

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Heard Street**

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School

**Thomas Brindisi**

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Principal or Administrator

**Maureen Binienda**

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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. 2<sup>nd</sup> 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.

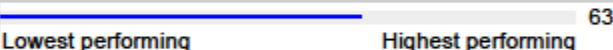
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

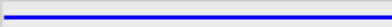
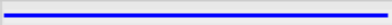

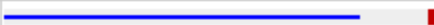
<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
<b>Thomas Brindisi</b>	<b>Principal</b>	<b>Sept:1,8,22,29</b>
<b>Danielle Barry</b>	<b>Assistant Principal/SPED</b>	<b>Oct:6,13,20,27</b>
<b>Donna Krikorian</b>	<b>Focused Instructional Coach</b>	<b>Nov:3,17</b>
<b>Carolyn Thompson</b>	<b>School Psychologist</b>	<b>Dec:1,15</b>
<b>Erin Derr</b>	<b>Grade 6 Teacher</b>	<b>Jan:5,19,26</b>
<b>Caroline Olen</b>	<b>Grade 3 Teacher</b>	<b>Feb:2,9,16</b>
<b>Laura Weiss</b>	<b>Grade 2 Teacher</b>	<b>Mar:2,16,30</b>
<b>Kristen Shiner</b>	<b>Grade 1 Teacher</b>	<b>Apr:6,13,27</b>
<b>Rotation of Additional Teachers</b>	<b>Various Grade Levels</b>	<b>May:4,18</b>
		<b>June:1,8</b>

## II. Massachusetts Department of Elementary and Secondary Education Accountability Data

### 2016 Accountability Data - Heard Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Heard Street (03480136)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 2</b>	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		63

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 - ■		<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		68	Did Not Meet Target
<a href="#">High needs</a>		67	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>		-	
<a href="#">ELL and Former ELL</a>		75	Met Target
<a href="#">Students w/disabilities</a>		-	
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	
<a href="#">Asian</a>		-	
<a href="#">Afr. Amer./Black</a>		-	
<a href="#">Hispanic/Latino</a>		-	
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	
<a href="#">White</a>		62	Did Not Meet Target

### **III. Comprehensive Needs Analysis**

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
Shown growth amongst most students' SGP indicating that our Core Instruction is strong.	64% of all grades 4-6 scored typical or above typical growth rates, well above our target of 51%.
Shown growth amongst all grades 4-6 students' SGP indicating that our Core Math instruction is strong.	64.1% of all grades 4-6 scored typical or above typical growth rates, well above our target of 51%.
High percentage in proficient and advanced and scoring higher than the district over-all.	29% above the district, with 58% scoring proficient or advanced and only 3% in the warning, a 2% improvement from last year.
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
High Needs students are still not achieving expected benchmark of proficient or advance.	High Needs subgroup reveals that 45% (87 students) fall within the Warning or Needs Improvement performance level.
Decrease in SGP amongst ALL students especially in grades 5 & 6.	70% to 64 % decrease (drop of 6%) in SGP as well as a marked increase in warnings, 0-21% in grade 5 alone. Teachers report concerns related to problem-solving and the application of mathematical practices as a result of adjustments required in the Go Math program and fact fluency.
Insufficient science and social studies direct instruction.	42% still remain in Needs Improvement with only 58% reaching benchmark of P/A, thus necessitating the need for embedded Science and Social Studies within the literacy block.

