

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Chandler Magnet
School

Ivonne Pérez
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.

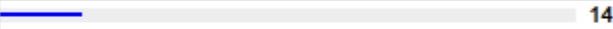
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least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


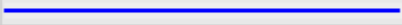

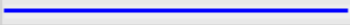

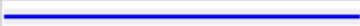



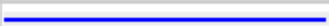

Name	Position	ILT Meeting Dates
Ivonne Perez	Principal	Sept: 9/12, 9/26
Christina Guertin	Assistant Principal	Oct: 10/7, 10/17
Tom Lindgren	Assistant Principal ACT	Nov: 11/7, 11/21
Kelly Magowan	Focused Instructional Coach	Dec: 12/5, 12/19
Karen Coyle	Lead Teacher ACT	Jan: 1/9, 1/23
Kerrie Flynn	Intermediate TMSN	Feb: 2/6, 2/27
Mary-Margaret Mara	Classroom Preschool	Mar: 3/6, 3/20
Nicole Girouard	Dual Language Grades 3 and 4	Apr: 4/3, 4/24
Lynnette Nieves	Dual Language Grades 3 and 4	May: 5/1, 5/15
Zohar Badenhausen	Classroom Grade 5	June: 6/5, 6/19
Robin Hoel	Classroom Grade 2	
Valerie Ayuso	Classroom TBE Grade 5	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Chandler Magnet

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Chandler Magnet (03480052)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 3	Among lowest performing 20% of schools and subgroups Focus on Students w/disabilities -Hispanic/Latino -ELL and former ELL -High needs -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 14	
	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 - 		View Detailed 2016 Data	
	Less progress	More progress		
All students			69	Did Not Meet Target
High needs			60	Did Not Meet Target
Econ. Disadvantaged			-	
ELL and Former ELL			62	Did Not Meet Target
Students w/disabilities			53	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	
Asian			-	
Afr. Amer./Black			-	
Hispanic/Latino			56	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-	
Nat. Haw. or Pacif. Isl.			-	
White			-	

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
ELA growth was above target for aggregate and all subgroups (up 7 th ile points)	2016 PARRC data
ELA proficiency gap narrowing was improved or no change for all subgroups (up 5.6 CPI points)	2016 PARRC data
Math proficiency gap narrowing was improved or on target for all subgroups (up 7.3 CPI points)	2016 PARRC data
Aggregate Student Growth Percentiles are above the 50 th percentile ELA (60 th % tile)	2016 PARRC data
All students show growth using Fountas and Pinnell Benchmark Assessment in Reading	Chandler Magnet Elementary School Fountas and Pinnell Benchmark Assessment Information
All staff participate in PLCs, both vertically and in grade level teams	Staff/PLC sign-in sheets, notes
All staff continues to implement Morning Meeting structures daily to build community	Administrative observations, teacher feedback
Areas of Concern	
Concern	Evidence
CMS school-wide progress towards narrowing the proficiency gap did not meet targeted expectations (6 PPI point below)	2016 PARRC and 2016 MCAS data
CMS math growth percentiles were below target (by 1 th ile point)	2016 PARRC data
MCAS science scores declined in all subgroups and the aggregate (down 7.3 CPI points)	2016 MCAS data
Lack of language, background knowledge(both oral and written), and experiences impact student comprehension and student achievement	Teacher observations, formative assessments, student work, student discourse
Mathematical practices of perseverance, modeling and precision, as well as stamina are areas of need	Teacher observations, formative assessments, student work, student discourse, 2016 PARRC data
Communicating information across all content areas	Teacher observations, formative assessments, student work, student discourse, 2016 PARRC, MCAS, ACCESS data
CMS Parent engagement at targeted meetings is low	Attendance at PTO meetings, WAZ parent workshops at the intermediate level

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) across grade levels, vertically and in grade level teams Gradual Release of Responsibility Model of instruction (model, lead, guide, assess) Tiered Support: Tier 1 for all, Tier 2 (including ESL, SEI, literacy tutors and SPED staff), and Tier 3 (1:1)
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> The ILT will gather and disseminate information through weekly PLC's, collegial conversations and staff discourse. Plan school wide PD/ Assess impact/Process through collegial conversations/staff discourse Peer Observations/Coaching/Modeling-Modeling during PLCs for staff to take back to the classroom (gradual release of responsibility for staff as well as students) Coaching Videos Tiered support: flexible groupings based on data, progress monitored
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> PLC sign-in sheets, agendas, Active participation in staff discourse (observation) Lesson plans Building a cohort of facilitators to release responsibility of Professional Development to staff (staff driven PD) Administrative observations (SEI Smartcard) Peer observations (videos, teacher created checklists) School wide assessment planning (writing prompts, math assessments) 	Data Source: <ul style="list-style-type: none"> Student work (written communication, oral discourse, alternative assessments) Fountas and Pinnell Math weekly monitoring PLC created assessments Progress monitoring of Notice and Note strategies Flexibility within small groups School wide data dives using information from school wide assessments.

