

SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2017 - 2018



Delivering on High Expectations and Outstanding
Results for All Students

Chandler Elementary School

Jessica Boss

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction/materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college/career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college/career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college/career readiness contractual service provider at our vocational-technical high school.

Worcester Public School Transition Plan for Assisting Preschool Children

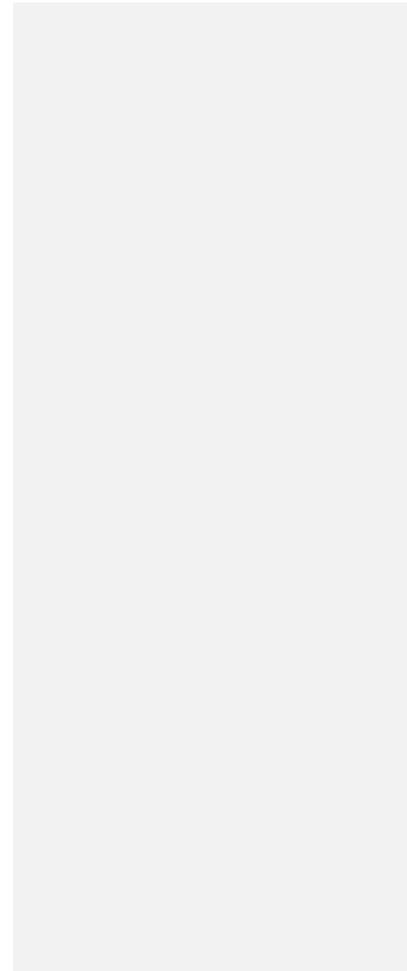
Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.



I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

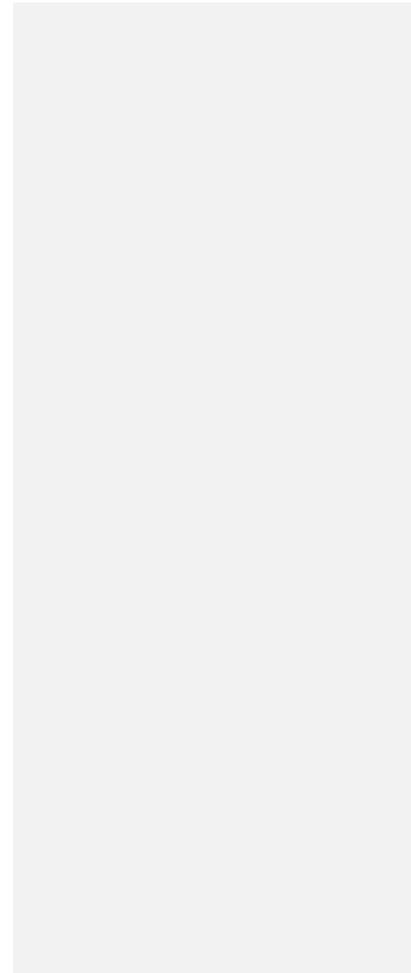
- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

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: 15, 29
Christine Sawyer	Assistant Principal	Oct: 13, 27
Kelly Tuttle	Lead Teacher	Nov: 3, 17
Melissa Sleeper	FIC	Dec: 8, 22
Elizabeth Juneau	ELL Teacher	Jan: 12, 26
Judy O'Rourke	Grade 6	Feb: 2, 16
Keren Azoulay/Janell Laramee	Grade 5	Mar: 2, 16
Wendy Talcott/Amanda Stolberg	Grade 4	Apr: 13, 27
Kara Pimental	Grade 3	May: 4, 18
Marie Powers	Grade 1	June: 8, 22

