

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Clark Street**

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**School**

**Patricia McCullough**

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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.

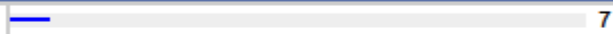
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least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


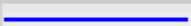

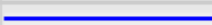









<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Patricia McCullough	Principal	Sept: 7, 21
Bethany Wharton	Instructional Coach	Oct: 5, 19
Marc Grossi	Behaviorist	Nov: 2, 16, 30
Jennifer Whelan	ESL teacher	Dec: 14
Nicole Alaire	Grade One Teacher	Jan: 4, 18
Karen Sullivan	Grade Three Teacher	Feb: 1, 15
Julie Taka	NCC Grade 5/6 Teacher	Mar: 8, 22
		Apr: 5, 26
		May: 10, 24
		June: 7

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

### 2016 Accountability Data - Clark St Community

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Clark St Community (03480055)	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 and subgroups Focus on Students w/disabilities -Hispanic/Latino -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		7
	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>			32 Did Not Meet Target
<a href="#">High needs</a>			37 Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>			-
<a href="#">ELL and Former ELL</a>			39 Did Not Meet Target
<a href="#">Students w/disabilities</a>			34 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>			42 Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-
<a href="#">White</a>			24 Did Not Meet Target

### III. Comprehensive Needs Analysis

<b>Areas of Strength</b>			
<b>Strength</b>	<b>Evidence</b>		
<p><b>ELA</b> – Students in the Economically Disadvantaged and Hispanic/Latino subgroups had the least amount of decline in CPI than all other subgroups on the 2016 PARCC test.</p>	<b>2016 PARCC ELA data</b>	<b>2016 CPI</b>	<b>CPI Change</b>
	All Students	60.4	-11.6
	High Needs	59.0	- 8.4
	Econ. Disadvantaged	60.7	<b>- 6.6</b>
	ELL and Former ELL	56.6	- 9.2
	Students with disabilities	36.3	-12.9
	Hispanic/Latino	59.5	<b>- 6.6</b>
	White	65.0	-16.6
<p><b>MATH</b> - Students in the Economically Disadvantaged and Hispanic/Latino subgroups had least amount of decline in CPI than all other subgroups on the 2016 PARCC test.</p>	<b>2016 PARCC MATH data</b>	<b>2016 CPI</b>	<b>CPI Change</b>
	All Students	46.8	-13.9
	High Needs	46.0	-10.1
	Econ. Disadvantaged	46.6	<b>- 7.3</b>
	ELL and Former ELL	45.8	- 12.4
	Students with disabilities	27.4	-11.3
	Hispanic/Latino	46.1	<b>- 3.1</b>
	White	50.0	-25.7
<p><b>SCIENCE</b> – There was not a decline in the high needs group’s rating for 2016.</p>	<b>2016 MCAS Science data</b>	<b>2016 CPI 56.8 Rating No Change</b>	
	Baseline CPI 67.9	2015 CPI 58.7	
<b>Areas of Concern</b>			
<b>Concern</b>	<b>Evidence</b>		
<p><b>ELA</b> – Student growth percentiles decreased with only 50 points being awarded as compared to 100 points being awarded in 2015.</p> <p>Not one subgroup of students met their state target in ELA for the 2016 testing year. Students with disabilities and white students had the greatest decline.</p>	<p><b>2016 PARCC ELA</b> growth points 50  <b>2015 PARCC ELA</b> growth points 100</p>		
	Group	Baseline CPI	2016 CPI
	All students	81.4	60.4 (-11.6)
	High Needs	75.0	59.0 (-8.4)
	Econ Disadvantaged	67.3	60.7 (-6.6)
	ELL and Former ELL	70.6	56.6 (-9.2)
	w/ disabilities	58.2	<b>36.3 (-12.9)</b>
	Hispanic/Latino	72.6	59.5 (-6.6)
	White	88.7	<b>65.0 (-16.6)</b>

