School focus. Black Students are co-growth however LEP, Hispanic, and Economic Dis. groups met the proficiency benchmark. indicates that 83% of students in grades 3-5 maintained or exceed SOL assessments during SY 18.2018 Montessori students housed at Drew during the 2018-2019 school year. Math performance on SOL assessments indicates that 83% of students in grades 3-5 met the proficiency benchmark. All subgroups demonstrated significant growth however LEP, Hispanic, Econ. Dis., and Black Students are concentrated groups of focus.

### SCHOOL PERFORMANCE PRIORITIES

*Data derived from SIA Adjusted Scores*

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</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>71%</td>
<td>69%</td>
<td>68%</td>
<td>67%</td>
<td>66%</td>
<td>67%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
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<td>80%</td>
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<tr>
<td>Hispanic</td>
<td>41%</td>
<td>41%</td>
<td>41%</td>
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<td>41%</td>
<td>85%</td>
<td>85%</td>
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<tr>
<td>LEP</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>62%</td>
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<td>62%</td>
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<tr>
<td>SPED</td>
<td>42%</td>
<td>42%</td>
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<td>42%</td>
<td>83%</td>
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<tr>
<td>ECON DIS</td>
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<td>46%</td>
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<td>46%</td>
<td>85%</td>
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</tbody>
</table>

All subgroups demonstrated significant growth with passing rates of 83%, 85%, 65%, 83%, 83%, 62%, 38%, 65%, 41%, 74%, 71%, 82%, 80%, 85%, 83%, 66%, 83%. 3 Year Average.

### ANNUAL PERFORMANCE GOALS

- All Students will achieve a pass rate on the 2019 Math SOL assessment that reflects accelerated growth for the group by scoring at or above the 85 percentile of statewide performance for all students.
- 75 percentile of statewide performance for Black (74%), Hispanic (85%), LEP (62%) and Econ. Dis. (69%)
- and/or reduce the failure rate by 10% for identified groups.
- Maintain or exceed SOL assessment.
- Provide targeted professional development to Instructional staff.
- Continuously share data with staff and families to identify students who are not meeting grade level expectations; develop targeted instructional plans to address specific areas of need for students who are not meeting grade level expectations; drive differentiated instruction/intervention.
- Utilize math coach to deliver job-embedded professional development to include workshops; modeling of instruction; data analysis; and provide resources to enhance virtual instruction.
- Provide targeted professional development to Instructional staff to enhance their repertoire of differentiated instruction to meet the needs of English Language Learners by including EL teachers in weekly CLT meetings.

### ACTIONS TO SCHOOL PRIORITIES

- Multiple Pathways to Student Success
- Student Well-Being: Healthy, Safe & Supported Students
- Engaged Workforce
- Conduct comprehensive Needs Assessment to evaluate and determine specific areas of need for identified students who are not meeting expected outcomes and effectiveness of core instructional practices.
- Use our individual student data in teams at BOY during pre-service to identify students areas of targeted growth with new teams.
- Weekly math CLT meetings with existing math coach (.5 PM) to ensure a smooth transition and continuous improvement.
- Provide targeted and meaningful intervention to Tier 2 and Tier 3 students utilizing researched-based instructional programs and best instructional practices to include but not limited to Do the Math; FASTMath, Reflex & DreamBox.
- Continuously share data with staff and families to identify students who are not meeting grade level expectations; develop targeted instructional plans to address specific areas of need for students and drive differentiated instruction/intervention.
- Utilize math coach to deliver job-embedded professional development to include workshops; modeling of instruction; data analysis; and provide resources to enhance virtual instruction.
- Provide targeted professional development to Instructional staff to enhance their repertoire of differentiated instruction to meet the needs of English Language Learners by including EL teachers in weekly CLT meetings.

### TIMELINE FOR ACTIONS

- Quarterly: School Administration; Instructional Coaches; Department of Teaching and Learning Specialists.
- Monthly: Instructional Coaches and Lead Teachers, School Administration.
- Monthly: Math Coach, School Administration and Instructional staff.
- Monthly: Instructional Coaches; School Administration; Department of Teaching and Learning Specialists.
- Quarterly: Instructional Coaches; School Administration; Department of Teaching and Learning Specialists.

### RESPONSIBLE PARTIES

- School Administration;
- Instructional Coaches;
- Department of Teaching and Learning Specialists;
- Math Coach, School Administration and Instructional staff;
- Instructional Coaches; School Administration; Department of Teaching and Learning Specialists.

### PROGRESS TOWARD ANNUAL GOAL

- Progress Monitoring at 30, 60, 90 and 120 Days.
- Agendas and Minutes;
- Formative Assessment Data; Anecdotal Records and Qualitative Data from Observations; Instructional Student Plans; Walkthroughs and Observations.

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### ANNUAL GOAL

**3 Year Average**

- % of students meeting or exceeding SOL assessments.
- % of students meeting or exceeding SOL assessments.
- % of students meeting or exceeding SOL assessments.
- % of students meeting or exceeding SOL assessments.
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Data below represents overall student performance and school performance for the Montessori students housed at Drew Elementary during the 2018-2019 school year. MPSA opened 2019-2020 school year but the SOL was not administered due to Covid.

Reading performance on SOL assessments indicates that 86% of all students in grades 3-5 met the proficiency benchmark. All subgroups demonstrated significant growth or maintained progress from previous school year however Students with Disabilities, LEP and Black Students are continual groups of focus.

