

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Wawecus Road

School

Joanna Loftus

Principal or Administrator

Maureen Binienda

Superintendent

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.

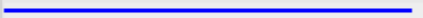



Name	Position	ILT Meeting Dates
Joanna Loftus	Principal	Sept: 30
Donna Anderson	FIC	Oct: 28
Karen Cerullo	Grade 1 Educator	Nov: 30
Lori Backlin	Grade 2 Educator	Dec: 16
Katherine McGovern	Grade 5 Educator	Jan: 27
Katherine Sharr	Primary Transitional Life Skills Educator	Feb: 10
		Mar: 31
		Apr: 28
		May: 26
		June: 9

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Wawecus Road School

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Wawecus Road School (03480026)	Grades served:	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		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		27

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		71	Did Not Meet Target
High needs		75	Met Target
Econ. Disadvantaged		-	
ELL and Former ELL		-	
Students w/disabilities		-	
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		-	
Hispanic/Latino		92	Met Target
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		36	Did Not Meet Target

III. Comprehensive Needs Analysis

Areas of Strength																		
Strength	Evidence																	
<p>PARCC SGP -ELA <i>The SGP continues to increase each year.</i> <i>Students in Warning decreased by 8% from 2015</i> <i>96% of the Wawecus Students did their Summer Reading & Math</i> <i>*Reading MAP: The percentage of students in HI maintained 7%.</i></p> <p>DIBELS <i>*100% of Kindergarten Students met the green level in the spring.</i></p> <p><i>*71% of Grade 1 Students met the yellow/green levels</i> <i>Yellow Level decreased by 46% from Fall to Spring</i></p> <p><i>*5 week SRSD Writing Collection: Students points increased their scores with every Pre to Post collection.</i></p> <p><i>*The average score for the 3 Genres increased from 6.2 to 13.3. An increase of 7 points.</i></p>	ELA PARCC																	
	GRADE	LEVEL 4 & 5	SGP ABOVE 51%															
	3	18%	NA															
	4	19%	30%															
	5	67%	62%															
	6	63%	67%															
	Overall	41%	51%															
	<table border="1" style="margin: auto;"> <thead> <tr> <th colspan="3">MAP</th> </tr> <tr> <th colspan="3">Reading Gr. 3-6</th> </tr> <tr> <th></th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>MED</td> <td style="text-align: center;">83%</td> <td style="text-align: center;">72%</td> </tr> <tr> <td>HIGH</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">7%</td> </tr> </tbody> </table>				MAP			Reading Gr. 3-6				Fall	Spring	MED	83%	72%	HIGH	7%
MAP																		
Reading Gr. 3-6																		
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	DIBELS		
Grade Level	Performance Level	Fall	Spring
K	Red	39%	0%
	Yellow	28%	0%
	Green	33%	100%
Whole Words Read & NWF			
Gr. 1	Yellow	67%	21%
	Green	33%	50%
<p>PARCC SGP-Math <i>The SGP continues to increase each year.</i> <i>Students in Advance/Proficient increased by 7% from 2015</i> Math MAP: <i>Students in HI increased by 4%.</i> 5 Week Collections: <i>Students increased by 33% from fall to spring.</i> <i>Gr. K-2 the percent of students that received a score of 0-2 decreased from 74% to 11% and</i> <i>Gr. 3-6 from</i></p>	MATH PARCC		
GRADE	LEVEL 4 & 5	SGP ABOVE 51%	
3	36%	NA	
4	19%	55%	
5	47%	46%	
6	36%	78%	
Overall	32%	61%	

68% to 33%

Grade levels	Math: OR 5 Week Collection	
	K-6 3/4	
	Fall	Spring
K-2	27%	88%
3-6	33%	66%

Math MAP		
	Fall	Spring
HI	4%	8%

- Vertical Mapping of Math CCFW
- School-wide 5 week collections of Math open response student work
- Cross grade level scoring of open response
- Through purposeful questions and increasing time spent on discussions, educators will develop and enhance students’ vocabulary, comprehension and inferencing skills.
- ACE IT strategy taught from K-6

STE MCAS: Students scoring 3/4s on OR increased from 15% in 2015-46% in 2016. The percentage of students scoring in advanced stayed the same.

