

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Roosevelt Elementary

School

Ellen Kelley

Principal or Administrator

Maureen Binienda

Superintendent

Directions for Completing the School Accountability Plan

If you have any questions regarding the planning process and/or the use of the template, please contact the appropriate Manager of Instruction & School Leadership.

I. School Instructional Leadership Team & School Site Council

- List the personnel and their positions
- List the dates (minimum of 2 per month) of the leadership team meetings for the year

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

- No action required

III. Comprehensive Needs Analysis:

- List specific strengths and concerns/weaknesses, supported by evidence
- Evidence may be qualitative or quantitative
- Add additional rows to the Strengths and Weaknesses sections as necessary

IV. Action Plan:

- There will be 4 action plan documents – one plan for each identified state turnaround practice (1) Leadership, Shared Responsibility, and Professional Collaboration; 2) Intentional Practices for Improving Instruction; 3) Providing Student-Specific Instruction and Supports to All Students; 4) A Safe, Respectful, and Collegial Climate for Teachers and Students

Related resources:

<http://www.mass.gov/edu/docs/ese/accountability/turnaround/monitor-site-visits-turnaround-indicators.pdf>

<http://www.mass.gov/edu/docs/ese/accountability/turnaround/practices-report-2014.pdf>

- Complete sections for 1) prioritized best practice or strategies; 2) Instructional Leadership Team (ILT) implementation; 3) School Performance Indicators and Data Sources. Adult Implementation Indicators identify the adult actions that must take place to impact the identified goal.

V. Professional Learning

- The professional development plan identifies activities that are needed in order to support the strategies and actions listed in the Action Steps.

VI. End of Year Reflections and Next Steps:

- At the end of the year, schools will be asked to submit a reflection on progress made in the turnaround practice areas.

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
Ellen Kelley	Principal	Sept: 13, 27
Sara Ross	Assistant Principal	Oct: 4, 18
Linda Weaver	Instructional Coach	Nov: 1, 15
Patti Lanava	Instructional Coach	Dec: 6, 20
Gina Robertson	Grade 6 Teacher	Jan: 10, 24
Kara Wroblewski	Grade 3 Teacher	Feb: 7, 28
Maria Zinkus	Grade K Teacher	Mar: 7, 21
Beth Vargas	Dual Language Teacher	Apr: 4, 25
Shana Kosinski	ESL Teacher	May: 2, 16, 30
Kelly Edmonston	Primary Lifeskills Teacher	June: 6, 13

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Roosevelt

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Roosevelt (03480220)	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 1	Meeting gap narrowing goals	
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		88	Met Target
High needs		95	Met Target
Econ. Disadvantaged		-	-
ELL and Former ELL		100	Met Target
Students w/disabilities		71	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		100	Met Target
Hispanic/Latino		99	Met Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		74	Did Not Meet Target

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength			
Strength	Evidence		
<ol style="list-style-type: none"> 1. Student Growth in ELA, 2016 exceeded our goal. 2. Student proficiency increased from 2014-2016. 	MCAS, PARCC ELA Data, 2014-2016		
	Year	SGP	Advanced/Proficient
	2014	54	51%
	2015	23	36%
<ol style="list-style-type: none"> 1. Student growth in math, 2016 fell within our goal band range of 55-62. 2. Math proficiency increased by more than ten percent from 2014-2016. 	MCAS/PARCC Math Data, 2014-2016		
	YEAR	SGP	Advanced/Proficient
	2014	46	40%
	2015	46	37%
<ol style="list-style-type: none"> 1. Roosevelt School achieved Level 1 status by “meeting gap, narrowing goals. 	2016 Massachusetts DESE Accountability Data School Percentile: 10 to 31		
Areas of Concern			
Concern	Evidence		
<ol style="list-style-type: none"> 1. Our Science Proficiency decreased from 2014-2016. 	Year	Advanced/Proficiency	
	2014	40%	
	2015	37%	
	2016	30%	
<ol style="list-style-type: none"> 1. Only 56% of our first grade students are reading at or above grade level in the fall, 2016. 	Fountas-Pinnell, 2016		
	At Risk	22%	
	Strategic	21%	
	Benchmark	56%	

