

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Nelson Place**

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School

**Monica Poitras**

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Principal or Administrator

**Maureen Binienda**

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Superintendent

## Directions for Completing the School Accountability Plan

If you have any questions regarding the planning process and/or the use of the template, please contact the appropriate Manager of Instruction & School Leadership.

### I. School Instructional Leadership Team & School Site Council

- List the personnel and their positions
- List the dates (minimum of 2 per month) of the leadership team meetings for the year

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

- No action required

### III. Comprehensive Needs Analysis:

- List specific strengths and concerns/weaknesses, supported by evidence
- Evidence may be qualitative or quantitative
- Add additional rows to the Strengths and Weaknesses sections as necessary

### IV. Action Plan:

- There will be 4 action plan documents – one plan for each identified state turnaround practice (1) Leadership, Shared Responsibility, and Professional Collaboration; 2) Intentional Practices for Improving Instruction; 3) Providing Student-Specific Instruction and Supports to All Students; 4) A Safe, Respectful, and Collegial Climate for Teachers and Students

Related resources:

<http://www.mass.gov/edu/docs/ese/accountability/turnaround/monitor-site-visits-turnaround-indicators.pdf>

<http://www.mass.gov/edu/docs/ese/accountability/turnaround/practices-report-2014.pdf>

- Complete sections for 1) prioritized best practice or strategies; 2) Instructional Leadership Team (ILT) implementation; 3) School Performance Indicators and Data Sources. Adult Implementation Indicators identify the adult actions that must take place to impact the identified goal.

### V. Professional Learning

- The professional development plan identifies activities that are needed in order to support the strategies and actions listed in the Action Steps.

### VI. End of Year Reflections and Next Steps:

- At the end of the year, schools will be asked to submit a reflection on progress made in the turnaround practice areas.

# 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.

<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Monica Poitras	Principal	Sept: 23
Deborah Daley	Assistant Principal	Oct: 28
Katherine Olney	Focused Instructional Coach	Nov: 18
Kathleen Beshai	Sixth Grade Teacher	Dec: 16
Don Robichaud	Fourth Grade Teacher/ PBIS Coach	Jan: 27
Nicole Moisan	Third Grade Teacher	Feb: 17
Donna Cataldo	Third Grade Teacher	Mar: 24
Nicole Lawler	SPED Teacher	Apr: 28
		May: 26
		June: 9

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

### 2016 Accountability Data - Nelson Place

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Nelson Place (03480200)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 2</b>	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		51

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 - ■			<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress		
<a href="#">All students</a>		■	61	Did Not Meet Target
<a href="#">High needs</a>		■	52	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>			-	
<a href="#">ELL and Former ELL</a>		■	77	Met Target
<a href="#">Students w/disabilities</a>		■	57	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-	
<a href="#">Asian</a>			-	
<a href="#">Afr. Amer./Black</a>			-	
<a href="#">Hispanic/Latino</a>			-	
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-	
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-	
<a href="#">White</a>		■	53	Did Not Meet Target

### III. 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>
Narrowing Achievement Gaps, specifically with English Language Learners (ELL) and Students with Disabilities (SPED) in Math and English Language Arts (ELA).	MCAS 2016 Results for SPED (Making Gains below target) and ELL (Meeting Target) * See page 4 for Accountability Data.
Growth of “CUSP”(Students identified as being on the “cusp” of the next performance level, i.e. 216, 218, 226, 228, 236, 238, 256, 258)	MCAS Results for Grades 3-6; 60 identified students with close to 100% reaching next level or higher. Benchmark Assessment System (BAS) and Measure of Academic Progress (MAP) scores from spring for Grades K-2; 45 identified students with 90% making growth.
Sixty eight percent of students at or above grade level in reading comprehension in Grades 3-6 and eighty percent of students at or above grade level in beginning literacy skills in Grades K-2.	BAS and MCAS Scores from Fall 2016 for Grades 3-6. Foundations Unit Assessments for Grades K-2.
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Writing in Response to Text; no intentional practices aligned to writing are utilized school wide.	Open Response Question Data from ELA MCAS. Grade 4: 78 percent 2 or higher; Grade 5 60 Percent 2 or higher; Grade 6: 82 percent 2 or higher. Our goal is to have students score 3 or higher.
Science and Technology Instruction.	Fifth Grade MCAS Data. 13 percent Advanced; 24 percent Proficient; 48 percent Needs Improvement; 15 percent Warning. We are 10 points behind the state in students scoring Proficient or higher.
MCAS Alternative Assessment Scores.	Grade 3: 4 Emerging, 1 Progressing. Grade 4: 1 Emerging, 4 Progressing. Grade 5: 2 Progressing. Grade 6: 2 Progressing.

