

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Rice Square**

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**School**

**Susan Donahue**

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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.





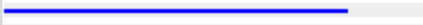



<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Susan Donahue	Principal	Sept: 13, 27
Marie Haynes	Assistant Principal	Oct: 11, 24
Jayne Cardin	Instructional Coach	Nov: 14, 28
Kathleen Salter	Grade K	Dec: 12, 19
Mary Rister	Grade 1	Jan: 9, 30
Christine Martin	Grade 3	Feb: 13, 27
Caroline O’Neil	Grade 4	Mar: 13, 27
Frances Shepard	Grade 6	Apr: 10, 24
Kim Brunnett	Special Education	May: 8, 22
Julianne Cardin	Special Education	June: 12
Anne Dalianis	School Adjustment Counselor	
Lisa Bethia	School Psychologist	

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

### 2016 Accountability Data - Rice Square

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Rice Square (03480215)	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 3</b>	Among lowest performing 20% of schools and subgroups Focus on White -Students w/disabilities -High needs -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 18	
	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 - 		<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		73	Did Not Meet Target
<a href="#">High needs</a>		69	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>		-	
<a href="#">ELL and Former ELL</a>		70	Did Not Meet Target
<a href="#">Students w/disabilities</a>		60	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	
<a href="#">Asian</a>		-	
<a href="#">Afr. Amer./Black</a>		61	Did Not Meet Target
<a href="#">Hispanic/Latino</a>		74	Did Not Meet Target
<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>
Increased Accountability and Percentile Level	<b>3%</b> (2014), <b>7%</b> (2015), <b>18%</b> (2016)
Increased Cumulative Progress & Performance Index (CPI) for All Students	<b>44</b> (2014), <b>65</b> (2015), <b>73</b> (2016)
Increased English Language Arts Student Growth Percentage	<b>45.0</b> (2014), <b>49.5</b> (2015), <b>61.0</b> (2016)
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Low percentage of students scoring Advanced/Proficient in English Language Arts (ELA) and Math	ELA: <b>25</b> (2014), <b>34</b> (2015), <b>39</b> (2016) Math: <b>27</b> (2014), <b>33</b> (2015), <b>36</b> (2016)
Students scoring 2 or above on Open Response questions in English Language Arts and Math are less than 50%	ELA: <b>28</b> (2014), <b>37</b> (2015), <b>49</b> (2016) Math: <b>46</b> (2014), <b>60</b> (2015), <b>46</b> (2016)
Grade 5 Science scores are low	Advanced/Proficient: <b>12</b> (2014), <b>28</b> (2015), <b>26</b> (2016) Warning: <b>39</b> (2014), <b>21</b> (2015), <b>29</b> (2016) CPI: <b>59.1</b> (2014), <b>65.1</b> (2015), <b>58.9</b> (2016)

## 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>• Committees: Instructional Leadership Team; HEARS (Healthy Environments and Resilience Schools); Parent Involvement; PBIS (Positive Behavioral Supports System); UDL (Universal Design for Learning)</li> <li>• Classroom Visits: Build relationships and share practices</li> <li>• GLT's (Grade Level Teams) meeting weekly with a biweekly focus of Math/ELA reviewing of common assessments</li> </ul>
<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>• Collect, analyze, and monitor school data insuring progress toward student improvement</li> <li>• Monitor implementation and scheduling</li> <li>• Analyze common grade level student work and assessments at Grade Level Team meetings and Professional Development meetings in ELA, Math and Science</li> </ul>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> <ul style="list-style-type: none"> <li>• Committee Newsletters</li> <li>• Meeting agendas</li> <li>• Transparent staff schedules</li> </ul>	<b>Data Source:</b> <ul style="list-style-type: none"> <li>• Improved classroom practices</li> <li>• Decreased office referrals</li> <li>• Increase attendance</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
- Flexible RTI (Response to Intervention) schedules
- Weekly GLT’s to analyze results of assessments and student work
- Calibrating teacher scorings of student work K-6
- Expanding Universal Design for Learning (UDL) instructional strategies

**Instructional Leadership Team Implementation**

- Collect, analyze, and monitor school data insuring progress toward student improvement
- Monitor implementation and scheduling
- Analyze common grade level student work and assessments at Grade Level Team meetings and Professional Development meetings in ELA, Math and Science
- Monitor implementation of UDL strategies

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

- Data Source:**
- Supervision and evaluation
  - SEI Smart Card
  - 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 – provide scaffolded support where needed

- Data Source:**
- Formative & summative assessments
  - Student work samples
  - Benchmark Assessments
  - MAP
  - MCAS Assessments
  - ACCESS

**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**

- Common Curriculum
- Common planning (40 x 3)
- Special Education and English as a Second Language aligned with classroom lessons to provide tiered instruction
- Common strategies identified, developed and aligned vertically

**Instructional Leadership Team Implementation**

- Monitor implementation of curriculum with electronic lesson plans
- Provide supports for Common Planning

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

- Data Source:**
- Supervision and evaluation
  - Weekly lesson plans monitored for rigor, fidelity, and pacing
  - Monitoring of assessments aligned to standards reviewed at Grade Level Data Meetings
  - Focused Instructional Coach – provide scaffolded support where needed

**STUDENT RESULTS INDICATOR**

- Data Source:**
- Formative & summative assessments
  - Student work samples
  - Benchmark Assessments
  - MAP
  - MCAS Assessments
  - ACCESS
  - Decrease behavioral referrals

**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**

- Teacher visits across grade levels (biweekly) to share best practices and improve collaboration.
- Daily class meetings focused on self-regulation and mindfulness with common curriculum in K-6
- Professional Development for mindfulness and trauma sensitive environment
- Daily class meetings focused on mindfulness and self-regulation

**Instructional Leadership Team Implementation**

- Monitor implementation of curriculum with electronic lesson plans
- HEARS Team meetings monthly to review and monitor Mind Up curriculum and make suggestions on necessary adjustments.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**Data Source:**

- Supervision and evaluation
- Weekly lesson plans monitored pacing
- Hears Team meeting agendas

**STUDENT RESULTS INDICATOR**

**Data Source:**

- Formative & summative assessments
- Student work samples
- MAP
- MCAS Assessments
- ACCESS
- Decrease behavioral referrals



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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Rice Square	Susan Donahue	10/2016-6/2016

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Improve responding to text using the Gradual Release Model	Grades 3-6	Student work, common grade level assessments, MCAS, ACCESS
2	Improve Math skills: using GoMath common assessments and open response questions	Grades K-6	Student work, common grade level assessments, MCAS, ACCESS
3	WPS Literacy initiative: Increase science content with thematic units through literacy and hands-on approaches	Grades K-2	Student work, common grade level assessments, Benchmark Assessments

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Increase open response questioning aligned with the Ready Common Core provided text (September to June) and calibrate scoring (January to June)	Review student work at Grade Level Teams
2	Develop/analyze/calibrate assessments to address the standards and to include open response questions (on-going at the end of each Go Math unit. September to June)	Intervention
3	Research and identify aligned thematic units in science (September to June)	Monitor implementation

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Ready Common Core 3-6, Unlocking Complex Text (gr. 6), Grade Level Teams, Read Works, and MCAS & PARCC materials	
2	Go Math, MCAS & PARCC materials	
3	WPS Literacy Initiative: Model Curriculum Units	UNUM Grant

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Ready Common Core utilized daily in Grades 3 through 6	
2	By October, teachers found the need for more formative assessments. Mid-chapter and end of unit Common Assessments not	
3	Multiple opportunities for collaboration with Catherine Snow, Canterbury Street and Grafton Street.	