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 (Include differentiation to ensure access for targeted student populations) <i>Please limit to no more than three.</i>	<ul style="list-style-type: none"> • Professional collaboration at all grade levels focused on balanced literacy and RTI. • Restructure our ILT team; re-examine its role to be most effective. • ILT will provide oversight to monitor priorities and strategies of two new professional collaboration Teams: Literacy Team and Social Emotional Team.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> • Monitor PLC schedules, agendas, and exit slips. • Participate in a book study on school leadership and shared responsibility and incorporate what is learned into ILT work. • Oversee the workings of the new literacy and social teams to ensure success and effectiveness. • ILT will collect specific evidence based on analysis of strategies and professional learning to address outcomes for ELL and SWD population.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: ILT Agenda, Teacher surveys and reflection sheets, Literacy Team and SEL meeting minutes, Informal Mind Up observations	Data Source: Mind Up work samples, RTI data sheets, Reading Common Assessments, IEP progress reports, SEL smart cards, report cards.

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
 (Include differentiation to ensure access for targeted student populations)
Please limit to no more than three.

- **Refocus our efforts to ensure a balance literacy block at every grade level.**
- **Design and differentiate grade level professional development to meet the needs of all students. (For example: Guided Reading, Grade 2; Notes and Notice, Grade 5)**
- **Through explaining and modeling, build literary independence in all our students especially as it relates to comprehension.**
- **Pilot Wilson’s progress monitoring assessment tool to determine RTI groups.**
- **Teacher integrated SWD and ELL strategies for all student’s populations to ensure differentiation and scaffolding.**

Instructional Leadership Team Implementation
 (Explain how ILT members implement and measure school-wide strategies.)

- **ILT will monitor professional development during PLC meetings.**
- **ILT will oversee the work of our primary literacy team, and ensure fidelity to Foundations in grade K-2.**
- **ILT will analyze Foundation unit tests to ensure achievement of all students.**
- **PLCs will monitor data in the area of Science with support from the ILT.**

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Agendas, surveys, literacy team minutes, Foundation lesson plans, Guided Reading Observations, Wilson Assessment tools

Data Source: Foundations unit tests, Comprehension assessments, Fountas-Pinnell assessments, running records, IEP progress reports, PLC data meeting indicators, Formative assessments, Report Cards

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
(Include differentiation to ensure access for targeted student populations)
Please limit to no more than three.

- **Strategically plan RTI groups in grades K-3.**
- **Set instructional goals during RTI which a specific to the needs of the group of students.**
- **Assess students daily/weekly with quick formative assessments to drive instruction during RTI.**
- **Assess students every six weeks to shuffle groups and set goals.**

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

- **Review student assessments and student work samples to provide remediation feedback.**
- **Create schedules to use all support staff during RTI time to minimize the number of students in each group, dependent on grade level need.**
- **Communicate with teachers to ensure RTI is more than CORE, and is effective.**
- **FIC will facilitate building of expertise in Science at all grade levels during PLC meetings.**
- **RTI groups will be establish to support Science instruction.**

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Student work samples, Formative/Summative Assessments, RTI groupings, Exit Slips from PLC meetings, Teacher Collaboration time to address ELL and SWD needs, Communication tools to ensure needs of all students are met.

Data Source: Double Dose Foundation assessments, Checklists and unit assessments, IEP progress reports, ILT data meeting minutes, Common Assessments, Formative assessments with differentiation, Report Cards

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
(Include differentiation to ensure access for targeted student populations)
Please limit to no more than three.

