

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Quinsigamond Community School

Debbie Mitchell

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
Sam FanFan/Nancy O'Coin	Assistant Principals	Sept: 29, 2017
Angelina LaRose/Donna Krikorian	Focused Instructional Coaches	Oct: 12, 2017
Karen Campos/Pari Omidbakhsh/Kathy Kiritsy	Grade 1 Teachers	Nov: 9, 2017
Katelyn Birkbeck/Jackie Connor	Grade 2 Teachers	Dec: 14, 2017
Lisa Cantwell	Grade 3 Teacher	Jan: 11, 2018
Amber Barrows/Kristen Vartanian	Grade 4 Teachers	Feb: 8, 2018
Byrnn Allarie/Amie Caliri	Grade 5 Teachers	Mar: 8, 2018
Chelsey Peso/Cori Simoes	Grade 6 Teachers	Apr:12, 2018
Heather Grant/Kathy McGee	SPED Teachers	May:10, 2018
Cathryn Chvriuk	ELL Teacher	June: 6, 2018

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Quinsigamond

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Quinsigamond (03480210)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

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

2017 Assessment Participation													About the Data
Student Group	English Language Arts				Mathematics				Science				
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	
All Students	455	450	99	Yes	453	451	100	Yes	96	95	99	Yes	
High needs	392	387	99	Yes	390	388	99	Yes	85	84	99	Yes	
Econ. Disadvantaged	321	317	99	Yes	319	318	100	Yes	69	68	99	Yes	
ELL and Former ELL	239	235	98	Yes	237	236	100	Yes	54	54	100	Yes	
Students w/disabilities	69	64	93	No	69	69	100	Yes	19	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	
Asian	40	40	100	Yes	40	40	100	Yes	9	-	-	-	
Afr. Amer./Black	90	90	100	Yes	89	88	99	Yes	21	21	100	Yes	
Hispanic/Latino	169	166	98	Yes	168	168	100	Yes	35	35	100	Yes	
Multi-race, Non-Hisp./Lat.	18	-	-	-	18	-	-	-	3	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	
White	138	136	99	Yes	138	137	99	Yes	28	27	96	Yes	

III. Student Attendance and Retention

Quinsigamond Elementary School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.4	94.1	94.6
Average # of days absent	9.2	9.8	9.3
Absent 10 or more days	36.8	36.5	33.3
Chronically Absent (10% or more)	15.4	16.9	13.5
Unexcused Absences > 9	36.1	33.8	15.8
Retention Rate	0.8	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.

*Meet every Tuesday with Counselors and Administrators to monitor daily attendance

*Select students for monthly AIM meetings

*Established "Tardy Team" that is stationed in front of school to meet with parents of tardy students

*Identify quarterly good attendance celebrations (please specify):

*Monthly "Cookie Walk Through" for students with perfect attendance.

*Daily School Wide Announcements for homerooms with Perfect Attendance

*Attendance Bulletin in front lobby that records attendance percentages

Continue review of attendance progress reports for grades 4 and up with students and send home.

*District generated letters sent home to parents.

*Connect Ed Messages

*Meetings held with children and parents to discuss strategies to improve attendance

*School plan to promote ongoing good attendance (please specify):

*Students with Perfect Attendance come to the Principals Office and meet the counselors and principal and receive a Giant Cookie

*Quarterly Perfect Attendance is one of the Triple AAA+++ where students receive certificates and parents given a token gift for supporting perfect attendance during school wide assemblies.

