

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**City View**

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**School**

**Yeu Kue**

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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
Margaret Lewandowski	FIC	The ILT team meets every Monday from 8:10 - 8:40
Kathy Prudente	FIC	
Cindy Vail	Assistant Principal	
Jodi Silk	K teacher	
Elizabeth McCarthy	1 <sup>st</sup> grade teacher	
Lisa Montague	2 <sup>nd</sup> grade teacher	
Anne Clark	3 <sup>rd</sup> grade teacher	
Kim Demma	4 <sup>th</sup> grade teacher	
Ashley O’Neil	5 <sup>th</sup> grade teacher	
Melissa Shultz	6 <sup>th</sup> grade teacher	
Eric O’Connell	SPED teacher	
Yeu Kue	Principal	

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

### 2016 Accountability Data - City View

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	City View (03480053)	Grades served:	PK,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 Low assessment participation (Less than 95%) Focus on Students w/disabilities -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	14	

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>		79	Met Target
<a href="#">High needs</a>		83	Met Target
<a href="#">Econ. Disadvantaged</a>		-	
<a href="#">ELL and Former ELL</a>		86	Met Target
<a href="#">Students w/disabilities</a>		54	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>		91	Met Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	
<a href="#">White</a>		80	Met Target

### III. Comprehensive Needs Analysis

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
We are making steady progress in reading across the grade levels	Our ELA indicates that for all of our students, we were only 2 points shy of our targeted CPI set by the state
ELL students making growth in narrowing the proficiency gap in ELA	ELL PPI data indicates making progress and meeting target of over 75 by reaching 86 PPI points
SGP in ELA remains strong especially in grades 5 and 6	SGP in grade 5 is 60% and grade 6 is 62% respectively
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Students with disabilities continues to be an area of concern in all content areas as well as student growth	We did not meet our target PPI of 75 in this category. We were at 54 and it continues to remain the only category that we did not meet our target in.
Participation rate did not meet 95%	Participation rate in ELA for student with disabilities was 94%
Math overall is an area of concern	Our 2016 target for all students was 76.3 in math and we were at 64.8. We did not make our target in math in all categories yet
Science overall is an area of concern	Our proficiency in science shows only a fifth of our students are considered proficient (19%)

## 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>	<p><b>Extended and consistent (K 75 minutes weekly and 1-6 is minimum of 130 minutes weekly) CPT with explicit focus on data and assessment</b></p> <p><b>Framework of CPT clearly defined with group norms that explicitly includes timeframes, communication of content across all disciplines, and clear concise anecdotal notes for all members</b></p> <p><b>Content during CPT includes:</b></p> <ul style="list-style-type: none"> <li>- <b>time for research on best practices</b></li> <li>- <b>multiple opportunities to review data and plan according to the data</b></li> <li>- <b>opportunities to create formative and alternative assessments</b></li> <li>- <b>revisiting and revising rubrics across all content areas</b></li> <li>- <b>discussions around best practices and how to best provide support in the classroom</b></li> <li>- <b>Coach created PD to support strong content knowledge</b></li> </ul>
<b>Instructional Leadership Team Implementation</b>	<p><b>Review CPT notes on monthly basis and create a feedback loop to all teams (First Monday of every month)</b></p> <p><b>Administration observations</b></p> <p><b>Coaches provide instructional support through scripting</b></p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b></p> <p><b>Notes that indicate growth over time</b></p> <p><b>Observations will indicate instructionally focused conversations</b></p> <p><b>Ongoing communication of staff with ILT and LT</b></p> <p><b>Quality of content within lesson plans indicate higher level planning</b></p> <p><b>Walkthroughs and observations</b></p> <p><b>CV Data template demonstrating growth patterns and trends</b></p>	<p><b>Data Source:</b></p> <p><b>Work samples (writing samples, intervention data samples, progress monitoring)</b></p> <p><b>Increase in student proficiency and growth in all content areas</b></p>

**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>Our three intentional best practices we intend to focus on this year are:</b></p> <ol style="list-style-type: none"> <li><b>1. Balanced Literacy with focus this year on guided reading in all grade levels</b></li> <li><b>2. OLM (Optimum Learning Model) with clear delineation of mini lesson, opportunities for practice, and share component</b></li> <li><b>3. Using a variety of data points to create small instructional groups based on student needs.</b></li> </ol> <p><b>All students are provided grade level reading instruction with multiple opportunities to work directly with the teacher in small guided reading groups according to student’s reading level and skill(s) needed. Literacy blocks are framed by Daily 5 structure. Guided reading is supported through strategic opportunities to progress monitor using running records and conferencing, opportunities for cross grade groupings depending on student need, supporting tire 2 and tier 3 readers daily and in many occasions; opportunities to double dose using Inclusion and ELL supports, and helping to transition groups from guided reading to literature circles. Strategies during reading groups are inclusive of close reading strategies, picture to print, notice and note comprehension strategies, multiple opportunities for independent reading, AVID, writing in response to literature, LLI etc.</b></p>
<p><b>Instructional Leadership Team Implementation</b></p>	<p><b>ILT research, identify, and share best practices with grade level teams.</b>  <b>ILT works vertically to analyze data to provide process and support staff to review, analyze, and utilize student data in innovative ways to best support student needs.</b>  <b>ILT turnkeys information from ILT meetings to grade level teams to ensure effective implementation</b></p>
<p align="center"><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b>  <b>Literacy lessons are structured in OLM</b>  <b>Opportunities for progress monitoring on regular basis</b>  <b>Conferencing notes</b>  <b>Guided Reading groups flexible and student groupings are modified based on progress monitoring</b></p>	<p><b>Data Source:</b>  <b>BAS assessment</b>  <b>MAP testing</b>  <b>DIBELS</b>  <b>Writing assessments</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)

