

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Chandler Elementary Community
School

Jessica M. Boss
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
Jessica M. Boss	Principal	Sept: 13, 27
Marvin Negron	Assistant Principal	Oct: 7, 21
Kelly Tuttle	Lead Teacher	Nov: 4, 19
Melissa Sleeper	Instructional Coach	Dec: 9, 23
Marie Powers	Grade One Teacher	Jan: 6, 20
Wendy Talcott	Grade Four Teacher	Feb: 3, 17
Janelle Camusso	Grade Three Teacher	Mar: 3, 17
Keren Azoulay	Grade Five Teacher	Apr: 7, 28
Sandi Calcia	Special Education Teacher	May: 5, 19
Elizabeth Juneau	ELL Teacher	June: 2, 16

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Chandler Elementary Community

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Chandler Elementary Community (03480050)	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	Meeting gap narrowing goals Commended for high progress -narrowing proficiency gaps -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 35	
	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		100	Met Target
High needs		100	Met Target
Econ. Disadvantaged			-
ELL and Former ELL		100	Met Target
Students w/disabilities			-
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino		100	Met Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White			-

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
<p>Overall: *Accountability Level 1 *Increased overall percentile 14 points (21 to 35) *Exceeded cumulative PPI in All students, High needs, ELL, Hispanic/Latino (100 PPI)</p> <p>MCAS ELA All Students: Increased A/P from 44% to 59% Increased SGP from 80 to 85.5 Increase CPI from 71.6 to 81.9, Decreased Warning from 17% to 6%</p> <p>ELL Students: Increased A/P from 34% to 51%, SGP is 82</p> <p>Students with Disabilities: Increased A/P from 22% to 26% SGP - 81 CPI – 47.1 to 62.9</p>	<p>DESE School Accountability Data</p> <p>MCAS ELA Data</p>
<p>MCAS Math All Students: Increased A/P from 39% to 53 % CPI from 66.2 to 77 SGP from 51 to 85 Decreased Warning 25% to 14%</p> <p>ELL Students: Increased A/P From 31% to 47% CPI from 60.7 to 73.6. SGP from 47 to 89</p> <p>Students with Disabilities Increased A/P From 0% to 18% CPI from 33.7 to 55.3 SGP from 0 to 84</p>	<p>MCAS Math Data</p>

<p>Science Grade 5: All Students: Increased A/P From 16% to 47%, Decreased Warning from 24% to 16%, CPI Increased from 61.3 to 73.4 ELL Students: Increased A/P from 12% to 42% Decreased Warning from 36% to 18% Increased CPI from 53 to 70.6 Students with Disabilities : N/A (not a sub group last year)</p>	<p>MCAS Science Data</p>
Areas of Concern	
Concern	Evidence
<p>ELA: Grade 1 BAS – 16% on or above grade level, 84% below grade level MCAS – 59% A/P, 35 % N/I, 6% W</p>	<p>BAS MCAS ELA Data</p>
<p>Math: MCAS – 53% A/P, 33% N/I, 14% W As we have made gains in our Subgroups, A/P is extremely low and Warning is high.</p>	<p>MCAS Math Data</p>
<p>Science: MCAS – 47% A/P, 37% N/I, 16% W As we have made gains in our Subgroups, A/P is extremely low and Warning is high.</p>	<p>MCAS Science Data</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	<ul style="list-style-type: none"> • Professional collaboration K-6 focused on balanced literacy across content; aligned to common core standards. • Professional collaboration K-6 focused on balanced math framework; aligned to common core standards. • Professional collaboration K-6 focused on science and technology; aligned to common core standards.
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> • Meet bi-weekly to discuss strengths, challenges, and next steps • Participate in Common Planning Time/Grade Level Teams weekly • Participate in Book Study • Analyze school/grade level data every 4-6 weeks • Plan and Delivery PD aligned to Best Practices in Literacy, Math, and Science
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> • ILT, GLT, CPT, Staff Meeting Agendas • ILT, CPT minutes • Lesson Plans • Assessment Binder • Informal and Formal Observations 	Data Source: <ul style="list-style-type: none"> • Student Assessment Data • Student Work Samples (journals, writing) • Formal and Informal Observations

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"> • Readers/Writers Workshop; Guided Reading, Interactive Read-Aloud, Independent Daily Reading, Write to Learn/Learn to Write, Word Work, Fluency, Vocabulary, Comprehension Strategy/skill Differentiation includes: leveled readers, small group instruction, computer based read aloud texts, modeling strategies and skills to improve Gradual Release of Responsibility Model. • Math Workshop; Standard based lesson utilizing the Gradual Release of Responsibility Model, journal writing focusing on targeted skill/standard/problem solving, academic math vocabulary, Bloom’s Taxonomy used for higher order thinking skills, Math Facts Fluency. Differentiation includes: hands on activities, multi-sensory approach to learning, small group instruction, modeling strategies and skills to improve Gradual Release of Responsibility Model. • Balanced Science Block; Standards based lessons where students are reading (text book/leveled readers), writing (journal writing/research projects), speaking, listening, and critically thinking daily for no less than 45 minutes. Explicit vocabulary instruction aligned to grade level standards. Differentiation includes: hands on, inquiry based learning, leveled readers, use of technology, small group instruction,
<p>Instructional Leadership Team Implementation</p>	<p>Instructional Leadership Team will work with Grade Level Team’s to analyze assessments results, look at student work, plan and develop standard based lesson, develop common assessments aligned to standards to identify strengths, challenges and next steps as we work to strengthen core instruction.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> • Instructional Leadership Team, Grade Level Team, Common Planning Time, and Staff Meeting Agendas • Instructional Leadership Team, and Common Plan Time minutes • Lesson Plans • Assessment Binder • Informal and Formal Observations 	<p>Data Source:</p> <ul style="list-style-type: none"> • Student Assessment Data • Student Work Samples (journals, writing) • Formal and Informal Observations