II. Massachusetts Department of Elementary and Secondary Education Accountability Data



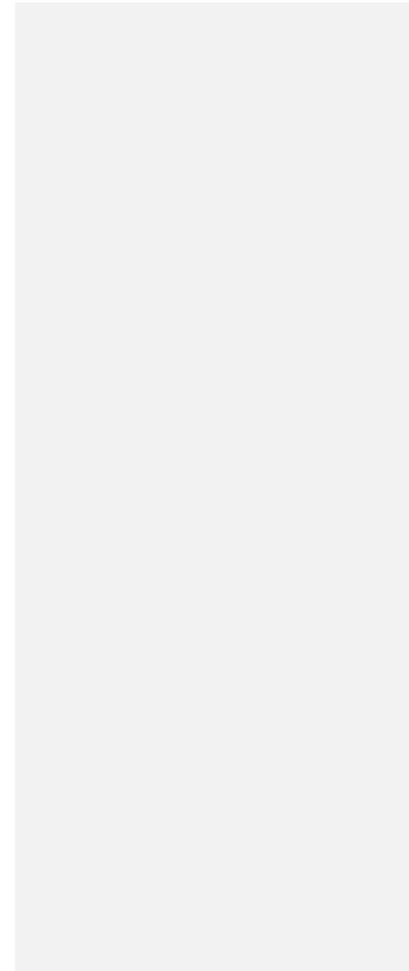
III Student Attendance and Retention

Chandler Elementary School Student Attendance and Retention (2016-2017)

	School	District	State
Attendance Rate	94.6	94.1	94.6
Average # of days absent	8.9	9.8	9.3
Absent 10 or more days	37.0	36.5	33.3
Chronically Absent (10% or more)	14.8	16.9	13.5
Unexcused Absences > 9	35.2	33.8	15.8
Retention Rate	1.8	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify): <ol style="list-style-type: none"> 1. Monthly perfect attendance celebrations 2. Attendance celebrations for improved attendance for students Identified as chronically absent. 3. Pictures of celebrations posted on bulletin boards.
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): <ol style="list-style-type: none"> 1. Perfect attendance banners are posted in all rooms (Be Here). Every time a class has perfect attendance they color in a letter. 2. Every class who fills in their perfect attendance banner gets a pizza Partly.