- **Begin the year with a school wide read aloud (Wonder, One) focusing on kindness.**
- **Post student work samples related to the school wide read.**
- **Include all Random Acts of Kindness during morning announcements to celebrate students' success.**
- **Ensure common language of behavioral expectations through power point presentations to every student.**
- **Participate actively in the Worcester HEARS initiative to support students affected by trauma.**

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

ILT will oversee the work of a Social/Emotional learning team. Utilize ILT created power points during the first week of school and when needed during the year. Provide PD of Mind UP curriculum for social emotional learning, and create a library of literature to address the categories of social learning. Continuous communication with SEL team to ensure norms and behavioral expectations are consistent across all staff.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Mind Up lesson plans, Classroom Management observations, Random Acts of Kindness: student work samples and student acknowledgements, School wide norms monitored through checklists, Alignment of school wide goals with behavioral strategies, Target PD in collaboration with SEL team, School discipline data from Sage.

Data Source: Office referrals, Red Cards, Mind UP student work samples, Random Acts of Kindness

V. Worcester Public Schools Professional Learning Plan

Creating the School Professional Learning Plan

Principals are encouraged to work collaboratively with their ILT members to invite input from staff members to create this plan. The School PLP should consider professional learning goals common to all staff as well as for subgroups of staff, as appropriate. The plan should include a statement of the professional learning (PL) goals that are priorities for the year and the specific professional learning activities that will be implemented to support staff in working toward these goals. The role that collaborative teams will play in implementing the plan should be considered when determining specific professional learning activities.

Step 1: Identify Professional Learning Goals

In Table 1, enter in priority order the annual goals for staff professional learning and growth. These can be derived from many sources of evidence compiled and analyzed by the principal and staff, including but not limited to: district and school improvement goals, aggregated educator evaluation and student performance data, data from collaborative learning teams, and school-level needs assessments. For each goal, indicate the staff members for which this goal is applicable. For example, some professional learning goals may be important for all staff members, but others may be unique to particular subgroups of staff, such as teachers of science or second grade teachers. In addition, for each goal, explain the rationale and related sources of evidence for its inclusion.

Step 2: Determine Professional Learning Activities to Support Each Goal

Enter specific PL activities to address each goal identified in Step 1 and describe these in Table 2. Please note: *You might identify more than one PL activity per goal; conversely, there may also be some PL activities that will address multiple goals.* In addition, enter the target dates by which these activities should be completed.

For each initial learning activity, consider follow-up activities, as appropriate, that will help deepen the learning and/or apply the learning to practice (e.g., coaching, review of formative assessment data, action research) and include these follow-up activities and timelines in the plan.

Step 3: Determine Essential Resources

Table 3 can be used to compile information on specific resources (e.g., materials, technology, time, personnel) that will be needed to support the implementation of the school-level plan. Use this table as well to enter any other special considerations related to implementing the plan.

Step 4: Track Progress

Use Table 4 for entering notes about the implementation of the plan and attainment of the identified learning goals. Feedback on the professional learning activities can be noted here as well as any evidence of impacts the PL activities have had on professional practice. Notes entered here will help identify ongoing needs, necessary revisions to the plan and ideas for future planning cycles.

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Roosevelt School	Ellen Kelley	

1: Professional Learning Goals: *Please identify one goal for ELA, one for Math and one for Science.*

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To create and manage RTI groups effectively and monitor through professional Collaboration.	Grades K-3	To provide student specific supports and interventions informed by data and the identification of student needs. Evidence source: Fountas-Pinnell, Foundations unit tests, and teacher input.
2	To utilize time during PLC meetings for math lesson planning as related to our literacy practices.	Grades K-6	To employ intentional practices for improving teacher-specific and student responsive instruction. Evidence source: common math assessments, MAP, Go Math unit tests
3	Through shared responsibility and collaboration teachers will build expertise in Science and align instruction with best literacy practices.	Grades 3-5	To provide direct instruction and effective feedback to ensure high quality instruction and content delivery in Science. Evidence source: Science assessments, Scholastic News quizzes, MCAS,
4	To analyze data in ELA, Math, and Science to ensure SWD and ELL students are making progress and experiencing achievement.	Grades K-6	To increase teacher toolbox of strategies aligned to the ELL Smart Card. Identify explicit strategies that will monitor and track ELL/SWD students effectively.

