

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Jacob Hiatt

School

Jyoti Datta

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.




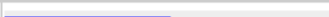



Name	Position	ILT Meeting Dates
Jyoti Datta	Principal	August: 26 Sept: 6, 20
Maureen Power	Assistant Principal	Oct: 4, 18
Roger Clapp	Focused Instructional Coach	Nov: 8, 22
Ann McPartland	Pre-Kindergarten Teacher	Dec: 6, 20
Julie McVoid	Kindergarten Teacher	Jan: 10, 24
Tara Gouin	First Grade Teacher	Feb: 7, 28
Jennifer Conlon	Second Grade Teacher	Mar: 7, 21
Annie Cohn	Third Grade Teacher	Apr: 4, 25
Karen Kirwan	Fourth Grade Teacher	May: 9, 23
Kathy Halloran	Fifth Grade Teacher	June: 6, 13? 20?
Amanda Eldridge	Sixth Grade Teacher	
Tom Giampapa	Intermediate SPED Teacher	
Jessica Davis	ESL Teacher	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Jacob Hiatt Magnet

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Jacob Hiatt Magnet (03480140)	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 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 21	
	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		57	Did Not Meet Target
High needs		51	Did Not Meet Target
Econ. Disadvantaged		-	
ELL and Former ELL		44	Did Not Meet Target
Students w/disabilities		29	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		63	Did Not Meet Target
Hispanic/Latino		54	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		66	Did Not Meet Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
<p>ELA:</p> <p>-100% of students in grades K – 2 receive daily instruction in Foundations. to support phonics, fluency, decoding, and encoding. Foundations intervention was provided to students in grade one who did not meet the unit goals with positive results. In 2016 – 2017, Foundations is being implemented in grade three.</p> <p>-BAS: 79% of students in Grade 1 met or exceeded expectations on Spring 2016 BAS, 78% of students in Grade 2 met or exceeded expectations on Spring 2016 BAS, and 70% of students in Kindergarten met or exceeded expectations on Spring 2016 BAS.</p> <p>-Increased percentage of students scoring advanced on school-wide ELA from 7% to 10%. Percentage of students scoring proficient and advanced in grade five was 65% in 2016, and percentage of students scoring proficient and advanced in grade six was 62% in 2016.</p> <p>-MAP: Students in grades 2 – 6, performed within the average RIT range as specified by NWEA. Grade 2 average growth in RIT scores from Fall 2015 to Spring 2016 was 16.9 points, Grade 3 – 10.1 points, Grade 4: 8.8 points, Grade 5 – 5.1 points, and Grade 6 – 2.8 points.</p>	<p>-Weekly Lesson Plans for Foundations. Foundations progress monitoring through daily work and unit assessments. Student work demonstrates carry over of skills and strategies in writing as well as the ability to decode text. Foundations - planned family connections. Professional learning for third grade teachers occurred in Spring 2016 to prepare for roll out of Foundations in grade three starting in Fall 2016.</p> <p>-Percentage of students meeting or exceeding grade level expectations on Benchmark Assessment in Spring 2016 for all students in grades K-2.</p> <p>-MCAS Spring 2016</p> <p>-MAP Fall – Spring 2015 - 2016</p>

MATHEMATICS:

-Grade 3: The percentage of students scoring proficient and advanced on MCAS 2016 increased from 47% in 2015 to 64% in 2016.

-Grade 5: The percentage of students scoring proficient and advanced increased from 50% in 2015 to 54% in 2016.

-12% of ELL students scored Advanced.

-45% of students in grades 3 – 6 scored proficient and advanced on Math MCAS 2016. This is in keeping with our projected proficiencies.

-Despite the low fourth grade scores of MCAS 2016 where only 18% of students scored proficient and advanced, the All Students percentage of students in proficient and advanced remained steady at 45%.