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <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)	
<b>Prioritized Best Practices or Strategies</b>	<b>Balanced Literacy and Mathematical practices to strengthen the core /Daily 5</b> <b>Tier 2: Diversified instructions and interventions are being revised and customized to meet the needs of identified students (-cross referencing myriad of data sources)</b> <b>Coaching Cycles/Peer visits to provide feedback and unification of Balanced Literacy and Mathematical Practices</b>
<b>Instructional Leadership Team Implementation</b>	<b>ILT, coaching, GLT and PLC conversations and professional development activities</b> <b>ILT will participate, promote and provide professional reading to support understanding of best practices: articles, protocols, Read Write Lead, and Daily 5.</b> <b>Data to drive HQTL core instruction, daily tiered instruction and deliberate instruction</b> <b>Expand resources to support Balanced Literacy, Mathematical Practices and embedded Science and Social Studies instruction K-6</b> <b>Family and community partnerships to support Balanced Literacy and Mathematics</b>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> <b>ILT agenda and minutes</b> <b>BL checklists and Book Study/literature protocols</b> <b>Collaboration and communications with District Liaisons</b> <b>Supervision and Evaluation</b> <b>HQTL lesson planning using curriculum maps/program guides</b> <b>Support from District Liaisons related to pacing, content, and digital and print resources</b> <b>Coaching and Peer Feedback forms</b> <b>Formative and summative data analysis</b> <b>Professional Development sessions-reflections and practice</b> <b>Attendance, conference, report card and interim reports</b> <b>High-Risk/High Priority student monitoring/supports</b> <b>Purchase of various text genres to support all content areas</b>	<b>Data Source:</b> <b>Student Notebooks/Exemplars</b> <b>Surveys/ goal sheets</b> <b>DIBELS, BAS, MAP, MCAS 2.0, common/unit assessments</b> <b>Rubrics and checklist</b> <b>Progress Monitoring</b> <b>Check-ups</b> <b>Center/Station rotations</b> <b>Interactive notebooks</b> <b>Report cards and interim/progress reports</b>  <b>Increased learning opportunities/activities to “do” Science and Social Studies as well as participation in district sponsored field trips.</b> <b>Year-long individual subscriptions for <i>Time for Kids</i> magazine</b>

**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><b>Prioritized Best Practices or Strategies</b></p>	<p><b>Balanced Literacy model/Daily 5 structures to blend and integrate across all curriculum areas to include but not limited to: Math, Science and Social Studies</b>  <b>Verbal and written Feedback –specific and immediate</b>  <b>Tier 2: DI/ RTI for small groups re-teaching and interventions</b></p>
<p><b>Instructional Leadership Team Implementation</b></p>	<p><b>Explore varied, staff and student-focused data decisions-especially in isolating high-risk students on comprehensive lists to devise and allocate resources and support</b>  <b>Leveled readers, text selection and Continuum of Learning</b>  <b>Continue to consult and support ELL learners through the ELL tutor and SEI practices provided by classroom teachers</b>  <b>Balanced Literacy expectations checklists and look-for</b>  <b>Peer visits and exchanges with staff specific outcomes to positively impact student learning</b>  <b>Shift in Science standards (Grades 3-6) by exploring more STEM activities</b></p>

**School Performance Indicators and Data Sources**

<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b>  <b>Assessment Binders-Data collection and analysis to inform instruction</b>  <b>Feedback exemplars for students and staff</b>  <b>HQTL/using the Gradual Release Model for lesson planning</b>  <b>RTI/DI progress monitoring, data and planning</b>  <b>Math fact fluency incentive planning and data collection</b>  <b>BL checklists and coaching and peer cycles for feedback</b>  <b>Supervision and Evaluation</b>  <b>Professional Development session –reflection and practice</b>  <b>Planning and preparation for district sponsored holidays, events and field trips</b>  <b>Explicit and embedded instruction for Science and Social Studies concepts in sync with curriculum</b>  <b>newsletters/curriculum maps and pacing guides</b>  <b>Collaboration with district liaisons and WPS website resources/links</b></p>	<p><b>Data Source:</b>  <b>Assessment binders/common assessments</b>  <b>Math Facts fluency practice/score sheets</b>  <b>Science and Social Studies observations, checklists and rubrics</b>  <b>Interactive notebooks</b>  <b>Surveys, inventories and goal sheets</b>  <b>BAS, DIBELS, MAP, MCAS 2.0, DOLCH</b>  <b>Progress Monitoring checklists and check-ups</b>  <b>Report cards and interim/progress reports</b>  <b>Year-long individual subscriptions for <i>Time for Kids</i> magazine</b></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**