<p><b>MATH</b> - Student growth percentiles decreased with 0 points being awarded as compared to 100 points being awarded in 2015.</p> <p>Not one subgroup of students met their state target in MATH for the 2016 testing year. Students with disabilities and white students had the greatest decline.</p>	<p><b>2016 PARCC MATH</b> growth points 0  <b>2015 PARCC MATH</b> growth points 100</p> <table border="1" data-bbox="1104 204 1848 581"> <thead> <tr> <th>Group</th> <th>Baseline CPI</th> <th>2016 CPI</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>76.0</td> <td>46.8 (-13.9)</td> </tr> <tr> <td>High Needs</td> <td>69.0</td> <td>46.0 (-10.1)</td> </tr> <tr> <td>Econ Disadvantaged</td> <td>53.9</td> <td>46.6 (-7.3)</td> </tr> <tr> <td>ELL and Former ELL</td> <td>66.5</td> <td>45.8 (-12.4)</td> </tr> <tr> <td>w/ disabilities</td> <td>60.3</td> <td><b>27.4 (-11.3)</b></td> </tr> <tr> <td>Hispanic/Latino</td> <td>66.5</td> <td>46.1 (-3.1)</td> </tr> <tr> <td>White</td> <td>84.3</td> <td><b>50.0 (-25.7)</b></td> </tr> </tbody> </table>	Group	Baseline CPI	2016 CPI	All students	76.0	46.8 (-13.9)	High Needs	69.0	46.0 (-10.1)	Econ Disadvantaged	53.9	46.6 (-7.3)	ELL and Former ELL	66.5	45.8 (-12.4)	w/ disabilities	60.3	<b>27.4 (-11.3)</b>	Hispanic/Latino	66.5	46.1 (-3.1)	White	84.3	<b>50.0 (-25.7)</b>
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<p><b>SCIENCE</b> – Over the past four testing years, only once has the grade 5 cohort received any points for narrowing proficiency gaps.</p> <p>Not one subgroup of students met their state target in SCIENCE for the 2016 testing year.</p>	<p><b>2013, 2015 and 2016 MCAS SCIENCE</b> narrowing proficiency gaps points 0  <b>2014 MCAS SCIENCE</b> narrowing proficiency gaps points 25</p> <table border="1" data-bbox="1104 695 1848 808"> <thead> <tr> <th>Group</th> <th>Baseline CPI</th> <th>2016 CPI</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>75.6</td> <td>58.3 (-5.0)</td> </tr> <tr> <td>High Needs</td> <td>67.9</td> <td>56.8 (-1.9)</td> </tr> </tbody> </table>	Group	Baseline CPI	2016 CPI	All students	75.6	58.3 (-5.0)	High Needs	67.9	56.8 (-1.9)															
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<p><b>Office Referrals</b> – There was a significant increase in the number of office referrals and suspensions during the 2015-2016 school year.</p>	<table border="1" data-bbox="1104 815 1848 987"> <thead> <tr> <th>Academic Year</th> <th>Referrals</th> <th>Suspensions</th> </tr> </thead> <tbody> <tr> <td>2015 – 2016</td> <td>910</td> <td>133</td> </tr> <tr> <td>2014 – 2015</td> <td>673</td> <td>40</td> </tr> <tr> <td>2013-2014</td> <td>711</td> <td>96</td> </tr> <tr> <td>2012-2013</td> <td>331</td> <td>39</td> </tr> </tbody> </table>	Academic Year	Referrals	Suspensions	2015 – 2016	910	133	2014 – 2015	673	40	2013-2014	711	96	2012-2013	331	39									
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## 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>• School leaders understand the importance of high expectations and positive regard between leadership, staff and students, and implement strategies/activities to ensure that these elements are in place.  <b>(Turnaround Practice 1.2)</b></li> <li>• School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined.  <b>(Turnaround Practice 1.4)</b>            The schedule includes adequate time for professional development opportunities and collaboration for most teachers. There is a process in place for evaluating the schedule based on collected data to maximize opportunities for teacher professional development and ensure it helps all educators continually improve their practice and have collaboration time.  <b>(Turnaround Practice 1.6)</b></li> </ul>
<b>Instructional Leadership Team Implementation</b>	Administration, Instructional coach and ILT members: <ul style="list-style-type: none"> <li>• The principal and coach will review lesson plans and analyze data (formative/summative/anecdotal) to determine instructional priorities and professional learning.</li> <li>• ILT members met weekly. The principal and instructional coach are members of that team. The principal and coach set the agenda and provide data to be reviewed; ILT members determine instructional priorities and professional learning.</li> <li>• Members plan PD (professional development) for delivery at staff and PLC (Professional Learning Community) meetings with a focus on instructional deliver of ELA, Math and Science content.</li> <li>• Members discuss PD feedback from instructional staff.</li> <li>• Principal and coach review school wide and specific grade level schedules on an ongoing basis and revise schedules as needed.</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> PLC agendas, ILT agendas, staff meeting agendas, conversations with staff members, formative assessments, teacher lesson plans and observations and staff schedules.	<b>Data Source:</b> Results on formative assessments, student learning projects, student assessment data

