

The following items will be discussed at the meeting of the Standing Committee on Accountability and Student Achievement to be held Monday, January 24, 2011 at 5:45 p.m. in Room 410 at the Durkin Administration Building:

gb #0-220.1 - Administration/Ms. Novick/Miss Biancheria/Mr. Foley/r. Monfredo/Mr. O'Connell (September 10, 2010)

Response of the Administration to the request to provide a report detailing the enrollment changes from grade 6 to grade 7 and from grade 8 to grade 9 by quadrant.

gb #0-332 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell (December 7, 2010)

Request that the Administration update the School Committee on the individual school's accountability plans for the 2010 school year.

ros #1-1 - Administration (January 11, 2011)

PROGRESS REPORT ON DISTRICT INITIATIVES

motion (gb #0-268) - Ms. Novick (October 7, 2010)

To create requirements in the following area for any Innovation School proposed in Worcester, whether by the Administration or any other group:

Adherence to local, state, and federal regulations and laws

Committee Members
Mary Mullaney, Chairman
Tracy Novick, Vice-Chairman
Brian A. O'Connell

Administrative
Representative
Dr. David Perda

OFFICE OF THE
CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MA 01609

AGENDA #1

The Standing Committee on ACCOUNTABILITY AND STUDENT ACHIEVEMENT will hold a meeting:

on: Monday, January 24, 2011
at: 5:45 p.m.
in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

- I. CALL TO ORDER
- II. ROLL CALL
- III. GENERAL BUSINESS

ros #0-13 - Administration (June 11, 2010)

COMPREHENSIVE ACCOUNTABILITY SYSTEM

gb #0-28 - Ms. Novick/Mr. Foley/Mr. Monfredo/Mr. O'Connell (January 21, 2010)

Request that the Administration provide the 2009 Advanced Placement Report for all high schools to include:

- the number of students that requested AP classes last year by class
- the number of students who then actually entered the class and
- the criteria for entering each particular AP class by school.

gb #0-220.1 - Administration/Ms. Novick/Miss Biancheria/Mr. Foley/r. Monfredo/
Mr. O'Connell (September 10, 2010) **Annex A (2 pages)**

Response of the Administration to the request to provide a report detailing the enrollment changes from grade 6 to grade 7 and from grade 8 to grade 9 by quadrant.

gb #0-293.1 - Administration/Miss Biancheria/Mr. Monfredo (November 23, 2010)

Response of the Administration to the request to provide a report for September and October on the number of high school student transfers indicating the names of the schools and the reason for the transfer.

gb #0-332 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell (December 7, 2010) **Annex A (34 pages)**
Annex B (50 pages)

Request that the Administration update the School Committee on the individual school's accountability plans for the 2010 school year.

ros #1-1 - Administration (January 11, 2011)

Annex A (25 pages)
Annex B (4 pages)
Annex C (4 pages)

PROGRESS REPORT ON DISTRICT INITIATIVES

motion (gb #0-268) - Ms. Novick (October 7, 2010)

Annex A (7 pages)
Annex B (7 pages)

To create requirements in the following area for any Innovation School proposed in Worcester, whether by the Administration or any other group:

Adherence to local, state, and federal regulations and laws

IV. ADJOURNMENT

Helen A. Friel, Ed.D.
Clerk of the School Committee

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Monday, January 24, 2010

ITEM: Administration/Ms. Novick/Miss Biancheria/Mr. Foley/r. Monfredo/Mr. O'Connell
(September 10, 2010)

Response of the Administration to the request to provide a report detailing the enrollment changes from grade 6 to grade 7 and from grade 8 to grade 9 by quadrant.

PRIOR ACTION:

- 8-26-10 - Referred to the Administration.
Mayor O'Brien made the following motion:
Request that the Administration provide the breakdown in the South Quadrant by school.
On a voice vote, the motion was approved.
- 9-16-10 - Referred to the Standing Committee on Accountability and Student Achievement.

BACKUP:

Annex A (2 pages) contains a copy of the Administration's response to the item.

