

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Grafton Street**

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School

**Tina A. Schirner**

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Principal or Administrator

**Maureen Binienda**

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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. 2<sup>nd</sup> 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.

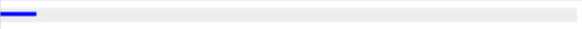
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least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



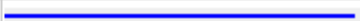
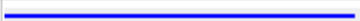
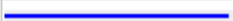
Name	Position	ILT Meeting Dates
Tina Schirner	Principal	Sept: 22, 29
Greg Tremba	Assistant Principal	Oct: 20, 27
Denise Reardon	Focused Instructional Coach	Nov: 3, 17
Kathleen Fontaine	Grade K teacher	Dec: 8, 22
Hermorne McConner	Grade K teacher	Jan: 5, 19
Erica Tortis	Grade 3 teacher	Feb: 2, 16
Amy C'Miel	Grade 4 teacher	Mar: 2, 16
Erin Toon	Grade 5 teacher	Apr: 7, 28
Marci Prockett	ESL teacher	May: 11, 25
		June: 1, 8

## II. Massachusetts Department of Elementary and Secondary Education Accountability Data

### 2016 Accountability Data - Grafton Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Grafton Street (03480115)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 3</b>	Among lowest performing 20% of schools and subgroups Focus on White -ELL and former ELL -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 6	
	Lowest performing	Highest performing

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	
<a href="#">All students</a>		■	43 Did Not Meet Target
<a href="#">High needs</a>		■	47 Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>			-
<a href="#">ELL and Former ELL</a>		■	61 Did Not Meet Target
<a href="#">Students w/disabilities</a>			-
<a href="#">Amer. Ind. or Alaska Nat.</a>			-
<a href="#">Asian</a>			-
<a href="#">Afr. Amer./Black</a>			-
<a href="#">Hispanic/Latino</a>		■	61 Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-
<a href="#">White</a>		■	39 Did Not Meet Target

### **III. Comprehensive Needs Analysis**

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
Increased Composite Performance Index (CPI) in Grade 3 English Language Arts by 20.2 points	2015 Massachusetts Comprehensive Achievement System (MCAS) CPI 53.4; 2016 Partnership for Assessment of Readiness for College and Career(PARCC) 73.6
Increased Grade 6 Math Student Growth Percentile (SGP) by 28%	2015 50%; 2016 PARCC SGP 78%
Increased Composite Performance Index (CPI) by 8 points for former English Language students and English Language	2015 MCAS CPI 53; 2016 PARCC CPI 61
Increased by 16% the number of students in grades 1-6 reading on/above grade level benchmarks	Fall 2015 Benchmark Assessment System: 36%; Fall 2016 Benchmark Assessment System: 49%
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Low SGP grade 4 PARCC ELA and PARCC Math	2016 PARCC: ELA 24%; Math 27% compared to the District's definition of adequate SGP of 50%
41% students in grades 1-6 reading two or more levels below grade level benchmarks	Fall 2016 Benchmark Assessment System
66% Grade K and 59% Grade 1 deemed High Risk for poor Early Literacy Skills	Fall 2016 DIBELS

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <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)	
<b>Prioritized Best Practices or Strategies</b>	<ul style="list-style-type: none"> <li>• Collaboration: Instructional Leadership Team, Grade Level Teams (weekly meetings, biweekly focus Math/ELA to Look At Student Work (LASW) &amp;/or strategy implementation and reflection); HEARS (Healthy Environments and Resilience Schools, PBIS (Positive Behavior Interventions and Supports)</li> <li>• Focused Walkthroughs and informal observations with formative feedback from Administration and Focused Instructional Coach (FIC)</li> <li>• Peer Observations to increase teacher capacity</li> </ul>
<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>• Collect, analyze, and monitor school data and decide on courses of action</li> <li>• Monitor implementation of school-wide best practices through modeled lessons, peer collaboration and feedback</li> <li>• Communicate and model the identified best practices: Evidenced-based writing, Academic Discourse, and Timely, formative feedback</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> <ul style="list-style-type: none"> <li>• Meeting Agendas</li> <li>• Meeting Minutes</li> <li>• Admin, FIC feedback</li> <li>• Teacher feedback</li> </ul>	<b>Data Source:</b> <ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Formative/Summative assessments</li> </ul>