- Through purposeful questions and increasing time spent on literature discussions, educators will develop and enhance students’ vocabulary, comprehension and inferencing skills.
- Continue integrating Science into ELA block
- SRSD Informational writing strategies
- Fidelity to the 5 week collection of STE OR

Areas of Concern	
Concern	Evidence
<p><i>ELA PARCC: 37% fell in NI a 13% increase from 2015. Gr. 3 & 4 over 50% fell in NI or W.</i></p> <p><i>BAS: In grades 1 & 2 the number of students in Meets decreased by 7% from fall to spring.</i></p> <p><i>DIBELS: The number of students in green decreased from fall to spring.</i></p>	<ul style="list-style-type: none"> • Educators keeping a data driven record of student progress <ul style="list-style-type: none"> *ILT/Staff Developed data collection binders are revisited biweekly • SRSD targeted training to address student ownership of learning • UDL: Creating more student ownership of learning and constant student engagement with every lesson • Building teacher’s literacy/guided reading knowledge • Daily common core formal assessments • Planning is purposeful/consistent with rigorous lessons that are aligned to CCSS • Consistently asking higher level questions that support the rigor of the CCSS • Improve teacher ability to conference with students about performance, skills and assessment data <ul style="list-style-type: none"> *Optimal Learning Model training from ILT *Teacher share outs at PLCs *Videos on conferencing • Improve student ability to self-analyze performance <ul style="list-style-type: none"> *Revisit Self-Talk strategies daily *Model self-talk strategies and discuss/demonstrate the benefits of using it • Increase amount of discussion on individual data and changes <ul style="list-style-type: none"> *Bi-weekly data meetings with principal that focus on data and planning • As determined by data, improve students’ skills with determining importance and inferencing • Develop an interrelated reliability when scoring writing across grade levels
	<ul style="list-style-type: none"> • Increased use of technology into daily instruction • Educators keeping a data driven record of student progress <ul style="list-style-type: none"> *ILT/Staff Developed data collection binders are revisited biweekly • Creating more student ownership of learning and constant student engagement with every lesson • Daily common core formal assessments • Planning is purposeful/consistent with rigorous lessons that are aligned to CCSS • Consistently asking higher level questions that support the rigor of the CCSS • Improve teacher ability to conference with students about performance, skills and assessment data <ul style="list-style-type: none"> *Optimal Learning Model training from ILT *Teacher share outs at PLCs *Videos on conferencing • Improve student ability to self-analyze performance <ul style="list-style-type: none"> *Revisit Self-Talk strategies daily

	<ul style="list-style-type: none"> *Model self-talk strategies and discuss/demonstrate the benefits of using it • Increase amount of discussion on individual data and changes <ul style="list-style-type: none"> *Bi-weekly data meetings with principal that focus on data and planning
<p>MCAS STE: 93% scored NI or W 7% scored Proficient 53% scored 0-2 on the OR</p>	<ul style="list-style-type: none"> • Increase the amount of STE writing pieces to the 5 week collection • Educators keeping a data driven record of student progress <ul style="list-style-type: none"> *ILT/Staff Developed data collection binders are revisited biweekly • Creating more student ownership of learning and constant student engagement with every lesson • Daily common core formal assessments • Planning is purposeful/consistent with rigorous lessons that are aligned to CCSS • Consistently asking higher level questions that support the rigor of the CCSS • Improve teacher ability to conference with students about performance, skills and assessment data <ul style="list-style-type: none"> *Optimal Learning Model training from ILT *Teacher share outs at PLCs *Videos on conferencing • Improve student ability to self-analyze performance <ul style="list-style-type: none"> *Revisit Self-Talk strategies daily *Model self-talk strategies and discuss/demonstrate the benefits of using it • Increase amount of discussion on individual data and changes <ul style="list-style-type: none"> *Bi-weekly data meetings with principal that focus on data and planning • As determined by data, improve students' skills with determining importance and inferencing

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies	<ul style="list-style-type: none"> • Bi-weekly Data/Curriculum meeting with each staff member to monitor student progress, school initiatives and supports (PD) • PLCs are ILT driven and staff focused • Frequent classroom to provide feed for effective instruction • Develop before and after programs for ELA and Math
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> • Development and support of Data Binders • Planning and running Professional Learning Community (PLC) meetings to support <ul style="list-style-type: none"> *Self-Regulation Strategy Development (SRSD) to build student ownership of learning *Optimal Learning Model (OLM) in every lesson, every day *Data collection, analysis and implementation of instruction from results
ADULT IMPLEMENTATION INDICATOR	
Data Source:	STUDENT RESULTS INDICATOR
<ul style="list-style-type: none"> • Feedback • Evaluations/Observations • Data meeting notes • PLC agendas & Products 	Data Source: <ul style="list-style-type: none"> • SRSD Data • MCAS/PARCC • Open Response (OR) School Wide collections • Measured Academic Performance Assessment (MAP) • Benchmark Assessment System (BAS) • Classroom data collections • Looking at student work (LASW)

