

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Vernon Hill**

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**School**

**Carenza Jackson**

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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)

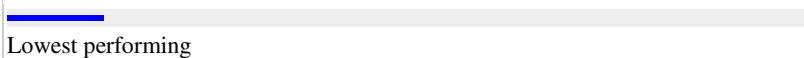
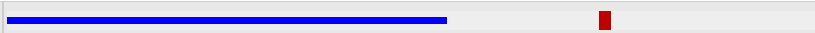
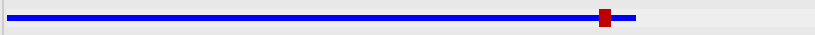



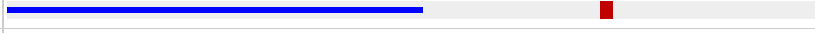

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus 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
Carenza Jackson	Principal	Sept: 9/8 & 9/19
Colleen Callahan	Grade 6 Teacher	Oct: 10/6 & 10/17
Donila Cule	Grade 5 Teacher	Nov: 11/10 & 11/21
Jen Selzo	Intermediate Special Ed Teacher	Dec: 12/8 & 12/19
Deb Denman	Grade 4 Teacher	Jan: 1/12 & 1/23
Brooke Arnold	Grade 3 Teacher	Feb: 2/2 & 2/13
Stacy Patsis	Grade 2 Teacher	Mar: 3/9 & 3/20
Tracy Colautti	Grade 1 Teacher	Apr: 4/10 & 4/27
Holly Fogwill	ELL Teacher	May: 5/15 & 5/25
		June: 6/6

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

### 2016 Accountability Data - Vernon Hill School

Organization Information			
<b>District:</b>	Worcester (03480000)	<b>School type:</b>	Elementary School
<b>School:</b>	Vernon Hill School (03480280)	<b>Grades served:</b>	PK,K,01,02,03,04,05,06
<b>Region:</b>	Commissioner's Districts	<b>Title I status:</b>	Title I School (SW)
Accountability Information About the Data			
Accountability and Assistance Level			
<b>Level 3</b>	<b>Among lowest performing 20% of schools and subgroups</b> <b>Focus on Students w/disabilities -</b>		
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)			
<b>All students:</b>			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>			55 Did Not Meet Target
<a href="#">High needs</a>			77 <b>Met Target</b>
<a href="#">Econ. Disadvantaged</a>	-		-
<a href="#">ELL and Former ELL</a>			64 Did Not Meet Target
<a href="#">Students w/disabilities</a>			38 Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>	-		-
<a href="#">Asian</a>	-		-
<a href="#">Afr. Amer./Black</a>			58 Did Not Meet Target
<a href="#">Hispanic/Latino</a>			52 Did Not Meet Target
<a href="#">Multi-race, Non-Hisp. /Lat.</a>	-		-
<a href="#">Nat. Haw. or Pacif. Isl.</a>	-		-
<a href="#">White</a>			63 Did Not Meet Target

### III. Comprehensive Needs Analysis

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
Improved individual student growth in Math	2016 MCAS Increase in Math SGP from 48 to 52.5 All subgroups demonstrated a positive change in Math SGP <ul style="list-style-type: none"> <li>• ELL increase of 13 points</li> <li>• SPED increase of 11 points</li> </ul>
Improved Growth and Achievement of ELL students	2016 MCAS ELL subgroup received 75 points for PPI in both Math and ELA SGP ELL SGP > All Student SGP in both ELA and Math 2016 ACCESS
Increase in % Possible Points Earned in ELA Open Response Questions	2016 MCAS OR difference < Multiple Choice Difference Grade 4 = -11 point difference between school and state Grade 5 = -6 point difference between school and state Grade 6 = -14 point difference between school and state
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Declined achievement in ELA	2016 MCAS Drop in ELA CPI from 68.2 to 61.9 Drop in Median SGP from 53 to 45.5 High % of students Reading below grade level (BAS testing)
Low achievement for Students with Disabilities	2016 MCAS High failure rate in both ELA (64%) and Math (70%) Low SGP in ELA (41) Low CPI in ELA (36.9) and Math (34.9)
Decrease in Individual Growth in ELA	2016 MCAS Drop in Median SGP from 53 to 45.5
Low Achievement in Science	2016 MCAS Low CPI = 56.7 and 2017 Target is 79.3 29% of 5 <sup>th</sup> grade students scored Warning and 54% scored Needs Improvement