Worcester Public Schools		2010-11 School																					
Changes in School Enrollment between 2009-10 and 2010-11 by Quadrant and Status of Student as a 6th or 8th Grader in 2009-10																							
09-10 Quadrant		2010-11 School																					
09-10 School		Total	18 - Temp Expelled Before 94 Or 99	21 - Burncoat High	22 - Doherty Memorial High School	23 - North High	24 - South High	25 - Worcester Technical High School	29 - Claremont Academy	30 - Univ Park Campus	31 - Burncoat Middle	33 - Forest Grove	35 - Worc East Middle	36 - Sullivan Middle	57 - City View	71 - May St	77 - Norrback Av	85 - Union Hill	88 - Mcgrath	90 - Chandler Magnet	94 - Wps Expulsions	99 - Special Ed	Left System
6th	Graders 2009-10																						
B	46-BURNCOAT ST PREP	25									23												2
B	50-CLARK ST	42								30		3		2									7
B	68-LINCOLN ST	19								17													2
B	77-NORRBACK AV	70								43	16	3	4										4
B	82-WORCESTER ARTS MAG	39								29	3	3	3										4
B	84-THORNDYKE ROAD	44								36	2												6
B	87-WAWECUS ROAD	25								14	6			1									4
B	88-MCGRATH	44								2	17						1	21					2
D	49-CHANDLER EL COMM	35								1	21	6	4									1	1
D	55-FLAGG ST	54									36		2										16
D	67-JACOB HIATT MAG	51								1	3	4	15	4	13								11
D	71-MAY ST	47									34	1		1		1							8
D	73-MIDLAND ST	36									30												6
D	76-NELSON PLACE	50									2	35	1	1									11
D	83-TATNUCK MAGNET	53									1	42	1	1									7
D	89-WEST TATNUCK	27									23		3										1
D	90-CHANDLER MAGNET	67								2	1	5	37	9	10				2				1
D	93-ELM PARK COMM	69									1	2	43	2	7								13
N	57-CITY VIEW	87									16	9	43	7	1								11
N	59-GRAFION ST	46									1	2	38										2
N	65-LAKE VIEW	33									2	1	14	2									13
N	80-RICE SQUARE	60									3	1	39	2									16
N	81-ROOSEVELT	70									3	4	35	5									21
N	85-UNION HILL	50	1								2	39	5										2
N	92-BELMONT STREET COMM	56									1	5	30	1					1				7
S	48-CANTERBURY ST MAG	63								4	4	5		44									4
S	51-COLUMBUS PARK PREP	44								4	5	1	1	30									4
S	56-GODDARD SCHOOL	81								3	25	7	4	37									4
S	58-GATES LANE	68									2	9	7	1									5
S	63-HEARD ST	41									1	2	1	30									4
S	79-QUINSIGAMOND	89								2	1	3	3	73									4
S	86-VERNON HILL	46									1	1	11	28									5
S	91-WOODLAND ACADEMY	41								34	1	1		3									2

Worcester Public Schools

2010-11 School

Changes in School Enrollment between 2009-10 and 2010-11 by Quadrant and Status of Student as a 6th or 8th Grader in 2009-10

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Monday, January 24, 2011

ITEM: Miss Biancheria/Mr. Monfredo/Mr. O'Connell (December 7, 2010)

Request that the Administration update the School Committee on the individual school's accountability plans for the 2010 school year.

PRIOR ACTION:

- 12-16-10 - Referred to the Standing Committees on Teaching, Learning and Student Supports and Accountability and Student Achievement.
Miss Biancheria made the following motion:
Request that the Administration provide at both Standing Committees hard copies of sample accountability plans when the item is discussed at the Standing Committee level.
On a voice vote, the motion was approved.
Ms. Novick made the following motion:
Request that the Administration provide electronically all of the accountability plans for review by the School Committee.
On a voice vote, the motion was approved.

BACKUP:

- Annex A (34 pages) contains a copy of the 2010-11 School Accountability Plan for Union Hill School.
Annex B (50 pages) contains a copy of the 2010-11 School Accountability Plan for Goddard School of Science and Technology.

SCHOOL ACCOUNTABILITY PLAN
Worcester Public Schools
2010 - 2011



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

Union Hill School
School

Marie D. Morse
Principal or Administrator

Melinda Boone Ed.D
Superintendent

Directions for Completing the School Accountability Plan

If you have any questions regarding the planning process and/or the use of the template, please contact the appropriate Quadrant Manager.

I. School Instructional Leadership Team & School Site Council

- List the personnel and their positions
- List the dates (minimum of 2 per month) of the leadership team meetings for the year

II. Comprehensive Needs Analysis:

- List specific strengths and concerns/weaknesses, supported by evidence
- Evidence may be qualitative or quantitative
- Add additional rows to the Strengths and Weaknesses sections as necessary

III. Action Plan:

- There will be 5-6 action plan documents – one plan for each identified SMARTe goal
- See the table in Appendix A for the number of SMARTe goals needed for each strategic goal.
- See Appendix B for sample phrasings and lists of best instructional practices, resources, practices and personnel.
- Adult Implementation Indicators identify the adult actions that must take place to impact the identified goal
- See Appendix C for a sample action plan

IV. Action Steps:

- Complete this chart for each best practice or strategy (5-6 total)
- Identify the action steps needed to address and implement the action plan for each of the school's SMARTe goals
- There should be no more than 10 action steps per identified best practice or strategy
- At least one action step needs to address family engagement inclusion
- For each action step, identify the timeline for which this action step will be implemented or addressed
- For each action step, identify the person(s) responsible for implementing and reporting on its progress
- For each action step, identify the measures used to monitor progress of each action step
- For each action step, identify the resources and funding, if applicable.