*Daily recognition during announcements for homerooms with Perfect Attendance

***requires action**

Massachusetts Department of Elementary and Secondary Education Accountability Data

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			
According to Spring 2017 ELA MCAS 2.0, students in Grades 3-6 performed within points of met, or exceeded district percentages in the Language Anchor, Reading Anchor, and/or Writing Anchor Standards.	Grade 3	Standard	QS%/District%	
	CCRA.L.4	Determine the meaning of word	75%	75%
	CCRA.R.1	Determine how a paragraph supports overall understanding of the passage	36%	37%
	CCRA.L.2	Determine the purpose of punctuation	33%	36%
	Grade 4	Standard	QS%/District%	
	CCRA.L.4	Determine the meaning of a word	75%	75%
	CCRA.R.2	Identify the main idea of a portion of the article	54%	55%
	CCRA.R.6	Analyze evidence to determine the author's point of view	61%	62%
	Grade 5	Standard	QS%/District%	
	CCRA.R.2	Identify the theme of the passage and choose the evidence that best supports the theme	69%	72%
	CCRA.L.4	Identify the meaning of vocabulary word in context	50%	52%
	CCRA.L.4	Determine the meaning of a phrase used in the article	70%	73%
	Grade 6	Standard	QS%/District%	
	CCRA.R.5	Analyze why an author included a section of the article	72%	74%
	CCRA.R.2	Write a narrative from another character's point of view	51%	48%
	CCRA.L.2	Demonstrate understanding of the purpose of punctuation in a sentence	57%	50%

According to Spring 2017 Math MCAS 2.0, students in Grades 3-6 are within, met, or exceeded district and/or state percentages in the following standards:

Measurement & Data, Number & Operations-Fractions, Operations & Algebraic Thinking, Number & Operation in Base Ten, Geometry, Statistics & Probability, Number System, Expressions & Equations

Grade 3	Standard	QS%/District%
3.G.1.A.1	Determine which statement is true about a given shape's attributes	35% 37%
3.OA.2.B.5	Determine which expression shows another way to solve a given expression that includes multiplication and addition	23% 28%
3.MD.3.C.6	Determine the area of a given figure by counting the unit squares	81% 85%
Grade 4	Standard	QS%/District%
4.NF.2.B.3b	Determine which expression has a value that is equivalent to a given fraction	76% 84%
4.NF.1.A.2	Complete a number sentence comparing two fraction	70% 72%
4.OA.1.A.3	Solve a multi-step real world problem involving addition, multiplication and division with whole numbers	21% 30%
Grade 5	Standard	QS%/District%
5.G.1.A.1	Determine which point represents the location of a given ordered pair on a coordinate plane	69% 69%
5.G.1.A.2	Determine which relationship is represented by points that are graphed in a coordinate plane based on a real-world context	86% 88%
5.NBT.1.A.3	Find the least value from a table that includes mixed numbers an decimals	23% 31%
Grade 6	Standard	QS%/Dist.%/State
6.SP.2.B.4	Create a histogram based on given data from a real-world situation	70% 66% 68%
6.NS.3.C.5	Select the quantities as they relate to the meaning of zero in a given real-world context	68% 65% 73%
6.EE.2.B.8	Graph the solution set of a given inequality on a number line.	63% 54% 58%

According to Spring 2017 Science MCAS, students in Grade 5 scored within 0.28 points on an open response in comparison to the district and scored higher than the district on multiple choice questions relating to the strands of Earth and Space Science and Physical Science.

Grade 5	Strand	QS/District	
Open Response	Life Science/Structures and Functions	1.2	1.48
Multiple Choice	Earth and Space Science	59%	56%
Multiple Choice	Physical Science	72%	68%

Areas of Concern

Concern	Evidence
Spring 2017 MCAS 2.0 Data reveals: Students with Disabilities in Grades 3-6 continue to under-perform in MCAS ELA	<ul style="list-style-type: none"> ● 73% of Students with Disabilities in grades 3-6 Did Not Meet Expectations in MCAS ELA
Spring 2017 MCAS 2.0 Data reveals: Students with Disabilities in Grades 3-6 continue to under-perform in MCAS Math	<ul style="list-style-type: none"> ● 84% of Students with Disabilities Did Not Meet Expectations in MCAS Math
MAP-Fall 2017 Students in Grades 3-6 under-performed on the Reading MAP Assessment Students in Grades 3-6 under-performed on the Math MAP Assessment	<ul style="list-style-type: none"> ● 63% of students in Grades 3-6 scored in the Lo RIT category in Reading ● 75% of students in Grades 3-6 scored in the Lo RIT category in Math

