

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

West Tatnuck

School

Ellen Moynihan

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction/materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college/career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college/career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college/career readiness contractual service provider at our vocational-technical high school.

Worcester Public School Transition Plan for Assisting Preschool Children

Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

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

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

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

Name	Position	ILT Meeting Dates
Ellen Moynihan	Principal	Sept: 7, 21
Jennifer Finnerty	Grade 3 Teacher/Asst. Principal	Oct: 12, 26
Nancy Goldstein	Instructional Coach	Nov: 9, 30
Cheryl Carroll	Grade 6 Teacher Math & S.S.	Dec: 14
Andrea Shilale	Grade 5 Teacher/ELA & S.S	Jan: 11, 25
Regina Allen-Davis	Grade 4 Teacher/ELA & S.S.	Feb: 8, 15
Courtney Hastings	Grade 4 Teacher/Math & Science	Mar: 1, 15
Amanda Taylor	Grade 2 Teacher	Apr: 5, 26
Marybeth Lynch	Grade 1 Teacher	May: 10, 24
Justine Rogers	SPED	
Elaine Skowron	Kindergarten	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - West Tatnuck

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	West Tatnuck (03480260)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
No level	Students in this school participated in 2017 Next Generation MCAS tests	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												About the Data
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	163	163	100	Yes	163	163	100	Yes	40	40	100	Yes
High needs	91	91	100	Yes	91	91	100	Yes	20	20	100	Yes
Econ. Disadvantaged	53	53	100	Yes	53	53	100	Yes	12	-	-	-
ELL and Former ELL	41	41	100	Yes	41	41	100	Yes	7	-	-	-
Students w/disabilities	27	27	100	Yes	27	27	100	Yes	7	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	7	-	-	-	7	-	-	-	3	-	-	-
Afr. Amer./Black	12	-	-	-	12	-	-	-	4	-	-	-
Hispanic/Latino	16	-	-	-	16	-	-	-	2	-	-	-
Multi-race, Non-Hisp./Lat.	13	-	-	-	13	-	-	-	3	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	115	115	100	Yes	115	115	100	Yes	28	28	100	Yes

III. Student Attendance and Retention

West Tatnuck School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	95.8	94.1	94.6
Average # of days absent	7.4	9.8	9.3
Absent 10 or more days	22.6	36.5	33.3
Chronically Absent (10% or more)	6.5	16.9	13.5
Unexcused Absences > 9	22.6	33.8	15.8
Retention Rate	2.0	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.
<p>*Identify quarterly good attendance celebrations (please specify):</p> <ul style="list-style-type: none"> ● Quarterly Attendance celebrations for the classrooms with the highest attendance percentages ● End of the year celebration for perfect attendance
Continue review of attendance progress reports for grades 4 and up with students and send home.
<p>*School plan to promote ongoing good attendance (please specify):</p> <ul style="list-style-type: none"> ● Daily announcements about attendance reminding students of the importance and the relationship between attendance and achievement. <p>School Adjustment Councilor (SAC) monitors daily:</p> <ul style="list-style-type: none"> ● Checks Dr./Parent notes ● Checks SAGE for patterns ● Checks and highlights computer generated letters to be mailed ● Fresh Start Attendance intervention meetings

***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
1. A high percentage, (77%) of the students, grades 3-6 , taking the 2017 Math MCAS 2.0 Assessment scored meeting and/or exceeding expectations	<ul style="list-style-type: none"> ● 90% of our 4th grade students' 2017 MCAS Math 2.0 test scores were in the meeting expectations and/or exceeding ● 86% of our 5th grade students' 2017 MCAS Math test scores were in the meeting expectations and/or exceeding ● 68% of our 5th grade students' scored 3's or 4's on the 2017 Math MCAS constructed response questions ● 68% of our 3rd grade students' scored 2's or 3's on the 2017 Math MCAS constructed response questions
2. A high percentage , (71%) of the students, grades 3-6, taking the 2017 ELA MCAS 2.0 Assessment scored meeting and/or exceeding expectations	<ul style="list-style-type: none"> ● 84% of our 5th grade students' 2017 ELA MCAS test scores were in the meeting expectations and/or exceeding expectations ● 79% of our 6th grade students' 2017 ELA MCAS test scores were in the meeting expectations and/or exceeding ● 71% of our 3rd grade students' 2017 ELA MCAS test scores were in the meeting and/or exceeding expectations
3. The higher percentage of economically disadvantaged students taking the MCAS 2.0 Assessment scored exceeding or meeting expectations on MCAS 2.0 in Math, ELA and Science as compared to the state.	<ul style="list-style-type: none"> ● 58% of our economically disadvantaged students exceeded or met expectations on the 2017 ELA MCAS 2.0 Assessment, as compared to the state average of 29% ● 64% of our economically disadvantaged students exceeded or met expectations on the 2017 Math MCAS 2.0 Assessment, as compared to the state average of 27% ● 59% of our economically disadvantaged students exceeded or met expectations on the 2017 Science MCAS 2.0 Assessment, as compared to the state average of 32%

