

SCHOOL ACCOUNTABILITY PLAN
Worcester Public Schools
2017 - 2018



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

Flagg Street School

Mary Labuski

Principal or Administrator

Maureen Binienda

Superintendent

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

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

The Instructional Leadership Team’s primary role is to help lead the school’s effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school’s instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

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

Name	Position	ILT Meeting Dates
Pamela Brezniak	Kindergarten Teacher	Sept: 13, 27
Jill Boucher	Grade One Teacher	Oct: 11, 25
Monic Wolf	Grade Two Teacher	Nov: 8, 29
Emily Kay	Grade Three Teacher	Dec: 13
Joseph Cunha	Grade Four Teacher	Jan: 3, 17, 31
Kerrie Plotczyk	Grade Four Teacher	Feb: 14, 28
Ann Grilla	Grade Five Teacher	Mar: 14, 28
Julie Belisle	Grade Six Teacher	Apr: 11, 25
Patricia Genese	Focused Instructional Coach	May: 9, 23
Patricia Henningson	Assistant Principal	June: 6
Mary Labuski	Principal	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data 2017 Official Accountability Data - Flagg Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Flagg Street (03480090)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
No level	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												About the Data
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	222	222	100	Yes	222	222	100	Yes	60	60	100	Yes
High needs	94	94	100	Yes	94	94	100	Yes	28	28	100	Yes
Econ. Disadvantaged	50	50	100	Yes	50	50	100	Yes	11	-	-	-
ELL and Former ELL	49	49	100	Yes	49	49	100	Yes	16	-	-	-
Students w/disabilities	29	29	100	Yes	29	29	100	Yes	5	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	8	-	-	-	8	-	-	-	3	-	-	-
Afr. Amer./Black	14	-	-	-	14	-	-	-	2	-	-	-
Hispanic/Latino	23	23	100	Yes	23	23	100	Yes	3	-	-	-
Multi-race, Non-Hisp./Lat.	9	-	-	-	9	-	-	-	3	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	168	168	100	Yes	168	168	100	Yes	49	49	100	Yes

III. Student Attendance and Retention

Flagg Street School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	96.3	94.1	94.6
Average # of days absent	6.4	9.8	9.3
Absent 10 or more days	20.4	36.5	33.3
Chronically Absent (10% or more)	3.4	16.9	13.5
Unexcused Absences > 9	19.0	33.8	15.8
Retention Rate	0.6	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): Attendance Matters Certificates: Certificates for students with perfect attendance each month.
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): Attendance Matters Celebrations: Event for students with perfect attendance each quarter; End-of-the-Year Celebration for students with full-year perfect attendance.

*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
Percent of Grade 6 students (exit grade) meeting or exceeding English Language Arts (ELA) expectations; Student Growth Percentile (SGP) Gr. 6	2017 MCAS: 74% Exceeding Expectations/Meeting Expectations; Median SGP 75.0
Median SGP for Grades 3-6 in ELA	2017 MCAS: Median SGP 61.5 – exceeding average (40-60)
Percentage of students in Grades 3-6 Not Meeting Expectations (NM)	2017 MCAS: ELA: 4% (9 students); MATH: 6% (13 students); Science, Technology & Engineering (STE): 7% (4 students)
Areas of Concern	
Concern	Evidence
Percent of students in Grades 3-5 Meeting or Exceeding Expectations in ELA*	2017 MCAS: Gr. 3: 49%; Gr. 4: 55%; Gr. 5: 59%
Percent of students in Grades 3-6 Meeting or Exceeding Expectations in MATH*	2017 MCAS: Gr. 3: 47%; Gr. 4: 46%; Gr. 5: 45%; Gr. 6: 52%
Percent of students in Grade 5 Meeting or Exceeding Expectations in STE*	2017 MCAS: 57%