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
<ul style="list-style-type: none">● Increase teacher engagement and leadership through weekly Professional Learning Community/Common Planning Time meetings and teacher collaboration and sharing at biweekly Staff Meetings
<ul style="list-style-type: none">● Utilizing the ILT and teacher led initiatives to closely track data for the improvement of student performance
<ul style="list-style-type: none">● Collect, monitor and analyze school-wide formative/summative data with a focus on high priority students
<ul style="list-style-type: none">● Administer monthly Grade Level Common Assessments with follow-up analysis of test results during PLC's then re-teaching the assessment to model Close Reading and Open Response strategies during "Shared Writing"
<ul style="list-style-type: none">● Utilizing Guided Reading as part of the Readers Workshop model and Guided Math during enVision Math to support all students
<ul style="list-style-type: none">● Ongoing review of School-Wide Templates and Agendas, Meeting Minutes, Student Growth Action Plans for High Priority Students, and data collection/analysis in order to make data informed decisions schoolwide
<ul style="list-style-type: none">● Implement SEI Vocabulary and Language Acquisition strategies in all content areas to support ELL and Students with Disabilities

Leadership, Shared Responsibility, and Professional Collaboration

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

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>Indicator 1.4 –Monitoring Implementation of School Progress School leaders are actively engaged in monitoring the implementation of turnaround efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, and continuously and systematically monitor progress.</p> <ul style="list-style-type: none"> ● Increasing teacher engagement and leadership through Professional Learning Community, Common Planning Time and teacher collaboration and sharing out at staff meetings. <p>Indicator 1.6-Use of Time for professional development and Collaboration</p> <ul style="list-style-type: none"> ● Create a schedule that includes adequate time for professional development opportunities and collaboration for teachers. There is a process in place for evaluating the schedule based on collected data, to maximize opportunities for teacher professional development and ensure it helps all educators in continuous improvements in their practices. (e.g., targeted coaching, peer observations and collaboration time. ● Utilizing the ILT and teacher led initiatives for the improvement of student performance, on-going review of School-Wide Templates for Agendas, Meeting Minutes, Student Growth Action plans for High Priority Students, and data collection/analysis in order to make data-informed decisions schoolwide
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Collect, monitor, and analyze school-wide formative/summative data with a focus on high priority students ● Monitor implementation of school-wide best practices and district initiatives ● Provide opportunities to develop leadership and collaborative skills with colleagues
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Tell-U-Grams, PLC meeting agendas/ meeting minutes, PLC schedule, teacher reflection/protocols, HPS Student Academic Growth Plans/Master Tracking sheet</p>	<p>Data Source: Student work samples, formative and summative data sources, HPS goal setting forms and tracking sheets, weekly Math fact assessments</p>

Intentional Practices for Improving Instruction

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

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

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

- Indicator 2.1-Set Instructional Expectations**
- Set specific or precise expectations for high-quality instruction that are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers. This will be measure through evaluation check-ins, leadership communication, weekly notices and meeting minutes.
 - HQTTL/DOK/SEI indicators and ATLAS for lesson planning towards implementation of Reader's /Writer's workshop and Research Based Teaching (RBT)
- Indicator 2.7-Structures for Instructional Improvement**
- Structures, practices and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessments data to guide and select research-based instructional strategies and differentiation are clearly defined but are not always used consistently throughout the school.
 - Effective collaborative coaching to facilitate unpacking the standards and meeting needs of high priority students
 - Analyzing weekly student work samples, formative assessments, common grade-level assessments

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

- Collect, analyze, and monitor school-wide formative and summative data sources
- Monitor implementation of school-wide class management/behavior programs
- Monitor implementation of school-wide best practices

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: lesson plans, formative and summative assessment data, classroom observations, coaching conversations, evaluation conferences

Data Source: work samples, self-assessments/rubrics, goal setting, HPS student academic growth plan sheet, Raz Kids reports