**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**

- Formal strategies and processes (e.g., instructional leadership team, collaborative planning, and professional learning communities) are in place, with protocols for using data and identifying actions to address individual students’ academic needs. **(Turnaround Practice 2.3)**
- Instructional leaders conduct regular classroom observations (e.g., learning walkthroughs) to gauge the quality of instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction. **(Turnaround Practice 2.4)**
- 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. **(Turnaround Practice 2.7)**

**Instructional Leadership Team Implementation**

- Administration, Instructional coach and ILT members:
- Monitor, enhance, and align teachers’ understanding and implementation of core instruction and school-wide best practices through observations, feedback, and collegial collaboration:
    - **Balanced Literacy** –Guided Reading, Word Work, Fluency, Vocabulary Instruction, Close Reading, Writing Across the Curriculum (SRSD - self regulated strategy development), Ongoing Formative Assessments, Foundations
    - **Balanced Math Workshop** – mini lesson/modeling, guided practice, independent practice, self-monitoring, math fact fluency, daily protocol for word problems (POW)
    - **Science** – provide hands on inquiry based science exploration and related content reading, writing in the content area (SRSD), Close Reading and Vocabulary Instruction
  - Identify and implement high quality instructional resources for instruction in all content areas including paper and on line resources.
  - Use formative assessments to provide differentiated instruction in ELA, Math and Science.
  - Structure instructional delivery for students with disabilities to maximize individual or small group instruction.
  - Structure instructional delivery for all students to provide opportunities to fill in academic gaps that are skill specific.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:** Analyzed formative assessment data with child centered steps for specific small group remediation or whole class re-teaching, writing rubric results.

**Data Source:** Results on student writing rubric, results on formative assessments given in all content areas.

**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.**

- All students experience research-based academic interventions appropriate for their specific needs. These best practices and enrichment opportunities are implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support.  
**(Turnaround Practice 3.1)**
- Most staff members are provided with training and support to ensure that they: (1) identify cues when students need additional assistance (both academic and nonacademic) and (2) respond appropriately to those cues.  
**(Turnaround Practice 3.2)**
- 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 school-wide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year.  
**(Turnaround Practice 3.3)**

**Instructional Leadership Team Implementation**

- Administration, Instructional coach and ILT members:
- Implement tiered approach to reading using research-based strategies and materials for student in grades K-6.
  - All instructional staff continuously analyze data (formative and summative) to inform instruction for groups of students and individual students.
  - Utilize support staff to minimize group size and maximize services to identified students with a priority to decrease group size for students with disabilities.
  - PD for support staff and tutors in teaching writing across the curriculum, daily protocol for word problems (POW) and fact fluency.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:** Lesson plans, formative assessments, observations, support staff schedules and teacher analysis of formative assessments that are student specific.

**Data Source:** BAS scores, MAP scores, formative assessment results, Foundations



**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>• The school wide behavior plan includes a defined set of behavioral expectations, and a system and set of structures for positive behavioral supports are aligned to those expectations. <b>(Turnaround Practice 4.1)</b></li> <li>• Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. <b>(Turnaround Practice 4.2)</b></li> <li>• Structured opportunities for students to participate in expanded learning programs are in place and are well defined. <b>(Turnaround Practice 4.3)</b></li> </ul>
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<b>Instructional Leadership Team Implementation</b>	<p>Administration, Instructional coach and ILT members:</p> <ul style="list-style-type: none"> <li>• Monitor the systemic implementation of positive behavioral systems used for school-wide strategies (Cougars Care expectations) ensuring that supports are implemented as appropriate – Tier 1 Universal, Tier 2 Targeted, and Tier 3 Intensive.             <ul style="list-style-type: none"> <li>○ Tier 1 - Ensure common language and expectations for behavior are taught, practiced, reinforced and celebrated</li> <li>○ Tier 1 - Social Skills groups in each primary classroom for all students</li> <li>○ Tier 1 - Morning meetings</li> <li>○ Tier 2 - Implement Check Ins for specific students with supportive adult for continuous behavior improvement</li> <li>○ Tier 3 - Daily lunch bunch social skills groups</li> <li>○ Tier 3 –Child specific targeted behavior plans</li> </ul> </li> <li>• Conduct student specific meetings with school personnel, families and outside providers to check progress and interventions in place and modify as needed.</li> <li>• Provide incentives for good behavior, such as PAW awards, phone calls home, monthly birthday assemblies and positive behavior celebrations.</li> <li>• Utilize SSP process and Cougars Care committee meetings to identify students in need of Tier 2 and Tier 3 social/emotional interventions.</li> </ul>
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**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Office referrals, lists of students who earned which tier of monthly celebration activities, Cougars Care agendas, staff meeting agendas	<b>Data Source:</b> Office referrals, individual behavior plan results; MAP, formative assessments, report cards