<p><b>Prioritized Best Practices or Strategies</b></p>	<p><b>Intervention (RTI) in early literacy in grades K-1 and mathematics in grades 3-6.</b></p> <p><b>We will implement the full data cycle which includes:</b></p> <ol style="list-style-type: none"> <li><b>1. Students will be assessed in cycles of 6-8 weeks with specific common grade level assessments</b></li> <li><b>2. Data is then analyzed collaboratively as a team using data protocol</b></li> <li><b>3. Assessment/ student data is then used as a guide to create flexible student groupings that target very specific skills.</b></li> <li><b>4. Teachers will then work innovatively to provide instruction that supports closing the specific gap through a clear action plan template.</b></li> <li><b>5. Students will then be given a post assessment to ensure skill has been mastered.</b></li> <li><b>6. Data is then made public and grade level teams share their data, implementation, successes, and continued challenges at staff meeting</b></li> </ol>
<p><b>Instructional Leadership Team Implementation</b></p>	<p><b>ILT reviews the action plans and provides feedback</b>  <b>The team reviews student data from each RTI cycle</b></p>
<p align="center"><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b>  <b>Action plan templates completed (provided)</b>  <b>Student growth from post assessments</b></p>	<p><b>Data Source:</b>  <b>Pre and post data from each RTI cycle (6-8 weeks)</b>  <b>MAP data</b></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)*

<p><b>Prioritized Best Practices or Strategies.</b></p>	<p><b>School-wide mindfulness curriculum (Worcester Hears – Mind UP) infused with PBIS</b></p> <p><b>Classroom community meetings with growth mindset imbedded</b></p> <p><b>Classroom DOJO school wide – tracks daily student performance aligned with school-wide PBIS expectations. Parents connected and can see how students perform in the classroom in live time</b></p>
<p><b>Instructional Leadership Team Implementation</b></p>	<p><b>Review student data from DOJO to frame all PBIS activities from seasonal celebration to weekly rewards</b></p> <p><b>Collect, review, and share with staff discipline and suspension data and create feedback loop to support stronger school-wide expectations</b></p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b>  <b>DOJO data showing growth for each classroom increase over time</b>  <b>Office referrals decrease by 10%</b>  <b>Growth mindset prevalent in all conversations with students and staff</b></p>	<p><b>Data Source:</b>  <b>DOJO student and class data show increase over time</b></p> <p><b>Less students losing time in classroom being sent out of the office</b></p> <p><b>More students attaining weekly rewards and seasonal</b></p> <p><b>Students accessing more strategies when dis-regulated</b></p> <p><b>Student of the Month</b></p>



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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	City View	Yeu Kue	9/2016 – 6/2017

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase ELA CPI to meet our target of 80.4 from 75	ALL students	
2	Increase Math SGP from 43.8 to 60	ALL students	
3	Increase Science Proficiency from 19% to 35%	5 <sup>th</sup> grade students	

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Strategic PD in balanced literacy and guided reading	Coaches provide more PD, modeling, reviewing of groupings with teachers
	CV data sheet with narratives indicating each story and how to best support individual students (see attached)	Review and discuss data sheets each trimester with strategic plans and goals for each student
2	Daily intervention blocks of 30 minutes daily using data cycle of pre-assessment, reviewing data to create comprehensive groups based on specific skills, differentiated instruction based on needs, and post assessment	This cycle repeats every 6-8 weeks and students are reorganized based on assessment and student need
	ST Math program (computer based) supporting student logical and reasoning skills relating to mathematics – PD from ST Math for all 3-6 grade teachers	Students engage in 90 minutes weekly tasks Follow up PD from ST Math
3	Engage in all district Science PD	Partner with district Science Liaison (Jeff Glick) to strategically plan, review data, and model lessons

### 3: Essential Resources

<b>PL Goal No.</b>	<b>Resources</b>	<b>Other Implementation Considerations</b>
<b>1</b>	Guided reading multiple copies of leveled texts in both fiction and non fiction texts	
<b>2</b>	ST Math computer program	
<b>3</b>	More science texts to support science and ELA connection across all content areas	

#### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>	By January's progress monitoring assessment, BAS across all grades will show increase of 10% from 40% to 50%	This data may be affected by entering new students and newcomers to the country with limited English proficiency
<b>2</b>	By February MAP assessment will show an increase of students in green from 17% to 25%	To keep data consistent, we will only calculate data from grades 3-6
<b>3</b>	Comprehensive assessment and data targeted at identifying areas of growth in Science will support targeted individual student science plans	