V. Professional Development Plan

- The professional development plan identifies activities that are needed in order to support the strategies and actions listed in the Action Steps.
- Review of the professional development opportunities and implementation is part of the Ongoing Evaluation process.
- See Section 4 of the District Accountability Framework for more detailed guidelines on professional development.
- See Appendix D for a sample portion of a Professional Development Plan.

VI. Ongoing Evaluation – 5 Week Status Report:

- Status reports will be completed by the Central Office Department Leadership Team beginning on December 3 and every five weeks thereafter through the end of the school year.
- The purpose of the status reports is to review progress being made on the selected practices or strategies so that modifications can be made if necessary.
- List the 5-6 identified best practices or strategies (from your 5-6 action plans)
- List the Adult Implementation and Student Results Indicators
- Using a bulleted list of phrases or statements, reflect on the current level of implementation of the action steps.
- Shall the school maintain or modify this strategy? If you choose to modify this strategy, include in your reflection the reasoning behind the change.

VII. End of Year Reflections and Next Steps:

In this section, schools describe the successes and challenges of their improvement efforts. The following questions may assist in the development of this qualitative summary:

- How does our performance compare to last year for every student subgroup and targeted student population?
- How do individual student's performance compare to their previous year's results?
- What are the root causes for student performance results?
- Which strategies improved student achievement in each student subgroup and targeted student population and which ones did not? Why?
- What changes will we make to the strategies in order to improve student achievement in each student subgroup and targeted student population?
- What are we doing to foster continuous improvement?
- What are we learning about student learning and how does this drive our professional development?
- As a school what do we do to meet the needs of the students who are not achieving?
- As a school what do we do to challenge the students who have already mastered prioritized grade level skills and concepts?
- What are our next steps for next year?

IA. 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 SMARTe 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
MaryBeth Juneau	Interventionist	Sept: 3, 10, 17, 24
Jennifer Lee	Focused Instructional Coach	Oct: 1, 15, 22, 29
Tara Dexter	Kindergarten Teacher	Nov: 5, 12, 19
Fawn Robideaux	Grade 1 Teacher	Dec: 3,10, 17
Rosemary Ford	Grade 2 Teacher	Jan: 7, 14, 21, 28
Elena Poulaksis	Grade4 Teacher	Feb: 4, 11, 18
Carolan Kasper	Grade 5 Teacher	Mar: 4, 11 18, 25
Kevin Brennan	Grade 6 Teacher	Apr: 1, 8, 15, 29
Maria Palmieri	Fast For Word Teacher	May: 6, 13, 20, 27
Marie Morse	Principal	June: 3, 10

IB. School Site Council Members

The School Site Council meets once per month. The Site Council brings various stakeholder groups (faculty, administration, staff, students, community members) together to discuss common concerns, current status, and various other matters.

Name	Position	Site Council Meeting Date
Hacinth Weaver	Parent	Sept: Sept. 9
Aliceball	Parent	Oct: Oct. 20
MarBeth Juneau	Interventionist	Nov: Nov. 17
Alan Pettway	School Adjustment Counselor	Dec: Dec. 15
Lisa Hoey	Kiwanis Club	Jan: Jan. 19
Dexter Morse	Worcester Academy	Feb: Feb. 9
Marie Morse	Principal	Mar: Mar. 16
		Apr: Apr. 13
		May: May 18
		June: June 15

II. Comprehensive Needs Analysis (Good News, Urgent Statements)

Complete this summary of strengths and concerns after you have completed a thorough data analysis.

Areas of Strength	
Strength	Evidence
Small cohort growth- in ELA from 2007-2008 Grades 3-6 2008-2010 Grades 3-5	Increase of 26%- 11% to 37% on MCAS ELA Increase of 9%- 16%-25% on MCAS ELA
CPI-slight improvements in ELA for all subgroups.	Improvement in all reported subgroups- average of 2.0 CPI points
Increase in student enrollment.	311 students school year 2009-20010 352 students school year 2010-2011
Areas of Concern	
Concern	Evidence
Level 4 status-ranked in bottom 10% of all elementary schools in Massachusetts	Performance Rating- Very Low
74 % of students are not proficient	Proficiency for ELA Grade 3- 13% Grade 4- 10% Grade 5- 25% Grade 6- 37%
Very poor performance in Mathematics	Proficiency for Math Grade 3-18% Grade 4- 13% Grade 5- 30% Grade 6- 14%
Very high- Out of School suspension rate for 2009-2010 school year.	24% represents that 1 out of 4 students were suspended out of school.
No formal system for communicating school information and classroom learning goals.	Parents and families report that there was a need for improved communication. This information was obtained form a needs analysis.
Very little family and community outreach done during 2009-2010 school year. PTO had one member and no formal meetings. Site Council attendance was poor.	Parents and families report that they would like to see more family involvement and opportunities to learn more about how to support their children in school through curriculum nights. This information was obtained form a needs assessment.