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

- **Identify RTI (Response to Intervention) groups for students in grades K-3.**
- **Develop instructional goals targeting specific deficit skill.**
- **Assess students every 4-6 weeks to drive instruction and adjust groups.**

Instructional Leadership Team Implementation

- **Analyze student assessments and student work to identify specific students.**
- **Create schedule ensuring that core instruction is not impacted.**
- **Utilize support staff to minimize group size and maximize identified students accessing RTI block during their scheduled time.**

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

- Data Source:**
- **Formative Assessments**
 - **Student work samples**
 - **Flexible RTI groups**

- Data Source:**
- **BAS**
 - **DIBELS Progress Monitoring**
 - **Foundations Unit Tests**
 - **LLI Running Records**
 - **QPS**
 - **Dolce Sight Word 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

- **School-wide commitment to PBIS**
 - **Ensure common language and expectations for behavior are visible and present both in and out of the classroom setting. (5B’s, PBIS Matrix, Classroom Behavior Chart,)**
 - **“Check and Connect” for targeted students (identified student is matched to adult who supports student throughout the school year.)**
- Differentiation includes: Universal, Targeted, Intensive supports**

Instructional Leadership Team Implementation

- **ILT will work with PBIS team to analyze monthly discipline data, plan monthly celebrations, and plan cool tool lessons to support universal program.**
- **ILT will work to utilized PBIS in classrooms for teachers who struggle with classroom management.**
- **ILT will work with SSP team to align PBIS goals, tools, and strategies for students who struggle.**

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

- Data Source:**
- **Informal/formal observations**
 - **PBIS Matrix**
 - **Classroom Behavior Chart**
 - **Monthly Character Education Theme**

- Data Source:**
- **Office Referrals**
 - **Chandler Bucks**

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Chandler Elementary	Jessica Boss	

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Through shared responsibility and professional collaboration teachers will build an expertise in writing across content for multiple purposes.	Grades K-6	To employ intentional practices for improving teacher specific instruction in writing across content areas. Evidence Source: Writing assignments, rubrics, journals, research projects, ready common core, scholastic
2	Through shared responsibility and professional collaboration teachers will build an expertise in the math workshop model.	Grades K-6	To employ intentional practices for improving teacher specific instruction in math. Evidence Source: Standards based weekly assessments, math journals, open response questions, math facts fluency, MCAS
3	Through shared responsibility and professional collaboration teachers will build an expertise in literacy aligned to Science.	Grades K-6	To provide direct instruction and effective feedback to ensure high, quality instruction and content delivery in Science. Evidence Source: science journals, science assessments, research projects, non-fiction/opinion writing assignments, and MCAS

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • ILT and GLT's will work to strengthen 45 minute writing block • ILT will establish writing checklists for 3 types of writing, and open response writing across content • ILT will plan and deliver differentiated PD aligned to Six Traits, and 3 types of writing • GLT/CPT/Staff meetings will focus on writing to learn/learning to write. • Book Study (Writing Essentials –Regie Routman) 	<ul style="list-style-type: none"> • Weekly Lesson Plans • Weekly Assessments • Student journals • Informal/Formal observations
2	<ul style="list-style-type: none"> • Teachers will plan effective standards based lessons utilizing the GRRM. • Teachers will plan multi-step math problems for students to solve/respond to in their math journals. • Fact fluency will occur daily across grade levels • Math vocabulary will be integrated to all lessons and incorporated in to math writing and assessments. • Weekly GLT meetings/CPT will focus on assessments, student work, and data 	<ul style="list-style-type: none"> • Weekly Lesson Plans • Weekly Assessments • Student journals • Informal/Formal observations
3	<ul style="list-style-type: none"> • ILT and GLT's will work to strengthen 45 minute science block where students are reading, writing, and critically thinking continuously. • Teachers will plan effective standards based lessons using the GRRM • GLT/CPT/Staff meetings will focus on inquiry based science lessons. • Teachers will work in collaboration with the librarian to utilize technology to research science topics. 	<ul style="list-style-type: none"> • Weekly Lesson Plans • Weekly Assessments • Student journals • Research projects • Informal/Formal observations

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Leveled Guided Readers, BAW, Six Trait Kits, Scholastic, Ready Common Core,	Professional Development offered by District Staff
2	Go-Math, Engage NY, Ready Common Core	Professional Development offered by District Staff
3	Leveled Readers, Science Textbooks, WPS Moodle, Ready Common Core	Professional Development offered by District Staff

4: Progress Summary

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