

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Belmont Street Community

School

Susan Hodgkins

Principal or Administrator

Maureen Binienda

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. 2nd 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.

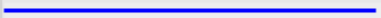


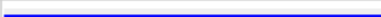


Name	Position	ILT Meeting Dates
Dr. Susan Hodgkins	Principal	Sept: 14, 28
Michael Dunphy	Assistant Principal	Oct: 5, 19
Jennifer Keating	Instructional Coach	Nov: 2, 16
Justine Nugent	English Second Language Teacher	Dec: 14
Jessica Michalowski	Intermediate Special Education Teacher	Jan: 4, 18
Jillian Daigle	Kindergarten Teacher	Feb: 1, 15
Roberta Mayo	Grade 1 Teacher	Mar: 8, 22
Patricia Milewski	Grade 2 Teacher	Apr: 12, 26
Tiana Phillips	Grade 3 Teacher	May: 17, 31
Jennifer McCarthy	Grade 4 Teacher	June: 12
Sally Palace	Grade 5 Teacher	
Erika Schmitt Boyle	Grade 6 Teacher	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Belmont Street Community

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Belmont Street Community (03480020)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		25
	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 - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		65	Did Not Meet Target
High needs		83	Met Target
Econ. Disadvantaged		-	
ELL and Former ELL		70	Did Not Meet Target
Students w/disabilities		73	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		65	Did Not Meet Target
Hispanic/Latino		62	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		-	

III. Comprehensive Needs Analysis - English Language Arts

Areas of Strength – English Language Arts	
Strength	Evidence
ALL students CPI improved 2.4 points from 65.7 on the 2015 MCAS ELA to 68.1 on the 2016 PARCC ELA	MCAS ELA Test 2015 PARCC ELA Test 2016
High Needs students CPI improved 1.7 points from 65.8 on the 2015 MCAS ELA to 67.5 on the 2016 PARCC ELA	MCAS ELA Test 2015 PARCC ELA Test 2016
SPED Student Growth Points (SGP) increased 7.5 points to ABOVE TARGET, improving from 61.0 on the 2015 MCAS ELA to 68.5 on the 2016 PARCC ELA	MCAS ELA Test 2015 PARCC ELA Test 2016
Areas of Concern	
Concern	Evidence
ALL students scoring PROFICIENT and ABOVE decreased 4%, from 29% on the 2015 MCAS ELA to 25% on the 2016 PARCC ELA	MCAS ELA Test 2015 PARCC ELA Test 2016
ALL students' SGP decreased 3 points from 59 on the 2015 MCAS ELA to 56 points on the 2016 PARCC ELA	MCAS ELA Test 2015 PARCC ELA Test 2016
SPED students' CPI Improved Below Target (0.8), from 59.6 on the 2015 MCAS ELA to 60.4 on the 2016 PARCC ELA	MCAS ELA Test 2015 PARCC ELA Test 2016
ELL and Former ELL students' CPI Improved Below Target (0.8), from 64.2 on the 2015 MCAS ELA to 65.0 on the 2016 PARCC ELA	MCAS ELA Test 2015 PARCC ELA Test 2016

