

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Lake View

School

Margaret Bondar

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.

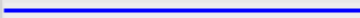



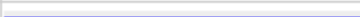
Name	Position	ILT Meeting Dates
Margaret Bondar	Principal	Sept: 7, 21
Renee Powers	Assistant Principal	Oct: 5, 19
Sarah Hebert	Focused Instructional Coach	Nov: 2, 16
Jennifer Smith	Teacher, Kindergarten	Dec:7, 21
John Glasheen	Special Education Teacher	Jan: 4,18
Colleen O’Connor	Teacher, Grade 6	Feb: 1, 15
Arwa Mustafa	ESL Teacher	Mar: 1, 15, 29
Colleen Yosca	School Adjustment Counselor	Apr: 12
		May: 3, 17, 31
Miscellaneous Teacher Rotation	Classroom /Specialist Teachers	June: 7

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Lake View

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Lake View (03480145)	Grades served:	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 1	2016 Level held harmless	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		45

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		■	63 Did Not Meet Target
High needs		■	60 Did Not Meet Target
Econ. Disadvantaged			-
ELL and Former ELL		■	79 Met Target
Students w/disabilities			-
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino		■	83 Met Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		■	68 Did Not Meet Target

III. Comprehensive Needs Analysis

Areas of Strength																																																					
Strength	Evidence																																																				
<p>ELL students based on PARCC data</p> <ul style="list-style-type: none"> English Language Arts: percentage of advanced students increased from 6.5% to 9.9% Math: CPI increased from 78.3 to 79.9 	<table border="1"> <thead> <tr> <th>ELA PARCC</th> <th>Avg. CPI</th> <th>Level 4-5</th> <th>SGP</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>83</td> <td>48%</td> <td></td> </tr> <tr> <td></td> <td>80.4</td> <td>46%</td> <td></td> </tr> <tr> <td>Change</td> <td>-2.6</td> <td>-2%</td> <td></td> </tr> <tr> <td>Grade 4</td> <td>84.2</td> <td>63%</td> <td>50.5</td> </tr> <tr> <td></td> <td>69.8</td> <td>47%</td> <td>20.5</td> </tr> <tr> <td>Change</td> <td>-14.4</td> <td>-16%</td> <td>-30</td> </tr> <tr> <td>Grade 5</td> <td>94.2</td> <td>73%</td> <td>69</td> </tr> <tr> <td></td> <td>94.4</td> <td>71%</td> <td>57.5</td> </tr> <tr> <td>Change</td> <td>-2</td> <td>-2%</td> <td>-11.5</td> </tr> <tr> <td>Grade 6</td> <td>91.7</td> <td>54%</td> <td>83</td> </tr> <tr> <td></td> <td>95.8</td> <td>79%</td> <td>75.0</td> </tr> <tr> <td>Change</td> <td>+4.1</td> <td>+25%</td> <td>-8</td> </tr> </tbody> </table>	ELA PARCC	Avg. CPI	Level 4-5	SGP	Grade 3	83	48%			80.4	46%		Change	-2.6	-2%		Grade 4	84.2	63%	50.5		69.8	47%	20.5	Change	-14.4	-16%	-30	Grade 5	94.2	73%	69		94.4	71%	57.5	Change	-2	-2%	-11.5	Grade 6	91.7	54%	83		95.8	79%	75.0	Change	+4.1	+25%	-8
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<p>Advanced students increased in several subgroups:</p> <ul style="list-style-type: none"> ELL in ELA and Math Hispanic in ELA and Math White in ELA 																																																					
<p>Grade 6 students based on PARCC data:</p> <ul style="list-style-type: none"> English Language Arts: Average CPI increased from 91.7 to 95.8 English Language Arts: increased the number of advanced students from 54% to 79% Math: Average CPI increased from 73.6 to 86.5 Math: Increased the percentage of advanced students from 39% to 54% 	<table border="1"> <thead> <tr> <th>Math PARCC</th> <th>Avg. CPI</th> <th>Level 4-5</th> <th>SGP</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>86.4</td> <td>34%</td> <td></td> </tr> <tr> <td></td> <td>83.1</td> <td>51%</td> <td></td> </tr> <tr> <td>Change</td> <td>-3.3</td> <td>17%</td> <td></td> </tr> <tr> <td>Grade 4</td> <td>79.2</td> <td>57%</td> <td>42.5</td> </tr> <tr> <td></td> <td>66.3</td> <td>35%</td> <td>29.0</td> </tr> <tr> <td>Change</td> <td>-12.9</td> <td>-22%</td> <td>-13.5</td> </tr> <tr> <td>Grade 5</td> <td>89.2</td> <td>63%</td> <td>84.0</td> </tr> <tr> <td></td> <td>88.7</td> <td>68%</td> <td>68.5</td> </tr> <tr> <td>Change</td> <td>-5</td> <td>+5%</td> <td>-15.5</td> </tr> <tr> <td>Grade 6</td> <td>73.6</td> <td>39%</td> <td>54</td> </tr> <tr> <td></td> <td>86.5</td> <td>54%</td> <td>67.0</td> </tr> <tr> <td>Change</td> <td>+12.9</td> <td>+15%</td> <td>+13</td> </tr> </tbody> </table>	Math PARCC	Avg. CPI	Level 4-5	SGP	Grade 3	86.4	34%			83.1	51%		Change	-3.3	17%		Grade 4	79.2	57%	42.5		66.3	35%	29.0	Change	-12.9	-22%	-13.5	Grade 5	89.2	63%	84.0		88.7	68%	68.5	Change	-5	+5%	-15.5	Grade 6	73.6	39%	54		86.5	54%	67.0	Change	+12.9	+15%	+13
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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"> • Instructional leadership team monitoring best practices • Grade level team meetings aligned with Keys to Literacy, instructional practices and data (formative, summative, and benchmark) • Meeting Norms for all school based staff meeting
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> • Collect, analyze, and monitor school data insuring progress toward best practice • The ILT will implement coaching cycles/observations focusing on the High Quality Teaching and Learning document. • Progress monitor RTI groups (Benchmarks, DIBELS & running records) • Targeted professional development plan aligned to best practices with a focus on reading to write and writing to read. <p>Grade level data meetings</p> <ul style="list-style-type: none"> • Worcester Public Schools High Quality Teaching and Learning • Review student work in ELA/Math • Common assessments • Data analysis • Benchmark Assessment strategies for effective questions <p>Utilizing monthly faculty meetings for a sharing best practices, sharing student work, data discussions, and additional learning.</p>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Supervision and Evaluation, Lesson Plans, Principal classroom visits, Response to Literature, Grade Level and ILT meeting agendas and minutes, and Professional Development Plan Document, Meeting agendas and minutes.	Data Source: BAS, DIBELS, MCAS 2.0, running records, MAP data scores, Exemplar Boards, Samples of Open Response writing, writing rubrics, school wide writing prompts, and varied classroom assessments (ELA/Math).