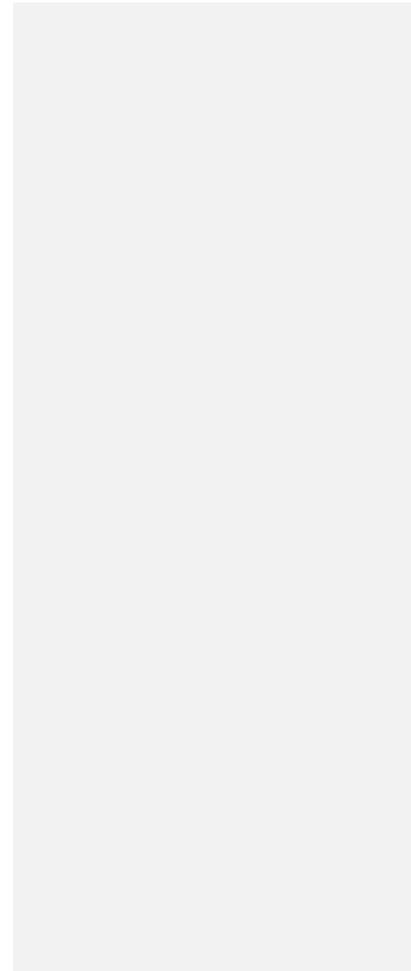
*requires action



IV. 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
Areas of Concern	
Concern	Evidence

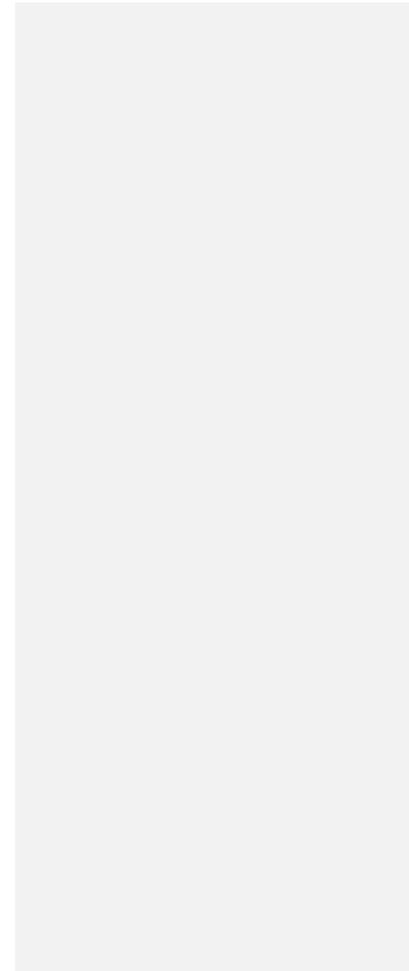


V. Action Plan

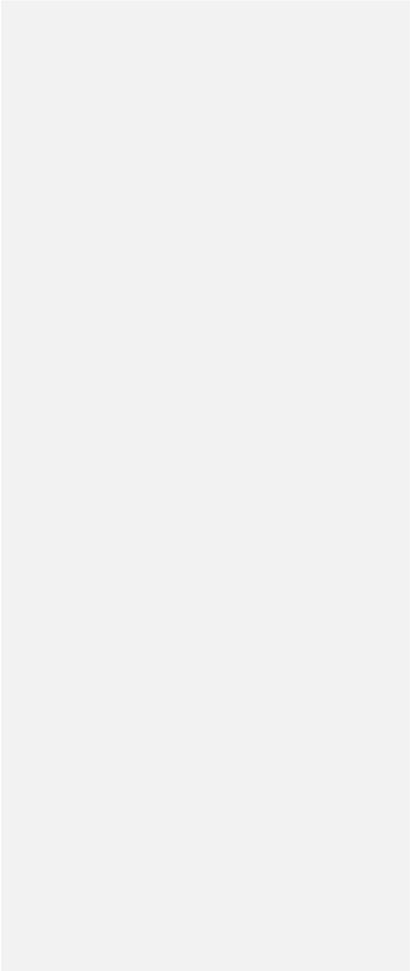
List of Key Common Practices in This School (e.g., 4-6 practices)
Chandler Elementary provides a rich, academic learning community to support high level learning, through planning rigorous lessons, and implementing common curriculum with fidelity and consistency. (Hattie's Teacher estimates of learning: 1.62)
Chandler Elementary staff share a belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. (Hattie's Collective teacher efficacy: 1.57)
Chandler Elementary has Response to Intervention block K-6 providing target skilled in instruction utilizing well-developed research practices. (Hattie's Response to intervention: 1.07)
Robust Data Cycles includes a targeted intentional focus utilizing weekly common assessments, grade level writing prompts, GR, Math, and Science Journals, and Grade Level Quarterly Math, Reading, and Writing Assessments. (Hattie's formative evaluation: .68)
Instructional Practices
<ul style="list-style-type: none">● Balanced Literacy● Lucy Calkins Writing● Guided Reading● Small Group Instruction● Standards-Based Mathematics

Commented [1]: Made a comment

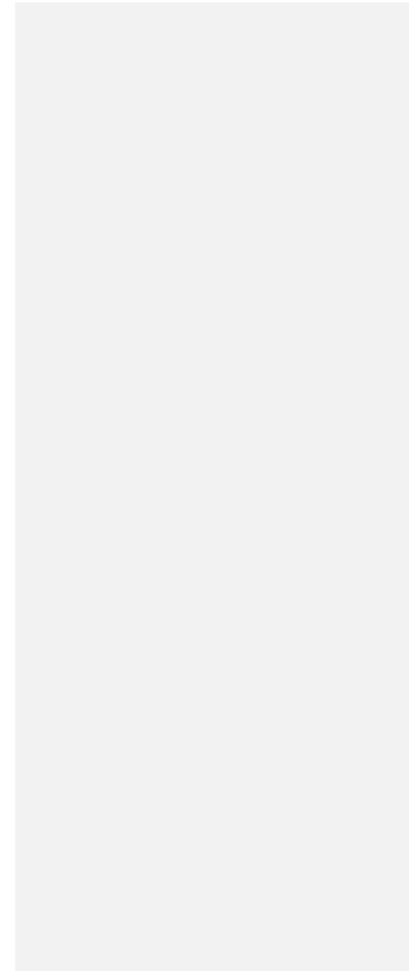
Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	<p>School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place. A majority of staff believe leadership, staff, and students have high expectations and demonstrate positive regard.</p> <p>School leaders are actively engaged in monitoring implementation of turnaround efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, and continuously and systematically monitor progress.</p> <p>The schedule includes adequate time for professional development opportunities and collaboration for most teachers. There is a process in place for evaluating the schedule based on collected data to maximize opportunities for teacher professional development and ensure it helps all educators continually improve their practice [e.g., targeted coaching, peer observations] and collaboration time).</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<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 ● 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