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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Clark Street School	Patricia McCullough	August 2016 – June 2017

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<b>ELA:</b> Teachers will refine and further develop their knowledge and practice of the elements of Balanced Literacy in their daily instruction and use formative assessments as a guide to create flexible groups for initial teaching and re-teaching.	Classroom, special education and English Language Teachers Instructional Assistants Tutors	Accountability data last year reflected that none of the third graders reached exceeds or meets expectations levels on PARCC ELA. Two met expectations in grade four, nine met expectations in
2	<b>Math:</b> Teachers will implement and refine a Balanced Math approach, use formative assessments as a guide to create flexible groups for re-teaching, provide daily math fluency opportunities and practice in answering open response questions.	Classroom, special education and English Language Teachers Instructional Assistants Tutors	Accountability data last year reflected that four of the third graders met expectations and one exceeded expectation levels on PARCC MATH. Two fourth graders met expectations, one fifth grader
3	<b>Science:</b> Teachers will develop and implement science instruction that emphasizes opportunities for student discovery through inquiry and practical application. Teachers will use SRSD to incorporate writing in this content area.	Classroom, special education and English Language Teachers Instructional Assistants Tutors	Accountability data last year reflected only four of the 29 children in fifth grade scored in the advanced and proficient category on MCAS Science.

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Every PLC meeting will include review of a formative assessment and the components of balanced literacy.	Meetings with the district ELA and Social Studies liaisons will occur on a continuous cycle.
	Teachers will observe model lessons demonstrating exemplary practices in guided reading. Observations and follow up discussions will occur in a continuous cycle.	Teachers will discuss attributes of the lesson and collaborate in PLC teams to create lesson plans for selected level texts implementing effective strategies seen in the model lessons.
	Teachers will conduct close reads on guided reading and balanced literacy research. PLC team leaders will lead an exploration of the Fountas & Pinnell continuum of learning.	Teachers will work in PLC teams to identify and plan meaningful lessons and activities to develop student literacy based on those readings.
2	ILT members will present the Balanced Approach to Math Instruction and discuss practices within the math block that should be aligned within the building. Teachers will unpack curriculum resources (common core state standards, scope and sequence, unit guides, Go Math and Engage New York alignment documents, MCAS/PARCC released test items) to map out future instruction.	Teachers will work in content level teams to identify and plan meaningful lessons and activities to develop student mastery of grade level math content.
	Teachers will be trained in the use of technology to remediate math skills and increase number fluency.	Meetings with the district technology coach will occur on a continuous cycle.
3	Teachers will participate in quadrant and school wide collaboration on teaching SRSD skills for science open response questions.	Meetings with the district Science liaisons will occur on a continuous cycle.

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Notice and Note Book, leveled materials, SEI Smart card	A community component to local libraries will be introduced to parents.
2	School budget for supplemental materials; print shop	More IPADS or classroom computers are needed to provide more daily practice.
3	Quadrant SRSD staff meetings and grade level collaboration meetings, print shop	Meetings with science liaison at the school level should center on planning labs that go along with the open response questions.

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	All children are placed in leveled literacy groups. All professional learning centers on balanced teaching.	Professional learning needs to be differentiated in the components of a well taught balanced literacy lesson.
2	Support staff is assigned to both first, second and fourth grade math classes and one grade three and five class.	A graphic organizer needs to be used by all staff when teaching that incorporates SRSD and number sense.
3	Monthly meetings with district science liaisons have been scheduled for the first four months of the school year.	A substitute has been scheduled for those dates to allow staff to be released from their classroom to meet with the liaisons.