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>	<p>Indicator 3.1-General Academic Interventions and Enrichments</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. • SPED learning Lab: Response to Intervention in five week sessions will include SPED students and those needing additional support. The team will collaborate as needed in order to provide appropriate interventions and track student progress on a 4-6 week cycle. • Utilize SEI strategies to support our significant EL population <p>Indicator 3.3-Determined Schoolwide Academic Supports (Academic Interventions and Enrichments)</p> <ul style="list-style-type: none"> • Student academic performance will be reviewed on a regular basis during PLC's. As a result, teachers will structure flexible reading and math guided groups regularly and assess through daily formal/informal assessments that will be used to drive instruction. Teachers will use graphic organizers, manipulatives, reference sheets, and anchor charts which will support the needs of individual students. • The SSP process will assist teachers in tracking behavioral and academic interventions.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> • Special Education team in learning lab will monitor student success and share differentiated instruction activities with staff. • Plan continued professional development on balanced literacy instruction and model lessons. • SSP /504 teams will provide guidance and monitor success and implementation of interventions.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Pre and Post-tests, IEP test results, consults with service providers, SSP forms and reports</p>	<p>Data Source: Data collected from assessments, student samples, and observations.</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)

Indicator 4.1-School-wide Behavior Plan

- A 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.
- PBIS/Put A Stop to Bullying implementation along with the creation of student reward and award incentive programs (***Student of the Month, Lunch with the Principal, Triple AAA Assemblies, Good Choice Winners, STAR students, "Clip Up", Acts of Kindness Tree***)
- Highly visible and collaborative administrative team with student support "Lunch Bunch" groups offered by SAC and Assistant Principals, ***Connect-Ed community messaging, Attendance Cookie Walk-Through, weekly Principal Update, Tardy Team***, in-class behavior incentive programs, administrators on all lunch/recess duties, monthly School Advisory Council and PTO meetings,
- Whole class behavior incentive plans in addition to schoolwide PBIS/Put a Stop to Bullying

Indicator 4.5-Family & Community Engagement

- 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 families and community members; (3) regular activities are planned through the year to engage families and community member in planning for the collaborating in the implementation of academic and nonacademic supports; (4) staff members routines 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.
- Weekly Principal's Updates, Connect Ed calls, teacher parent conferences and correspondences, SSP/504 parent meetings, therapy referrals, Administration Parent Meetings, Student of the Month, Lunch with the Principal,
- Monthly School Advisory Council Meetings, Principal for a Day, Big Brother/Big Sister organization, Holy Cross volunteers, Student Teachers, Dental Clinic, Price Chopper Partnership, Donors Choose Grants,
- Quarterly Triple AAA+++ Celebrations, Quarterly Kindergarten Reading Events, Holiday and Spring Concerts, Scholastic Book Fair, Spaghetti Dinners, Movie Night, Monthly PTO Meetings, Read Every Night No Matter What Club, monthly Perfect Attendance Cookie Walk Through, School Spirit Sportswear, Authors Tea, May Parent Breakfast, Know Your

	School Night, PTO Family Cook Book, Buddy Bench	
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Consistently monitor implementation and effectiveness of PBIS data ● Review office referral data ● Collaboration to devise, plan and provide high leverage incentive programs 	
School Performance Indicators and Data Sources		
ADULT IMPLEMENTATION INDICATOR		STUDENT RESULTS INDICATOR
<p>Data Source: ILT Team agendas feedback and recommendations, improved teacher attendance reports through AESOP, supervision and evaluation forms and feedback, visual display for attendance/tardies</p>		<ul style="list-style-type: none"> ● Data Source: Student attendance reports and incentives, decrease in student behavior office referral forms, district generated reports

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Quinsigamond	Debbie Mitchell	August 24-June 11 th *last day

