

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**Union Hill School**

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**Ishmael Tabales**

**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. 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.

Name	Position	ILT Meeting Dates
Ishmael Tabales	Principal	Sept: 14,28
Mary-Beth Juneau	Lead Teacher	Oct:12,26
Bethann Trychon	FIC	Nov: 9,16
Tara Dexter	Kindergarten	Dec: 7,14,21
Melissa Arisco	Grade 1-Classroom Teacher	Jan: 4,18
Jillian O'Neil	Grade 2- Classroom Teacher	Feb: 1,15
Tom Cousineau	Grade 3 Classroom Teacher	Mar: 1,15
Lisa Gatsogianis	Grade 4- Classroom Teacher	Apr: 12,26
Carolan Kasper	Grade 5- Classroom Teacher	May: 10,24
Heath Squires	Grade 6- Classroom Teacher	June:7,14
Cathleen Beaudet	ELL Teacher	
Sarah Ganem	SPED Teacher	

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

## 2017 Official Accountability Data - Union Hill School

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Union Hill School (03480240)	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>No level</b>	Students in this school participated in 2017 Next Generation MCAS tests	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation													<a href="#">About the Data</a>
Student Group	English Language Arts				Mathematics				Science				
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	
All Students	301	295	98	Yes	298	295	99	Yes	80	80	100	Yes	
High needs	284	278	98	Yes	281	278	99	Yes	75	75	100	Yes	
Econ. Disadvantaged	250	244	98	Yes	248	245	99	Yes	67	67	100	Yes	
ELL and Former ELL	148	145	98	Yes	146	146	100	Yes	40	40	100	Yes	
Students w/disabilities	55	49	93	No	55	52	95	Yes	16	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	
Asian	13	-	-	-	13	-	-	-	7	-	-	-	
Afr. Amer./Black	40	39	98	Yes	38	37	97	Yes	10	-	-	-	
Hispanic/Latino	175	172	98	Yes	174	173	99	Yes	49	49	100	Yes	
Multi-race, Non-Hisp./Lat.	12	-	-	-	12	-	-	-	4	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	
White	60	58	97	Yes	60	59	98	Yes	10	-	-	-	

### III. Student Attendance and Retention

#### Union Hill School

#### Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.3	94.1	94.6
Average # of days absent	9.4	9.8	9.3
Absent 10 or more days	40.1	36.5	33.3
Chronically Absent (10% or more)	18.6	16.9	13.5
Unexcused Absences > 9	39.7	33.8	15.8
Retention Rate	1.3	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): <ul style="list-style-type: none"> <li>• Monthly Perfect Attendance Certificates and Recognition</li> <li>• Daily Attendance Monitoring Data Bulletin Board</li> <li>• Office recognition –daily announcement of classes with Perfect Attendance.</li> <li>• Classroom Incentive Program for Perfect Attendance</li> </ul>
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): <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>• Establish positive relationships with families with Meet and Greet Station Principal, AP, SAC, and WRAP every morning</li> <li>• Recognize good/improved attendance importance of attendance</li> <li>• Educate families about importance of attendance for achievement</li> <li>• Monitor absences and set goals</li> </ul> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Building caring ,supportive relationships for students/families to motivate daily attendance SAC and WRAP provide support</li> <li>• Phone calls, parent meetings and home visits to prevent chronic absenteeism.</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>• AIMS twice a month</li> <li>• Adult Failure to Cause-Court</li> </ul>

### 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.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
According to BAS, 62% of students in grades K-2 are at or above grade level	EOY K-2 BAS Data from 2016-17
Increased grade 5 Science proficiency rates by 20% from 2016	DESE accountability and assessment
<p>Math warning percentage decreased 5% in grade 3, 2% grade 4, 3% grade 5, and 13% grade 6.</p> <p>ELA warning percentage decreased 8% grade 3, 15% grade 4, 12% grade 6.</p> <p>Grade 3 2017 ELA proficiency rate 27% above district and 10% above state.</p> <p>Grade 3 2017 Math proficiency 30% above district and 10% above state.</p>	DESE accountability and assessment
Colleagues planning standards based lessons daily during Common Planning Time.	Weekly Learning Plan, CPT notes