**RTI –Response to Intervention: in grades K-3 with targeted instruction for: high frequency words, math fluency, Foundations, problem solving, academic vocabulary, and writing/sentences. Screenings, teacher observations, Teacher-to Teacher Cumulative Reviews, MCAS data and BOY baseline assessments were used to assist in data-based decision making thus resulting in targeted areas and student placement.**  
**DI –Diversified Instruction –Using formative and summative data such as BAS/MAP testing and prerequisite and BOY math data, teachers have identified high priority students and include these students when planning diversified student-focused lessons and the utilization of Balanced Literacy approach and the Daily 5 practice**  
**SSP- Student Support Process- in conjunction with the district and state mandates, we aim to meet, identify, goal set and formulate interventions and specialized supports for students experiencing attendance, social/emotional, behavioral or academic challenges.**

**Instructional Leadership Team Implementation**

**ILT will review data, collaborate to determine action plans, and disseminate outcomes and actionable efforts to communicate and support student needs**  
**ILT will support classroom teachers in the implementation of Balanced Literacy, Daily 5 and mathematical practices and Science and Social Studies implementation strategies through two separate book studies**  
**ILT members will foster the home-school and community partnerships by conferencing, collaborating and the provision of suggestion and tools to extend learning and student success.**

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> ILT/GLT and SSP agendas and minutes Professional Development-Reflection and Practice sessions Assessment Binders-Data collection, analysis and adjustment SAGE reports High Priority/Risk List of students Student and staff goal setting and documentation reports HQTL/ Gradual Release Model for core and DI lesson planning RTI progress monitoring, data and planning BL checklists and coaching and peer cycles for feedback Supervision and Evaluation</p>	<p><b>Data Source:</b> Assessment binders/common assessments Data collection and analysis Student planners Surveys, rubrics, inventories and goal sheets Formative/summative data BAS, DIBELS, MAP, MCAS 2.0, DOLCH Progress Monitoring checklists and check-ups Report cards and interim/progress reports Guided choice of text, websites and technology resources to expand “doing” and integration of Science and Social Studies concepts</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**

**Assertive Discipline Plan and Anti-Bullying protocols for expected behavior  
Weekly/Monthly attendance monitoring and incentives  
Crisis Response protocols and team with WPS emergency guided and protocol**

**Instructional Leadership Team Implementation**

**ILT will record and monitor school data related to discipline and attendance concerns followed by communications with staff and family related to interventions and/or consequences  
ILT will plan, prepare and provide student incentives and celebrations that acknowledge positive student behavior, academic successes, community spirit and attendance.  
ILT will serve as models for student-focused, family supportive and community connected decisions.**

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:  
Data tracking of discipline referrals and collaboration to support student within the school setting  
Daily/weekly/monthly attendance reports  
Weekly attendance incentive by class  
Books and Beyond program/incentive  
Principal sponsored ice cream party/prizes for Student of the Month  
PD, GLT and common planning time agendas/note takers  
ILT meeting agenda and minutes  
Respectful, responsive interactions amongst staff and students  
School-wide staff, family and student survey responses  
Student engagement strategies evident in lesson planning  
School-wide and incentive event participation sign-ins  
Crisis response drills and district reporting logs/checklists  
Home-school flyers, newsletter and pamphlets  
School Psychologist and Health instructors lessons and records  
Nursing staff records and instruction sessions  
District participation in professional development/in-services**

**Data Source:  
Student discussion and activities towards understanding of rules and explanations within the classrooms  
Self-evaluation checklists and surveys  
Health education curriculum that addresses social interactions and expectations  
Observation of classrooms for interactions, rewards, recognitions and incentives  
Discipline/infraction data and discussions  
Choice with structure to guide learning and social/behavioral decisions  
Student planners  
Opportunity to be selected for Student of the Month, and recognition for Books and Beyond participation and Weekly attendance incentive**