**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**

- Grade level common assessments K-6
- Calibrating teacher scorings of student work K-6
- Weekly Grade level PLCs & Staff meetings (3<sup>rd</sup> Monday) to analyze results of assessments, student work and strategy implementation

**Instructional Leadership Team Implementation**

- Provide professional development in identified high leverage best practices
- Collect and analyze school data including BAS, Measures of Academic Progress (MAP), DIBELS, common grade level assessments for progress in student achievement
- Analyze common grade level student work during Grade level PLCs and Staff meetings in ELA, Math and create action plan for continued growth

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

- Data Source:**
- Supervision and evaluation
  - Monitor and evaluate classroom instruction regularly with timely feedback
  - Weekly lesson plans monitored for rigor, fidelity, and pacing
  - Monitoring of assessments aligned to standards reviewed at Grade Level Data Meetings
  - Focused Instructional Coach to provide differentiated coaching

- Data Source:**
- Formative & summative assessments
  - Student work samples
  - BAS data
  - MAP data
  - DIBELS data

**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**

- Use of Leveled Literacy Kits, Just Words and Double-dose Foundations for identified at risk students
- Shared ownership of students for Guided Reading
- EL and Special Education instruction closely aligned to classrooms for tiered instruction

**Instructional Leadership Team Implementation**

- Implement a schedule for Running Records
- Data analysis of Running Records of LLI intervention, BAS data to adjust guided reading flexible groups
- Provide Professional Development and support

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

- Data Source:**
- Staff, ILT and PLC meeting agendas
  - Running Records
  - Guided Reading lesson plans
  - Supervision & Evaluation
  - FIC to provide differentiated coaching

- Data Source:**
- Running Records
  - BAS data
  - MAP data
  - Foundations data
  - ACCESS (Assessing Comprehension and Communication in English State-to State) data

**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**

- Professional Development in creating a trauma sensitive learning environment
- Implementation of MindUp social/emotional strategies
- Continued implementation of school-wide PBIS

**Instructional Leadership Team Implementation**

- Review PBIS & office referral data
- Quarterly check and connect on MindUp implementation

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

- Data Source:**
- Supervision & Evaluation
  - PBIS Team meeting agendas and minutes
  - FIC feedback

- Data Source:**
- Decrease in office referrals
  - Increased # of students meeting Gold PBIS expectations (monthly)



## V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Grafton Street School	Tina A. Schirner	8/2016-6/2017

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To implement interactive writing to improve student writing	K-6	Student work samples, formative & summative data
2	To improve instruction of power standards by the implementation of Go Math with modifications as outlined by Achieve the Core	K-6	Common grade level assessments, formative & summative data
3	WPS Literacy initiative: Increase science content with thematic units through literacy and hands-on approaches	K	Student work, common grade level assessments, Benchmark Assessments

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Professional development on interactive writing	Monitor lesson plans, classroom instruction and displays, ongoing staff meeting and PLC professional development;
2	Provide teachers with K-5 Go Math guidance and fluency documents and time to review the web site and modifications suggested; Grade 6 separate documents	Monitor lesson plans and classroom instruction of power standards and fluency practice. Formative & summative assessments
3	Research and identify aligned thematic units in science on Engage NY or Massachusetts DESE	Monitor implementation of science units

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Articles, videos on interactive writing PLC & staff meeting time	Time
2	Achieve the Core, District math Power Standards, common assessments	Grade 6 modifications as needed
3	WPS Literacy Initiative: Engage NY or Massachusetts DESE model curriculum units, Experience Science Kits, Harcourt Science kits	UNUM Grant, Elementary Science Coach

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Interactive writing PD was well received by staff. All teachers shared their successes at PLC	Writing remains a focus at Grafton Street. Evidenced-based writing through an interactive approach continues
2	Teachers use guidance documents from Achieve the Core to ensure they are addressing power standards in math. Some teacher concern over the length of lessons	
3	Grant was given to grade K only for supplemental resources; beginning stages of development	