

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Francis J. McGrath

School

Paula Gibb-Severin

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
Paula Gibb Severin	Principal	Sept:9/15 9/29
Patricia Barnard	Focused Instructional Coach	Oct:10/10 10/20
Megan Noyes	Intermediate teacher	Nov:11/3 11/17
Susan Feraco	Primary teacher	Dec:12/1 12/15
Susan Kezer	ELL Teacher	Jan:1/5 1/19
		Feb:2/2 2/16
		Mar:3/9 3/23
		Apr:4/6 4/27
		May:5/11 5/25
		June:TBD

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Francis J McGrath Elementary

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Francis J McGrath Elementary (03480177)	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 3	Among lowest performing 20% of schools	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		

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		64	Did Not Meet Target
High needs		70	Did Not Meet Target
Econ. Disadvantaged		-	
ELL and Former ELL		50	Did Not Meet Target
Students w/disabilities		-	
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		-	
Hispanic/Latino		-	
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		54	Did Not Meet Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
Built a strong culture of respect, safety and trust developed and maintained through school wide behavioral strategies at all tiers with students, parents and staff.	Office referrals, suspension data, behavioral team observations, parent feedback, staff feedback, and SSP referral system. Total suspensions 2015-16: -2 2014-15: -8 Change of -6 Out of school Suspension 15-16: -1 2014-15: -8 Change of -8 Suspended student sub group: Male and ELL
<p>School wide staff embraced and implemented with fidelity a new system for writing: Self-Regulated Strategy Development (SRSD) through intense professional learning with a cohort of Burncoat Quadrant schools.</p> <p>ELA progress for Aggregate and most sub groups (Economically Disadvantaged, African American/Black; White; High Needs; and Hispanic/Latino)</p>	<p>Writing portfolios, student work, SRSD data Collaborative Professional Learning</p> <p>ELA Proficiency Gap Narrowing:</p> <p>Economically Disadvantaged Subgroup improved “Above Target” CPI +7.2 2015=65.4 2016=72.6 N= 92</p> <p>African Americans/Black Subgroup was “On Target” CPI +11.2 2015= NA 2016=87.0 N= 27</p> <p>Aggregate and subgroups High Needs, Latino, and White CPI +5.4 2015=70.9 2016=76.3 N=120 All were “Improved Below Target”.</p> <p>High Needs CPI +6.2 2015= 66.8 2016=73.0 N=100</p> <p>Hispanic/Latino CPI +2.3 2015= 62.8 2016=65.1 N= 48 White CPI +9.3 2015= 69.4 2016=78.7 N= 34</p> <p>ELA Growth was “On Target” for the Aggregate (-4); High Needs (-2); Economically Disadvantaged (-1.5) Hispanic/Latino (-11)</p>

Areas of Concern	
Concern	Evidence
The ELL/Former ELL subgroup declined in both ELA and Math Proficiency Gap Narrowing and Growth between 2015 and 2016	<p>ELL/Former ELL subgroup ELA Gap Narrowing Proficiency “Declined” CPI -6.5 2015=70.6 2016= 64.1 N=48</p> <p>ELA Growth for the ELL/Former ELL subgroup was -18, “Below Target”</p> <p>ELL/Former ELL subgroup Math Gap Narrowing Proficiency “Declined” CPI -5.9 2015=66.0 2016=60.1 N=47</p> <p>Math Growth for the ELL/Former ELL subgroup was -23.5, “Below Target”</p> <p>ACCESS Progress 2015=65% 2016 53%</p>
Fifth grade Science performance dropped significantly, ranked “declined”. Subgroups not reported because of low number of students (N=38)	<p>Science Proficiency Gap Narrowing Science 2016 CPI -11.6 2015=58.3 2016= 46.7 N=38</p> <p>CPI ranked 4th percentile in like schools in the state</p>
The Hispanic/Latino subgroup performance was weaker in Math than ELA, “Declined/Below Target”.	<p>Hispanic/Latino subgroup Math Proficiency Gap Narrowing - 5.9, “Declined”</p> <p>Hispanic/Latino subgroup Math Growth-8.0, “Below Target”</p>

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	<p>Implement a Literacy Leadership Team to identify 2 areas of high priority and develop a plan to improve instruction K-2.</p> <p>Strengthen Professional Learning Community (PLC) through Common Planning Time (CPT), Staff Meetings, and SRSD Cross School Staff Meetings focused on student work/data, Prek-6.</p> <p>Teach, model, support and require analysis of grade level data e.g., (spot check, formative, summative).</p> <p>Use data analysis to inform instruction.</p>
Instructional Leadership Team Implementation	<p>Oversees, supports professional learning</p> <p>Uses staff reflections and student work samples to measure effectiveness.</p> <p>Analyzes data to identify areas of concern and growth school wide.</p>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Agendas, feedback/reflection sheets Lesson plans Observation K-2 Literacy Team Survey SRSD scoring SRSD Multi School – participation grade level meetings Principal/coach walk throughs	Data Source: BAS, MAPS Formative assessments Foundation Unit tests/scores GoMath assessments SRSD scoring

