

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Union Hill**

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School

**Ishmael Tabales**

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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.

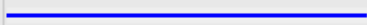
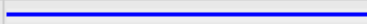



Name	Position	ILT Meeting Dates
Mary-Beth Juneau	Lead Teacher	Sept:9,23
Bethann Trychon	FIC	Oct:7,21,25
Kevin Brennan	Grade 6 Teacher	Nov:8,22
Carolann Kasper	Grade 5 Teacher	Dec:6,22
Elena Poulakis	Grade 4 Teacher	Jan:3,17,31
Elizabeth Burnes	Grade 3 Teacher	Feb:14,28
Jillian McGrath	Grade 3 Teacher	Mar:14,28
Beth Stark	Grade 2 Teacher	Apr:11,25
Valerie Velasquez	Grade 1 Teacher	May:9,23
Tara Dexter	Kindergarten Teacher	June:6
Cathleen Beudet	ELL Teacher	
Ishmael Tabales	Principal	

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

### 2016 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>Level 3</b>	Among lowest performing 20% of schools	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 19	
	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 - ■			<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress		
<a href="#">All students</a>		■	63	Did Not Meet Target
<a href="#">High needs</a>		■	66	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>			-	
<a href="#">ELL and Former ELL</a>		■	63	Did Not Meet Target
<a href="#">Students w/disabilities</a>		■	68	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-	
<a href="#">Asian</a>			-	
<a href="#">Afr. Amer./Black</a>			-	
<a href="#">Hispanic/Latino</a>		■	68	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-	
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-	
<a href="#">White</a>			-	

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

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
According to BAS, 67% of students in grades K-2 are at or above grade level	EOY K-2 BAS Data from 2015-16
Increased school-wide ELA proficiency rates by 2% from 2015	DESE accountability and assessment
ELL advanced/proficient increased by 2% from 2015	DESE accountability and assessment
ELA Grade 5 advanced/proficient increased 19% Grade 3 Math: continued steady outcomes from year to year	DESE accountability and assessment
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
SGP decreased 10% in Math and in ELA decreased .5% from 2015	DESE accountability and assessment
Union Hill's overall proficiency rate decreased by 8% from 2015	DESE accountability and assessment
Excessive absentee/tardy rates continue to persist	WPS baseline reports
Science proficiency rate of 11%-decrease of 12% from 2015	DESE accountability and assessment
Science Needs Improvement increased 11% from 2015	
SPED warning rate increased 19% in ELA and 14% in Math from 2015	DESE accountability and assessment
Median SGP for all school decreased 11 points from 52% to 41% from 2015.	DESE accountability and assessment

## 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>	<ul style="list-style-type: none"> <li>• <b>Professional collaboration at all grade levels focused on balanced literacy; aligned with common core standards.</b></li> <li>• <b>Professional collaboration at all grade levels focused on balanced math framework; aligned with common core standards.</b></li> <li>• <b>Professional collaboration at all grade levels focused on 2016 science standards.</b></li> </ul>
<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>• <b>Reader’s Workshop-ILT members will facilitate study groups for each component and measure data with daily exit slips, weekly classroom assessments, and 5-week leadership developed assessments.</b></li> <li>• <b>Math Workshop-School admin and ILT members will include instructional components of RW into Math block component and measure data with daily exit slips, weekly classroom assessments, and 5-week leadership developed assessments.</b></li> <li>• <b>Science- ILT and GLT members will utilize planning time to discuss and develop high quality science lessons and assessments.</b></li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> <ul style="list-style-type: none"> <li>• <b>ILT agendas and exit slips</b></li> <li>• <b>GLT agendas</b></li> <li>• <b>Reflection sheets</b></li> <li>• <b>Weekly learning plans</b></li> <li>• <b>Informal/formal classroom observations</b></li> <li>• <b>Weekly Administration/leadership meetings</b></li> </ul>	<b>Data Source:</b> <ul style="list-style-type: none"> <li>• <b>Informal/formal classroom observations</b></li> <li>• <b>Reading response writing samples</b></li> <li>• <b>Science response writing samples</b></li> <li>• <b>BAS</b></li> <li>• <b>5-week assessment data</b></li> </ul>

**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>	<ul style="list-style-type: none"> <li>• <b>Readers Workshop; Guided Reading, Interactive Read Aloud, Independent Daily Reading, Write to Learn, Word Work, Mini-lesson</b> Differentiation include <b>Right Books, leveled readers, small group instruction, IPAD read aloud text. ELL and tutor pull out groups</b></li> <li>• <b>Math Workshop; standard based curriculum, district scope and sequence</b> Differentiation includes <b>small group instruction, hands on activity, TenMarks, Houghton Mifflin Go Math online assessment. ELL and tutor pull out groups.</b></li> </ul>
<p><b>Instructional Leadership Team Implementation</b></p>	<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>Science-ILT members will receive expertise professional development with Science liaison which will in turn be shared with GLTs. Monthly, GLT members will share data results and necessary adjustments for instruction.</b></li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>• <b>Agendas</b></li> <li>• <b>Weekly Learning Plans</b></li> <li>• <b>Literacy Block Observations</b></li> <li>• <b>Peer Observations with Reflection</b></li> </ul>	<p><b>Data Source:</b></p> <ul style="list-style-type: none"> <li>• <b>Student work samples</b></li> <li>• <b>Science journals</b></li> <li>• <b>5-week assessments in ELA, Math and Science</b></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**