III. Comprehensive Needs Analysis - Mathematics

Areas of Strength - Mathematics	
Strength	Evidence
ALL students CPI improved 1.3 points from 65.9 on the 2015 MCAS Mathematics to 67.2 on the 2016 PARCC Mathematics	MCAS Mathematics Test 2015 PARCC Mathematics Test 2016
ELL and Former ELL students CPI improved 2.6 points from 63.3 on the 2015 MCAS Mathematics to 65.9 on the 2016 PARCC Mathematics	MCAS Mathematics Test 2015 PARCC Mathematics Test 2016
ALL SGP increased 8.5 points from 47.5 on the 2015 MCAS Mathematics to 56.0 on the 2016 PARCC Mathematics	MCAS Mathematics Test 2015 PARCC Mathematics Test 2016
Areas of Concern	
Concern	Evidence
ALL students scoring PROFICIENT and ABOVE decreased 8% from 35% on the 2015 MCAS Mathematics to 27% on the 2016 PARCC Mathematics	MCAS Mathematics Test 2015 PARCC Mathematics Test 2016
Afr. Amer./Black students Mathematics Growth (SGP) was Below Target, decreasing from 60.5 on the 2015 MCAS Mathematics to 45.0 on the 2016 PARCC Mathematics	MCAS Mathematics Test 2015 PARCC Mathematics Test 2016
SPED students' CPI Improved Below Target (0.4), from 61.4 on the 2015 MCAS Mathematics to 61.8 on the 2016 PARCC Mathematics	MCAS Mathematics Test 2015 PARCC Mathematics Test 2016

III. Comprehensive Needs Analysis - Science

Areas of Strength - Science	
Strength	Evidence
ALL students CPI on the MCAS Science improved 5.1 points from 63.3 on the 2015 MCAS Science to 68.4 on the 2016 MCAS Science	MCAS Science 2015 MCAS Science 2016
ALL students scoring Advanced and Proficient increased 7% from 21% on the 2015 MCAS Science to 28% on the 2016 MCAS Science	MCAS Science 2015 MCAS Science 2016
Econ. Disadvantaged students' CPI growth was On Target (+3.1), increasing from 64.0 on the 2015 MCAS Science to 68.4 on the 2016 MCAS Science	MCAS Science 2015 MCAS Science 2016
ALL students' scores on Open Response increased 4%, from 39% on the MCAS Science 2015 to 43% on the MCAS Science 2016	MCAS Science 2015 MCAS Science 2016
Areas of Concern	
Concern	Evidence
ALL students scoring Warning on the MCAS Science increased 3%, from 15% on the MCAS Science 2015 to 18% on the MCAS Science 2016	MCAS Science 2015 MCAS Science 2016
ELL and Former ELL students' CPI Improved Below Target (+3.7), from 59.5 on the MCAS Science 2015 to 63.2 on the MCAS Science 2016	MCAS Science 2015 MCAS Science 2016
ALL students' scores in Life Science, Characteristics of Plants and Animals, decreased 16%, from 70% on the MCAS Science 2015 to 54% on the MCAS Science 2016	MCAS Science 2015 MCAS Science 2016
ALL students' scores in Technology/Engineering, Engineering design, decreased 8%, from 46% on the MCAS Science 2015 to 38% on the MCAS Science 2016	MCAS Science 2015 MCAS Science 2016

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <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)	
Prioritized Best Practices or Strategies	<ul style="list-style-type: none"> • Weekly Component Meetings - Principal, Assistant Principal, and Instructional Coach meet with teachers at each grade level, including ELL and SPED staff, to discuss implementation and effectiveness of school's best practices. • Targeted on-site professional development - 2016/2017 Focus: <i>Writing throughout the Curriculum</i> • Demonstration classrooms - Exemplary teachers host classroom visits for their colleagues to demonstrate the school's best practices in action. <p><i>Best Practices:</i></p> <ol style="list-style-type: none"> a. <i>Direct and indirect vocabulary instruction</i> b. <i>Explicit instruction in comprehension strategies</i> c. <i>Integration of technology, visuals, and auditory supports in all subject areas to increase understanding of all students, especially ELL and SPED students.</i> d. <i>Use of communication tools to promote opportunities for discussion during classroom lessons</i> e. <i>Regular use of reading response prompts and questions</i>
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> • Use classroom, district, and state data to monitor impact of best practices on student growth and achievement and discuss appropriate revisions with grade-level teams. • Use MA ELA Frameworks to outline types of writing and grade-level expectations. • Discuss, plan, and facilitate the increased use of written responses to reading in the content areas to promote comprehension. • Continually review school's lesson plan templates to ensure their alignment with MA Frameworks.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: ELA, Mathematics, and Science Weekly Planning Forms; Classroom Observations; ILT Agendas; MA Curriculum Units; Component and Staff Meetings; Lesson Plan Forms	Data Source: Fountas and Pinnell Benchmarks; PARCC, MCAS, and MAP Data; Classroom Assessments; Student Work