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>	<p>Teachers Prek-6 will teach science using the 5E model.</p> <p>Teachers Prek-6 will plan standards based, scaffolded math lessons incorporating manipulatives, cooperative learning, and formative assessment.</p> <p>Teachers Prek-6 will teach reading and writing strategies using the gradual release model for close reading and writing in response to text.</p>
<p>Instructional Leadership Team Implementation</p>	<p>Monitor implementation of best practices through data analysis.</p> <p>Act as liaisons to primary and intermediate teachers.</p>

School Performance Indicators and Data Sources

<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Formative and summative assessment data analysis by teacher (e.g., SRSD data, Math, Science) Lesson plans indicating 2 investigations per month Professional Learning agendas Observation of planning to WPS curriculum Observation of manipulative use Principal and coach walk throughs</p>	<p>Data Source: MAP, formative assessment, common assessment (district), unit assessments, student work Student use of scientific process and academic vocabulary Student use of manipulatives and related strategies to problem solve SRSD self-scoring sheets Evidence of annotation on “close reading” activities</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)

<p>Prioritized Best Practices or Strategies</p>	<p>Explicitly teach and require academic vocabulary in class discussions and student work across disciplines.</p> <p>Reteach math concepts/content as formative assessments indicate and then re-assess.</p> <p>Utilize a Response to Intervention (RTI) model in K-2 ELA, to increase the rate of student progression in reading levels.</p>
<p>Instructional Leadership Team Implementation</p>	<p>Model/publicize and support staff sharing of strategies to teach academic vocabulary.</p> <p>Review teachers’ analysis of classroom assessments to provide targeted support in meetings.</p> <p>Model, publicize and support staff sharing of formats and structures to analyze formative and summative assessments</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Principal /Coach Walk throughs Lesson plans Evidence of SRSD protocols RTI agendas/meetings CPT agendas/meetings Alignment of instructional strategies to SEI Smart Card Evidence of discipline vocabulary as environmental print</p>	<p>Data Source: Classroom discussions and student work with academic/discipline vocabulary Student BAS levels (set goals for growth) SRSD scores Independent text choice Demonstrates proficient writing Uses reading and writing strategies</p>

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	<p>Teachers will use Positive Behavioral Intervention Support (PBIS) Protocols for tier 1 and 2 students</p> <p>Teachers will participate in the Student Support Process (SSP) tier 2 as needed</p> <p>Staff will work with behavior specialist when appropriate for tier 3 students</p>
Instructional Leadership Team Implementation	<p>PBIS team meetings will occur monthly to review data and work on next steps</p> <p>Examine numbers of referrals to Special Ed and student growth through recommended interventions</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Re-teach and model behaviors Anchor charts supporting PBIS/clothespin behavioral chart Reduced office referrals Decreased time spent on behavioral issues Number of students attending PBIS celebrations Individual behavior charts data Communication of success in classrooms for “The Great PBIS Race</p>	<p>Data Source: Attendance at PBIS celebrations Bee tickets Participation in class community bee hive and cotton ball attendance rewards Improved student behavior</p>

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	F.J.McGrath	Paula Gibb-Severin	8/25/16-6/12/17

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase teacher knowledge and implementation of WPS Science curriculum	PreK-6 teachers English Language Learner Teacher Special Education Teacher Instructional Assistants	Rationale: 2016 Science MCAS results Evidence: Grade level teams will implement the 5 E Model in science instruction Teachers will incorporate SRSD T.I.D.E. writing into science instruction as a means to measure student learning.
2	Increase teacher knowledge and implementation of manipulatives as a math problem solving strategy.	PreK-6 teachers English Language Learner Teacher Special Education Teacher Instructional Assistants	Rational: 2016 Math PARCC results, 2016 MAP Math results, need to increase ELL/Former ELL and Hispanic/Latino math performance Evidence: Teachers will use manipulatives as a scaffold in the teaching of math content and concepts
3	Increase teacher knowledge and implementation of SRSD strategies (close reading and responding to text)	PreK-6 teachers English Language Learner Teacher Special Education Teacher Instructional Assistants	Rational: SRSD pre/post growth data Evidence: Teachers will use SRSD strategies to model writing and will provide opportunities for shared writing, guided writing and independent writing activities.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Analyze and interpret Science data • FIC provides curriculum binders to include scope and sequence and curriculum units • Development of a plan to monitor student learning and adjust instruction • ILT developed a plan for all students K-6 to be involved in a Science project during the school year • Teachers will incorporate SRSD strategies into their Science lessons • Increase Science reading books 	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Grades 3-6 analyzed MCAS 5th grade test, backward mapped and reflected with pre/k-6 staff results and next steps • Grades reflected on their grade level science teaching and adjusted planning • Liaisons teach 5E method and Moodle use • Teachers will implement 5E method in all Science lessons • Teachers will share Science labs and student work with each other at CPT and/or staff meetings • Teachers will use formative assessments to monitor student learning and adjust instruction • Teachers will plan and execute a science project showcase with students and families • Monitoring of Science by Liaisons, principal, FIC and ILT team • Staff uses Curriculum Binder to assist in executing science lessons • Students will use SRSD writing strategies to demonstrate science understanding and learning. • Continue working with community resources (Broadmeadow Brook, Ecotarium, Blackstone Valley Coalition) • Teachers will use McGrath’s “Garden in the Woods” as an