III. Action Plan- English Language Arts

WPS Strategic Goal	Worcester Public Schools will implement strategies that result in high student achievement.	
District Performance Ind. (DPI)		
School SMARTe Goal	100% of our students will show growth improvement in ELA as demonstrated by the administration of the MCAS. No less than 65% of students will show growth to the next performance level. The remaining 35% will show growth within their performance level. Our goal is to have 60% at proficient by 2011.	
Identified Best practice or Strategy (Include differentiation to ensure access for targeted student populations)	Guided Reading, Vocabulary Development, Read-Alouds, Writing to Learn	
	Differentiation to ensure access for targeted student populations <ul style="list-style-type: none"> • Intervention modules • Center-based primary literacy approach • Writers and Readers workshop • Flexible Grouping • Common Assessments 	
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Instructional Leadership Teams will disaggregate, review, and interpret data to guide all teaching and learning opportunities. Our ILT will study and review our best practices in order to measure their effectiveness in driving improvement and their implementation throughout our school across all grade levels. We will focus on a collaborative approach and develop the following within our school: grade level team meetings creating a PD\ Data room, a comprehensive PD plan, standards-based teaching and aligned assessment systems..	
School Performance Indicators and Data Sources		
ADULT IMPLEMENTATION INDICATOR		STUDENT RESULTS INDICATOR
Ensure there is a common definition of what constitutes “good” literacy instruction		Increase the number of students reading at or above grade level as measured by MCAS, MAP, DIBELS, school based formative assessments.
Data Source: <ul style="list-style-type: none"> • Participation in PD during faculty meetings and summer hours • ILT agendas • Student Work samples • High Quality Instruction Document Implementation • FIC modeling • Exit Slips • PD Agendas • Supervision and Evaluation Reports 		Data Source: <ul style="list-style-type: none"> • Common Assessments • ALL Write student work • Student Work Samples • DIBELS • DRA • MCAS • MAP • Goal setting sheets • Rubrics • Student Exemplars • Anchor papers

IV. Action Steps – School SMARTe Goal

School SMARTe Goal: 100% of our students will show growth improvement in ELA as demonstrated by the administration of the MCAS. No less than 65% of students will show growth to the next performance level. The remaining 35% will show growth within their performance level. Our goal is to have 60% at proficiency in Reading in 2011.

Best Practice or Strategy: Guided Reading, Read-Alouds Vocabulary Development, Writing to Learn

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Summer Institute Work: PD- with Lesley University – Guided Reading- with the Efficacy Institute High Expectations for all Learners	July, 2010- On-going	School Faculty	Teacher’s Exit Slips Lesson plans Observations	Early Implementation Grant
Summer Institute Readings: <i>Quiet Strength</i> by Tony Dungy and <i>Tools for Teaching</i> by Fred Jones- book Study for all faculty.	July 2010- September	School Faculty	Meeting agendas Observations School Culture	Early Implementation Book protocols
Implementation of “Being a Writer” Program with Alignment to Six Traits Writing Process.	Daily 2010-2011	FIC Administrators Teachers	Student Work Being A Writer Assessments ALL Writes Lesson Observation	School Budget Being A Writer Consultants Six Trait Kits
Daily Dose of all “Best Practices” <u>Guided Reading Instruction- Read Alouds- Vocabulary Development- and Writing to Learn.</u> <ul style="list-style-type: none"> • Readers and Writers Workshop • Feedback loops-rubrics • Exemplars 	Daily 2010-2011	Teachers Administrators FIC Instructional Assistants Tutors	Student Work DRA DIBELS MAP MCAS Common Assessment Sight Word Assessments Lesson Observation	PD binder: 2009/2010 Union Hill’s POWER STANDARDS 20 First Days- Fountas and Pinnell <i>Guiding Readers And Writers</i> Leveled Readers