<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
<p>Students in grades 4 and 6 have scored below district and state expectations.</p> <p>Grade 4 ELA- School-29% District-33% State- 48%  Grade 6 ELA School-32% District – 36% State-50%</p>	<p>DESE accountability and assessment</p>
<p>Chronic absenteeism and tardy.  Students in grades 5 and 6 have scored below district and state expectations.</p> <p>Grade 5 Math-School- 24% District-26% State-46%  Grade 6 Math School- 22% District-33% State-49%</p>	<p>DESE accountability and assessment</p> <p>DESE accountability and assessment</p>
<p>Common Assessment writing data shows students in all grade levels consistently score below state exemplar data.</p> <p>Grade 3- 33% proficiency  Grade 4- 41% proficiency  Grade 5- 46% proficiency  Grade 6- 28% proficiency</p>	<p>DESE exemplars</p>



**V. Action Plan**

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
High Expectations for ALL Learners
Data Informed Decisions
Common Planning Time
Tiered Support System
Balanced Literacy Model

**Leadership, Shared Responsibility, and Professional Collaboration**

*Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration  
(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)

- 1.2 High Expectations and Positive Regard:** 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.
- 1.4 Monitoring Implementation and School Progress:** 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.
- 1.6 Professional Collaboration:** The schedule includes adequate time for professional development opportunities and collaboration for all 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.

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

- ILT members will use the teaching and learning cycle to increase proficiency while implementing Lucy Calkins UOS
- ILT members will include instructional components of RW into Math block component and measure data through Envision assessments, share and solve, check for understanding, math discourse, and district quarterly assessments.
- ILT will review and analyze multiple forms of data for all instructional decision making.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**

- ILT agendas and exit slips
- GLT agendas
- Reflection sheets
- Weekly learning plans
- Informal/formal classroom observations
- Weekly Administration/leadership meetings

**Data Source:**

- Informal/formal classroom observations
- Reading response writing samples
- Science response writing samples
- STEM lesson plans- discourse checklist
- BAS

**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> (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> <li>● <b>2.1 Instructional Expectations:</b> Specific or precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers.</li> <li>● <b>2.3 Identifying and Addressing Student Academic Needs:</b> Formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, professional learning communities), and protocols are consistently used to address individual students’ academic needs by: (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning.</li> <li>● <b>2.6 Student Assessment Data for Classroom Instruction:</b> Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school- wide strategies.)</p>	<ul style="list-style-type: none"> <li>● ILT members will collect and analyze weekly data from GLTs to assess student progress. The team will share resources, model lessons, and report findings to school admin. Noted successes and areas of needed improvement, and/or change, will be discussed with school admin.</li> <li>● ILT members will use the Teaching and Learning Cycle for professional development which will in turn be shared with GLTs. Monthly, GLT members will share data results and necessary adjustments for instruction.</li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p>Data Source:</p> <ul style="list-style-type: none"> <li>● Agendas</li> <li>● Weekly Learning Plans</li> <li>● Literacy Block and Writing Block Observations</li> <li>● Four Square LC lesson plans</li> <li>● Peer Observations with Reflection</li> <li>● ILT agendas</li> </ul>	<p>Data Source:</p> <ul style="list-style-type: none"> <li>● Student work samples</li> <li>● Classroom Observations/Walkthroughs</li> </ul>

**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)

- 3.1 General Academic Interventions and Enrichment:** All students experience research-based academic interventions appropriate for their specific needs. These best practices and enrichment opportunities are implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support.
- 3.2 Teacher Training to Identify Student Needs (Academic and Nonacademic):** 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.
- 3.5 Academic Interventions for English Language Learners:** All English language learners experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.

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

- ILT members will collect and analyze data, collaborate and determine next steps. ILT members will present outcomes to GLTs and make adjustments in groupings.
- ILT members will support classroom teachers with the implementation of School-wide Common Practices

School Performance Indicators and Data Sources

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

Data Source:

- Formative and summative assessments
- Flexible RTI grouping
- Teacher goal setting
- ELL teachers meeting with grade levels to discuss progress at CPT

Data Source:

- DIBELS PM
- Foundations unit tests
- Wilson Fluency Probes
- LLI Reading Observations
- Report cards, Interim/Progress Reports for ESL students.