-MAP Projected Proficiency to MCAS remained almost the same for both years – 42% in 2015 and 42.3% in 2016

-MAP: Students in grades 2 – 6, performed within the average RIT range as specified by NWEA. Grade 2 average growth in RIT scores from Fall 2015 to Spring 2016 was 15.4 points, Grade 3 – 11.2 points, Grade 4: 9.4 points, Grade 5 – 11.2 points, and Grade 6 – 7.1 points.

-MCAS Spring 2016

-MAP Spring 2016

-MAP Fall – Spring 2015 - 2016

SCIENCE:

-49% of students scored proficient and advanced on the 2016 Grade 5 STE. This is an increase of 15% when compared with 34% of students who scored proficient and advanced on MCAS 2015.

-Decreased students scoring Warning by 15%.

-Students on Grade 5 MCAS outperformed the District % of students scoring proficient and above by 20%

-CPI improved by 11.2 for all students, by 14.8 for high needs students. CPI was above target for economically disadvantaged students.

-Instructional approaches that incorporated hands-on concrete experiences as well as PBL supported growth.

-Worked closely the Science Liaison to align curriculum and instruction with Common Core and WPS Curriculum

-Utilized online District tools/resources for practice items and curricular ideas

-Emphasized content area vocabulary and note taking procedures.

-MCAS Spring 2016

-Classroom observations, lesson plans, and PBL

-Science journals and word walls

Areas of Concern	
Concern	Evidence
<p>ELA:</p> <ul style="list-style-type: none"> -15% of our SPED students were Proficient, 42% were Needs Improvement, and 42% were in the Warning category. We need to address the needs of this subgroup to move students out of Warning/Failing. -SGP for All Students was 48% in 2016 and 54% in 2015. This indicates a decline of 6% that needs to be addressed. -Only 45% of students met their annual growth targets for MAP Reading scores. However, closer examination of data reveals that in grades two through six 24 students missed their growth target by 1 point, 16 missed it by 2 points, and 16 missed it by 3 points. -Lack of a consistent and cohesive approach to balanced literacy in grades Pre-K through six with best practices and common understandings and language. -Lack of systematic and structured intervention in ELA. 	<ul style="list-style-type: none"> -MCAS Spring 2016 -MAP Spring 2016 -Classroom observations, instructional approach, and practices in literacy.
<p>MATHEMATICS:</p> <ul style="list-style-type: none"> -All School SGP decreased to 46% in 2016 as compared to 54% in 2015. -Subgroup: 8% of our SPED students scored Proficient, 42% scored Needs Improvement, and 50% scored in the Warning category. We need to address the needs of this subgroup to move students out of Warning/Failing. -Subgroup: ELL – 25% of students scored Warning/Failing and 48% scored Needs Improvement. We need to increase the percentage of students who score proficient and above. 	<ul style="list-style-type: none"> -MCAS Spring 2016

<p>-Only 18% of fourth grade students scored proficient and advanced on MCAS 2016, which make it extremely important to strengthen intervention practices in current fifth grade math classes.</p> <p>-Only 40% of students met their annual growth targets for MAP Math scores. However, closer examination of data reveals that in grades two through six 16 students missed their growth target by 1 point, 15 missed it by 2 points, and 18 missed it by 3 points.</p> <p>Math Fluency skills across several grades are weak.</p> <p>Go Math was the core of instruction instead of a resource.</p> <p>WPS curriculum not fully aligned with Common Core – have to look at both.</p>	<p>-MAP Spring 2016</p> <p>-Classroom observations and teacher lesson plans</p>
<p>SCIENCE: Lack of time and priority placed on hands-on learning in science particularly in early grades</p> <p>Not integrating science sufficiently across content areas such as literacy and math.</p> <p>Need to deepen vocabulary acquisition in STE.</p> <p>Not enough time devoted to professional learning in science during staff meetings and building based PD.</p>	<p>-Schedules and lesson plans</p> <p>-Student work and oral discourse</p> <p>-PD Offerings and Staff Meeting agendas</p>