Flexible and Strategic Intervention Groups: All Grades	Daily 2010-2011	Tutors Administrators FIC Classroom Teachers	Sight Word Assessments DRA DIBELS Student Work	Race to the Top funds Fountas and Pinnell- Intervention Program RTI SES
Grade Level Team Meetings	Bi Weekly 2010-2011	Teachers FIC Administrators	GLT Agendas GLT Minutes GLT Exit Slips	Instructional Assistants GLT Focus on Results Protocol Student Data
Develop OR strategy using CEEI model	October, 2010- February, 2011	Teachers FIC Administrators	Student work Rubrics	Exemplars Common Assessments Strategy Protocol
Design, develop and execute a year long targeted professional development plan that matches school needs and teacher expertise	Bi Weekly 2010-2011	FIC Administrators Teachers Instructional Assistants	DRA DIBELS MAP MCAS ALL Writes Student Work Lesson Observation	Lesley University Guided Reading and Writers, Efficacy, Being A Writer & PBIS DESE grant Six Traits writing

III .Action Plan Mathematics

WPS Strategic Goal	Worcester Public Schools will implement strategies that result in high student achievement.	
District Performance Ind. (DPI)		
School SMARTe Goal	100% of our students will show growth improvement in mathematics as demonstrated by the Administration of MCAS. No less than 70% of students will show growth to the next performance level. The remaining 30% will show growth within their performance level. Our goal is to have 60% at proficiency in mathematics in 2011.	
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	Standards-based teaching, "Do Nows" to develop calculation skills, OR strategy, Hands on techniques, Common Assessments and PD binder.	
	Differentiation to ensure access for targeted student populations	
	<ul style="list-style-type: none"> • Use of flexible grouping • Use of rubrics for math OR • Use of hands-on approaches to learning • Use of math games • Use of common assessments • Use of standards-based instruction • Use of technology- ENO boards computer lab ELMO document cameras 	
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Leadership Team members will present "best practices" and monitor through: learning walks, grade level meetings, lesson plans, student work, coaches logs and common planning time.	
School Performance Indicators and Data Sources		
ADULT IMPLEMENTATION INDICATOR		STUDENT RESULTS INDICATOR
Increase instruction in writing in Math.		Increase student performance on open responses in math.
Data Source: Grade level team agendas and minutes Walk throughs Formal lesson observations CLASS pilot observations presentations ILT Supervision and evaluation Exemplars		Data Source: Math MAP and MCAS Grade Level Common Assessments Math Writing Rubrics Rocket Math Homework

IV. Action Steps – School SMARTe Goal

School SMARTe Goal: **100% of our students will show growth improvement in Math as demonstrated by the administration of MCAS. No less than 70% of students will show growth to the next performance level. The remaining 30% will show growth within their performance level. Our goal is to have 60% at proficiency in Math in 2011.**

Best Practice or Strategy: Standards-Based Teaching, “Do Nows” to develop calculation skills OR strategy, Hands-on techniques
Common Assessments.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Grade Level Team Meetings	Bi Weekly 2010-2011	FIC Administrators Teachers	Agendas Minutes Coaches' PD	Race to the Top Funding
Protocol for intervention-small group math instruction	Daily 2010- 2011	Teachers FIC Instructional Assistants Administrators	Student Work MAP/MCAS Lesson Observations MCAS exemplars MCAS test items	Math Standards EDM unit tests Old MCAS tests RTI
<i>Book Study: Closing the RTI gap-Why Poverty and Culture Count and RTI in Math-Practical Guidelines for Elementary Teachers</i>	December 2010-May, 2011	FIC Teachers Instructional Staff	Sign in sheets Exit Slips Protocol Reflection Lesson Observations	Copies of the book Title I funding Strategy Implementation

Create and execute Math Professional Development during Grade Level and school-wide Meetings surrounding alignment and priority teaching and assessment	Monthly 2010-2011	FIC Teachers Administrators	Sign in sheets Agendas Minutes Student Work Lesson Observation	State Frameworks Math exemplars RTI
Move from “script”by : Modeling lessons, supporting instruction with “Do Now” work, create common assessments ,develop feedback loops and design lessons that teach for mastery and understanding	Weekly 2010-2011	All Instructional Staff	Lesson Plans Observations Student work Exemplars	MCAS test items Frameworks RTI Assessments
Create school schedule that blocks out daily 90 minute time for mathematics instruction and provides Intervention support for students	Daily 2010- 2011	Principal teachers	School schedule Minutes per day Requirements from DOE	RTI SES After school funding