*Our goals for the 2017-2018 school year: Percent of Students in Grades 3-6 Meeting or Exceeding Expectations in English Language Arts, Mathematics, and Science/Technology & Engineering will be 70% or greater.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
<ul style="list-style-type: none"> ● Focus on Instructional Clarity: Knowing <u>when</u>, <u>what</u> and <u>why</u> we teach; checking for understanding DURING instruction; unscrambling confusions
<ul style="list-style-type: none"> ● Workshop model of instruction in all curriculum areas: Opening/Review Focus Lesson with Gradual Release of Responsibility <ul style="list-style-type: none"> ● Whole-group instruction ● Explicit modeling/Instructional clarity ● Anchor charts ● Guided practice Independent Practice/Instructional Differentiation <ul style="list-style-type: none"> ● Independent ● Small-group instruction ● Conferring (Teacher Records Anecdotal Notes) Closing/Group Share <ul style="list-style-type: none"> ● Summarize learning ● Share strategies
<ul style="list-style-type: none"> ● Project Lead the Way (PLTW)...”provides hands-on learning opportunities for students in kindergarten through grade six. PLTW’s research-supported approach empowers students to discover and explore interests, imagine and design solutions to real-world challenges.”
<ul style="list-style-type: none"> ● Examination of data in all subject areas to: <i>identify</i> the specific needs of students; <i>identify</i> actions to address those needs; <i>deliver</i> targeted instruction to address skill gaps; <i>review</i> the impact of interventions with students. Students will be reassigned to interventions, enrichment, and supports, as indicated.
<ul style="list-style-type: none"> ● Focused Professional Learning and Professional Development: Continue focus on Close Reading with Text-Dependent Questions, Standards-based Math Instruction, and Units of Study in Reading and Writing.
<ul style="list-style-type: none"> ● Lesson Study to support our focused instructional practices of Close Reading with Text-Dependent Questions, Standards-based Math instruction, and Units of Study in Reading and Writing.

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| <ul style="list-style-type: none">● High-Impact Instructional Strategies: Student goal setting with reflections on progress; meaningful feedback provided from teachers on student work on a timely basis; classroom procedures and routines clear and posted; teacher moves throughout the classroom, interacting with all students; use of small, flexible groups for targeted instruction |
| <ul style="list-style-type: none">● A school-wide “Ready-to-Learn” behavior plan defines a clear set of behavioral expectations with behavioral supports, as needed, with a focus on KINDNESS. Kindness Stars are recognized monthly. |
| <ul style="list-style-type: none">● A robust program of family and community involvement exists in our school; regular activities take place that engage families and the community in our school and its programs. Our strong Parent-Teacher Group supports field trips, enrichment programs and school celebrations. They host annual programs such as our Fall Ice Cream Social, Fall and Spring Book Fairs, Multicultural Night, Student Art Show, Winter Holiday Program, Spring Dance, and Field Day. Our School-University partnership program with Assumption College brings many interns and work study students into our building each semester to support and enrich our work. |
| <ul style="list-style-type: none">● Attendance Matters school-wide program to promote and recognize the importance of good school attendance. |

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)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> ● High Expectations and Positive Regard: School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies and activities to ensure that these elements are in place. ● Vision/ Theory of Action and Buy-In: A common sense of urgency and purpose for improvement is evident among staff members, as demonstrated through staff discourse and actions. ● Trusting Relationships: Staff members share a relational, trust-focused culture with each other and their instructional supports (e.g. coaches) that is solution-oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. Educators regularly share their strengths and struggles, in the spirit of helping each other continually improve their practice.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school- wide strategies.)</p>	<ul style="list-style-type: none"> ● Meet bi-weekly with a focus on data analysis, the research of best practices, planning for implementation of key improvement strategies ● Monitor implementation of improvement strategies, assess effectiveness of implementation and plan next steps ● Communicate a common sense of urgency and purpose for improvement ● Model a relational, trust-focused culture within the Team ● Assume leadership roles during meetings ● Share meeting minutes with all faculty at the start of each grade-level Common Planning Time (CPT) meeting.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Meeting agendas: CPT, ILT, Professional Learning ● Meeting attendance ● Meeting minutes ● Communication between administration and faculty ● Lesson plans; unit plans ● Observations/evaluations 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Benchmark Assessment System (BAS) results ● Measures of Academic Progress (MAP) results ● Student goal setting; progress toward goals ● MCAS results ● Classroom assessment results ● Student work

Intentional Practices for Improving Instruction

Employing intentional practices for improving teacher-specific and student-responsive instruction

