

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Midland Street**

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School

**Michele Wilson**

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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.

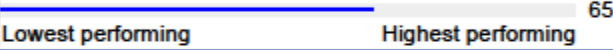
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least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

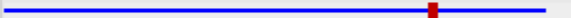



Name	Position	ILT Meeting Dates
Michele Wilson	Principal	Sept: 28
Kelly Boyd	Focused Instructional Coach	Oct: 19
Ann Robert	Grade 6 Teacher	Nov: 2, 16
Linda Forte	Grade 5 Teacher	Dec: 7
Christine Whalen	Grade 5 Teacher	Jan: 4, 25
Melissa Gingras	Grade 2 Teacher	Feb: 8
		Mar: 1, 15
		Apr: 12, 26
		May: 17, 31
		June:

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

### 2016 Accountability Data - Midland Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Midland Street (03480185)	Grades served:	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 1</b>	Meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		65

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>		93	Met Target
<a href="#">High needs</a>		83	Met Target
<a href="#">Econ. Disadvantaged</a>		-	-
<a href="#">ELL and Former ELL</a>		100	Met 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>		-	-
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	-
<a href="#">White</a>		83	Met Target

### III. Comprehensive Needs Analysis

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
<p>In ELA:</p> <ul style="list-style-type: none"> <li>85% of students in Grade 6 met or exceeded the grade level expectations.</li> <li>88% of students in Grade 6 had a SGP of 50 or higher.</li> </ul>	2016 PARCC
<p>In Mathematics:</p> <ul style="list-style-type: none"> <li>74% of students in Grade 6 met or exceeded the grade level expectations.</li> <li>81% of students in Grade 6 had a SGP of 50 or higher.</li> <li>76% of students in Grade 5 had a SGP of 50 or higher</li> </ul>	2016 PARCC
In Science and Technology/Engineering, we surpassed our CPI of 77.9 by .6.	2016 MCAS
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
<p>In ELA:</p> <ul style="list-style-type: none"> <li>an average of only 62% of students in Grades 3 through 5, met or exceeded the grade level expectations</li> <li>there is a pattern of significant decline in student performance from Grade 3 to Grade 4</li> </ul>	2016 PARCC, 2015 MCAS & 2014 MCAS *47% of 4 <sup>th</sup> graders scored Needs Improvement or Warning on the 2015 ELA MCAS
<p>In Mathematics:</p> <ul style="list-style-type: none"> <li>an average of 49% of students in Grades 3 through 5 met or exceeded the grade level expectations.</li> <li>there is a pattern of significant decline in student performance from Grade 3 to Grade 4.</li> </ul>	2016 PARCC, 2015 MCAS & 2014 MCAS- *48% of 4 <sup>th</sup> graders scored Needs Improvement or Warning on the 2014 Mathematics MCAS *55% of 4 <sup>th</sup> graders scored Needs Improvement or Warning on the 2015 Mathematics MCAS
In Science and Technology/Engineering, only 56% of students met or exceeded the grade level expectations.	2016 MCAS

## 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>	<b>Bi-Monthly Grade Level Meetings</b> -This time is focused on grade level data and instructional improvement strategies as well as troubleshooting areas of concern <b>Inclusive special education model</b> <b>Targeted professional learning based on student data</b> - Focused on Text Dependent Questions / Close Reading, review of Lucy Calkins' Units of Study in Writing, mathematics and science instruction
<b>Instructional Leadership Team Implementation</b>	<b>Analyze student/grade level/school data</b> <b>Classroom walk-throughs</b> <b>Model lessons</b> <b>Targeted professional learning based on data</b>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b>  Teacher of Students with Moderate Special Needs – Lesson Plans Focused Instructional Coach – Coaching Cycle Grade level Professional Learning Agendas Walk through checklist	<b>Data Source:</b>  Student work Formative and summative Assessments Modified assessments from Teacher of Students with Moderate Special Needs

**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)

<b>Prioritized Best Practices or Strategies</b>	<ul style="list-style-type: none"> <li>• <b>Guided Reading</b></li> <li>• <b>Guided Mathematics</b> Provide and scaffold instruction for multiple step problems to meet the needs of all students; especially English Learners and students with special needs Provide small group instruction for fact fluency and math vocabulary</li> <li>• <b>Writer's Workshop</b></li> </ul>
<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>• <b>Collect, analyze and monitor student/school data</b></li> <li>• <b>Monitor implementation of best practices</b></li> <li>• <b>Provide targeted professional learning for best practices at Grade Level and monthly staff professional learning meetings</b></li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b></p> <p>Grade level &amp; School-wide data Instructional Leadership Team meeting minutes Lesson plans Classroom observations Modeling and support from Focused Instructional Coach Looking at student work samples</p>	<p><b>Data Source:</b></p> <p>Classroom observations/conferring with students Student Work Samples Responses to Text Dependent Questions Data from BAS, DIBELS, MAP, formative &amp; summative assessments</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**

