

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Belmont Street Community School

Susan Hodgkins

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
Stephanie Montecalvo	Kindergarten Teacher	Sept: 27
Emily Garceau	Grade 1 Teacher	Oct:25
Patricia Milewski	Grade 2 Teacher	Nov:15
Chiara Ramos	Grade 3 Teacher	Dec:20
Myrna Kanaan	Grade 4 Teacher	Jan:17
Jodi Belliveau	Grade 5 Teacher	Feb:14
Erika Boyle	Grade 6 Teacher	Mar:14
Kathleen Sundstrom	ESL Teacher	Apr:11
Jessica Michalowski	SPED Teacher	May:16
Susan Hodgkins	Principal	June:6
Jennifer Keating	Instructional Coach	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Belmont Street Community

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Belmont Street Community (03480020)	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	280	278	99	Yes	282	281	100	Yes	68	67	99	Yes
High needs	269	267	99	Yes	271	270	100	Yes	67	66	99	Yes
Econ. Disadvantaged	239	237	99	Yes	241	240	100	Yes	60	59	98	Yes
ELL and Former ELL	185	183	99	Yes	185	184	99	Yes	51	51	100	Yes
Students w/disabilities	50	48	96	Yes	50	50	100	Yes	12	-	-	-
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	1	-	-	-
Asian	21	21	100	Yes	21	21	100	Yes	11	-	-	-
Afr. Amer./Black	63	63	100	Yes	64	64	100	Yes	19	-	-	-
Hispanic/Latino	140	138	99	Yes	141	141	100	Yes	30	30	100	Yes
Multi-race, Non-Hisp./Lat.	10	-	-	-	10	-	-	-	2	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	45	45	100	Yes	45	44	98	Yes	5	-	-	-

II. Student Attendance and Retention

Belmont Street Community

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	93.6	94.1	94.6
Average # of days absent	10.2	9.8	9.3
Absent 10 or more days	44.2	36.5	33.3
Chronically Absent (10% or more)	22.4	16.9	13.5
Unexcused Absences > 9	41.8	33.8	15.8
Retention Rate	4.6	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"> ● School-wide "kick-off" for attendance initiative on October 27, 2017 with performance by local "Stomp" team ● Monthly recognition and celebration for class at the primary level and class at the intermediate level with best 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 telephone calls: <ol style="list-style-type: none"> a. Positive to acknowledge improvements in attendance b. Supportive offering assistance to address issues impacting consistent attendance at school ● Family Attendance Meetings: <ol style="list-style-type: none"> a. Informal with parent/guardian to develop and implement intervention plan b. Formal - AIMS (Attendance Intervention Meetings) comprised of school adjustment counselor, classroom teacher, school nurse, parent/guardian, and DCF representative

***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
Students at all grade levels experienced higher than average growth in English Language Arts and Mathematics on the MCAS 2.0 (ELA Grades 4-6: <u>71 SGP</u> ; Mathematics Grades 4-6: <u>77 SGP</u>).	Spring 2017 MCAS 2.0 English Language Arts and Mathematics
Students in grades 4, 5, and 6 scored 4 to 12 points higher than the state in Idea Development on essay writing prompts on MCAS 2.0 ELA tests (Grade 4: <u>School .49</u> , State .43; Grade 5: <u>School .48</u> , State .44; Grade 6: <u>School .59</u> , State .47; <u>School .37</u> , State .35).	Spring 2017 MCAS 2.0 English Language Arts
Students in grades 3- 6 scored at or above the district on All Items on the MCAS 2.0 Mathematics tests (Grade 3: <u>School 54%</u> , District 50%; Grade 4: <u>School 51%</u> ; District 49%; Grade 5: <u>School 46%</u> , District 46%; Grade 6: <u>School 44%</u> , District 41%).	Spring 2017 MCAS 2.0 Mathematics
Students in grade 5 improved their performance on questions related to the Technology/Engineering Strand from 2016 to 2017 (2016: <u>48%</u> ; 2017: <u>51%</u>).	Spring 2017 MCAS Science Technology and Engineering

