SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2017 - 2018

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

Vernon Hill School

Craig Dottin

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction/materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college/career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college/career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college/career readiness contractual service provider at our vocational-technical high school.

Worcester Public School Transition Plan for Assisting Preschool Children

Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.

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
Diane Brophy	Grade K Teacher	Sept:
Amie Poland	Grade 1 Teacher	Oct: 2,16,25
Stacy Patsis	Grade 2 Teacher	Nov:1,15,29
Brooke Arnold	Grade 3 Teacher	Dec:5
Kimberlee Powell	Grade 4 Teacher	Jan 3,17,31
Donila Cule	Grade 5 Teacher	Feb: 7, 28
Colleen C.Donahue	Grade 6 Teacher	Mar: 7, 14, 28
Briana Buffone	Instructional Coach	Apr: 11, 25
Jen Selzo	Intermediate Special Ed Teacher	May: 2,16, 30
Holly Fogwill	ELL Teacher	June: 6

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Vernon Hill School

Organization Information

District:	Worcester (03480000)	**School type:**	Elementary School
School:	Vernon Hill School (03480280)	**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

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	266	265	100	Yes	265	265	100	Yes	66	66	100	Yes
High needs	246	245	100	Yes	244	244	100	Yes	63	63	100	Yes
Econ. Disadvantaged	207	207	100	Yes	205	205	100	Yes	52	52	100	Yes
ELL and Former ELL	141	140	99	Yes	140	140	100	Yes	38	38	100	Yes
Students w/disabilities	51	51	100	Yes	50	50	100	Yes	10	-	-	-
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	1	-	-	-
Asian	13	-	-	-	13	-	-	-	5	-	-	-
Afr. Amer./Black	58	58	100	Yes	58	58	100	Yes	17	-	-	-
Hispanic/Latino	122	122	100	Yes	122	122	100	Yes	30	30	100	Yes
Multi-race, Non-Hisp./Lat.	18	-	-	-	18	-	-	-	5	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	54	53	98	Yes	53	53	100	Yes	8	-	-	-

III. Student Attendance and Retention

Vernon Hill School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	93.8	94.1	94.6
Average # of days absent	9.5	9.8	9.3
Absent 10 or more days	40.6	36.5	33.3
Chronically Absent (10% or more)	19.3	16.9	13.5
Unexcused Absences > 9	40.3	33.8	15.8
Retention Rate	0.2	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):
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):

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**
Increase in Grade 3 performance ELA (+15) Increase in percent of students Meeting Expectation + 15% (as compared to outcomes/proficient for 2016)	MCAS- Data from the Massachusetts Department of Elementary and Secondary Education.
More than half of students in the school scored within the Partially Meeting Expectation range with 2/3 scoring close to the 500 mark. This indicates that many students are close to meeting expectation achievement.	MCAS- Data from the Massachusetts Department of Elementary and Secondary Education
SGP increases 2017 Grade 4 ELA (60) Math (54) compared to 2016 (45) and (44) 2017 Grade 5 ELA (72.5) as compared to 2016 (52)	MCAS- Data from the Massachusetts Department of Elementary and Secondary Education.
Areas of Concern	
Concern	**Evidence**
Overall whole school results are depressed with only 27% of students met or exceeded standard in ELA 18% in mathematics and 7% science.	MCAS- Data from the Massachusetts Department of Elementary and Secondary Education.
In all grades and subjects (ELA, math, science) the percent of students scoring Meeting or Exceeding Standard was less than the district and the state. Conversely, the number and percent of students Partially Meeting and Did Not Meet were significantly higher than the state and in isolated cases close to the district. This indicates that students at VHS did not score as well as the District or the State across all grades and subjects.	MCAS-Data from the Massachusetts Department of Elementary and Secondary Education.
Science achievement was poor with only 7% meeting proficiency- this indicated an 11% decrease from 2016. 50% of grade 5 students scored in the warning range of science in 2017, this was significantly higher than both the district and the state.	MCAS- Data from the Massachusetts Department of Elementary and Secondary Education.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
HIGH EXPECTATIONS- Vernon Hill Elementary is working to increase rigor and academic standards, in order to position all students for success. We will provide high quality, aligned learning experiences for all learners. We plan to do this in a variety of ways: identify and improve our "best practices", focus upon student engagement and discourse and use formative assessment to measures our progress and performance. Our goal will be to deliver intentional, well-designed instruction using common instructional strategies in order to leverage academic improvements. (Hattie's Teacher estimates of learning: 1.62)
TEAMWORK-Vernon Hill Elementary staff share a belief that all students are capable of learning at high levels, teamwork and that collaboration and collective decision-making can positively influence student achievement (Hattie's Collective teacher efficacy: 1.57)
CATCH-UP GROWTH-Vernon Hill Elementary has developed a Response to Intervention approach for students in grades K-6 that provides "catch-up" opportunities in reading, writing and mathematics skills. (Hattie's Response to Intervention:1.07)
DATA DRIVEN DECISIONS-Vernon Hill Elementary has recently developed Data Cycles which includes: meeting regularly about students' performance, achievement and improvements. We currently look at student work samples, common assessments, grade level writing prompts, Math performance assessments and other interim assessments such as: BAS, MAP and DIBELS. (Hattie's formative evaluation: .68)
Vernon Hill Staff employ intentional, instructional strategies to accelerate learning
II.   Monitor the implementation of best practices through frequent feedback
III.   Focus upon collaboration and strategic use of professional time.
IV.   Maximize the use of time for instruction
V.   Provide intervention for catch up growth
VI.   Data driven instruction
Our Best Instructional Practices
Balanced Literacy
Lucy Calkins Writing
Guided Reading
Small Group Instruction
Standards-Based Mathematics