## 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>	<ol style="list-style-type: none"> <li>1. Utilize monthly, half-day CPT meetings (with substitutes) for grade level teams and support staff to: collaborate in planning standards based units and assessments, examine student work, analyze student performance, plan re-teaching and identify effective supports</li> <li>2. Establish a Writing Team and Inquiry Cycle to monitor the implementation of Lucy Calkins writing program</li> <li>3. Calibrate scoring and align expectations regularly through sharing student work</li> </ol>
<b>Instructional Leadership Team Implementation</b>	<ol style="list-style-type: none"> <li>1. Construct agenda items for monthly CPT meetings</li> <li>2. Examine writing team notes to address school-wide concerns/obstacles, as well as achievements</li> <li>3. Identify areas where expectations are not aligned and the actions required to address these gaps</li> </ol>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> <ol style="list-style-type: none"> <li>1. Aligned instruction (Lucy Calkins and EngageNY units) Common assessments School wide practices</li> <li>2. Common lesson plans demonstrating fidelity Common approach to analyzing assessment data to modify instruction</li> <li>3. Common grading practices and expectations</li> </ol>	<b>Data Source:</b> <ol style="list-style-type: none"> <li>1. Increase in individual proficiency scores Increase in % of students reaching MAP Target RIT scores Increase in CPI and SGP for ELA and Math MCAS Increase in % of students reading at grade level</li> <li>2. Increase in the % of students independently reviewing and editing writing samples Increase in writing scores based on a shared rubric Improvement in writing specific standards</li> <li>3. Increase in rigor Increase in % of students scoring Advanced and Proficient on the MCAS</li> </ol>

**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></p>	<ol style="list-style-type: none"> <li><b>1. Utilize common grade level Reading units to provide high quality, standards based instruction</b></li> <li><b>2. Implement the Lucy Calkins writing program in K – 6</b></li> <li><b>3. Administer common math assessments and tracking inventories, constructed by the Focused Instructional Coach, to gauge mastery and plan re-teaching.</b></li> </ol>
<p><b>Instructional Leadership Team Implementation</b></p>	<ol style="list-style-type: none"> <li><b>1. Identify resources with engaging, rich ELA units and share with the staff.</b></li> <li><b>2. Develop tools for the writing team to use in monitoring implementation</b></li> <li><b>3. Review and compare VHS’ and WPS’ common math assessments to improve assessment practices</b></li> </ol>
<p align="center"><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b></p> <ol style="list-style-type: none"> <li><b>1. Comprehensive unit review and planning for whole group instruction Aligned plans, instruction and assessment</b></li> <li><b>2. Common assessments with completed tracking inventories</b></li> <li><b>3. Effective re-teaching planned to target deficiencies Differentiate activities to meet student need</b></li> </ol>	<p><b>Data Source:</b></p> <ol style="list-style-type: none"> <li><b>1. % of students demonstrating proficiency on Reading unit assessments Increase in Reading MAP scores and ELA CPI and SGP Improvement in comprehension scores on the BAS</b></li> <li><b>2. % of students demonstrating proficiency in school-wide writing prompts Improvement in writing standards on MCAS</b></li> <li><b>3. % of students demonstrating mastery on common assessments Increase in Math MAP scores and Math CPI and SGP</b></li> </ol>

**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)

<b>Prioritized Best Practices or Strategies</b>	<ol style="list-style-type: none"> <li>1. Utilize and share effective SEI strategies for all students</li> <li>2. Differentiate math activities to promote individual student growth</li> <li>3. Use leveled texts to improve fluency, comprehension and accuracy</li> </ol>
<b>Instructional Leadership Team Implementation</b>	<ol style="list-style-type: none"> <li>1. Identify SEI strategy and give teachers the opportunity to share at PD with staff Utilize the SMART CARD to discuss implementation of SEI strategies</li> <li>2. Analyze math data from common assessments to identify school-wide trends, strengths and concerns</li> <li>3. Analyze BAS data to review Guided Reading practices Identify leveled texts to purchase to expand VHS' library</li> </ol>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b></p> <ol style="list-style-type: none"> <li>1. Implement SEI strategies to support both ELL and non-ELL students Utilize the SMART CARD in planning to provide effective supports</li> <li>2. Analyze student data and errors by skill Differentiate activities based on common assessment data Provide opportunities for students to apply skills in word problems</li> <li>3. Construct standards based activities for Word Work, Writing, Comprehension and Active Reading Strategies</li> <li>4. Inventory, replenish and redistribute appropriate science materials and resources for effective instruction</li> <li>5. Decrease the # of students who are chronically absent</li> </ol>	<p><b>Data Source:</b></p> <ol style="list-style-type: none"> <li>1. Increase in Math and Reading SGP Increase in the % of students meeting Target RIT scores Decrease gap in proficiency for ELL and SPED students</li> <li>2. Increase in % students scoring Proficient and Advanced on the Math MCAS Increase in Math MCAS SGP and CPI Increase in proficiency on common math assessments</li> <li>3. Increase in % of students reading on grade level Growth in individual BAS scores Growth in MAP Reading scores Increase in % of students meeting Target Reading RIT scores % of students working independently and staying on task</li> <li>4. Increase in Science CPI Increase in % of students scoring Proficient or above</li> <li>5. Utilize AIM (Attendance Intervention Meeting) and DCF support to address attendance issues</li> </ol>