		<p>extension of their classrooms</p> <ul style="list-style-type: none"> • Science based leveled readers and read aloud books will be added to the Literacy Library
2	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Analyze math data to look for patterns and trends • Meet with WPS Math Liaison to develop a plan for professional development to increase student learning. • Teachers continue to develop lessons using Math Binders and Go Math materials • Plan team CPT meetings including FIC, grade level teachers, SPED teacher and ELL teacher 	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Math Liaison has completed phase 1 of staff development around the use of manipulatives in Math lessons • Math Liaison will work with teachers to observe, co-teach and demonstrate appropriate use of manipulatives beginning with grade 1 and 2. • Formative and summative assessments analyzed within units • Use CPT and staff meetings to analyze data and form next steps • Ongoing communication will the ELL teacher to support ELL learners • Ongoing communication and support from SPED teacher to support special needs student learning

3	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Continued work with SRSD training • Monitor data from Google docs • Collaborate with grade levels and full staff using SRSD student work samples 	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Teachers will implement SRSD strategies within their lessons impacting student writing and growth • Teachers will use SRSD strategies to model writing • Teachers and FIC will use data to plan mini lessons • Mini lesson success will be measured by ongoing formative assessments • Teachers will provide opportunities for shared writing, guided writing and independent writing activities. • Teachers will attend grade level meeting with cohort schools
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	WPS Science liaison; WPS science curriculum kits; Moodle; assessment data, Literacy Empowerment Reading books	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Monthly Staff meetings: actively engaged in collegial Science learning activities ensuring curriculum is aligned with standards and instructional practices • Common planning time: teachers are supported to practice, implement and plot progress to inform instruction • SRSD training: use SRSD strategies to support Science writing and thinking
2	WPS Math liaison; GO Math manipulative kits; Achieve the Core/Go Math Alignment to Common Core; assessment data	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • Grade level meetings: Supporting grade levels in mapping standards, create assessments to check in between MAP testing and unit tests and interpret the common assessment data • Common planning time: teachers are supported to practice, implement and plot progress to inform instruction

3	FIC cohort liaison; SRSD strategies; grade level meetings with partner schools, Notice and Note, CPT meetings, SRSD binder, Data wise Cycle	<p><u>Turn Around Practice #1 Leadership, Shared Responsibility, and Professional collaboration, Turn Around Practice #2 Intentional Practices for Improving Instruction, Turn Around Practice #3 Providing Student-Specific Supports and Instruction to All</u></p> <ul style="list-style-type: none"> • SRSD training: use SRSD strategies to support Science writing and thinking • Grade level meetings: Support and embed formative assessment of SRSD between the pre and posttests to increase student growth. • Integrate SRSD strategies into all subject areas , beyond the 30 minutes per day
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4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<p>Increase teacher knowledge and implementation of WPS Science curriculum</p> <p>Professional development in all areas is ongoing (August – June)</p>	<p>Completed:</p> <ul style="list-style-type: none"> • Science Liaison taught staff 5 E method and exposed to Moodle • Staff share science investigations • Staff doing at least 2 investigations per month • Grades 3-6 analyzed MCAS 5th grade test, backward mapped and reflected with pre/k-6 staff results and next steps • ILT analyzed science MCAS data and shared findings with staff • Ordered additional science resource books

<p>2</p>	<p>Increase teacher knowledge and implementation of manipulatives as a math problem solving strategy</p> <p>Professional development in all areas is ongoing (August – June)</p> <p>Specific district ongoing PD with grades 1-2</p>	<p>Completed:</p> <ul style="list-style-type: none"> • Continue to implement staff created Math binders by grade level team members • Grade levels have examined PARCC item types and topics to assist in their instructional planning • Liaison has done a professional learning PD for all staff on the use of manipulatives • Liaison plan for working in grade 1 and 2 /manipulatives • Given District common assessment k-6, have begun analyzing for next steps
<p>3</p>	<p>Increase teacher knowledge and implementation of SRSD strategies (close reading and responding to text)</p> <p>Professional development in all areas is ongoing (August – June)</p> <p>Professional development is scheduled to take place in weekly grade level meetings, staff meetings and SRSD grade level meetings</p>	<p>Completed:</p> <ul style="list-style-type: none"> • Professional development around balanced literacy • Rolled out Notice and Note • Classes have incorporated TIDE into Science lessons • Gr 2-6 TIDE (non-fiction), Literary Analysis Task, Narrative writing • Working with grade level teams, scoring, analyzing data on student writing • Created and implemented ongoing assessment tools for primary grades