III. Action Plan- Welcoming, Safe, Secure Schools

WPS Strategic Goal	Worcester Public School will develop and maintain welcoming, safe and secure schools.	
District Performance Ind. (DPI)		
School SMARTe Goal	100% of our students will be provided a welcoming, safe and secure school. No less than 90% of students will successfully complete the school year without a suspension out of school through the implementation of the tenants of the PBIS program. The remaining 10% who continue to present with behaviors will be provided with extra support through PBIS, Wrap-Around services and ESSIP efforts.	
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	Check In and Checkout, School-wide celebrations of success, Wrap around services, ESSIP	
	Differentiation to ensure access for targeted student populations	
	<ul style="list-style-type: none"> • Community meetings • Check-in-Check out systems • Strategic supports- wrap around's and ESSIP • School-wide celebrations 	
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	PBIS team will plan and monitor school wide celebration activities, reflect on student success and adjust in order to build a culture of success.	
School Performance Indicators and Data Sources		
ADULT IMPLEMENTATION INDICATOR		STUDENT RESULTS INDICATOR
Decrease the number of students depending our formal intervention for behavioral issues.		Increase school participation without disruption
Data Source: <ul style="list-style-type: none"> • Office Discipline referrals • SAC meetings • Parent Conferences • Suspension Meetings • WrapAround Meetings • ESSIP support 		Data Source: <ul style="list-style-type: none"> • Sign in Sheets • Office Discipline Referrals • Daily agenda • Attendance reports • Suspension reports • Data walls • Report cards

Action Steps – School SMARTe Goal

School SMARTe Goal: **100% of our students will be provided a welcoming, safe and secure school. No less than 90% of students will successfully complete the school year without a suspension out of school through the implementation of the tenants of the PBIS program. The remaining 10% who continue to present with behaviors will be provided with extra support through PBIS, Wrap-Around services and ESSIP efforts.**

Best Practice or Strategy: Check In and Checkout, School-wide celebrations of success, Wrap around services, ESSIP

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
School wide celebrations	Quarterly 2010-2011	PBIS Team Teachers Administration	Sign In sheets Informal discussions PBIS minutes	PBIS funds PTO Teacher Suggestions PBIS Behavior Matrix
Formal Check in and Check out- Assign “RED”and “YELLOW” with partnering staff to start and end the day. Records kept	Daily 2010-2011	Assistant Principal Classroom Teachers Instructional Assistants SAC	Check and Connect meetings Check in and check out documentation spreadsheet Parent Conferences SSP documentation	PBIS Behavior Matrix ODRs SSP referrals
Student of the Month Breakfast Club	Monthly 2010-2011	Principal Teachers PBIS Team	Student lists Monthly School Meeting Agenda Teacher Input	Student Work Student Improvement PTO PBIS funds

Establish Perfect Attendance Club	Monthly 2010-2011	Principal Teachers PBIS Team	Attendance %	Community partners PTO PBIS funds
Create a calendar of school-wide celebrations. <ul style="list-style-type: none"> • Student achievement • Citizenship • Attendance • Most improved • Effort matters 	Monthly 2010-2011	PTO Administration PBIS Team	Sign in sheets PTO meetings	ILT Staff meetings SAC MCAS, MAP, DIBELS Sage reports PBIS team minutes
Establish Wrap Around services and establish relationships with outside agencies	School Year 2010	SAC Principal School Psychologist Assistant Principal	Attendance reports Discipline reports ODR's Parent Meetings Team Meetings	SACs\Guidance Department Head PBIS Meetings
ESSIP support for 'at-risk' students. Students and families will receive tiered support.	School Year 2010	SAC Principal Assistant Principal Juvenile Court Personnel	Attendance reports Discipline reports ODR's Parent Meetings Team Meetings	SACs\Guidance Department Head PBIS Meetings Juvenile Court

III. Action Plan-Communication

WPS Strategic Goal	Worcester Public School will develop a formal communication system in order to better transfer information of effective practices and needs.	
District Performance Ind.(DPI)		
School SMARTe Goal	100% of our families will receive an increase in school to home communications. No less than 60% of of all school communication will be sent via weekly\ monthly newsletters that inform and communicate school initiatives The remaining 40% will be via connect-ed and increased parent\teacher meeting time as protocol for informing families. for informing families. It is our goal to increase communication by100% for the 2010 school year.	
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	Improved communication between school and home via- meetings newsletters, connect-ed, workshops and community building school-wide events.	
	Differentiation to ensure access for targeted student populations	
	<ul style="list-style-type: none"> • Wednesday packets • Monthly newsletters • ILT newsletters • School-wide newsletters • PTO notices • Translated documents • Parent meetings • Curriculum nights • Family Fun Nights 	
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT will provide relevant data and instructional information for classroom newsletters in order to help families with homework, interpret school data and advocate for their children. ILT will tie in best practices to curriculum nights, parent nights and Family Fun Nights.	
School Performance Indicators and Data Sources		
ADULT IMPLEMENTATION INDICATOR		STUDENT RESULTS INDICATOR
Data Source: School-wide newsletter-monthly Classroom newsletters, Sharing examples of proficient work with parents, PTO notices, Connect-ed messages Daily Connect-ed messages for attendance School data sharing Increased family involvement Parent handbook\brochure Website-www.worcesterschoolsorg		Data Source: Student agendas Increased homework productivity Improved school attendance Increase in student attendance at school sponsored events