**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**

- 1. Provide opportunities for families to engage in student learning during and outside of the school day**
- 2. Utilize Vernon Hill’s school-wide behavioral management system to address/manage concerns and recognize appropriate behaviors**
- 3. Initiate an intermediate level School Council to promote student investment and ownership**

**Instructional Leadership Team Implementation**

- 1. Plan grade level and school-wide activities for students to share their work and for families to participate in learning**
- 2. Discuss grade level and school concerns based on data (infractions, referrals and suspensions) and identify appropriate actions**
- 3. Involve 1 ILT member, on a rotating basis, in Council meetings to represent the staff**

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

- Data Source:**
- 1. Communicate with parents/families regarding event dates and times  
 Displaying student work, with standards and exemplars, to share and acknowledge proud moments**
  - 2. Utilize identified language in color charts to address behavioral concerns and acknowledge students for Student of the Month, Citizen of the Month and Golden Model  
 Refer to school value anchor charts and expectations by setting**
  - 3. Give opportunity for student voice, using Council members to share ideas and concerns**

- Data Source:**
- 1. Increase in attendance and decrease in tardies  
 Decrease in suspensions**
  - 2. Improvement in specific categories (student safety) of student survey data**
  - 3. Increase in student driven initiatives**



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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Vernon Hill School	Carenza Jackson	2016 - 2017

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Provide effective implementation of Lucy Calkins writing program	Teachers (K – 6)	Decrease in grade 4 writing scores (MCAS) Disjointed writing instruction Low scores in writing specific standards
2	Increase the use of challenging, multi-step math word problems	Teachers and IA's (K – 6)	Low achievement on MCAS math Open Response problems Low math MAP scores High % of students receiving 0 – 1 points grade level OR
3	Utilize EngageNY units to align instruction to Common Core standards	Teachers (3 – 6)	Low Proficient and Advanced rates in ELA Low MAP scores High % of students reading below grade level

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Review, plan and implement Lucy Calkins Units of Writing <ul style="list-style-type: none"> <li>Identify required student and teacher materials</li> <li>Calibrate expectations and scoring through sharing student work</li> <li>Regular check-ins to address concerns (pacing, student progress, etc.)</li> </ul>	Create a school “Writing Team” that meets monthly to discuss progress, implementation and concerns
2	Constructing and embedding challenging multi-step math word problems	

	<ul style="list-style-type: none"> <li>• Construct grade level maps to embed geometry standards</li> <li>• Review problem solving process</li> <li>• Collaborate to create grade level application problems. Use the “Elements of a Challenging Word Problem” to assess rigor</li> <li>• Identify effective problem solving strategies to explicitly model</li> <li>• Share student work and calibrate scoring</li> <li>• Utilize school-wide T-Chart to organize work, explanations and solutions</li> </ul>	
3	<p>Review and plan EngageNy units</p> <ul style="list-style-type: none"> <li>• Review units in a backwards design and plan individual lessons</li> <li>• Utilize assessments and analyze data by standards to plan re-teaching</li> <li>• Collaborate to provide necessary supplements to units</li> </ul>	

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	2 Lucy Calkins’ kits per grade level Writing notebooks, stickers, caddies, etc. Common Planning Time 40 Minute Writing Block	
2	Common Planning Time EngageNY math units PAARC and MCAS Open Response Examples	

3	Common Planning Time Class sets of texts Copies of articles Reading notebooks EngageNY ELA units	
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**4: Progress Summary**

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