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)

Prioritized Best Practices or Strategies

- Lesson design
- Analyzing lesson delivery and implementation to improve instruction
- Student work (eliciting/interpreting student responses, especially metacognitive problem solving)

Instructional Leadership Team Implementation

- ILT collegial discussion
- Through collaboration our strategies are developed, practiced and planned during PLCs and implemented lessons using the collaboration or efficacy cycle to form instruction.
- Data collected through student work, test scores, formative and summative data analyzed and used to drive instruction

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

Data Source:

- Lesson plans and designs (SEI/ESL, morphology, cognates)
- Observations
- Oral Reflection
- PLC notes and agendas, lessons and assessments
- Analysis of student work
- School-wide assessments

STUDENT RESULTS INDICATOR

Data Source:

- Student work (written, oral, alternative assessments)
- Assessment data
- School-wide assessments

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

- Tiered support (ELA, math)
- Formative assessments (before, during and after lessons)
- Flexible groups in math, ELA, science and social studies based on data using hands on activities specifically in math and science.

Instructional Leadership Team Implementation

- Analyze data (Fountas and Pinnell, MAP, teacher created assessments)
- Progress Monitoring (weekly math, running records for Fountas and Pinnell)
- Collegial conversations and discourse

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

- Data Source:**
- Fountas and Pinnell/guided reading groups
 - MAP math
 - Math progress monitoring
 - Lesson plans and design based on data
 - Peer observations
 - Teacher observation
 - Direct observation
 - School-wide observations
 - ESL/SEI strategies
 - SEI smartcard observations

- Data Source:**
- Fountas and Pinnell growth
 - MAP math
 - Progress monitoring in math fluency
 - School-wide assessments

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

- Morning meeting structures
- PLCs (vertical, grade level, team)
- PBIS (Positive Behavior Intervention Systems)

Instructional Leadership Team Implementation

- Peer observations
- PLC agenda and notes
- Data (PBIS report, school-wide data)

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

- Data Source:**
- Sign-in sheets
 - PBIS punch cards
 - Cool Tool implementation
 - Second Step/Anti Bullying
 - Collegial Conversations
 - Social Committee
 - Afternoon meetings as part of building community with all learners
 - Leadership Team

- Data Source:**
- Morning meeting
 - Decline in ODRs
 - PBIS punch card data
 - PBIS quarterly celebrations
 - Peer Leadership/Mediation
 - 6th grade leadership group
 - Student council
 - AVID
 - Clubs (intermediate)

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Chandler Magnet	Ivonne Perez	08/2016-06/2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	100% of staff will implement close reading strategies to promote metacognitive problem solving across all content areas to increase student achievement.	Chandler Magnet teaching community	Data from 2016 PARRC indicates a growth in English Language Arts comprehension. Monitoring for meaning and the “fix-up” strategies were explicitly taught last year. The growth in ELA may be attributed to that. Metacognition leads to understanding and problem solving. Deeper metacognitive problem solving across contents will lead to further growth in ELA and other content areas. This will also impact writing to communicate ideas.
2	100% of staff will implement balanced math instruction to increase student achievement.	Chandler Magnet teaching community	Data from 2016 PARRC and MAP indicates this is an area of concern. ILT and the Math PLC determined number sense to be an area in need of growth. A plan was developed and defined for staff. Implementation involves center based balanced math lessons with at least one center devoted to reinforcing number sense and math fluency with weekly progress monitoring.
3	100% of staff will teach science as a hands-on activity.	Chandler Magnet teaching community	Data from 2016 MCAS Science, Engineering and Technology shows a decline in all score both aggregate and subgroups. Hands-on lessons, vocabulary, use of songs, chants, cognate instruction as well as explicit ESL and SEI strategy instruction and scaffolding will provide the students with the supports needed for internalization of concepts.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Book Studies of Notice and Note: Close Reading Strategies for Fiction and Non-fiction	Plan, implement, assess, analyze in PLC meetings Peer Modeling, Peer observations across content areas
		Staff will participate in schools based, district wide, and state wide or DESE offered pd in math, ELA, science, social studies, ESL/SEI, special education and PBIS.
2	Define Balanced math	Frayer Model
	Ensure Math fluency and number sense is reinforced through center based learning	Admin observations, peer observations
3	Hands-on activities, vocabulary and cognate instruction	Share vocabulary lessons and hands-on activities across teams.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Notice and Note: Close Reading Strategies for Fiction and Nonfiction	Peer Modeling, Observations, reflections
2	Data, flashcards, Progress Monitoring Sheets	Weekly monitoring and recording sheets
3	WPS Units of Study	Discourse during PLCs and monitoring for implementation

4: Progress Summary

PL Goa 1 No.	Notes on Plan Implementation	Notes on Goal Attainment
1	The Professional Learning Plan will be monitored closely through examination of data with the ILT.	School wide goals will be monitored through continuous conversation/discourse an student data examination.
2	The ILT will examine/discuss teacher needs based upon their implementation of Notice and Note strategies.	Professional learning will be centered around teacher supports for student needs and monitored by student outcomes.
3		