Action Steps – School SMARTe Goal

School SMARTe Goal: **100% of our families will receive an increase in school to home communications. No less than 60% of of all school communication will be sent via weekly\ monthly newsletters that inform and communicate school initiatives The remaining 40% will be via connect-ed and increased parent\teacher meeting time as our protocol for informing families. It is our goal to increase communication and parent involvement by100% for the 2010 school year.**

Best Practice or Strategy: Improved communication between school and home via- meetings newsletters, connect-ed, workshops and community building school-wide events.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
School will provide a monthly newsletter	Monthly2010-2011	Principal FIC	PTO minutes ILT minutes Monthly meeting agendas Data from formal and informal assessments	PTO ILT PD plan School calendar School website Data walls Connect- ed
Classroom teachers will provide monthly newsletters	Monthyl 2010-2011	Teachers	MA standards Exemplars ILT “ best practices” School focus work	Parent meetings Faculty and staff meetings School report cards
School will collect and send out notices one day per week in WEDNESDAY packets	Weekly 2020-2011	Office staff	PTO ILT Site Council Attendance at school sponsored events	PTO ILT Parent meetings Community events

Design workshop and curriculum nights every quarter marking period in order to communicate school expectations for proficiency	Quarterly 2010-2011	FIC Classroom Teachers PTO ILT	Sign in sheets Attendance School data	ILT FIC PTO MCAS exemplars DIBELS overview MAP overview
School in partnership with PTO will plan and hold monthly “Family Fun Nights”to build a community of learners and communicate our school focus-PROUD.	Monthly 2010- 2011	PTO ILT Principal	Attendance Sheets School data	PTO budget Staff attendance Title 1 funds Newsletters
School will have 3 contacts with parents to communicate with families about student performance, grade level expectations, and school initiatives.(ex)-Know Your School Night parent-teacher conferences- telephone or e-mailcontact.	School Year 2010-2011	Principal Teachers Support staff	Sign in sheets Reciprocal communication information data walls	Report cards Progress reports Newsletters Notices PTO meetings ILT FIC Interventionist RTI

III. Action Plan- Family\Community Partnership

Worcester Public Schools Strategic Goal	Worcester Public School will foster high levels of family and community engagement, commitment and partnership.
District Performance Indicator (DPI)	
School SMARTe Goal	We will increase by 100% the family, engagement, commitment and partnership community opportunities at Union Hill School. At least 50% of the activities will be driven by school focus work- lead by school based teams. The remaining 50% will represent community building and partnership opportunities lead by outside partners. Our goal is to improve faculty family and school partnerships by 100% for the 2010 school year.
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	CurriculumNights, Family Fun Nights, Community Partnerships
	Differentiation to ensure access for targeted student populations
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The ILT will help to design the relentless communication of school focus work and design curriculum evenings- Bingo for books, DIBELS and Dessert, MCAS challenge night, How to interpret students data evening, and RTI explanation and strategy.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source:	Data Source:
<ul style="list-style-type: none"> • Invitations to school events • Partnership program outlines • Sign in sheets • Exit slips • PTO agendas • ILT agendas • PTO handbook • PTO bylaws 	<ul style="list-style-type: none"> • MCAS MAP, DIBELS, and formative assessments • Data walls • Homework assignments • Student work samples • Exemplars

IV. Action Steps – School SMARTe Goal

School SMARTe Goal: **We will increase by 100% the family, engagement, commitment and partnership community opportunities at Union Hill School. At least 50% of the activities will be driven by school focus work- lead by school based teams. The remaining 50% will represent community building and partnership opportunities lead by outside partners. Our goal is to improve faculty, family and school partnerships by 100% for the 2010 school year.**

Best Practice or Strategy: Curriculum Nights, Family Fun Nights, Community Partnerships

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Create school calendar for school lead curriculum events. Bingo for Books DIBELS and DESSERT MCAS Challenge What does the data mean? Poetry Night Everybody reads at home- ERAH-bookmaking. Scholastic Book Fairs	October 2010-2011	Principal ILT Teachers Instructional staff PTO	Sign in sheets Exit slips Needs assessment Attendance % Library use-# books in and out	PTO budget ILT agendas and minutes Staff meeting agendas MCAS questions DIBELS data ILT newsletter
PTO Schedule of Family Fun events: Harvest Dance- October Spaghetti Dinner and Raffle-December Pancake Breakfast-January Movie Nights-on-going Family Dance-February Book Fair- March Scavenger Hunt- April Art Show-May Spree Day-June	October 2010-2011	Principal ILT PBIS Teachers PTO Community sponsors	Sign in sheets Attendance% Needs assessments Exit slips	PTO budget Community support PBIS team Staff meeting agendas Art Club Worcester Academy Oak Hill CDC United Way