## V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Heard Street School	Thomas Brindisi	August 2016-June 2016

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Through professional development sessions, coaching/peer exchanges, consultation as needed with district liaisons, utilization of shared district teaching and learning resources, shared school-based and technology teaching resources and guided practice, all administrative/ instructional staff will participate in and demonstrate implementation of the Balanced Literacy model and Daily 5 structures to enhance high quality core instruction and tiered instruction in reading and writing across all content areas as measured by teacher checklists and evaluations and student formative and summative assessments.	Classroom Teachers Grade Level Teams ILT Principal Assistant Principal Instructional Coach SPED staff IAs and Tutors District Liaisons	<u>Rationale:</u> HSS supports the WPS district initiative to foster proficient life-long readers and writer. Our data indicates a need to continue to refine and strengthen common core through HQTL. Therefore our emphasis and efforts will be placed on a comprehensive balanced literacy block that blends and integrates learning across all content areas utilizing the structures of the Daily 5 model. We also recognizes the need to both identify and address the needs of those students that have not meet expected learning benchmarks or are not fully accessing the curriculum due to high-risk indicators(i.e., absenteeism, language or social/emotional needs) We recognize that some pathways to improvement include by are not limited to increased feedback, collaborative exchanges and strengthening the home/school partnership and integrating more Science and Social Studies learning within the literacy block. <u>Evidence:</u> cross-referenced data collections and analysis, lesson planning, goal setting, student work samples, coaching logs, meeting agendas, Balanced Literacy checklists, assessment measures, reflection and adjustment to instruction

<p><b>2</b></p>	<p>Through professional development sessions, coaching/peer exchanges, consultation as needed with district liaisons, utilization of shared district teaching and learning resources, shared school-based and technology teaching resources teaching resources and guided practice, all classroom teachers will participate in and demonstrate use of mathematical practices and guides to enhance high quality core instruction and tiered interventions in mathematics as measured by HQTL lesson delivery, adjustment and unit assessments evaluations and student formative and summative assessments.</p>	<p>Classroom Teachers Grade Level Teams ILT Principal Assistant Principal Instructional Coach SPED staff IAs and Tutors District Liaisons</p>	<p><u>Rationale:</u> Our data in conjunction with teacher observations and feedback indicates the need to emphasize the math topics of: Fact Fluency, Problem Solving and Academic Vocabulary and the application of the Mathematical Practices. We recognize that some pathways to improvement include but are not limited to: increased feedback, collaborative exchanges, and increased opportunities for direct instruction, guided practice and centers. We believe that that by strengthening the home/school partnership via resources, communications and math related events, more families will develop a better understanding of targeted skills and mathematical programming and expectations. <u>Evidence:</u> cross-referenced data collections and analysis, lesson planning, goal setting, coaching logs, meeting agendas, coaching website, assessment/unit tests, reflections and adjustment to instruction, mathematic guides for planning, attendance, photos and feedback from Family Math Night</p>
<p><b>3</b></p>	<p>Through professional development sessions, coaching/peer exchanges, consultation as needed with district liaisons, utilization of shared district teaching and learning resources, shared school-based and technology teaching resources teaching resources and guided practice, all classroom teachers will provide integrated Science and Social Studies content within the ELA block and an increase in hands-on learning to enhance high quality core instruction as measured by HQTL lesson delivery, unit assessments, evaluations and student formative/ summative assessments</p>	<p>Classroom Teachers Grade Level Teams ILT Principal Assistant Principal Instructional Coach SPED staff IAs and Tutors District Liaisons</p>	<p><u>Rationale:</u> The HSS and WPS District recognize the importance of authentic learning through real-world connections that are deeply rooted in the Science and Social Studies curriculum standards and integrated into essential literacy and mathematical practices. We recognize that some pathways to improvement include but are not limited to: collaborative exchanges of ideas and resources, consultation with district liaisons, shared district and school-based resources, increased opportunities for direct instruction, blended /thematic learning, STEM activities, guided practice through experiments and hands-on interactive experiences. Our school has selected to use <i>Time for Kids</i> as a platform and resource to access timely and relevant information and learning opportunities. <u>Evidence:</u> cross-referenced data collections and analysis, lesson planning, goal setting, assessment/unit tests, coaching logs, meeting agendas, coaches website, reflections and adjustment to instruction, mathematic guides for planning</p>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<i>Read-Write-Lead</i> ILT book study	Weekly reading assignments matched with reflection exercises, collaborative protocols and practical application of new or selected information
	<i>Daily 5</i> Faculty book study and Balanced Literacy workshop/PD sessions	Weekly reading assignments matched with reflection exercises, collaborative protocols and practical application of new or selected information directly related to Balanced Literacy.
2	Mathematical Practices workshop/ PD sessions	Three or more professional session as it relates to: district planning and pacing guides for the Go Math Program, fact fluency, problem solving application and academic vocabulary
	Math Rotation introduction, Science and Social Studies integration	Teachers are beginning to explore and experiment making connections to routines and structures that parallel those being developed and implemented in the Balanced Literacy block. Consultation with district liaisons and documents along with the reprioritizing of Science and Social Studies content to integrate learning. Teachers will show deliberate planning and allocation to integrated activities, STEM extensions and an increase in hands-on interactive Science lessons. Time for Kids magazines are being used as an additional resource to guide authentic, timely topics and relevance for learners.
3	Tier 2 Interventions, and Tier 3 Specialized supports	Tier 2 Interventions/RTI for K-3 is established and continues to be refined to meet the specific needs of students through Foundations components, literacy groups and math focus groups. High priority list has been developed to better identify students requiring supports. Tier 2 Interventions also include DI within lesson planning and provisions within the classrooms. Interventions continue to require conversations and collaboration to maintain focus and actionable steps uninterrupted cycles. SPED training offered by the state/district aims to assist with school-wide understanding to meet the needs of students not making typical gains or requiring specialized supports.