Areas of Concern	
Concern	Evidence
<p>1. The lack of students receiving either a 4, or 5 respectively within the grade appropriate rubric scoring on the ELA Essay writing, grades 3-6 (idea development).</p>	<p>Percentage of as measured by the 2017 MCAS 2.0 assessment</p> <ul style="list-style-type: none"> ● 3rd Grade ELA Essay writing received the following percentage points, 4's =0% , 3's=19% 2's=57%, 1's=21%, 0=2% ● 4th grade ELA Essay writing received the following percentage points, 4's =0% , 3's=8% 2's=60%, 1's=30%, 0=3% ● 5th grade ELA Essay writing received the following percentage points, 4's =0% , 3's=24% 2's=57%, 1's=14%, 0=5% ● 6th grade ELA Essay writing received the following percentage points, 5's =3% 4's =3% , 3's=35% 2's=48%, 1's= 10%, 0=0%

<p>2. Mathematical applications to solving real world problems. Examples with single-step and multistep problems, fractions, and percent,</p>	<p>Percentage of accuracy as measured by the 2017 MCAS 2.0 assessment</p> <ul style="list-style-type: none"> ● 3.NF.1.A.3b : 39%- Identify two equations that show different equivalent fractions ● 3.NF.1.A.3a: 41%- Determine which fraction on a number line is equivalent to a given fraction, ● 4. OA.1.A.3: 23%- Solve multi-step real-world problems using multiplication and division, and interpret a remainder. ● 4. NF.3.C.7: 44%- Determine if the comparison of two decimals is accurate, and represent the two decimals as fractions to justify the answer. ● 4. OA.1.A.3: 46%- Solve a multi-step real-world problem involving addition, multiplication and division with whole numbers. ● 5. NF.1.A.2: 50%- Determine which fraction would not be a reasonable estimate for the difference of two fractions with unlike denominators. ● 5. MD.3.C.5: 56%- Solve a real-world problem by finding the volumes of rectangular prisms. ● 6. NS.1.A.1: 20%- Solve a real-world problem involving quotients of fractions. ● 6.RP.1.A.3c: 34%-Solve real-world problems involving percent ● 6. NS.1.A.1: 41%- Solve a real-world problem involving quotients of fractions.
<p>1. Lack of science content rich informational text that goes beyond the textbook and involves the use of technology to give more visual experiences</p>	<ul style="list-style-type: none"> ● Our ILT surveyed Grade Level Teachers to discover that the use of content rich web sites such as the following were not being used across all grade levels: Newsela, Science News for Students, National Geographic, and Science World.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
Teacher practices
1. Coherent, focused and demanding curriculum aligned with all Massachusetts State Standards
2. Focused goals and objectives with clearly stated student intended outcomes
3. High expectations for all
4. Questioning deeply – Using the Depth of Knowledge chart to increase rigor- Level 3: Strategic Thinking Level 4: Extended Thinking
5. Scaffolded instruction – Meeting students where they are
6. Ongoing and frequent assessment
7. Teacher collaboration
8. Reflective Practitioners
Student practices
1. All students engage in productive struggle
2. Persevere in problem solving
3. Recognize that mistakes are a means to learning and part of the process
4. 100% student engagement

Leadership, Shared Responsibility, and Professional Collaboration

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

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ol style="list-style-type: none"> 1. Teachers and administrators share a common agreed upon vision and mission of high expectations Turn around Practice 1.2 & 1.3 2. Teachers develop self-efficacy through collaborative practice. 3. Turn around Practice 1.5 & 1.6 4. Teachers practice collaborative inquiry through the debating, dissecting and discussing problems of practice within the following professional learning communities. <ol style="list-style-type: none"> a) Book Study differentiated by need and interest b) Leadership teams/ ILT/ Principal’s Advisory Committee (PAC) c) Grade level teams d) Vertical learning teams
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The ILT team will closely monitor the following.</p> <ul style="list-style-type: none"> ● School-wide application of teaching practices as defined by the book studies. ● School-wide ability to solve problems as it relates to looking at student data and work. ● School-wide collaboration on critical changes to increase student achievement
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source:</p> <ul style="list-style-type: none"> ● Establish Professional Learning communities that study and support the school wide focus and mission ● Provide building wide professional development (book Studies) teacher lead, co-constructed with staff. ● Teachers collaborate within multiple professional learning communities for the purpose of increasing student achievement. 	<p>Data Source:</p> <p>Student-teacher conferences, specific written feedback to students, *BAS assessments, *MAP assessments, *DIBELS monitoring, Ongoing formative assessments, rubrically scored constructive responses, monthly analysis of math assessments. Guided reading practices</p> <p>*Benchmark Assessment (BAS) *Measures of Academic Progress (MAP) *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</p>