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.	<ul style="list-style-type: none"> • Balanced literacy focused on strengthening shared reading and guided reading • Keys to Literacy comprehension routine across the curriculum • Actionable feedback for all students
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> • Collect, analyze, and monitor school data insuring progress toward best practices • Monitor through lesson plans and grade level meetings the implementation of Key to Literacy Comprehension routine • Target professional development to support actionable feedback to students that is targeted and timely • Targeted professional development plan aligned to best practices with a focus on writing to read and reading to write • Monitor implementation of best practices to adjust, share or duplicate • Look at student work: Score and provide feedback for continued student improvement • Score and analyze common grade level assessments at Grade Level Data Team meetings and monthly staff meetings

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Supervision and Evaluation, Lesson Plans, Coaching Logs, Principal classroom visits, Response to Literature, Grade Level and ILT meeting agendas and minutes, and Professional Development Plan Document, RtL Team Meeting agendas and minutes.</p>	<p>Data Source: BAS, DIBELS, MCAS 2.0, running records, MAP data scores, Exemplar Boards, Samples of Open Response writing, writing rubrics, school wide writing prompts, and varied 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

- **Response to Intervention for Kindergarten through Grade 3**
- **Universal Design for Learning**
- **Differentiated Instruction in all subject areas**

Instructional Leadership Team Implementation

- Providing Kindergarten through Grade 2 pull out Tier 2 & 3 intervention instruction for students not progressing with Tier 1 instruction
 - Providing weekly instruction for a minimum of 4 days per week and 30 minutes per day in small groups
 - Ensuring all intervention teachers are implementing high quality RtI Tier 2 & Tier 3 supplementary intervention focused, research-based instruction for struggling students
 - Enhanced communication between intervention and classroom instructors
 - Utilize Root Causes Analysis during grade level teams and staff meetings to create student success plans
- Differentiate instruction in all classroom as part of Tier 1 instruction:
- Tailor instruction to meet the needs of all learners through on going assessment
 - Provide scaffolds, visual aids, pre-teaching vocabulary, activating prior knowledge
 - Monitor mastery of key concepts of curriculum through assessment (formative and summative)
 - Focus on skills that are attainable for students (Vygotsky: Zone of Proximal Development)
 - Implement Universal Design for Learning framework in a systematic way to shift education and practice and experiences to improve teaching and learning.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

Data Source: Supervision and Evaluation, Lesson Plans, Coaching Logs, Principal classroom visits, Response to Literature, Grade Level and ILT meeting agendas and minutes, and Professional Development Plan Document, RtI Team Meeting agendas and minutes.