Areas of Concern	
Concern	Evidence
Students in grades 3, 4, and 5 performed below than state on narrative writing prompts on the MCAS 2.0 (Grade 3: <u>School .31</u> , State 40; Grade 4 <u>School .51</u> , State .56; Grade 5 <u>School .52</u> , State .63).	Spring 2017 MCAS 2.0 English Language Arts
Students in grades 3, 4, 5 scored below the state on questions related to the Measurement and Data Strand, specifically under the topic of Geometric Measurement on the MCAS 2.0 Mathematics tests (Grade 3: <u>School 35%</u> , State 49%; Grade 4: <u>School 37%</u> , State 51%; Grade 5: <u>School 27%</u> , State 38%) .	Spring 2017 MCAS 2.0 Mathematics
Students in grade 6 scored below the state on questions related to the Ratios and Proportional Relationships Strand on MCAS Mathematics tests (2017: School 28%, State 40%).	Spring 2017 MCAS 2.0 Mathematics
Percent of students in grade 5 attaining Proficient and Advanced on the MCAS Science and Technology/Engineering test decreased 9% from 2016 to 2017 (2016: 28%; 2017: 19%).	Spring 2017 MCAS Science Technology and Engineering

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
<ul style="list-style-type: none">● Explicit instruction in reading comprehension strategies to illustrate what good readers do intrinsically.
<ul style="list-style-type: none">● Direct teaching of genre elements highlighting text structures and text features to strengthen comprehension.
<ul style="list-style-type: none">● Explicit instruction in the three types of writing -opinion, informative/explanatory, and narrative, with guided and independent practice supported by graphic organizers and rubrics.
<ul style="list-style-type: none">● Vocabulary instruction enhanced by Sheltered-English Immersion strategies to promote understanding of new words encountered during reading of literary and academic texts, specifically through the utilization of visuals, root words, affixes, and oral recitation.
<ul style="list-style-type: none">● Technology-enhanced instruction at all grade levels, e.g., Chromebooks, iPads, Mimeo, to allow all students access to lesson concepts and ideas.
<ul style="list-style-type: none">● Communication tools integrated throughout lessons to maintain and support student engagement and participation, e.g., turn and talk, repeat, cold call.

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><u>Turnaround Practice 1.1</u></p> <ul style="list-style-type: none"> • Weekly Component Meetings - Principal and Instructional Coach meet with teachers at each grade level, including ELL and SPED staff, to discuss implementation and effectiveness of school's best practices. <p><u>Turnaround Practice 1.6</u></p> <ul style="list-style-type: none"> • Targeted on-site professional development - 2017/2018 Foci: <i>Building Stamina for Independent Reading; Implementing the enVision Mathematics Program</i> <p><u>Turnaround Practice 1.6</u></p> <ul style="list-style-type: none"> • Demonstration classrooms - Exemplary teachers host classroom visits for their colleagues to illustrate the school's best practices in action.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> • Use classroom, district, and state data to monitor impact of best practices on student growth and achievement and discuss appropriate revisions with grade-level teams. • Use 2017 English Language Arts Framework to outline the types of writing at each grade-level and monitor selection and implementation of corresponding written exercises. • Discuss, plan, and facilitate the on-going use of written responses to reading in the content areas to strengthen comprehension. • Use 2017 MA Mathematics Frameworks to monitor alignment of enVision Mathematics Program with learning outlined in the content standards and make recommendations for modifications and/or supplemental materials for ELL and SPED students.
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: ELA, Mathematics, and Science Weekly Planning Forms; Classroom Observations; ILT Agendas; MA Curriculum Units; Read Side by Side Units of Study; Component and Staff Meetings</p>	<p>Data Source: Fountas and Pinnell Benchmarks; MCAS and MAP Data; enVision Assessments; Classroom Assessments; Student Work</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>	<p><u>Turnaround Practice 2.3</u></p> <ul style="list-style-type: none"> ● All teachers, including SPED and ELL, record and review formative and summative assessment data to make instructional adjustments. <p><u>Turnaround Practice 2.4</u></p> <ul style="list-style-type: none"> ● Weekly schedule of classroom observations, including SPED and ELL teachers, carried out by Principal, Assistant Principal, and Instructional Coach, monitors effective implementation of the school's best practices and allows opportunities for discussion and supportive feedback. <p><u>Turnaround Practice 2.6</u></p> <ul style="list-style-type: none"> ● Master schedule prioritizes instructional time and provides intentional collaborative time for planning and review of formative assessment data.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Create schedule for beginning, middle, and end-of-year formative and summative assessments. ● Review assessment data, discuss instructional and curricular implications, and bring recommendations to grade-level teams. ● Use insights shared from classroom observations to determine direction of professional development for school and individual staff. ● Evaluate master schedule based on data collected.
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Weekly Observation Schedule, Master Schedule, Grade-Level Data Recording Forms</p>	<p>Data Source: Fountas and Pinnell Benchmarks, enVision Mathematics Assessments, MCAS, MAP Data, Student Work, and Classroom Assessments</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)