- **Guided Reading**  
Provide tools to support student learning: graphic organizers and reference sheets
- **Guided Mathematics**  
Provide and scaffold instruction for multiple step problems to meet the needs of all students; especially English Learners and students with special needs  
Daily support of students' math fact fluency
- **Writer's Workshop**  
Provide clear, specific and timely feedback to students

**Instructional Leadership Team Implementation**

- **Collect, analyze and monitor student/school data**
- **Monitor implementation of best practices**
- **Provide targeted professional learning for best practices at Grade Level and monthly staff professional learning meetings**
- **Identify Sheltered English Immersion strategies and share with staff at meetings**

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**Data Source:**  
  
 Grade level & School-wide data  
 Instructional Leadership Team meeting minutes  
 Lesson plans  
 Classroom observations  
 Modeling and support from Focused Instructional Coach  
 Look at student work samples  
 Utilize SMART CARD in planning lessons to provide supports for English Learners

**STUDENT RESULTS INDICATOR**

**Data Source:**  
  
 Classroom observations/conferring with students  
 Student Work Samples  
 Responses to Text Dependent Questions  
 Data from BAS, DIBELS, MAP, formative & summative assessments

**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)

<p><b>Prioritized Best Practices or Strategies</b></p>	<ul style="list-style-type: none"> <li>• <b>Bi-Monthly Grade Level Meetings</b></li> <li>• <b>Quarterly Family Curriculum Learning Activities</b> - each quarter parents are invited into their child's classroom to participate in a lesson in order to familiarize parents with best practices and successful instructional strategies</li> <li>• <b>Model and review expectations for Achievement &amp; Behaviors (The Midland Way)</b></li> </ul>
<p><b>Instructional Leadership Team Implementation</b></p>	<ul style="list-style-type: none"> <li>• <b>Collect, analyze and monitor student/school data</b></li> <li>• <b>Monitor implementation of best practices</b></li> <li>• <b>Provide targeted professional learning for best practices at Grade Level and monthly staff</b></li> </ul>

**School Performance Indicators and Data Sources**

<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b></p> <p>School Adjustment Counselor monthly sheets                      Student Agendas                      Grade level &amp; School-wide data                      Instructional Leadership Team meeting minutes                      Office Discipline Referrals                      Classroom observations                      Midland Monthly Newsletter                      Parent Conferences</p>	<p><b>Data Source:</b></p> <p>Classroom observations/conferring with students                      Student Work Samples                      Responses to Text Dependent Questions                      Data from BAS, DIBELS, MAP, formative &amp; summative assessments                      Fewer Office Discipline Referrals</p>



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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Midland Street School	Michele Wilson	August 2016 – June 2017

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	LITERACY • To improve the	Grades K – 6 Teachers Special Education Teachers	<b>Rationale:</b>
2	MATHEMATICS: To improve mathematics	All Instructional Staff	<b>Rationale:</b> Students are entering grades without fact fluency and the necessary
3	SCIENCE: To improve science,	All Instructional Staff	<b>Rationale &amp; Evidence:</b> In Science and Technology/Engineering, only 56% of students

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>20 hours of Professional Learning based on the Fisher &amp; Frey book, "Text Dependent Questions"</li> <li>Facilitator training for the Focused Instructional Coach, site visits, classroom walk throughs, demonstration lessons</li> <li>Units of Study in Writing</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will learn how to create effective close reading lessons.</li> <li>Teachers will learn how to create literal-, structural-, inferential-level and action-oriented questions and tasks.</li> <li>Continue end of unit analysis to calibrate and score student writing samples</li> </ul>
2	<ul style="list-style-type: none"> <li>Utilize WPS mathematics liaison at Grade level professional learning meetings and on a consulting basis throughout the school year.</li> <li>Teachers will develop and plan lessons for review by Math Liaison</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will learn how to create effective small group instruction in mathematics</li> </ul>
3	<ul style="list-style-type: none"> <li>Utilize WPS science and technology/engineering coach at Grade level professional learning meetings and on a consulting basis throughout the school year.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will learn how to create effective science units of study and corresponding lessons of inquiry and experiments</li> </ul>

**3: Essential Resources**

<b>PL Goal No.</b>	<b>Resources</b>	<b>Other Implementation Considerations</b>
<b>1</b>	Principal & Focused Instructional Coach will provide training and follow-up support	Funding from the district
<b>2</b>	Principal & Focused Instructional Coach will provide training and follow-up support	ILT meetings
<b>3</b>	Principal & Focused Instructional Coach will provide training and follow-up support	ILT meetings

**4: Progress Summary**

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>	Literacy: Ongoing professional learning	Lucy Calkins' Units of Study in Writing – ongoing for new teachers to the building
<b>2</b>	Mathematics:	Mathematics liaison has attended grade level meeting in November and followed up with two more visits to assist with scope and sequence and
<b>3</b>	Science, Technology & Engineering	Science liaison has attended grade level meeting in October, demonstrated use of Moodle for lesson planning and followed up with a