## 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)

**4.1 Schoolwide Behavior Plans:** The schoolwide behavior plan 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.

**4.2 Adult-Student Relationships:** 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.

**4.5 Family and Community Engagement:** The school makes family and community engagement a priority and all of the following five conditions are met:  
(1) One or more staff members coordinate family and community engagement activities;  
(2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members reach out to families to communicate information about their children's (5) communications with families are made available in multiple languages, as needed.

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

- ILT members will plan, prepare and provide student incentives and celebrations that acknowledge positive student behavior, academic success and attendance.

School Performance Indicators and Data Sources

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

Data Source:

- 365z curriculum
- Agendas
- Behavior charts posted in each classroom
- Certificates for 365Z acknowledgment
- Union Hill Blog for updates and school events
- Family Book Fair Night
- Translated meetings and materials to meet all various native speakers
- School wide commitment to 365 Z; monthly teacher/student luncheon to acknowledge exemplary students.
- Check and Connect; personalized intervention for individual needs
- Power of Positivity-building positive relationships with students and families.

Data Source:

- Office referrals
- 365Z Luncheons and Celebrations
- Schoolwide Behavior Charts

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Union Hill	Ishmael Tabales	

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase K-6 ELA teacher expertise in teaching Lucy Calkins Units of Study (UOS) writing strategies K-6 ELA teachers.	Based on a lack of universal writing system across grade levels, the UOS by Lucy Calkins has been rolled out with fidelity this 2017-18 school year in grades k-6.	Sources of evidence: Student writer's notebooks, open-response and short answer responses, analysis of student writing by genre and across content areas, and observation of student writing stamina K-6
2	Increase student discourse and hands on learning activities grades k-2 STEM lessons. the STEM	All students in grades k-2	Sources of evidence: Teacher/Administration observation
3	Increase teacher expertise in Math Workshop Model.	Based on Mathematics data analysis on the 2016-17 school year, students in grades k-6 will be engaged in workshop model.	Sources of Evidence: Standards based Formative Assessment Data, Summative Assessment Data, MCAS, math journals, district Envision assessments

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>● Teachers will plan/deliver effective standards based math lessons using Envision math as a guide.</li> <li>● GLT weekly meetings focus- assessment, student work, and data.</li> </ul>	<ul style="list-style-type: none"> <li>● Expert- Content area teachers will meet with ILT and GLT's to implement strategies that will support all learners.</li> <li>● Math Journals-Technology</li> </ul>
2	<ul style="list-style-type: none"> <li>● Professional Development provided to K-2 staff with Dr. Snow, and science liaison.</li> <li>● Establish a 45 minute Science block with the expectation that students are reading, writing, speaking, listening and critically thinking.</li> </ul>	<ul style="list-style-type: none"> <li>● Monthly planning STEM units</li> <li>● Create Science standards based assessments</li> </ul>
3	<ul style="list-style-type: none"> <li>● ILT members will plan and present study groups inclusive of the components of Lucy Calkins UOS: Differentiated based on needs assessment.</li> <li>● Teachers will present information at CPT to ensure all staff is inclusive of the learning.</li> <li>● GLT weekly meetings to expand knowledge on Writer's Workshop in all grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Pathways by Lucy Calkins Book Club-ILT</li> <li>● Weekly Learning Plans</li> <li>● Formal/Informal Observations</li> <li>● Student Work Samples</li> </ul>



### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Envision Math Common Core	CPT/GLT-Using technology to search for content quickly, customize lessons, and make assignments. Immediate data feedback to drive instruction.
2	Lucy Calkins Units of Study: Opinion, Information and Narrative Writing	CPT/GLT- Deeper understanding of the units, tools, and methods for teaching writing.
3	Atlas	CPT/GLT- Ongoing discussions and planning.

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	On target: Educators have attended District PD with Pearson consultants. Work based on Envision math 2.0 incorporating technology component with each mini lesson.	Admin and coaches are supporting implementation by observing lessons, providing feedback, and analyzing data.
2	On target: Grade level teams, ILT, and administration will continue weekly meetings to discuss writing standards and plan well-developed mini lessons in conjunction with Lucy Calkins.	Walkthroughs, providing feedback, and looking at student work.
3	Address Science standards across all grades with the focus of student discourse.	Ongoing professional development with Dr. Snow as well as onsite visits. Collaboration with District Science Coach and schools involved in the STEM project.