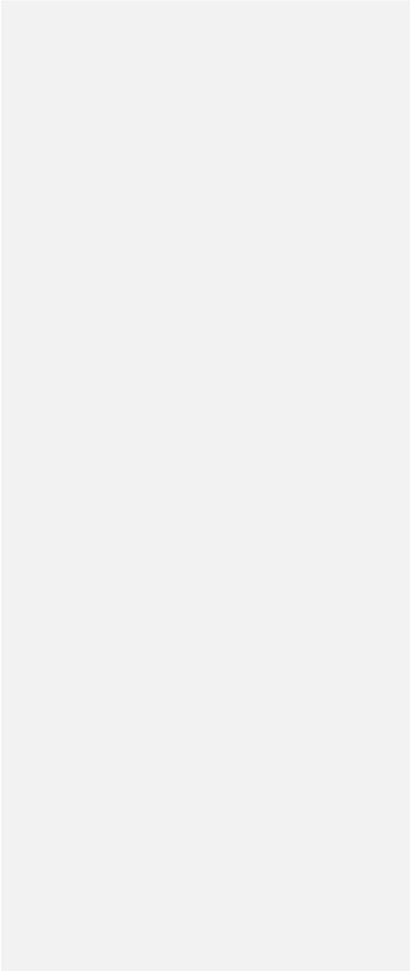
Intentional Practices for Improving Instruction	
<i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	Specific or precise expectations for teachers' classroom practices are consistently communicated, understood by most staff and faculty, and monitored throughout the school year. Formal strategies and processes (e.g., instructional leadership team, collaborative planning, and professional learning communities) and protocols for using data and identifying actions to address individual students' academic needs are in place and consistently used, but communication among all staff about action steps is limited. Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation are in place and consistently implemented, resulting in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks, that meets the needs of each student.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Instructional Leadership Team will work with Grade Level Team's to: <ul style="list-style-type: none"> ● Analyze assessments results ● Look at student work ● Plan and develop standard based lessons ● Develop common assessments aligned to standards to identify strengths, challenges and next steps ● Develop instructional expectations, schedules, and structures for improvement. ● Use models of excellence from teachers demonstrating exemplary skills. ● Create schedules of classroom visits. ● Utilize the HQTL document to communicate great teaching practices.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <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 	Data Source: <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	
<i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (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)	<p>Specific, research-based interventions and enrichment experiences are defined and planned and regularly provided, although student participation is not systematic (e.g., tiered system of support), or interventions are not comprehensive (e.g., available for both English language arts and mathematics). Barriers may include scheduling conflicts or other structural challenges.</p> <p>Most staff members are provided with training and support to ensure that they: (1) identify cues when students need additional assistance (both academic and nonacademic) and (2) respond appropriately to those cues.</p> <p>Student learning and academic performance is regularly reviewed (at least once a month) throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● Formative Assessments ● Student work samples ● Flexible RTI groups 	Data Source: <ul style="list-style-type: none"> ● BAS ● DIBELS Progress Monitoring ● LLI Running Records ● QPS ● Dolce Sight Word Assessments



A Safe, Respectful, and Collegial Climate for Teachers and Students <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (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)	<p>A schoolwide behavior plan is evident and includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations. In addition, most staff members implement the procedures outlined in the schoolwide behavior plan. Leaders monitor implementation using data.</p> <p>Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. These supports are monitored actively to determine whether they are meeting the needs of the school.</p> <p>Leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systemic system of wraparound services (e.g., health, housing referrals). Leaders and staff assess the needs of students and families throughout the school year.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● 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 utilize 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. ● ILT will work with SAC and Wrap Around Coordinator to support students and families as needed to ensure that they have access to system wide supports and community agencies.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ● Informal/formal observations ● PBIS Matrix ● Classroom Behavior Chart 	Data Source: <ul style="list-style-type: none"> ● Office Referrals ● Chandler Bucks