### 3 Year Average

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Average (Ongoing)</th>
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<tbody>
<tr>
<td>Montessori</td>
<td>85%</td>
</tr>
<tr>
<td>SY 18-19</td>
<td>86%</td>
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<tr>
<td>SY 17-18</td>
<td>84%</td>
</tr>
<tr>
<td>SY 16-17</td>
<td>84%</td>
</tr>
<tr>
<td>SY 15-16</td>
<td>84%</td>
</tr>
<tr>
<td>Black</td>
<td>71%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>58%</td>
</tr>
<tr>
<td>LEP</td>
<td>54%</td>
</tr>
<tr>
<td>SPED</td>
<td>57%</td>
</tr>
<tr>
<td>ECON DIS</td>
<td>56%</td>
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</tbody>
</table>

### Montessori student population:

- **Healthy, Safe & Supported Students:**
  - Total population: 100%
  - Black students: 18%
  - Hispanic: 30%
  - LEP: 8%
  - Special Education: 7%
  - ECON DIS: 8%

- **Engaged Workforce:**
  - 90% average passing rate

### Multiple Pathways to Student Success

- Student Well-Being
- Healthy, Safe & Supported Students

### Conduct comprehensive Needs Assessment to evaluate and determine specific areas of need for identified students who are not meeting expected outcomes and effectiveness of core instructional practices.

- **Use our individual student data in teams at BOY during pre-service to identify students areas of targeted growth with new teams & again during hybrid/virtual transition.**
- **Weekly team CLT meetings with reading coaches to ensure ongoing progress towards benchmarks and identify students for intervention.**
- **Children of concern** are regularly brought before the group. A calendar to monitor when a child was referred for discussion, specifics on the need of the child are discussed, questions raised as a group and suggestions to try with a time limit are added to a calendar and housed in team google docs. Teams include SPED, EL teachers and coaches in weekly CLT meetings to ensure instruction is targeted across all service providers.

### Provide targeted and meaningful intervention to Tier 2 and Tier 3 students utilizing researched based instructional programs and best instructional practices to include but not limited to OG & additional small group support using Structured Literacy practices.

- **Provide small, targeted group instruction in reading and writing by:**
  - Using the Montessori curriculum and materials and/or the structured literacy model, with extensive support for: oral reading fluency, vocabulary, decoding, comprehension and writing.
  - Providing small group instruction based upon Lexia data, PALS, DIBLES and/or running record data maintained in MPSA data umbrella.
  - Using core resources: LEXIA, RAZ, UFLI, the Pioneer Valley Digital Footprints collection, as well as language supports for ELs.
  - Increased number of shorter, targeted reading groups at student instructional levels using Montessori lessons or structured literacy lessons to improve focused instruction in identified areas for increased virtual/hybrid student engagement.
  - Continuously share data with families to identify students who are not meeting grade level expectations, develop targeted instructional plans to address specific areas of need for students and drive differentiated instruction/intervention.

### Quarterly

- **School Administration:**
  - Classroom Teachers,
  - Instructional Coaches,
  - EL teachers,
  - SPED teachers and Instructional Assistants

### Monthly

- **School Administration:**
  - Classroom Teachers,
  - Instructional Coaches,
  - EL teachers,
  - SPED teachers and Instructional Assistants

### Agendas and Minutes;

- **SOL:**
  - Assessment Data;
  - Ancedotal Records;
  - Instructional Student Plans; virtual observations.

- **Instructional assistants to support learning in the virtual environment e.g., monitor student usage of Reading A-Z and Lexia. Work with small groups/Monitor break out groups.

### Provide small, targeted group instruction in reading and writing by:

- Using the Montessori curriculum and materials and/or the structured literacy model, with extensive support for: oral reading fluency, vocabulary, decoding, comprehension and writing.
- Providing small group instruction based upon Lexia data, PALS, DIBLES and/or running record data maintained in MPSA data umbrella.
- Using core resources: LEXIA, RAZ, UFLI, the Pioneer Valley Digital Footprints collection, as well as language supports for ELs.
- Increased number of shorter, targeted reading groups at student instructional levels using Montessori lessons or structured literacy lessons to improve focused instruction in identified areas for increased virtual/hybrid student engagement.
- Continuously share data with families to identify students who are not meeting grade level expectations, develop targeted instructional plans to address specific areas of need for students and drive differentiated instruction/intervention.
| Increased opportunities to actively engage and communicate with families to work in partnership with school to support targeted priorities and areas of focus to improve the overall achievement and social/emotional well-being of our student population. | Provide ongoing social/emotional support to students either virtual/hybrid throughout the year.  
- Go Zen Family Subscription  
- Mindfulness Lessons  
- Bi-Weekly classroom lessons with counselor  
- SEL classroom lessons-AM/PM meetings  
- Social Snack/Lunch w/MPSA staff volunteers | Weekly & Bi-Weekly | Guidance Counselor, PTA, school admin team & MPSA staff |
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<tbody>
<tr>
<td>Parental involvement, engagement, communication and participation in school and community activities will increase by 10% as measured by parent feedback on Your Voice Matters survey and attendance at events.</td>
<td>Weekly communication between school and home through weekly School Talk messages and Coffee Chats. Mondays PTA School Talk &amp; Fridays from MPSA. Coffee Chats weekly/biweekly/monthly throughout the year to address topics of concern and respond to questions.</td>
<td>Weekly &amp; monthly</td>
<td>School Administration, Admin Asst. and PTA leadership</td>
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