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<p>Selected text for <i>Read Write Lead</i> and Daily 5 have been purchased and provided by WPS district.</p> <p>Collaboration with staff and district liaisons and management to support shift in ELA instruction towards Balanced Literacy approach. Balanced Literacy and Daily 5 materials, websites and resources</p>	<p>Communication of contents for unified understanding and implementation of Balanced Literacy practices and Daily 5 organizational structures</p> <p>Time and consideration for learning pace for practices to take hold and yield results</p> <p>Purchase/allocation of monies to host a family literacy event.</p> <p><del>Expansion of classroom libraries</del></p>
2	<p>Mathematical guides provide from district; materials, websites and resources provided by FIC and math team</p> <p>Go Math program kits</p>	<p>Purchase/allocation of monies to host a family math make-n-take event</p> <p>Updated inventory of needed materials and supplies</p>
3	<p>RTI interventions and SPED professional development via district supports/offerings, Foundations kits and intervention Wilson Academy access</p>	<p>Consultation to with other Foundations providers and those schools meeting with RTI success.</p> <p>Time and progress monitoring for interventions to become more consistent and yield results</p>
4	<p>Integration of Science and Social Studies will be fostered through adherence to standards, district curriculum maps/scope and sequence and time on learning suggestions. Newsletter and resources will be collected, forwarded and discussed during GLT and Vertical teams along with a variety of online resources/activities.</p>	<p>Consultation with teacher, coach and district liaisons to best utilize website, district website/Moodle</p> <p>Time and considerations for prep, planning and hand-on learning materials</p> <p>Considerations for district liaisons to potentially visit as PD presenters</p> <p>Reimbursement/funding considerations for field trips, experiment materials and text related to content learning.</p>

#### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>	ILT has a year-long plan to meet with fidelity and will revisit this SAP document to track progress and focus efforts to best determine that turn around practices are evident and goals are progressing	Goal setting and attainment will occur through exit slips, practical applications, surveys, checklist, supervision and evaluations, and formative/summative outcomes.
<b>2</b>	GLT, ILT, RTI and PD agendas and planning will document collaboration, progress and adjustments based upon data to make student-focused decisions	Goal setting and attainment will occur through exit slips, practical applications, surveys, checklist, supervision and evaluations, and formative/summative outcomes.
<b>3</b>	Balanced Literacy/Daily 5 Book Studies and Mathematical practice literature, checklists, resource materials and extension opportunities	Goal setting and attainment will occur through exit slips, practical applications, surveys, checklist, supervision and evaluations, and formative/summative outcomes.