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Implementation of Readers/Writer Workshop	Core Teachers, Coaches, Instructional Assistants, Tutor, SPED/ELL teachers and Administration	19% of Quinsigamond students have met/exceeded expectations in ELA Grades 3-6 according to Spring 2017 MCAS data; 53% of students in grades 1-6 students scored in the exceeds, met or partially-met benchmark according to BAS. 27% of Students with Disabilities in grades 3-6 scored in the exceeds, met or partially met proficiency levels.
2	MATH: enVision Math 2.0/Guided Math	Core Teachers, Coaches, Instructional Assistants, Tutor, SPED teachers, Administration	56% of Quinsigamond students have met/exceeded or partially met expectations in Math Grades 3-6 according to Spring 2017 MCAS data. 16% of Students with Disabilities in grades 3-6 scored in the exceeds, met or partially met proficiency levels.
3	SCIENCE	Core Teachers, Coaches, Instructional Assistants, Tutor, SPED teachers	62% of Quinsigamond students in Grades 5 have met/exceeded or partially met expectations in Science according to Spring 2017 MCAS data.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Structuring a Readers Workshop	Classroom observation and feedback, Fountas and Pinell text/resources, reference ATLAS guide, district provided and supplemental Unit and Curriculum Maps, coaching consultation, analyzing student work, CPTs, PLCs, professional resources, guided and independent reading, consultation with district liaison as needed, bi-weekly PD, Read-a-thon/Reading Club, book clubs, Raz Kids digital reading, Literature Circles in some 4-6 classes, MCAS model exemplars/suggested units, supplemental digital and print resources (<i>NewseLA</i> , readworks, Scholastic News, Leveled Literacy materials)
	Structuring a Writers Workshop	Classroom observation and feedback, Fountas and Pinell resources, coaching consultation, reference ATLAS guide, district provided and supplemental Unit/Curriculum Maps, Tel-U Gram reference materials, analyzing student work/exemplars, CPTs, PLCs, writing expectations, professional resources, creating grade-level rubrics, PD, book clubs, MCAS writing exemplars, student showcase bulletins.
2	Implement district endorsed enVision Math 2.0 program	Classroom observation and feedback, coaching consultation, district PD sessions, analyzing benchmark/topic/performance assessments, collaboration with team to address student needs, reference components of program for increased access/concept development, consultation with district liaison as needed, breaking apart standards, CPTs, PLCs, <i>Math Fact Fluency Frenzy</i> Incentive.
	Develop guided Math lessons and centers	Classroom observation and feedback, coaching consultation, analyzing benchmark/topic/performance assessments, exploration of enVision Math 2.0 PD digital sessions, <i>Math Fact Fluency Frenzy</i> initiative, <i>Greg Tang</i> gaming program, professional reading and supplemental resources.
3	Science: Integration and hands-on exploration	Consultation with district liaison, explore ALTAS for exploration of units and leveled text selection, use non-fiction Science texts during guided reading groups and hands-on-Science experiments.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Being a Writer, First 20 Days in Readers/Writers Workshop, ATLAS, CCSS, MCAS 2.0 rubric/writing samples references, Leveled text libraries, grade-level read-alouds, anchor charts and teacher shared materials	Support from FICs, exploration of supplemental materials and websites (i.e., <i>Newsela</i> , Scholastic and Readworks), formative and summative assessments, district assessment newsletters, district assessment guidelines/training sessions, MCAS 2.0 exemplars, school-wide common assessments, collecting/purchasing multiple copies of whole class book titles, teacher shared resources.
2	enVision Math 2.0 program (hard copy and digital resources), District provided PD sessions, CCSS, ATLAS (per district development), DESE	Support from FICs, district Math assessment calendar, district assessment newsletters, district assessment guidelines/training sessions, MCAS 2.0 exemplars, formative and summative assessments, district common assessments, supplemental teaching resources, teacher shared resources.
3	Science/Social Studies: ATLAS, guided reading/leveled text	Integration of Science/Social Studies into reading and Math lessons, prioritizing time to develop Science/Social Studies concepts through real world and/or virtual experiences. Purchase/reimbursement and access to consumable experiment materials. Support from district liaisons and district liaison newsletters.

4: Progress Summary

PL Goal	Notes on Plan Implementation	Notes on Goal Attainment
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No.		
1		
2		
3		