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)	
Prioritized Best Practices or Strategies **(Include differentiation to ensure access for targeted student populations)**	**Vision/theory of Action and Buy In-** A vision of "excellence for all" exists at VHS. This statement of purpose drives our current school improvement efforts. Our staff understand the importance of high expectations and positive regard between leadership, staff and students and implement strategies or activities to ensure that these elements are in fact in place. Staff hold high expectations and belief systems that contributed to a positive culture. **Monitoring Implementation and School Progress-** School leaders are actively engaged in monitoring implementation of turnaround efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, and continuously and systematically monitor progress. School leaders regularly visit classrooms, participate in GLT and ILT meetings as drivers of change, learners, and participants. **Use of Time/PD/Collaboration-** The schedule includes adequate time for professional development opportunities and collaboration for staff at Vernon Hill School-emphasized collaboration through; ILT, GLT, Staff Meetings and continual, all school effort to develop best practices through targeted coaching, peer observations, feedback, model lessons and collaboration.
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	● Meet bi-weekly to discuss strengths, challenges, and next steps ● Participate in Common Planning Time/Grade Level Teams weekly ● Analyze school/grade level data in weekly PLC and GLT meetings ● Plan and Delivery PD aligned to Best Practices in Literacy, Math, and Science**.**
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: ILT, GLT, CPT, Staff Meeting Agendas ILT, CPT, minutes Assessment Binder Informal and Formal Observation	**Data Source:** Student Assessment Data Student Work Samples (journals, writing) Formal and Informal Observations

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 **(Include differentiation to ensure access for targeted student populations)**	**Instructional Expectations-** Specific or precise expectations for teachers' classroom practices are consistently communicated, understood by most staff and faculty, and monitored throughout the school year. Vernon Hill staff continuously work to improve adopted "best practice" and deliver high quality learning experiences for all students. Weekly communicated and day to day feedback help guide the improvement processes at VHS. **Identifying and addressing student needs-** Formal strategies and processes (e.g., instructional leadership team, collaborative planning, and professional learning communities) and protocols for using data and identifying actions to address individual students' academic needs are in place and consistently used, but communication among all staff about action steps is limited. Vernon Hill employs customized RTI approaches that are focused upon "catch-up" growth for all students. **Instructional Schedule-**Instructional schedules are developed collaboratively with staff to ensure that instructional support staff service is coordinated, targeted and relevant. Providing differentiated access to high quality core instruction is a highly regarded strategy at VHS. Data is continually revisited, disaggregated and evaluated to ensure best approaches are determined in order to deliver quality, targeted catch-instruction. **Structures**, **practices**, and **use of resources** (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation are in place and consistently implemented, resulting in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks, that meet the needs of each student.
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	Instructional Leadership Team will work with Grade Level Team's to: Guide and direct academic and instructional progress Analyze assessments results and create adjustments Look at student work in formal and intentional ways (protocols) Focus upon improving the quality of school-wide instruction expectations, schedules, and structures for improvement. Use of rounds to share excellence from teachers demonstrating exemplary skills

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: ● Instructional Leadership Team, Grade Level Team, ● Common Planning Time, and Staff Meeting Agendas ● Instructional Leadership Team, and Common Plan Time minutes ● Lesson Plans ● Assessment Binder ● Informal and Formal Observations	**Data Source:** ● Student Assessment Data ● Student Work Samples (journals, writing) ● Formal and Informal Observations