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.	<p>Instructional Leadership Team (ILT) developed a school-wide focus on Metacognition as it relates to two key areas: 1.) Literacy and 2.) Culture and Climate. Common Planning Time (CPT) allows for shared responsibility and opportunities to assess curriculum, analyze data, and inform instruction. Best practices for teaching and learning are outlined in the Instructional Focus Statement and shared during CPT, Teaching Rounds, and Staff Meetings. Eight hours of Professional Learning is framed to support school-wide goals. District professional offerings and support of Liaisons is put in place for ELA, Math, and Science. The instructional framework of the Literacy block and tiered intervention supports student learning. Administrators will observe instructional delivery models in classrooms and provide actionable feedback.</p> <p>Performance Goal for All School SGP: Math - 50% or above ELA – 50% or above</p> <p>New initiatives underway include:</p> <ul style="list-style-type: none"> • Balanced Literacy Approach • Morning Meeting (Year 1) / STAR – Shared Expectations (Year 2) • Metacognitive Strategies
Instructional Leadership Team Implementation	<p>ILT members, across grade level teams and vertical teams will work closely with the leadership and FIC to focus on data analysis, to dig deeper and determine impact of school-wide goals. In addition to improvement targets for all students, emphasis will be placed on examining sub group students and their movement forward to the next higher level of performance. ILT will support leadership in assessing what is working well and what mid-way adjustments are needed based on student progress. ILT will play a role in planning professional development to support school-based goals.</p>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Formative assessments, rubrics, student work, sampling over time, lesson plans, CPT/ grade level meetings, data wall, PD with focused framework, staff meetings, exemplars, Teacher Rounds, teacher evaluation-feedback identifying indicators from evaluation rubric and HQTl Compass.</p>	<p>Data Source: MAP growth targets, MCAS, Data walls, goal setting with students, BAS and DIBELS in younger grades, work samples, ACCESS, Progress towards IEP goals, Foundations.</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)

Prioritized Best Practices or Strategies

School-wide goals were established at the start of the year by ILT and with input from staff. Two out of the five best practices: 1.) Balanced literacy approach 2.) Metacognitive Strategies, contained in the Instructional Focus Statement were developed more fully to establish concise and cohesive goals for Pre-K through grade five. Additionally, all staff provided input to develop a chart for metacognitive strategies. There is a school wide effort to balance whole group and small group instruction, making learning more interactive and weaving in lots of opportunities for students discourse and application of skills.

Metacognition: “Awareness and understanding of one’s own thought processes”, overarches best practices and instruction in all areas of academic and social/emotional growth.

ELA:

- Balanced Literacy grades Pre-K - Six
- Metacognitive Strategies
- Gradual Release of Responsibility

Math:

- Hands-on experiences to develop number sense
- Math fluency grades PK - 6
- Problem solving and higher order thinking

Science:

- Hands-on learning and higher order thinking
- Inquiry and application/PBL
- Content area vocabulary

Instructional Leadership Team Implementation

The Instructional Leadership Team will act as representatives for grade level feedback regarding: Alignment of Common Core for ELA, Math, and Science Standards, data, planning, student work, and professional learning. A focus on school-wide goals will be monitored by administration and FIC throughout the school, inclusive of frequent classroom observations and teacher-specific feedback. Further, Administration will monitor best practices and provide constructive and helpful feedback to teachers to strengthen implementation of these observed practices.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Formative and summative assessments, rubrics, student work, sampling over time to align instruction, lesson plans, ILT Meetings, CPT/ grade level meetings, data wall, PD with focused framework, staff meetings, exemplars, Teacher Rounds, Fountas and Pinnell Continuum of Literacy Learning, Achieve the Core, Engage New York, Xtra math, Front Row, teacher evaluation-feedback identifying indicators from evaluation rubric and HQTL Compass.</p>	<p>Data Source: MCAS and MAP results, student goal setting worksheets (NWEA), DIBELS, BAS, Foundations Tests, ACCESS, Progress towards IEP goals for SPED students, End of unit/project tests.</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)

Prioritized Best Practices or Strategies.

In the 2016 – 2017 school year there is a plan for a systematic approach to differentiated intervention driven by data analysis and aligned with sub-group and individual students’ needs. The emphasis is to refine and broaden collection and use of student data to inform instructional responses.