- **Determine RTI groups in K-6**
- **Develop clear instructional goals to meet the needs of specific groups.**
- **Continuously assess all students to drive instruction and adjust flexible grouping.**

**Instructional Leadership Team Implementation**

- **Provide tiered support staff with PD to strengthen CORE instruction**
- **Collect and analyze data- ELA, Math and Science data. Make adjustments in groupings.**
- **RTI scheduling flexible and consistent**
- **Track and analyze SPED data with SPED team**

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**

- **Formative and summative assessments**
- **Flexible RTI grouping**
- **LASW**

**Data Source:**

- **DIBELS PM**
- **Foundations unit tests**
- **Wilson Fluency Probes**
- **LLI Reading Observations**
- **5-week Assessment**

**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)

<b>Prioritized Best Practices or Strategies</b>	<ul style="list-style-type: none"> <li>• <b>School wide commitment to 365 Z; monthly teacher/student luncheon to acknowledge exemplary students.</b></li> <li>• <b>Check and Connect; personalized intervention for individual needs</b></li> <li>• <b>Power of Positivity-building positive relationships with students and families</b></li> </ul>
<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>• <b>ILT collects data from GLT’s regarding the percentage of students adhering to the 365z program and percentage of students eligible for 365Z monthly celebration</b></li> <li>• <b>Leadership team will oversee implementation of 365Z curriculum in all classrooms.</b></li> <li>• <b>ILT collects attendance data for tier 3 students (5%)</b></li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> <ul style="list-style-type: none"> <li>• <b>365z curriculum</b></li> <li>• <b>Agendas</b></li> <li>• <b>Attendance/Tardy reports-SAC</b></li> </ul>	<b>Data Source:</b> <ul style="list-style-type: none"> <li>• <b>Office referrals</b></li> <li>• <b>Reward System-Fun Friday</b></li> <li>• <b>365Z Celebrations</b></li> <li>• <b>Attendance Certificates</b></li> </ul>



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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Union Hill Elementary	Ishmael Tabales	Aug-June 2016-17

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	To utilize time during CPT meetings for math lesson planning and collaboration focused on Math Workshop Model.	Grades K-6	To address intentional practices for improving teacher-specific and student responsive instruction. Evidence source: Weekly assessments, 5 week common math assessments, and MAP
2	Through shared responsibility and collaboration teachers will build expertise in Science.	Grades 4-6	To provide direct instruction and effective feedback to ensure high quality instruction and content delivery in Science. Evidence source: Science journals, Science assessments, and MCAS.
3	ILT will provide differentiated professional development to strengthen and build expertise within our staff connected to balanced literacy. FIC leading K-1 Lucy Calkins Units of Writing Study	Grades K-6  K-1	To address intentional practices for improving teacher-specific and student responsive instruction. Evidence source: Sampling of student work using the LASW protocol.  Focused study groups addressing Writer's Workshop.

## 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 effective lessons using the Gradual Release Model.</li> <li>• Integrate technology to increase fact fluency, well developed mini-lessons</li> <li>• Weekly GLT meetings focused assessment, student work, and data.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Learning plans</li> <li>• School-wide Math-A-Thon to support fact fluency.</li> <li>• Formal/ informal observations</li> <li>• Student Work samples</li> </ul>
2	<ul style="list-style-type: none"> <li>• Professional Development aligned to Science gr. 4-6 provided by the 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>• Use of technology for research projects with school librarian</li> <li>• Utilize the WPS Moodle</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 Readers Workshop Model. Differentiated based on needs assessment. 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 grade K and 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer evaluations amongst GLT with feedback.</li> <li>• Weekly lesson plans</li> <li>• Teachers have meaningful discourse focused around writing.</li> </ul>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Technology support with Apple Connect Ed trainer	Schedule dates to meet the needs of all staff
2	Science Liaison PD provided by district personnel	Offerings provided by district to staff
3	Guided Readers and Writers by Fountas and Pinnell, Continuum of Literacy Learning Resource Library, HQTL framework, professional learning sessions provided APPLE connected trainer strengthen our balanced literacy block	PD will be ongoing and multiple means; CPT, ILT, GLT, and staff meetings

### 4: Progress Summary

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