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 **(Include differentiation to ensure access for targeted student populations)**	**Provide Strategic Academic Interventions-**Specific, research-based interventions and enrichment experiences are defined and planned and regularly provided, although student participation is not systematic (e.g., tiered system of support), or interventions are not comprehensive (e.g., available for both English language arts and mathematics). Barriers may include scheduling conflicts or other structural challenges. VHS teachers employ many strategies such as: guided reading, small group instruction, word work, fluency and comprehension practice, explicit math instruction and the use of technology to assist students accelerate learning. **Multitier System of Support-** Staff members are provided with training and support to ensure that they: (1) identify cues when students need additional assistance (both academic and non-academic) and (2) respond appropriately to those cues. Staff utilize multiple forms of data to determine areas needing improvement. Systems, procedures and processes are well developed and inform decision-making. Academic performance is monitored closely using a varied and comprehensive data review cycle and non-academic performance are reviewed through the lens of the majority Tier 1 behavioral system in place at VHS (PBIS). **Frequent and on-Going Progress Monitoring-**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.
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	● Analyze student assessments and student work to identify specific students ● Create schedule ensuring that core instruction is not impacted ● Utilize support staff to minimize group size and maximize identified students accessing RTI block during scheduled time.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source:	**Data Source:**

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 (**Include differentiation to ensure access for targeted student populations**)	**Schoolwide Behavior Plan-** PBIS is evident and evolving at VHS. This Tier 1 system 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, most staff members implement the procedures outlined in the schoolwide behavior plan. Leaders monitor implementation using data and staff adjust efforts to meet the goal of a safe and secure environment for learning. Enhancing the culture and climate in service to instruction and growth at VHS is a top priority. **Adult-Student Relationships-** VHS has focused upon developing trusting, caring, and authentic relationships with students-(e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. These supports are monitored actively to determine whether they are meeting the needs of the school. Check and connect has been established and creates a predictable manner in which students needing extra support may access help from adults. **Family and Community Engagement-**Leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systemic system of wraparound services (e.g., health, housing, referrals). Leaders and staff assess the needs of students and families throughout the school year.
Instructional Leadership Team Implementation (**Explain how ILT members implement and measure school-wide strategies.**)	● ILT will work with PBIS team to analyze monthly discipline data, plan monthly celebrations, and plan cool tool lessons to support universal program ● ILT will work to utilize PBIS in classrooms in order to improve culture and climate conditions ● ILT will work with SSP team to align PBIS goals, tools, and strategies ● ILT will work with SAC and Clinician to support students and families as needed to ensure that they have access to system wide supports and community agencies.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Informal/formal observations PBIS Matrix Classroom Behavior Chart	**Data Source:** Office Referrals Increase in all academic outputs Observe improved coping skills and abilities to navigate social constructs of school.

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Vernon Hill School	Craig Dottin	

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Through shared responsibility and professional collaboration, teachers will build an expertise in writing across content for multiple purposes	Grades K-6	To employ intentional practices for improving teacher specific instruction in writing across content areas. Evidence Source: Writing assignments, rubrics, journals, research projects, ready common core, scholastic, writes notebook.
2	Through shared responsibility and professional collaboration teachers will build an expertise in the math workshop model.	Grade K-6	To employ practices for improving teacher specific instruction in math. Evidence Source: Standards based weekly assessments, math journals, open response questions, math facts fluency, MCAS
3	Through shared responsibility and professional collaboration teachers will build an expertise in literacy aligned to Science (vocabulary, discourse, visualizing, and hands on learning opportunities).	Grades K-6	To provide direct instruction and effective feedback to ensure high, quality instruction and content delivery in Science. Evidence Source: science journals, science assessments, research projects, non-fiction/opinion writing assignments, and MCAS.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Teachers will attend a workshop where they will determine what elements should be included in a challenging word problem, and then together create multiple problems at various grade levels	Teachers will bring created word problems to subsequent PD to be shared out with staff for feedback and encouragement.
	Teachers will review the problem-solving steps created previously and uncover strategies to use within these steps.	Inquiries about possible strategies on how to solve specific, challenging word problems will be modeled during PD.
2	PD will be given on the necessary components of an effective guided reading block.	Questions will be answered as they arise.
	Guided reading will be modeled at all grade levels.	Individual assistance beyond modeling will be given as the need is indicated.
3	Review protocol of backward design curriculum unit creation during PD and through review of materials found in the annual teacher binder.	FIC will be available to answer any questions about backwards design.
	Create additional curriculum units and learning activity plans in grade level teams	Creation of curriculum units will be ongoing, cooperative, and assisted as needed.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Curriculum Unit Plan protocol, Common Core Curriculum standards, model units	Time needs to be given to teachers to work collaboratively. High quality texts need to be available.
2	Daily Guided Reading Plan template, whole group reading protocol, Depth of Knowledge document, SEI instructional	Schedules need to be adjusted and flexible
3	"IINTENTIONAL TALK" book, Elements of Challenging Word Problems document, grade level standards.	Technology should be available to view related, high-order problems.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		