STUDENT RESULTS INDICATOR

Data Source: BAS, DIBELS, MCAS 2.0, running records, MAP data scores, Exemplar Boards, Samples of Open Response writing, writing rubrics, school wide writing prompts, and varied 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

- **Online communication; all classrooms will maintain a website through Weebly.com and Focused Instructional Coach will maintain a school wide website.**
- **Positive Reinforcement Behavior System will matrixes and expected behavior posted in reinforced in all areas of the school**
- **Student Support Process meetings that incorporate appropriate school support staff and set actionable goals**

Instructional Leadership Team Implementation

- Support teachers and staff in the consistent implementation of the Lake View School Assertive Discipline Plan.
- Monitoring the overall implementation and consistency of the program in all areas of the building, the amount of referrals written by teachers, the types of behaviors reported, and the follow through and administrative interventions taken as a result of the referrals. Lake View School will closely maintain contact with parents at all times regarding expected behaviors by implementing a parent assertive discipline plan letter with sign off and working with parents on supporting our goals for a safe and secure school.
- Monitor grade level websites hosted on Weebly.com and ensure that all classroom teachers are adding homework assignments to their website on a daily basis. Parents need to be encouraged to check the website to monitor their child’s assignments. Use “stats” data to monitor number of visits to sites
- Strengthen the SSP process by using the WPS DCAP (District Accommodation Plan) document as tool/resource

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

Data Source: : SSP documents and meeting schedules/minutes, WPS DCAP document, teacher referral forms, WPS Code of Student Discipline, school adjustment counselor records, parent conference notes, interventions taken, behavioral intervention plans, Know Your School Night Parent Attendance Logs, Connect Ed messages, school marquee sign in front of building, PTO attendance sheets, School Sign in and Workshop Attendance Sheets.

STUDENT RESULTS INDICATOR

Data Source: Teacher referral forms, behavior charts, quality of classroom work, assessments, student grades on report cards and progress reports, Student agendas, increase in parent communication/engagement parent attendance logs at all meetings and functions, and student website log in data.

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Lake View School	Margaret Bondar	October 2016-June 2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA – revisit balanced literacy as school wide best practice and implement Keys to Literacy comprehension routine	Classroom Teachers, ESL Teacher, SPED Teacher, Itinerant Teachers, and Instructional Assistants	2016 PARCC data indicate a regression in ELA performance. Staff knowledge of best practice balanced literacy was not aligned
2	Math – improving problem solving and high order thinking skills	Classroom Teachers, ESL Teacher, SPED Teacher, Itinerant Teachers, and Instructional Assistants,	2016 PARCC data indicate a regression in Math performance. Need to teach Mathematics with fidelity to improve MCAS 2.0 Math scores
3	Science – improve actionable feedback and higher order thinking questions in all grade levels	Classroom Teachers, ESL Teacher, SPED Teacher, Itinerant Teachers, and Instructional Assistants,	2016 MCAS data indicate not significant gains in Science performance

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Keys to Literacy August 2015-June PD calendar with consultant (across the curriculum) focused on Tier 1 instruction with differentiated instruction Training and implement K-6 Keys to Comprehension Routine <ul style="list-style-type: none"> • Categorizing • Text structure • Stated/implied main idea and details • Questioning • Two column notes 	Meetings throughout school year with consultant, Principal and Focused Instructional Coach Monitored evidence of implementation in lesson planning tool by Principal, Assistant Principal, Lead Teacher and Focused Instructional Coach Sharing of lesson at staff meetings Grade Level Team Book Study
	Improve actionable feedback for student work	Protocol: gallery walk at staff meeting giving samples actionable feedback Evidence will be reflected in students' response to reading journals and work samples
2	GO MATH /Engage NY- Embedding principles of Growth Mindset and Universal Design for Learning focusing on math. Hands-on training to access the GO MATH Digital Resources.	Monitored evidence of implementation in lesson planning tool by Principal, Assistant Principal, Lead Teacher and Focused Instructional Coach
	Use close reading protocol (CUBES) to answer higher order thinking questions in all grade levels	Score common grade level open response math questions at staff meeting using common rubric/ discuss findings
3	improve actionable feedback/Keys to Literacy (see #1)	See above #1

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p><u>Keys to Literacy: The Comprehension Routine</u> by Joan Sedita “7 Keys to Effective Feedback”, by Grant Wiggins Vygotsky; Zone of Proximal Development</p>	<p>Massachusetts Model Curriculum Units Making Meaning Training will be on-going and include various forums: ILT, GLT, Rounds and staff meetings</p>
2	<p>Go Math Engage NY: New Guidance to Enhance Go Math! K-5 Textbooks</p>	<p>Training will be on-going and include various forums: ILT, GLT, Rounds and staff meetings</p>
3	<p>See #1</p>	<p>Implementation by classroom teachers, ESL teacher and Teacher of Moderate Special Needs</p>

4: Progress Summary

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