2: Professional Learning Activities

PL Goal 1	Initial Activities	Follow-up Activities (as appropriate)

No.		
1	<ul style="list-style-type: none"> • Balanced Literacy PD will be facilitated during consistently scheduled PLC meetings. • Professional development will be designed based on grade level needs. Book studies will be conducted in during PLC and ILT, Grades K-2 will read The Next Step in Guided Reading. Grade 5 will read Notes and Notice. • A newly established literacy team will work under the ILT and focus on ensuring a balanced literacy program in grades K-2. • Pilot Wilson’s progress monitoring in grades 1 and 2 to determine RTI groups. 	<ul style="list-style-type: none"> • Agendas and exit slips will be reflected upon by the ILT. • Each grade level will determine their needs for PD and design their own targeted PD plans. • Professional Practice goals and formal observations will focus on our PD work. • Grade 2 RTI will be a push in model during guided reading time; and our most at risk students will work directly with a teacher two times a day. • Members of our literacy team will work closely with the Wilson Company to manage an effective phonics program which will offer supports for all readers. • Through formal observation and teacher feedback we will make certain our RTI and supports are provided through a Core plus More schedule. • Our literacy team will meet on a regular basis with ILT to reflect on our work.
2	<ul style="list-style-type: none"> • Through PLC work and collaboration with our coaches, a sequence of math lessons will be planned at every grade level. • Direct Instruction of math content will included explaining and modeling content, practices, and strategies. • Continuation of technology to reinforce math skills. 	<ul style="list-style-type: none"> • Lesson plans will be passed in weekly. • Formal observations will be conducted in Math focusing on direct instruction of content. • Incentive events for math facts will be carried out routinely during the school year: ie “March Math Madness”. • Tier 2 math instruction will be done in grade 6. • Moby Max will be available for all grades.

3	<ul style="list-style-type: none"> • Student performance data will be analyzed to strengthen Tier 1 instruction in grade 5. • Literary PD will be incorporated during Science. • Science nonfiction will be taught during ELA block at all grade levels. 	<ul style="list-style-type: none"> • Pre and post tests will be used to assess students understanding of Science content. • ELA lesson plans will utilize non-fiction Science books. • Technology and Scholastic News will be used to support Science lesson
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Books: <u>Notes and Notice</u> , <u>The Next Step in Guided Reading</u> , <u>Visible Learning for Literacy</u> , Wilson Reading Program and staff	How to maintain PLC time during ACCESS and MCAS 2.0?
2	Visible Learning for Literacy, Moby Max,	Finding time for Tier 2 instruction for Math.
3	Non-Fiction Science books, Scholastic News, Science Curriculum Liaison	Science instruction at all grade levels.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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1	<p>Literacy Team Meetings: June, August, September, 2016. Literacy Team Training in Wilson Progress Monitoring: October 25, 2016. (All 1-2 students will be progressed monitored. PLC Meetings began September 14, 2016.</p>	<p>All students in grades k-2 assessed in Fountas/Pinnell, grades 3-6 assessed all yellow/red students in Fountas/Pinnell. Fountas/Pinnell will be completed three times a year. Foundations Progress Monitoring will be completed with all grades 1-2 students.</p>
2	<p>October 21: ILT met and received Visible Learning, goal to ensure rigorous lesson planning. Moby Max purchased. Social/Emotional team planning celebrations around Math Facts.</p>	
3	<p>September 16, 2016: Grade 5 began PD in Notes and Notice, incorporating Science into literacy blocks. September, 2016: Met with Science Liaison.</p>	<p>Data Analysis of MCAS, Science.</p>