## 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> (Include differentiation to ensure access for targeted student populations) <i>Please limit to no more than three.</i>	<ul style="list-style-type: none"> <li>-Grade Level Team structure aligned with monthly Self Regulated Strategy Development (SRSD)* trainings so that teachers are participating in job-embedded professional development twice a month during which the collaborate with grade level colleagues from Nelson Place as well as other SRSD schools within the district.</li> <li>-Teachers of substantially separate and partial inclusion students with a main diagnosis of autism (SAIL) classroom teachers have individual GLT meetings with appropriate staff to allow for individualized professional development and addresses class specific needs. SPED teachers align with their grades and attend those grade level meetings and trainings.</li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>-Monthly meetings to look a pre and post assessment data utilizing the “Data Wise” data ccle.</li> <li>- Samples of the three types of SRSD writing from each teacher.</li> <li>-Examining feedback from teachers regarding recent trainings.</li> <li>-Creation of scaffold tools to be used with ELL and SPED Students and classes.</li> </ul>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source: GLT and PD Minutes and agendas; ILT Minutes and agendas; teacher feedback forms; lesson plans; samples of the three types of SRSD writing from each teacher; FIC work with the GLT and Tier 2 and 3 teachers; work and samples from SAIL teachers to align SRSD with iEP goals.</b>	Data Source: Assessment data for SRSD (Google file); student exemplars and work samples; Common Assessments, IEP Goal and Objectives, Progress Reports, Portfolios, SEL Smart Card, and report cards.

**SRSD:** SRSD teaches the writing process through authentic writing process instruction.

**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) <i>Please limit to no more than three.</i></p>	<ul style="list-style-type: none"> <li>-Implementation of SRSD Writing Strategies in all classes.</li> <li>-Implementation with fidelity of Foundations Level 3.</li> <li>-Balanced Literacy model of instruction.</li> <li>-SPED students receive pullout or push in reinforcement for SRSD as dictated by their Individual Education Plan (IEP).</li> <li>-SAIL students participate in modified versions of SRSD to create school wide consistency.</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>-Videotaping of SRSD lessons by ILT members to be used as form of professional development and coaching.</li> <li>-Sharing out of successes and challenges.</li> <li>-Analysis of data to determine next steps and areas of concern for professional development.</li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source: Lesson plans; Observations and walk-throughs; Agendas and minutes from PD and GLT meetings.</b></p>	<p><b>Data Source: SRSD Pre and Post Assessment Data; Running records for guided reading; BAS and MAP data; Foundations Unit Assessments. Common Assessments; Formative Assessments;</b></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)  
*Please limit to no more than three.*

- Alignment of SPED staff to support classroom instruction; using human capital to best service and address the instructional needs of students within the general classroom setting.
- Use of literacy tutor to support reading and writing in grades with large class size.
- Departmentalization and ability grouping in grades 4-6.

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

- Analysis of data from school wide and summative assessments.
- Observations of lessons and viewing of lesson plans and student work.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source: Classroom schedules; assessment data.**

**Data Source: Student schedules; assessment 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**  
(Include differentiation to ensure access for targeted student populations)  
*Please limit to no more than three.*

- Use of collaboration and meeting norms for GLT, ILT, and PD meetings.
- Implementation of the Positive Behavioral Interventions and Supports (PBIS) program with fidelity.
- Tier Two and Tier Three Program is differentiated for students' specific needs and abilities.

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

**ILT will be integrated with the PBIS team, as effective instruction cannot take place without a safe and respectful climate.**

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

Data Source: PBIS Audit; Office Referral and discipline data.  
\*Monitoring and the implementation of school-wide norms and behavioral expectations\* Behavioral strategies and norms vertically aligned to school wide goals \* On-going collaboration with SEL to target PD to strengthen targeted areas\* Data analysis from SAGE to address warning indicators due to discipline student data

Data Source: Behavior Plan data; Student of the Month data; Individual Classroom Recognitions; Clip Up Chart data;  
\*Administration/ILT and teachers will review student attendance and discipline data monthly.