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> ● Instructional Expectations: Specific or precise expectations for high-quality instruction are communicated and understood by all staff, monitored by school leaders, and consistently implemented by all teachers. ● Identifying and Addressing Student Academic Needs: 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. ● Structures for Instructional Improvement: Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support the use of assessment data to guide and select research-based instructional strategies and differentiation are clearly defined and are used consistently throughout the school.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Monitor implementation of school-wide best practices and high-impact instructional strategies for fidelity. ● Examine all available data, Massachusetts Curriculum Standards, Guidance Documents, ATLAS contents to identify areas of need and actions to address skill gaps. ● Communicate priorities with grade-level teams via meeting minutes and Common Planning Time discourse.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Meeting agendas: CPT, ILT, Professional Learning ● Meeting attendance ● Meeting minutes ● “Watch List” of students identified in each classroom ● Intervention Plans ● Observations/evaluations 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Benchmark Assessment System (BAS) results ● Measures of Academic Progress (MAP) results ● Student goal setting; progress toward goals ● MCAS results ● Classroom assessment results ● Student work

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)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> ● Determining Schoolwide Student Supports (Academic Interventions and Enrichment): 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. ● 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. ● Academic Interventions for Students with Disabilities: All students with disabilities experience research based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Review student performance regularly to identify emerging needs ● Research interventions for general education students, English language learners and Students with Disabilities ● Monitor the delivery and success of interventions and readjust as necessary

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Meeting agendas: CPT, ILT, Professional Learning ● Meeting attendance ● Meeting minutes ● “Watch List” of students identified in each classroom ● Intervention Plans ● Flexible instructional groups ● Observations/evaluations 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Benchmark Assessment System (BAS) results ● Measures of Academic Progress (MAP) results ● Student goal setting; progress toward goals ● MCAS results ● ACCESS results ● Classroom assessment results ● Student work

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)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> ● Schoolwide Behavior Plan: 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, staff members implement the procedures outlined in the schoolwide behavior plan. The learning environment is grounded in respect, fairness and trust. Leaders monitor implementation. ● 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 routinely reach out to families to communicate information about their children’s progress and needs; and (5) communications with families are made available in multiple languages, as needed.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Monitor school-wide “Ready-to-Learn” behavior plan ● Recognize Kindness Stars monthly ● Plan/Coordinate school activities including family/community events ● Communicate with families regarding curriculum initiatives and at-home supports
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source:</p> <ul style="list-style-type: none"> ● “Ready-to-Learn” behavior plan implemented in all classrooms ● Students regularly recognized for outstanding behavior (gems) ● Kindness Stars identified each month ● Student agendas as communication tools (Grs. 3-6) ● Participation in family/community events and activities ● Communicate regularly with families regarding academics 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Student clips with gems for outstanding behavior ● Office referrals for behavior infractions ● Participation in school events and activities ● Students selected as monthly Kindness Stars ● Student Agendas

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Flagg Street School	Mary E. Labuski	08/28/17 – 06/11/18

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase percentage of students meeting and/or exceeding expectations in English Language Arts through comprehension of complex texts and written responses to leveled questions in a variety of genre.	General Education, Special Education and English Language Development Teachers	Rationale: Need to close achievement gaps for all students, students with disabilities and English language learners. Interventions must address specific skill gaps. Evidence: “Watch lists”, lesson plans, intervention plans, formative and summative assessments, data reports from progress monitoring and assessments, flexible grouping.
2	Increase percentage of students meeting and/or exceeding expectations in MATH through the implementation of a standards-based, rigorous curriculum at all grade levels.	General Education, Special Education and English Language Development Teachers	Rationale: Need to increase from 47% the percentage of students meeting or exceeding expectations in MATH (2017 MCAS) in Grades 3 through 6 and provide a more solid foundation in Grades K through 2. Evidence: “Watch lists”, lesson plans, intervention plans, Standards-based curriculum maps, variety of resources in daily instruction, data reports from progress monitoring, formative and summative math assessment results, flexible grouping.

