

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**Grafton Street School**

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**Tina Schirner**

**Principal or Administrator**

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**Maureen Binienda**

**Superintendent**

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## **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. 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: 12, 19, 26
Greg Tremba	Assistant Principal	Oct: 3, 10, 17, 24, 31
Denise Reardon	Focused Instructional Coach	Nov: 7, 14, 21, 28
Stephanie Fowler	Grade K teacher	Dec: 4, 11, 18
Sarah Jackson	Grade 1 teacher	Jan: 2, 9, 16, 23, 30
Erin Coffin	Grade 2 teacher	Feb: 6, 13, 27
Melissa Blanchette	Grade 3 teacher	Mar: 6, 13, 20, 27
Amy C'Miel	Grade 4 teacher	Apr: 3, 10, 24
Laura Hayes	Special Education teacher	May: 1, 8, 15, 22, 29
Robin McCann	ESL teacher	June: 5

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

## 2017 Official 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>No level</b>	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													<a href="#">About the Data</a>
Student Group	English Language Arts				Mathematics				Science				
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	
All Students	185	185	100	Yes	185	184	99	Yes	52	52	100	Yes	
High needs	171	171	100	Yes	171	170	99	Yes	49	49	100	Yes	
Econ. Disadvantaged	150	150	100	Yes	150	149	99	Yes	44	44	100	Yes	
ELL and Former ELL	91	91	100	Yes	91	90	99	Yes	25	25	100	Yes	
Students w/disabilities	31	31	100	Yes	31	31	100	Yes	8	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	
Asian	14	-	-	-	14	-	-	-	2	-	-	-	
Afr. Amer./Black	36	36	100	Yes	36	36	100	Yes	12	-	-	-	
Hispanic/Latino	77	77	100	Yes	77	76	99	Yes	22	22	100	Yes	
Multi-race, Non-Hisp./Lat.	7	-	-	-	7	-	-	-	3	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	
White	51	51	100	Yes	51	51	100	Yes	13	-	-	-	

### III. Student Attendance and Retention

#### Grafton Street School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.7	94.1	94.6
Average # of days absent	8.6	9.8	9.3
Absent 10 or more days	33.9	36.5	33.3
Chronically Absent (10% or more)	16.1	16.9	13.5
Unexcused Absences > 9	33.6	33.8	15.8
Retention Rate	2.2	2.0	1.3

<b>Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism</b>
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify): Morning Announcements, certificates, raffle drawing
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): Classroom Attendance Wars, Attendance Bulletin Board, calls to families with improved attendance

#### **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.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
Pupil attendance rate exceeds district and state	2017 MCAS data
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
61% students in grades 1-6 reading below grade level expectations Average 12.75% students in grades 3-6 meeting or exceeding expectations in ELA	Fall 2017 BAS data Spring 2017 MCAS data
Average 7.25% students in grades 3-6 meeting or exceeding expectations in Math; 68% students in grades 3-6 scoring in low or low average range	Spring 2017 MCAS data Fall 2017 MAP data
39% Kindergarten students and 26% of grade1 students scoring on/above benchmark in basic early literacy skills	Fall 2017 DIBELS

## V. Action Plan

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
Evidence based writing in ELA and Math
Accountable talk
Timely, formative feedback
CUB/CUBES strategy for open response questions in ELA and math
Gradual Release of Responsibility

**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><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p>1.3 School leaders have a defined theory of action or vision along with established goals, and interim benchmarks have been communicated to some staff. A common sense of urgency and shared ownership for the success of all students exists among some staff and leaders, but not all staff members share this responsibility.</p> <p>1.4 School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined. A majority of staff members are aware of the priorities, and some monitoring of these initiatives takes place.</p> <p>1.6 The schedule does not include adequate time for professional development opportunities, collaboration time for teachers is limited, and/or the available time is not used effectively to improve teaching and learning</p> <ul style="list-style-type: none"> <li>● Focused Walkthroughs with formative feedback: Admin, ILT, FIC</li> <li>● Peer Observations/video lessons to increase teacher efficacy</li> <li>● Collaboration: Instructional Leadership Team, Social/Emotional/Attendance Team, PBIS Team, Grade Level Teams (bi-weekly meetings and 2<sup>nd</sup> Monthly meeting focused on LASW &amp;/or lesson implementation)</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> <li>● Collect, analyze, and monitor school data</li> <li>● Monitor implementation of school-wide best practices</li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<ul style="list-style-type: none"> <li>● Data Source: Meeting Agendas</li> <li>● Meeting Minutes</li> <li>● Schedules accessible on OneDrive</li> <li>● Teacher feedback</li> </ul>	<p>Data Source:</p> <ul style="list-style-type: none"> <li>● Student work samples</li> <li>● Decreased office referrals</li> <li>● Increased # of students meeting Gold PBIS celebrations</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)