- Turnaround Practice 3.1**
- Initial review of ACCESS and MCAS 2.0 Spring 2017 data, followed by continual examination of district and classroom assessments during Instructional Leadership Team, Staff, and Component Meetings, informs direction of school-wide initiatives and recommended instructional practices.
- Turnaround Practice 3.2**
- Use of information from summative assessments, along with regular analysis of data from formative assessments, to inform whole class instruction.
 - Utilization of formative assessment information to determine flexible groups and Tier 2 curricular materials.
- Turnaround Practice 3.3**
- Use of data from multiple measures to identify and monitor progress of students receiving Tier 3 intervention services.

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

- Discuss instructional strategies and materials utilized during guided and intervention groups.
- Continually examine student work and performance on formative assessments utilized during whole, small, and intervention groups to assess impact of instruction and quality of selected resources.
- Evaluate scheduling of ESL and SPED groups based on data collected.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Classroom Flexible Groups; ESL and SPED Schedules and Student Lists; Teachers' Data Recording Forms; Lesson Plans

Data Source: ACCESS Scores, MCAS, MAP, Fountas and Pinnell Benchmarks, enVision Assessments, Classroom Assessments

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><u>Turnaround Practice 4.1</u></p> <ul style="list-style-type: none"> ● Effective implementation of school-wide expectations: Be Safe, Be Responsible, Be Respectful ● Utilization of positive behavior incentives: <i>Belmont Attendance, Book, Homework, and Behavior Bucks</i> and Student-of-the-Month celebrations, to acknowledge and encourage responsible learning actions. <p><u>Turnaround Practice 4.2</u></p> <ul style="list-style-type: none"> ● Office check-in and check-out systems for students in need of additional support outside the classroom setting. <p><u>Turnaround Practice 4.3</u></p> <ul style="list-style-type: none"> ● Before and after-school programs funded by our university partner, WSU Latino Institute, offer academic and homework assistance to students in grades 1- 6. ● Afterschool program facilitated by Worcester Technical High School National Honor Society members provides homework help to students in grades 3 and 4.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● ILT members post visual reminders throughout the school highlighting PBIS rules and appropriate behaviors. ● Monthly PBIS Green Team Meetings: Green Team analyzes disaggregated discipline data monthly, tracks progress of school-wide behavior system rewards and consequences, targets problematic areas, and makes recommendations for improvement. ● ILT uses a variety of data sources, including district and classroom assessments, to monitor growth and achievement of students participating in before and after school programs.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: PBIS Committee Agendas; Sage Attendance and Discipline Reports; <i>Before the Bell, Beyond the Bell</i>, and <i>Homework Help</i> Enrollment Rosters and Attendance Records; MCAS, MAP, and Progress and Report Cards.</p>	<p>Data Source: Office Referrals, Individual Behavior Charts, Suspension Data, Classroom Attendance Lists, Classroom Homework Completion Records, Student Performance on State, District, and School Assessments.</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Belmont Street School	Susan Hodgkins	August 2017-June 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase student proficiency in English Language Arts through implementation of writing to learn tasks (written responses to reading) and learning to write activities (explicit instruction in writing process stages for the three types of writing). responses to reading (writing to sources) in a variety of genre.	Regular Education, Special Education, English Second Language Teachers	Fountas & Pinnell Benchmark Assessment System, MCAS 2.0, Student Work, Response to Reading Journals, Open Response Exercises, Teacher Lesson Plans, Classroom Observations
2	Increase student proficiency in mathematics through careful alignment of enVisions mathematics program with state standards, making grade-specific adjustments and utilizing supplemental fluency resources.	Regular Education, Special Education, English Second Language Teachers	enVision Assessments, MCAS 2.0, Student Work, Math Journals, Open Response Exercises, Teacher Lesson Plans, Classroom Observations