In grades K - 3 there is a 30-minute block of time set aside daily for intervention based on sub skill needs as informed by a variety of assessments. In grade four intervention for Math and ELA takes place daily for 30 – 45 minutes. In grade five intervention for Math and ELA takes place daily for 30 minutes. In grade six intervention for Math and ELA takes place daily for 30 – 45 minutes. An additional 60 minutes of intervention occurs two times per week in grades K – 6 for ELA and Math during the 8th hour. Human capital and expert teaching is being maximized as teams of adults (at times up to 11 staff) provide intervention services to students in grades K – 3. Time, resources/space, and staff, have been allocated to allow for “catch up growth” or in some cases “accelerated growth” for students. On three afternoons during the last hour, students pursue their interests through participation in club/enrichment offerings, which allow for application of skills in a collaborative environment.

Intervention in ELA and Math:

- Explicit teaching to address student specific needs
- Use a wide variety of informal and formal data to respond to learning needs
- Flexible groupings

Instructional Leadership Team Implementation

ILT will examine turn-around practices and schools with achievement gains to strengthen intentional practices to improve classroom instruction. Common assessments every six weeks, and a variety of other instruments will be explored to assess students’ proficiency and needs. Visits to model WPS schools that have made significant gains in student achievement, will provide opportunities for learning about various forms of assessments and the implication of these on best instructional practices. ILT and staff will mobilize a system of data collection and analysis to respond in adaptive ways to student specific needs. Implementation of school-wide goals, focused professional development, and actionable feedback to teachers will be in place to strengthen intervention practices.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Progress monitoring of sub skills using Leveled Literacy Intervention assessments in Grades K – 2 and Foundations end-of unit tests, Fountas and Pinnell Continuum of Literacy Continuum – grade level expectations, Math Fact Fluency, Engage NY lessons, Develop Common Assessments aligned with grade level benchmarks, and Open Response items.	Data Source: DIBELS, Foundations Tests, Fact Fluency Tests, End of Unit math tests, Common Assessments, BAS, MAP, MCAS scores

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

In the 2016 - 2017 school year, each classroom within Jacob Hiatt conducts a Morning Meeting exercise to welcome students to a new day and to build classroom community and school-wide culture. This is based on a Responsive Classroom model. Also, this is Year Two of the STAR Shared Expectations – Self Control, Take Responsibility, Active Learning, and Respect. Students are empowered to use the skills to demonstrate procedures for positive communication and behavior focused on self-regulation strategies to support learning. STAR expectations are explicitly taught and modeled for students. The STAR Expectation teacher team will be reporting out and soliciting suggestions for positive behavior reinforcement. In the second year, the goal is to reinforce expectations, further embed expectations within the community and determine ways to support students who need supplemental intervention.

Differentiation:

- Refer students to SSP and/or Internal Coaches when needed.
- Reteaching of STAR expectations throughout the year on a school-wide, classroom, and individual level to promote success.
- Identify an array of effective social-emotional responses and supports for students in need of such assistance.

Best Practices:

- Morning Meeting/Responsive Classroom school-wide
- STAR: Common language and vocabulary
- Growth Mindset

Instructional Leadership Team Implementation

ILT in collaboration with the Shared Expectations team will check-in and support classroom teachers with STAR, to promote higher levels of student engagement and increased ownership of learning. Open STAR Meetings this school year allow all staff to have a voice. Need to closely attend to those students who present at-risk for social/ emotional and behavior concerns that interfere with the academic day.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Professional Learning offered for Responsive Classroom by Hiatt teachers, Book: <u>Mindset</u> by Carol Dweck. Posted shared expectations, collection and review of star card data and office referral data, STAR rollouts, celebrations and re-teaching, explicit teaching, and modeling of STAR expectations.</p>	<p>Data Source: Daily participation in Morning Meeting. Able to state and explain STAR expectations and make a meaningful connection to a productive learning environment. Internalize, own, and demonstrate appropriate behavior strategies, reflect on actions and consequences, develop a growth mindset, and participate in STAR celebrations.</p>