3	Increase percentage of students meeting and/or exceeding expectations in SCIENCE through the use of hands-on learning opportunities for students that empower them to discover and explore interests, imagine and design solutions to real-world challenges. (Project Lead The Way - PLTW)	General Education, Special Education and English Language Development Teachers	<p>Rationale: Conceptual understanding of science/technology and engineering concepts needs strengthening</p> <p>Evidence: PLTW materials and assessments, curriculum maps, lesson and unit plans, formative assessments, resultant data.</p>
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Collaboration will continue in professional learning teams refining school-wide practices in <i>close and critical reading</i> . Teachers will participate in lesson study cycles from January through June 2018. Participation includes collaborative teams developing series of text dependent questions based on complex texts (based on text and research by Fisher and Frey, <u>Text-Dependent Questions</u>), participation in online teaching videos, professional readings, teachers' reflection and discourse.	Based on the professional learning goals and collaboration, teachers will participate in lesson study cycles. Stages include planning the lesson and writing leveled questions, delivering the lesson, observing and recording data of student response, group analysis of lesson and discussion of modifications for the next teacher to positively impact student learning goals.
	Workshop Methods- Teachers will spend a portion of common planning time and during after school hours in workshop teams.	Based on expectations that a workshop model is in place for Flagg Street School students, teachers will participate in peer observations in Reading Workshop, Writing Workshop or Math Workshop. The workshop model encourages professional growth, collaboration, differentiation of process, product or content and flexibility.

	<p>Common Planning Time, ILT, and Curriculum Meetings will focus on students in the lowest 30% based on multiple measures (MAP, BAS, MCAS, formative assessments, fluency assessments etc.)- "Watch Lists."</p>	<p>Based on teachers' Student Learning Goals, time will be dedicated to Looking at Student Work (LASW), planning, and differentiating instruction to address student needs. Teams will compare a variety of district and school-based assessments and develop lessons and interventions to show growth in responding to text dependent questions, writing, math fact mastery, conceptual understanding in mathematics and science.</p>
2	<p>Teacher teams will align Envisions 2.0 math curriculum with state standards, mapping grade-level curriculum and utilizing supplemental resources to build fluency. Careful analysis of all available data will identify skill gaps. Teachers will determine needed interventions, research and adopt strategies and deliver tiered interventions as appropriate.</p>	<p>Based on data analysis, teachers will develop flexible groups for intervention delivery in the Math workshop model. Regular review of "Watch Lists" will allow teachers to determine changing needs and respond to those needs promptly. Unit and quarterly assessments will guide decision making.</p>
3	<p>The 2016 Massachusetts Science and Technology/Engineering (STE) Curriculum Framework includes a recommendation for the amount of time elementary students should have for instruction in science and integration of science with ELA and Math. K-2: 1 hour "doing" science, 1-3 hours Math/ELA integration 3-5: 1-2 hour "doing" science, 2-4 hours Math/ELA integration. 6: 2-3 hour "doing" science, 2-5 hours Math/ELA integration.</p>	<p>Based on teachers' Student Learning Goals, teachers will read complex texts, answer science-based, text-dependent questions, complete and compare common assessments. Teachers will use district quarterly planning documents for planning and pacing. Teams should compare common assessments to show growth in STE standards</p>

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Resources include the text, <u>Text Dependent Questions: Pathways to Close and Critical Reading</u> , Professional learning resources from Achieve the Core, Units of Study: Reading and Writing workshop, substitute teachers for coverage, Lesson Study Note-taker, Peer observation sheet, Atlas Learning.	90- minute monthly curriculum meetings, grade level Common Planning Time grade level meetings (bi-weekly), Technology resources to support ELA and Math, Focused Instructional Coach to design and implement professional learning activities.
2	Resources include Envision 2.0 Math Program resources, unit assessments, quarterly assessments (district level), math supplemental instructional materials, technology integration, Atlas, TouchMath resources, XtraMath.	Grade level Common Planning Time grade level meetings (bi-weekly), LASW Protocols, Technology resources to support Math skills development and fluency goals.
3	Complex Texts, STE curriculum materials, Science Kits.	90- minute monthly curriculum meetings, grade level Common Planning Time grade level meetings (bi-weekly), Technology resources to support conceptual understanding.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none">● <u>Text Dependent Questions: Pathways to Close and Critical Reading</u> used as a reference was purchased in 2015.● Lesson Study with Text dependent Questions and Close Reading in all grade levels.● Peer observations in Reading, Writing or Math Workshops.	
2	<ul style="list-style-type: none">● Data reports generated- MAP, MCAS, Unit and Quarterly assessments.● LASW Protocols researched and generated.● District-provided instructional materials for Envision Math.● Digital resources	
3	<ul style="list-style-type: none">● 2016 STE Curriculum Framework Documents,● Science Kits● Atlas● District generated quarterly planning documents for lesson planning.	