3	Increase student proficiency in science through inquiry-based activities in the Earth and Space Science Strand, with an emphasis on weather, water cycle, and soil topics.	Regular Education, Special Education, English Second Language Teachers	MCAS 2.0, HSP Science Assessments, Interactive Science Notebooks, Open Response Exercises, Teacher Lesson Plans, Classroom Observations
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● On-site training for all teachers utilizing <i>Daily Five</i> strategies and materials aimed at <i>Building Students' Reading Stamina</i> ● Use of faculty and Component Meetings to design rubrics and checklists for all writing genres for classroom use ● Faculty meeting review of the <i>Reading Workshop Model</i> ● Introduction and guided implementation of Read Side by Side CIA Units ● ATLAS website training focusing on accessing curriculum maps, curriculum units, and instructional resources ● Review of Common Core ELA shifts and highlights ● Review of the three types of writing using <i>Keys to Literacy Content Writing</i> 	<ul style="list-style-type: none"> ● Classroom observations of CIA unit implementation ● Weekly review of students' writing progress during grade-level meetings. Discuss effectiveness of teacher feedback and writing checklists and rubrics ● Use of faculty meetings and grade-level meetings to identify areas of need using student writing samples and sharing ideas on how to adjust instruction accordingly

2	<ul style="list-style-type: none"> ● On-site enVisions mathematics training highlighting. What does a daily lesson look like? ● On-site enVisions mathematics training focusing on Exploring Envisions Digital Resources ● WPS district-wide enVisions mathematics training ● Grade-level teams meet weekly to review assessments and determine enVision intervention materials needed for Tier 2 and Tier 3 groups ● Teachers meet in grade-level teams to make necessary lesson modifications and select supplemental resources from Engage New York and Crosswalk Coach ● Review of Math Common Core shifts and highlights 	<ul style="list-style-type: none"> ● Data review of enVisions Assessments, students' open-response work, and math notebooks.
3	<ul style="list-style-type: none"> ● Use of Component Meetings to review student performance on classroom and state assessments, discuss lessons and activities for classroom implementation, and make adjustments as needed. ● Meet with WPS Science Liaison Jeff Glick to discuss and plan lessons to improve student achievement in Earth and Space Science Strand. ● Meet with WPI Biomedical Engineering Department to design inquiry- based lessons for classroom implementation to address weather, water cycle, and engineering-design topics. ● Review of resources available on Moodle 2 	<ul style="list-style-type: none"> ● Data review of student performance on MCAS 2017 Science and Technology/Engineering test open-response and multiple-choice questions ● Examination of student performance on classroom open-response practice selections ● Follow-up meeting with WPI Biomedical Engineering Department to share insights and discuss feedback following the implementation of grade 5 technology and engineering activities by WPI staff on November 17, 2017. Begin planning lessons with WPI staff for second-quarter lessons.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p><u>Book Study Resources:</u></p> <ul style="list-style-type: none"> ● Keys to Literacy: Keys to Content Writing by Joan Sedita ● Keys to Literacy: Early Writing in Grades K-3 by Joan Sedita ● CIA Units of Study by Sarah Collinge ● MCAS 2.0 ELA Released Items ● WPS Atlas Website 	Teacher data and progress tracking forms
2	<ul style="list-style-type: none"> ● enVisions Math Teacher Resources ● enVisions Diagnosis and Intervention System ● enVisions Digital Resources ● WPS Common Assessments ● WPS Math Liaison Victoria Roman ● WPS ATLAS Website 	Monthly grade-level fact contests to build and strengthen fact fluency
3	<ul style="list-style-type: none"> ● MCAS Released Test Items ● MCAS Data Reports ● WPS Science Liaisons Jeff Glick and Kathy Berube ● WPI Biomedical Engineering Department ● WPS ATLAS Website & Moodle 	Student progress tracked through the use of interactive notebooks and data tracking forms

4: Progress Summary

PL Goal 1 No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Weekly Component Meetings and classroom observations	<ul style="list-style-type: none">● Teacher Data● Progress Tracking Forms● Use of Component Meetings to review student writing and teacher-to-student feedback
2	Teacher feedback regarding implementation of enVisions mathematics lessons and assessments	<ul style="list-style-type: none">● Information gathered during grade-level meetings● Classroom lesson observations
3	Teacher feedback following implementation of science lessons and experiments focusing on student performance and quality of students' written work	<ul style="list-style-type: none">● Student progress is checked through use of interactive notebooks and data tracking forms