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>Prioritized Best Practices or Strategies</p>	<ul style="list-style-type: none"> • Weekly schedule of classroom observations, including SPED and ELL teachers, carried out by Principal, Assistant Principal, and Instructional Coach, monitors effective implementation of the school's best practices and allows opportunities for discussion and supportive feedback. • Master schedule prioritizes instructional time and provides intentional collaborative time for planning and review of formative assessment data. • All teachers, including SPED and ELL, record and review formative assessment data to make instructional adjustments.
<p>Instructional Leadership Team Implementation</p>	<ul style="list-style-type: none"> • Create schedule for beginning, middle, and end-of-year formative and summative assessments. • Review assessment data, discuss instructional and curricular implications, and bring recommendations to grade-level teams. • Use insights shared from classroom observations to determine direction of on-site professional development. • Evaluate Master Schedule based on data collected.

School Performance Indicators and Data Sources

<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Weekly Observation Schedule, Master Schedule, Grade-Level Data Recording Forms</p>	<p>Data Source: Fountas and Pinnell Benchmarks, Go Math! Assessments, PARCC, MCAS, and MAP Data, Student Work, Classroom 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

- **Regularly analyze data from formative assessments to inform whole class instruction.**
- **Utilize formative assessment information to determine flexible groups and Tier 2 curricular materials.**
- **Data from multiple measures used to identify and monitor progress of students receiving Tier 3 intervention services.**

Instructional Leadership Team Implementation

- **Discuss instructional strategies and materials utilized during guided and intervention groups.**
- **Continually examine student work and performance on formative assessments utilized during whole, small, and intervention groups to assess impact of instruction and quality of selected resources.**
- **Evaluate scheduling of intervention groups based on data collected.**

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Classroom Flexible Groups; ESL and SPED Schedules and Student Lists; Teachers' Data Recording Forms; Lesson Plans

Data Source: ACCESS Scores; PARCC, MCAS, MAP, Fountas and Pinnell Benchmarks, Go Math! Assessments, Classroom 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)*

Prioritized Best Practices or Strategies

- **Effective implementation of schoolwide expectations: Be Safe, Be Responsible, Be Respectful**
- **Utilization of positive behavior incentives: Belmont Book, Homework, and Behavior Bucks, to acknowledge and encourage appropriate behaviors.**
- **Office check in and check out systems for students in need of additional support outside the classroom setting.**

Instructional Leadership Team Implementation

- **ILT members post visual reminders throughout the school highlighting PBIS rules and appropriate behaviors.**
- **Monthly PBIS Green Team Meetings: Green Team analyzes disaggregated discipline data monthly and tracks progress of school-wide behavior system rewards and consequences.**

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: PBIS Committee Agendas; Sage Discipline Reports

Data Source: Office Referrals, Individual Behavior Charts, and Suspension Data

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Belmont Street Community School	Susan Hodgkins	August 2016 – June 2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase student proficiency in ELA through written responses to reading (writing to sources) in a variety of genre.	Regular Education, Special Education, and English Second Language Teachers	Fountas & Pinnell Benchmark Assessment System. PARCC, MCAS, Student Work, Reading Journals, Open Response Exercises, Teacher Lesson Plans, Classroom Observations
2	Increase student proficiency in mathematics through careful alignment of GoMath! with state standards, making grade-specific adjustments and utilizing supplemental fluency resources.	Regular Education, Special Education, English Second Language Teachers	GoMath! Assessments, PARCC, MCAS, Student Work, Math Journals, Open Response Exercises, Teacher Lesson Plans, Classroom Observations
3	Increase student proficiency in science through inquiry-based activities in Life Science, emphasis on Characteristics of Plants and Animals, and Technology/Engineering, attention to Engineering Design.	Regular Education, Special Education Teachers	MCAS, HSP Science Assessments, Interactive Science Notebook, Open Response Exercises, Teacher Lesson Plans, Classroom Observations