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

SRSD:*Students will select their personal self-talk terminology to support their thought process
Educators will incorporate scaffolding strategies for self-talk in all subject areas. Some strategies: modeling, reference sheets, bubbles with students' specific phrase...
Authentic writing opportunities are incorporated in daily instruction

OLM: *Reading and implementing techniques of the OLM model
Students will explain what they're doing in the lesson by using "I do-we do-you do" terminology.
Teachers will measure their use of discourse during a lesson to determine if it's done enough and effectively
Educators will use the SEI smart card strategies
*to reference when planning
*to design lessons
*for grouping/pairing students
*every day and when a new SEI students comes to their classroom

Data *Collecting data to inform instruction for student progress and effective delivery
Data collections will be organized around power standards
Data collections will be organized around differentiation based on students' needs for ELL/SPED/Students exceeding grade level skills

Instructional Leadership Team Implementation

ILT will analyze the following
Student Work: examining any indication of self-regulation support on drafts and in writing samples over time, math and Science and Technology/Engineering (STE) OR
Data from: Pre/Post assessments, Scoring scales, OR collections, Data for additional writing assignments in educators data binders
Developing PLC focus around needs determined from the data

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">• Pre/Post assessments• Scoring scales• OR collections• Data for additional writing assignments in educators data binders• Feedback• Evaluations/Observations• Data meeting notes• PLC agendas & Products	<p>Data Source:</p> <ul style="list-style-type: none">• Pre/Post assessments• Scoring scales• OR collections• Data for additional writing assignments in educators data binders• MCAS/PARCC• MAP• BAS• Classroom data collections• LASW

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

SRSD: *Self-talk:
In PLC Educators will incorporate protocols and expectations for the use of self-talk in all subject areas, on a daily basis.
Evaluations/feedback will be focused on the use of student using self-talk
Incorporate authentic writing pieces to build “love of writing” with students

OLM: *Implementing techniques of the OLM model
Lesson have the “I do-we do-you do” model in every lesson
Evaluations and feedback will focus on the use of it
Educators will incorporate the SEI Smart Card/DCAP into OLM
The use of the SEI smart card/DCAP when planning and evaluating
Educators will use the SEI smart card strategies
*to reference when planning
*to design lessons
*for grouping/pairing students
*every day and when a new SEI students comes to their classroom

Data: *Collecting data to inform instruction for student progress and effective delivery according to the students’ needs
Data collections will be organized around power standards
Data collections will be organized around differentiation based on students’ needs for ELL/SPED/Students exceeding grade level skills
Data will record interventions when necessary

Instructional Leadership Team Implementation

SRSD: ILT will plan PLCs for lessons and strategies that embed Self-talk and self-regulation into lessons.

OLM: For PLC planning, continue using “Read, Write, Lead” strategies to support effective and efficient use of OLM. The focus areas are effective feedback, frontloading, whole-part-whole teaching, demonstrations.

Data: The ILT will continue to revisit the format of the data binders to ensure the data collections are informative.
PD for analyzing data for SPED and ELL student in writing, reading, math and STE.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
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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

Positive Behavior Interventions and Support (PBIS)

***Build in academic incentives that support writing.**

***Share PBIS classroom plans to strengthen and increase the positive interactions**

Expanded Learning: Afterschool activities will be incorporated and students will be encouraged to attend. It will start small to determine interest.

Academic Family engagement: Educators will do 1-2 activities that support families academic engagement.

Continue whole school service projects:

***Give to Get Food Drive-Partnered with Kiwanis and BHS, Wawecus families donate, or gives, food from Thanksgiving to Winter break. The food is donated to BHS food pantry, and for the students' kindness, every student receives, or gets, a gift from Kiwanis.**

***Pennies for Patience Valentine Give to Get: Students donate pennies for Lymphoma research for a week, and receive a valentine for their kindness.**

***WPS Transition Program: Students from the program work in the cafeteria and around the grounds to build working skills.**

Instructional Leadership Team Implementation

PBIS *The ILT will look at the data from teacher referrals and share with the PBIS committee.