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p>2.6 Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.</p> <p>2.7 Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data, research-based instructional strategies, and differentiation to ensure rigor and relevance are in place but may be poorly defined, inefficient, or ineffective.</p> <ul style="list-style-type: none"> <li>● Calibrating teacher expectations/scorings of student work K-6</li> <li>● Bi-weekly Grade level meetings &amp; Staff meetings (3<sup>rd</sup> Monday) to analyze results of assessments, student work and lessons</li> <li>● Grade level data meetings every six weeks to review progress of "booster" groups</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> <li>● Collect, analyze, and monitor school data</li> <li>● Monitor implementation of school-wide best practices</li> <li>● Analyze common grade level student work and assessments at Grade level PLCs and Staff meetings in ELA, Math</li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>● Supervision and evaluation</li> <li>● Monitor and evaluate classroom instruction regularly with timely feedback</li> <li>● Weekly lesson plans monitored for rigor, fidelity, and pacing</li> <li>● Monitoring of assessments aligned to standards reviewed at Grade Level Meetings</li> <li>● Focused Instructional Coach to provide differentiated coaching</li> </ul>	<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>● Formative &amp; summative assessments</li> <li>● Student work samples</li> <li>● Progress monitoring</li> </ul>

**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><b>Prioritized Best Practices or Strategies</b>                  (Include differentiation to ensure access for targeted student populations)</p>	<p>3.3 Student learning and academic performance is regularly reviewed (at least once a month) throughout the school year, using a wide array of ongoing assessments to identify student- specific and schoolwide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year.</p> <p>3.6 Specific, research-based interventions for students with disabilities are defined and planned but may not be consistently or systematically implemented (due to staffing, scheduling, or other barriers) or designed to meet students’ specific needs.</p> <ul style="list-style-type: none"> <li>● Strategic intervention for identified “booster” students</li> <li>● Shared ownership of students for Guided Reading</li> <li>● English Learning &amp; Special Education instruction closely aligned to classrooms for tiered instruction</li> </ul>
<p><b>Instructional Leadership Team Implementation</b>                  (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> <li>● Implement a schedule for Running Records</li> <li>● Data analysis of Running Records of LLI intervention, BAS data to adjust guided reading flexible groups</li> <li>● Provide Professional Development and support</li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p>Data Source:</p> <ul style="list-style-type: none"> <li>● Staff, ILT and PLC meeting agendas</li> <li>● Running Records</li> <li>● Guided Reading lesson plans</li> <li>● Supervision &amp; Evaluation</li> <li>● FIC to provide differentiated coaching</li> </ul>	<ul style="list-style-type: none"> <li>● Data Source:</li> <li>● Running Records</li> <li>● BAS data</li> <li>● MAP data</li> <li>● Decreased office referrals</li> <li>● Increased # of students meeting Gold PBIS expectations (monthly)</li> </ul>

**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)

4.1 The schoolwide 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 schoolwide behavior plan. Leaders monitor implementation using data.

4.4 Leaders and staff are aware of the needs of families to support education through wraparound services (e.g., health, housing referrals) and provide these resources to families, as needed.

- School-wide PBIS implementation
- School-wide mindfulness curriculum
- Weekly meetings with Admin, SAC and HEARS support

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

- Collect, review, and share with staff discipline, suspension and attendance data and create feedback loop to support stronger school-wide expectations

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

Data Source:

- Worcester HEARS behavior interventionist and social worker weekly update memos
- Supervision & Evaluation
- PBIS Team meeting agendas and minutes
- FIC to provide differentiated coaching

Data Source:

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

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Grafton Street School	Tina Schiner	8/17-6/18

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Improve ELA instruction through the implementation of Reach for Reading, Ready Common Core Reading and Lucy Calkins' Units of Study: Writing	K-6  K-3, 4-6; respectively	Weak reading and writing skills in all grades evidenced by student work samples, teacher observations, formative and summative assessments
2	Improve instruction of power standards by the implementation of EnVision math	K-6	Weak math skills in all grades evidenced by student work samples, formative and summative assessments, including state and district assessments
3	Improve embedded science instruction	K-6	Weak Science MCAS

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Orientation Units of Study videos shown at staff meeting	PLC-looking at student work
2	District provided PD, Principal/coach PD	PLC, staff meeting

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Lucy Calkins Units of Study Writing, Reach for Reading, Ready Common Core, IXL ELA	
2	IXL Math	
3	IXL Science Gr. 4 & 5	

### 4: Progress Summary

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