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Full-day participation in on-site professional development training by Keys to Literacy writing consultants Grades 4-6 Focus: Writing in all content areas Grades K-3 Focus: Improving early writing skills • Grades K-3 Book Study: <i>Early Writing in Grades K-3</i> • Grades 4-6 Book Study: <i>Keys to Content Writing</i> • Grades K - 2 Training: Writing in the primary grades presented by Keys to Literacy Consultant Donna Mastrovito • Grades 3-6 Training: Narrative writing presented by Keys to Literacy Consultant Donna Mastrovito 	<ul style="list-style-type: none"> • During follow-up staff meeting, grade level teams met to select Keys to Literacy writing activities for classroom implementation. • Staff meeting presentations by grade-level teams highlighting Keys to Literacy writing lesson successes and discussion of student progress. • Use of component meetings to identify areas of need using student writing samples and sharing ideas how to adjust instruction accordingly.
2	<ul style="list-style-type: none"> • Use of weekly component meetings to review Achieve the Core Go Math! Updates • Using the Achieve the Core Go Math! review as a guide, teachers will meet in grade-level teams to make the necessary lesson modifications and pull supplemental materials from Engage New York website • Grade-level teams will meet and determine Go Math! intervention materials needed for Tier 2 and Tier 3 groups. 	<ul style="list-style-type: none"> • Data review of Go Math! assessments, students' open-response work, and math notebooks.

3	<ul style="list-style-type: none"> • Use component meetings to review student performance on classroom and state assessments, discuss lessons and activities for classroom implementation, and make adjustments after examining student work • Meet with WPS Science Liaison Kathy Berube to discuss and plan lessons to improve student achievement in the Technology & Engineering and Life Science Standards. 	<ul style="list-style-type: none"> • Attendance at WPS Science workshops to strengthen curriculum • Classroom implementation of activities developed with input from WPS Science Liaison.
---	--	---

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p><u>Book Study Resources</u></p> <ul style="list-style-type: none"> • Keys to Literacy: <i>Keys to Content Writing</i> by Joan Sedita • Keys to Literacy: <i>Early Writing in Grades K-3</i> by Joan Sedita <p><u>Keys to Literacy Writing Consultants:</u> Donna Mastrovito, Jim Gustadt, and Lori Lentini</p>	<ul style="list-style-type: none"> • Creation of school-wide writing team to establish clear grade-level writing expectations aligned to the Common Core Standards.
2	<ul style="list-style-type: none"> • Achieve the Core Go Math! Updates Grades K-5 • Achieve the Core Go Math! Chapter Assessment Updates Grades K-5 • Go Math! Tier 2 Intervention Resource Book • Go Math! Intensive Intervention Resource Book Tier 3 	<ul style="list-style-type: none"> • Monthly grade-level fact contests to build and strengthen fact fluency
3	<ul style="list-style-type: none"> • MCAS Released Test Items • MCAS Data Reports • WPS Science Liaison Kathy Berube 	<ul style="list-style-type: none"> • Instructional Coach distributes formal data reports and regularly collects teachers' recording sheets of classroom assessments

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none">Classroom observations	<ul style="list-style-type: none">Teacher data and progress tracking formsUse of component meetings to review
2	<ul style="list-style-type: none">Teacher feedback provided after implementing Go Math! Lesson updates	<ul style="list-style-type: none">Classroom lesson observationsInformation gathered during grade-level meetings
3	<ul style="list-style-type: none">Teacher feedback on implementation of science lessons and observations regarding student performance and quality of written work	<ul style="list-style-type: none">Student progress is tracked through the use of interactive notebooks and data tracking forms