Intentional Practices for Improving Instruction

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

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

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ol style="list-style-type: none">1. West Tatnuck teachers will analyze and critique “best practice instruction” through a continuous professional development process of videotaping lessons and viewing the lessons with colleagues for the purpose of looking at<ul style="list-style-type: none">● Student engagement.● Looking at student work for informed instruction and effective feedback● Questioning deeply – Using the Depth of Knowledge chart to increase rigor- Strategic and extended thinking.Turn around Practice 2.12. Implement a data-based literacy action plan to improve writing with focus on idea development with 5 key components: strengthening literacy across the content areas, improving the action plan for school policies, structure and, culture, strengthen literacy interventions for struggling readers and writers, improve action plan goals for building leadership capacity, and strengthen supporting teachers to improve instruction. Turn around Practice 2.2 & 2.7
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ol style="list-style-type: none">1. ILT monitors reflective feedback from the videotaped lessons and identifies a new focus for the next video-taped lesson2. ILT examines student (Constructed response) work on a timely basis3. ILT identifies a bank of higher order thinking questions on the depth of knowledge chart reflected in lesson plans4. West Tatnuck’s ILT will review and revise, when needed, the data-based literacy action plan and its 5 key components and implement any new changes across all grade levels.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ol style="list-style-type: none">1. Teachers will have a lesson videotaped and conduct a briefing analysis of instructional practice through the use of a written feedback response form from colleagues2. Teachers will practice and act upon reflective practice3. Student Feedback focused on the following<ul style="list-style-type: none">● Goal-Referenced● Tangible and transparent results● Concrete and actionable and specific● User Friendly● Timely● Ongoing● Consistent and progressing toward a goal <p>Teachers will activate subject/grade level discussions through PLC, ILT, and faculty meetings, implement school wide monthly writing schedules, coordinate curriculum and instruction through a balanced literacy program across subject areas, establish literacy demonstrations in the classroom for peers through the use of videotaping and engage in classroom based research by examining authentic student work. Teachers will implement standards for language and literacy, entry and exit slips, anecdotal notes, teacher feedback sheets for open-ended response writing, teacher-student conferences, progress monitoring at grade level meetings, analyze new data monthly, revise plans, and enrich vocabulary</p>	<p>Data Source:</p> <ol style="list-style-type: none">1. Monitoring student behaviors in the videotaped lesson through the following lens<ul style="list-style-type: none">● All students engage in productive struggle● Persevere in problem solving● Recognize that mistakes are a means to learning and part of the process● 100% student engagement2. Looking at student work during, coach-teacher meetings, principal-teacher meetings, grade level meetings, data review meetings, teacher tracking logs, math unit assessments, and collaborative authentic writing review meetings. BAS, MAP, Math Assessments, DIBELS, constructed student response3. Focus will be in the area of idea development in student writing through monthly writing prompts including various types of writing such as: narrative, literary analysis, and research simulation task types of writing. Provide students with common rubrics developed for specific writing responses for grades k-2 and 3-6. Assess students' process thinking through oral presentations and ELMO presentations

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>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ol style="list-style-type: none"> 1. Coherent, focused and demanding curriculum aligned with Massachusetts State Standards 2. Focused goals and objectives with clearly stated student intended outcomes 3. Scaffolded instruction 4. Ongoing and frequent assessment with timely and meaningful written feedback <p>Turn around practice 3.3 3.5, 3.6</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Our ILT will review and monitor these school-wide processes noted above with regards to the effects that our interventions and assessments are having on our Tier 2/3 students through monthly charting of progress.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Re-alignment of our resources monthly to respond to student’s instructional needs in ELA and Mathematics. This includes, our SPED instructional assistant support for our Tier 2/3 students, our small group booster groups in grades one and two for reading. Engaging our ESL teacher for strategic support, and our classroom teachers scaffolding lessons to students’ differentiated needs.</p>	<p>Data Source: Looking at student work during, coach-teacher meetings, principal-teacher meetings, grade level meetings, data review meetings, teacher tracking logs, math unit assessments, and collaborative authentic writing review meetings. BAS, MAP, Math Assessments, DIBELS, constructed student responses</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)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>Teachers create a safe physical, challenging, academic environment so all students, regardless of abilities, take risks with their learning by being able to present their work and thinking daily without feeling pressure from classmates. In addition, students are encouraged to engage in productive struggle, which builds self-esteem and self-efficacy.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The school leadership focuses on instruction and meeting the needs of all learners through purposeful development of professional capacity. The ILT team provides professional capacity through meaningful professional development and collaboration to focus on students’ daily growth across all grade levels through daily “on the spot” formative assessment.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: ILT meetings, grade level meetings, review and implement building procedures to ensure an orderly and safe school environment, all students and staff engage in a high level of discourse both inside and outside of the classroom as teachers and principal know all of the students.</p>	<p>Data Source: Low incidence of behavioral referrals, students take academic risks in classrooms, students demonstrate a high level of interaction with classmates and teacher throughout lessons, students constantly present their thinking process in class via reading response logs, oral and written presentations/explanations, teacher-student conferences, small group work/presentations, multi-media presentations</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	West Tatnuck	Ellen Moynihan	August 2017-June 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Using data to inform instruction for science	Grade level teachers PK-6	Initiating the use Science standards based lesson /experiments/ activities & implement science labs across grade levels, including those available in Atlas
2	Using 5 key components in literacy action plan <ul style="list-style-type: none"> ● strengthening literacy across the content areas, ● improving the action plan for school policies, structure and, culture, ● strengthen literacy interventions for struggling readers and writers, ● improve action plan goals for building leadership capacity, ● strengthen supporting teachers to improve instruction 	Grade level teachers PK-6	Videotaped lessons to provide modeling for peers to help support teachers to improve instruction across all grade levels.
3	Making sense of math concepts through reasoning	Grade level teachers K-6	Students use of high yield routines that lead to high scores on Math Unit Assessments and reviewing student authentic math processes during problem solving