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Jacob Hiatt Magnet School	Jyoti Datta	September 2016- June 2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Morning Meeting and STAR Shared Expectations	All Staff	To build upon our ongoing efforts to establish and support a safe, respectful, and collegial climate for students and staff.
2	Math/Literacy/Science	All Staff	Our needs assessment indicates that we need more emphasis on differentiated and small group instruction with intervention.
3	Teacher Rounds	All Staff	To strengthen our collaborative learning community.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Morning Meeting and STAR Shared Expectations: 2 Hours of PD (November 21)</p> <p>Each classroom within Jacob Hiatt conducts a Morning Meeting exercise to welcome students to a new day and to build classroom community and school-wide culture. STAR Expectation team will be reporting out and soliciting suggestions for positive behavior reinforcement. In our second year, we continue to reinforce our expectations and determine ways to support students who need supplemental intervention.</p> <p><u>Additional:</u> Staff Meetings and District Workshops</p>	<p>At staff meetings and during Instructional Rounds, staff will continue to refine and share practices, seek support, and expand integration of School-wide Focus, Metacognitive strategies, ELA, and Math into Morning Meeting.</p> <p>Open Staff Meetings as well as STAR Committee meetings will provide opportunities to build upon first year successes and make improvements.</p> <p>Continue to infuse our work on Mindset in Morning Meeting and STAR.</p>

	<p>organized starting late Summer 2016. Common Planning Time and common preps have been devoted to understanding the Leveled Literacy Intervention approach and resources from Fountas and Pinnell. This aligns with our school-wide balanced literacy approach using the F & P continuum across all grades K – 6. In September, seven more teachers/IAs visited Tatnuck to observe Literacy instruction – guided reading and intervention practices. Teams have been established and a schedule worked out to support 2 hours of literacy in grades K-2 with an additional 30 minutes of intervention to support student growth.</p> <p><u>Additional:</u> Staff Meetings, CPT, and District Workshops</p>	
3	<p>Teacher Rounds: Teachers will open up their classrooms for Rounds to model and support their colleagues in strengthening expertise of best practices as outlined in our Instructional Focus Statement/Best Practices, Schoolwide Focus, and Metacognitive Strategies encompassing the WPS – High Quality Teaching and Learning standards. Last year our PD allowed us to reenvision this process with our Clark University mentors Holly Dolan and Tom DelPrete. We now have an improved feedback mechanism that supports both the presenters and the observers to deepen knowledge and strengthen practice.</p>	<p>Plan dates and topics for rounds – invite teacher volunteers. First round will focus on Metacognitive Strategies and we intend to accomplish this in October or early November, 2016. Future dates TBD.</p> <p>Principles of Practice:</p> <ul style="list-style-type: none"> -To model instructional practices in a teacher-to-teacher peer observation setting in which these are shared to support professional learning across grade levels. -To promote a trusting professional learning environment that demonstrates a collective effort and productive communication to improve student achievement. -To provide ongoing job-embedded supports to ensure that teachers are supported in knowing and being able to provide rigor. Faculty effectively pursues efforts to increase student achievement through collaborative practices.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Morning Meeting Book – Roxann Kriete & Carol Davis STAR Binder and Resources, Mindset – Carol Dweck	
2	LLI Kits,– print and DVDs, Fountas and Pinnell BAS, Guided Reading – Jan Richardson, Lucy Calkins kits, and additional	
3	Book: Teacher Rounds and Clark University connections and website resources	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Morning Meeting occurring daily in all classrooms. STAR cards being used, logical consequences, data gathering.	STAR card data and surveys
2	Guided Reading and Intervention set to begin in October in grades 1 & 2, and grade K in November	Assessment data – to inform instruction and groupings
3	Teacher Rounds – invite teachers to host rounds; increase comfort level for those who have not lead before consider it.	Frequency of offerings and attendance - as close to 100% participation as possible.