentional Talk - How to Structure and Lead Productive Mathematical Discussions” by Elham Kazimi and Allison Hintz. This text focuses on supporting student discourse and allowing students to deepen their thinking around Math.</p> <p><u>Additional:</u> Staff Meetings, CPT, and District Workshops</p>	<p><b>Mathematics:</b></p> <p>Continue to support implementation of enVision 2.0 using the three step process Solve and Share, Visual Learning, and Assess and Differentiate.</p> <p>Provide support to staff to utilize the data and assessment features.</p> <p>Build in time at CPT and staff meetings for teachers to share resources from Greg Tang workshop</p> <p>enVision Training for classroom teachers – 3 sessions.</p>
<p>3</p>	<p><b>SEI Strategies and SMART card tool:</b></p> <p>Utilize the resources to support not only our EL students effectively, but also to benefit all learners.</p>	<p>Consult ESL staff and the ESL department (district level) regarding professional learning at staff meetings.</p>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Next Steps in Guided Reading, Lucy Calkins Units of Study-Writing, LLI Kits, Fountas and Pinnell BAS, Comprehension Toolkits (District Resources and Books for future book studies)	Observe implementation of Guided Reading in classrooms – using the “Fountas and Pinnell Continuum”.
2	enVision Math 2.0 curriculum and online supports, Book: “Intentional Talk”, Greg Tang materials (Books for PLCs)	Access online tools for assessment and data analysis
3	SEI Strategies – SMART card tool	Tie it into our school-wide best practices

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Balanced Literacy with a launch of Reading and Writing Workshop approach is happening in all classrooms.	Actionable feedback and support is being provided to staff.
2	enVision Math 2.0 with the various resources and components is being leveraged in all classrooms.	Teachers are using the lesson plan format that focuses on problem based learning. Need to leverage the assessment and data piece.
3	SEI strategies and SMART card tool are being used.	Need to optimize use of the resource. More professional learning needs to happen to utilize the SMART card effectively.