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Teachers are meeting with science liaison, instructional coach, and principal to review science content and monitor curriculum application across all grade levels	Implement in weekly lesson plans and review student outcomes at meetings
2	Teachers are meeting with ELA colleagues and instructional coach through PLC meetings to discuss, review, revise, and/or implement a literacy action plan to strengthen the area of idea development in response to various texts.	<ul style="list-style-type: none"> ● Activate subject/grade level discussions on reading/writing strategies through PLC, ILT, and faculty meetings. ● Implement school wide writing schedules for grades k-2, 3-6. ● Coordinate curriculum and instruction through a balanced literacy program across subject areas. ● Continue to implement readers/writers workshop through our balanced literacy program. ● Establish literacy demonstration in the classroom using videotaping. ● Discuss through book studies strategies that can be used in the classroom to improve instruction to support the literacy based action plan.
	Teachers are meeting with math colleagues, instructional coach, and principal to discuss how to implement more conceptual mathematics thinking and reasoning as it pertains to fractions into our math curriculum to promote our students' capacity to become higher level math thinkers and problem solvers.	<p>Teachers continue to reference strategies from the following reference books</p> <ul style="list-style-type: none"> ● “Common Core Math Companion”, High Yield Routines”, ● “Practices for Orchestrating Productive Mathematics Discussions” ● “Making Sense of Math” ● “Building a Positive Math Culture” ● “Good Questions- Great Ways to Differentiate Mathematics Instruction in the Standards-Based Classroom”

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	On target: Perks and K teachers have visited Mill Swan STEAM room, meetings are ongoing.	Teachers are in the planning stages for developing their exploratory labs and resource materials are being accumulated
2	On target: ELA resources have been purchased the and ELA colleagues (PLC) are meeting regularly	Planning and Implementation stages are underway
3	On target: Math teachers are meeting with principal and instructional coach to read, discuss, and implement NCTM based rich content & complex math problems that involve higher level thinking	Professional learning communities for the purpose of looking at student work. Planning and Implementation stages are underway

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Science centers are under development: magnets, cardboard, And ramps have been acquired as well as stem related material. Atlas site created by WPS is being accessed by teachers for science content.	Our second grade teacher Mrs. Taylor attended the training for Project Lead the Way, a stem initiative. Ms. Taylor will pilot one unit this year prior to training the staff for the 2018-2019 school year.
2	Grade level novels used with balance literacy to increase the level of authentic literacy to improve responses to writing	<ul style="list-style-type: none"> • Common rubrics created for various types of writing responses • Lessons with a focus on idea development for reading
3	Teachers received new reference books, “Common Core Math Companion”, “High Yield Routines”, and “Practices for Orchestrating Productive Mathematics Discussions” “Atlas Website”	Lessons with increased variety of complex math problems are being developed

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Primary teachers are incorporating science experiments in the newly created STEM room to enhance the weekly science curriculum	Teachers are continuing to develop exploratory labs. Resource material is being accumulated.
2	On Target: ILT and PLC meet twice per month. Videotaping will continue twice a year for each grade level.	Planning and implementation stages are underway
3	On target: Math teachers are meeting with principal and instructional coach to read, discuss, and implement NCTM based rich content & complex math problems that involve higher level thinking	Professional learning communities for the purpose of looking at student work. Planning and Implementation stages are underway