Worcester Public Schools Professional Learning Plan (PLP)

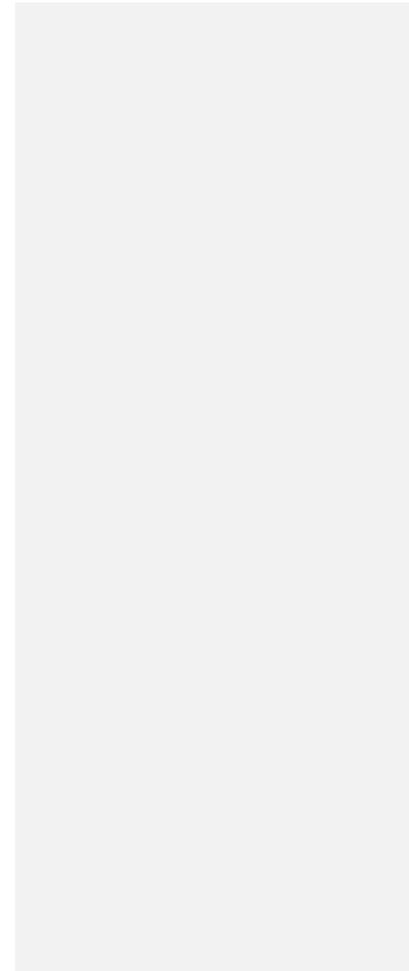
District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Chandler Elementary	Jessica Boss	

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, writers notebook
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 (vocabulary, discourse, visualizing, and hands on learning opportunities).	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 60 minute writing block ● ILT will establish writing checklists for 3 types of writing, and open response writing across content aligned to common core standards ● ILT will plan and deliver differentiated PD aligned to Lucy Caulkins Writers Workshop, Six Traits, and 3 types of writing ● GLT/CPT/Staff meetings will focus on writing to learn/learning to write. 	<ul style="list-style-type: none"> ● Weekly Lesson Plans ● Weekly Assessments ● Student journals ● Student Work Samples ● School All Writes ● 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 ● ILT will work to integrate technology aligned to Envision Math program (daily lessons, assessments) 	<ul style="list-style-type: none"> ● Weekly Lesson Plans ● Weekly Assessments ● Student journals ● Informal/Formal observations



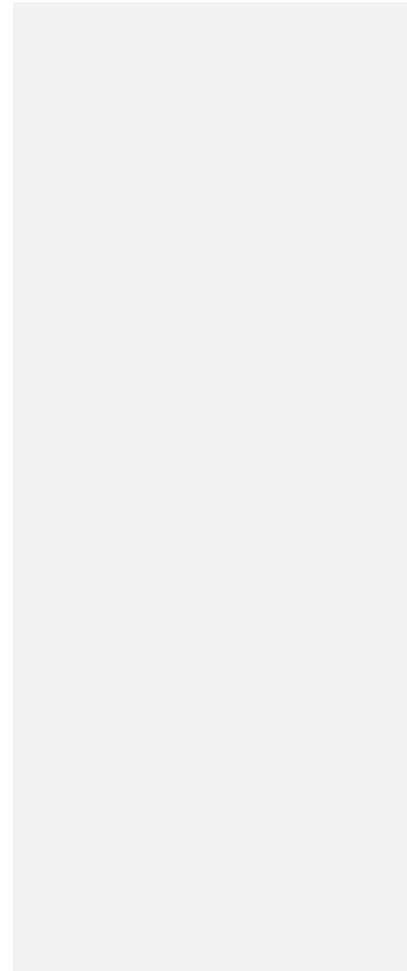
3	<ul style="list-style-type: none"> • ILT and GLT's will work to strengthen 45 minute science block where students are reading, writing, and critically thinking continuously. • Teachers will plan effective standards based lessons using the GRRM and hands on – minds on model • GLT/CPT/Staff meetings 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
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Leveled Guided Readers, Lucy Caulkins, Six Trait Kits, Scholastic, Ready Common Core, Reading Side by Side	Professional Development offered by District Staff
2	Envision 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		
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