PBIS committee will address the patterns of behaviors and incorporate them into the daily use of the Wallys (school-wide incentive tickets).

Expanded Learning: ILT will develop surveys to determine if families would attend.

One program will be offered and ILT will survey the families that participated to determine next steps.

Academic Family engagement: ILT will investigate and share with staff a variety of ideas for academic family activities beyond the school day.

Teachers will schedule and invite families to their event

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source:

- **Teacher Referral Data**
- **PBIS Classroom data**
- **PBIS data**
- **Sign in sheets**

Data Source:

- **Sign in**
- **Survey responses**
- **Exit slips at activities**

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Wawecus	Joanna Loftus	September 2016/June 2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>100% of our students will demonstrate growth in English Language Arts (ELA) as measured by MCAS 2.0. This will be evidenced by</p> <ul style="list-style-type: none"> an increase in our ELA Composite Performance Index (CPI) of 10.5 points to 88.0, an increase in our Student Growth Percentile from 55.0 to 60.0, a decrease of 20% in the number of students scoring in Level 1/2, and an increase of 40% in the number of students in scoring in Level 3 or level 4 on OR. 	<ul style="list-style-type: none"> All students Students w/disabilities English Language Learner (ELL) and Former ELL Educators 	<ul style="list-style-type: none"> ELA PARCC Data reflects grade 3-6 fell in Needs Improvement DIBELS: Green fell from fall to spring

2	<p>100% of students will demonstrate growth in Math as measured by MCAS 2.0. This will be evidenced by</p> <ul style="list-style-type: none"> • an increase in our Math CPI of 12 points to 87, • an increase in our Math SGP from 50 to 55, • a decrease of 25% in the number of students scoring in Level 1/2, and an increase of 45% in the number of students scoring in Level 3/4 on OR. 	<ul style="list-style-type: none"> • All students • ELL and Former ELL • Students w/disabilities • Educators 	<ul style="list-style-type: none"> • Math PARCC: In grade 3-6 60% of the students fell in NI. • Math School-wide pre-requisite assessment. Beginning of the year assessment: 80% of the students didn't make the 80% criteria
3	<p>□□□□ of students will demonstrate growth in Science as measured by MCAS. This will be evidenced by</p> <ul style="list-style-type: none"> • an increase in our Science CPI of 14.3 points to 88.3, • an increase of 52% in the number of students in the Proficient/Advanced category. • an increase of 40% of students scoring in level 3/4 on OR. 	<ul style="list-style-type: none"> • All students • ELL and Former ELL • Students w/disabilities • Educators 	<ul style="list-style-type: none"> • STE MCAS: 94% of students scored Needs Improvement or Warning.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • SRSD: Self Talk/Self-Regulation Professional Development 	<ul style="list-style-type: none"> • LASW/Evaluation Conferences/SRSD data
	<ul style="list-style-type: none"> • Book study: The Next Step in Guided Reading 	<ul style="list-style-type: none"> • Share out of implementation of book's strategies/set school-wide protocols for Guided Reading/Measure

		student success in reading comprehension and SRSD writing data
2	<ul style="list-style-type: none"> OLM: Feedback/Whole-Part-Whole Teaching 	<ul style="list-style-type: none"> Evaluation conferences/LASW/Vertical planning to share best practices to embed whole-part-whole teaching
	<ul style="list-style-type: none"> Building professional collaboration with staff 	<ul style="list-style-type: none"> Educators celebrating the implementation of best practices and becoming more comfortable with sharing successes.
3	<ul style="list-style-type: none"> Data Binders 	<ul style="list-style-type: none"> ILT revisits the binder design and what to collect Continue providing staff with data analysis Professional Development (PD) to efficiently inform their instruction.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	SRSD District PD; Data Binders; Focus Instructional Coach; Technology Instructional Coach	
2	PD for Action Calculate Explain (ACE) IT/SRSD; Math curriculum liaison for targeted PD; Technology Instructional	
3	SRSD PD; Science Curriculum Liaison; Technology Instructional Coach	
	Data Binders PD from ILT; Bi-weekly teacher/principal data meeting	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Data Binders PD from ILT; Bi-weekly teacher/principal data meeting	