## V. Worcester Public Schools Professional Learning Plan

### Creating the School Professional Learning Plan

Principals are encouraged to work collaboratively with their ILT members to invite input from staff members to create this plan. The School PLP should consider professional learning goals common to all staff as well as for subgroups of staff, as appropriate. The plan should include a statement of the professional learning (PL) goals that are priorities for the year and the specific professional learning activities that will be implemented to support staff in working toward these goals. The role that collaborative teams will play in implementing the plan should be considered when determining specific professional learning activities.

#### Step 1: Identify Professional Learning Goals

In Table 1, enter in priority order the annual goals for staff professional learning and growth. These can be derived from many sources of evidence compiled and analyzed by the principal and staff, including but not limited to: district and school improvement goals, aggregated educator evaluation and student performance data, data from collaborative learning teams, and school-level needs assessments. For each goal, indicate the staff members for which this goal is applicable. For example, some professional learning goals may be important for all staff members, but others may be unique to particular subgroups of staff, such as teachers of science or second grade teachers. In addition, for each goal, explain the rationale and related sources of evidence for its inclusion.

#### Step 2: Determine Professional Learning Activities to Support Each Goal

Enter specific PL activities to address each goal identified in Step 1 and describe these in Table 2. Please note: *You might identify more than one PL activity per goal; conversely, there may also be some PL activities that will address multiple goals.* In addition, enter the target dates by which these activities should be completed.

For each initial learning activity, consider follow-up activities, as appropriate, that will help deepen the learning and/or apply the learning to practice (e.g., coaching, review of formative assessment data, action research) and include these follow-up activities and timelines in the plan.

#### Step 3: Determine Essential Resources

Table 3 can be used to compile information on specific resources (e.g., materials, technology, time, personnel) that will be needed to support the implementation of the school-level plan. Use this table as well to enter any other special considerations related to implementing the plan.

#### Step 4: Track Progress

Use Table 4 for entering notes about the implementation of the plan and attainment of the identified learning goals. Feedback on the professional learning activities can be noted here as well as any evidence of impacts the PL activities have had on professional practice. Notes entered here will help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Nelson Place Elementary	Monica Poitras	2016-2017

### 1: Professional Learning Goals: *Please identify one goal for ELA, one for Math and one for Science.*

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase writing in response to text.	All teachers.	ORQ data from <b>ELA</b> MCAS.
2	Increase writing in response to non-fiction text such as Science and Social Studies text.	All teachers.	ORQ data from <b>Science</b> MCAS.
3	Determine ways to pull apart questions and plan	All teachers.	ORQ data from <b>Math</b> MCAS.

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Implement SRSD; complete training in program using multiple formats such as professional development from program author; workshops from teachers using SRSD; and providing opportunities for teachers to collaborate.</p> <p>Collaboration times for SAIL teachers with regular ed to share and adapt resources; time for SAIL teachers to collaborate together to adapt these strategies to needs of their students as identified in their IEPs.</p>	Job embedded coaching from FIC; best practice presentations from teacher leaders.
2	Increase amount of non fiction used in classes and strategies used to work with non fiction by allowing for lesson planning and sharing at PD and GLT times	Job embedded coaching from FIC; best practice presentations from teacher leaders

	utilizing a variety of science and social studies text as well as literary non fiction.	
3	Create new ways to answer ORQ in all areas (Math, Science, ELA0 so that students can successfully answer these types of questions. Use time at SRSD training and during GLT meetings to work on this.	Job embedded coaching from FIC; best practice presentations from teacher leaders

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Materials from SRSD- mnemonics, rubrics, templates.	
2	Content material to use with the SRSD strategies including samples from MCAS. MCAS 2.0, MAP, digital literacy	
3	GLT schedule to allow for meeting time and collaboration among staff. Data from a variety of sources as well as student work samples to move the work forward and plan utilizing the “Data Wise” data cycle.	

### 4: Progress Summary

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