<p>Partner with Worcester Academy to support school-wide improvement initiatives: tutoring, advisories, grade 6 team collaboration, sharing of physical plant-gymnasium, Read aloud initiative with grade 9 English class, use of large parking lot to restore neighborhood relations and more to be planned.</p>	<p>October 2010-2011</p>	<p>Principal Headmaster at Worcester Academy ILT Grade 6 team Physical education teacher Grade 9 English class</p>	<p>Sign in sheets PD plan from Grade 6 team Exit slips</p>	<p>ILT Site Council Worcester Academy</p>
<p>United Way and Union Hill partnership- rebuilding an art room initiative-Martin Luther King remembrance community involvement project</p>	<p>September 2010 January 2011</p>	<p>United Way and Oak Hill CDC volunteers</p>	<p>Attendance sheets Community meetings Site council</p>	<p>Visual art opportunities School Plant</p>
<p>Improving quality of life initiatives-Coats for Kids Thanksgiving Food Drive, Holiday Toy Drive Homework Center, Ged, ESL-partnering with Community Schools, Worcester Academy, Oak Hill CDC, PALS and other civic-minded community supports.</p>	<p>School year 2010-2011</p>	<p>Principal SiteAdministrator ILT PBIS Worcester Academy Oak Hill CDC Friendly House</p>	<p>Attendance sheets Community meetings Site council</p>	<p>Community support PBIS team Staff meeting agendas Art Club Worcester Academy Oak Hill CDC United Way</p>



Worcester Public Schools Targeted Professional Development Plan

2010 - 2011

A Targeted Professional Development Plan includes professional development that builds expertise, changes instructional practice, monitors student performance and is regularly communicated

Worcester Public Schools Targeted Professional Development Plan

School Name: Union Hill School

<p>SCHOOL FOCUS: <i>Instructional Focus</i> <i>Coordinated whole school efforts to have ALL Union Hill students show growth in their ability to read, comprehend, and write through implementation of common, consistent set of school-wide teaching strategies. Growth in student learning will be measured by DIBELS, DRA, MAP, MEPA, and MCAS.</i></p> <p><i>Union Hill is deeply invested in our work together and will structure our efforts around providing high quality teaching and learning focused on standards based instruction, assessment systems, best practices and collaboration.</i></p>		
<p>Best Practice: Guided Reading</p>	<p>Best Practice: Read Alouds</p>	<p>Best Practice: Writing to Learn</p>

Directions: For each month, list the professional development activities that will be given at your school. The professional development could take place in various session formats, including but not limited to faculty meetings, grade level meetings/common planning team meetings/department meetings, and the contractual 8 hours around your best practices that will support your school focus. Indicate which of the district strategic goals are addressed in this professional development session.

Union Hill Faculty will be working closely with Lesley University in a 3 year literacy partnership. The aim is to move teachers from a script toward a balanced approach to teaching reading and writing. Using assessment as a means to finding “just right” books for readers so to begin the process of changing attitudes and outcomes for reading at Union Hill School. A focus will be to change instruction to a Readers and Writers Workshop format coupled with Centers or Literacy Workstation processes in the primary grades. This coaching and PD will be on-going and supported by our literacy coaches from Lesley University.

Month	Date	# Minutes	Topic	Session Format	SMARTe Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
August	8\17 8\18	18hrs	High Expectations- Efficacy Training <i>Quiet Strength</i> -book study	Summer Institute	1.	X	X	X	X	
	8\9 8\10 8\11 8\12	24hrs	Guided Reading	Summer Institute	1.	X	X	X	X	
	8\17	6hrs	Power Standards- priority teaching and mapping on-going	Pre- Planning workshop	1.	X	X	X	X	
	8\16	6 hrs	PBIS- Positive Behavioral Intervention Supports	PD	3	X	X	X	X	X

Month	Date	# Minutes	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
September	9/13	60 min	<i>Tools for Teaching-</i> Book study Classroom management Rules,routines, provisioning	Staff meeting	1.	X	X	X	X	
	9/3	60min	Standards-based instruction Lesson planning and design	ILT	1.	X	X	X	X	
	9/10	6hrs	Guided Reading- assessment systems	PD	1.	X	X	X	X	
	9/20	60 min	Establishing Best Practices Guided Reading Read Alouds Writing to Learn	Staff Meeting	1.	X	X	X	X	
	9/24	60min	All Writes Looking at Student work Protocols	On-going	1.	X	X	X	X	X

Month	Date	# Minutes	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
October	10\8	3hrs	“Being a Writer” overview	PD	1.	X	X	X	X	
	10\8	3 hrs	PBIS-continued	PD	3.	X	X	X	X	
	10\4	60 min	Aligned assessment systems-common assessments	ILT Meeting All year	1.	X	X	X	X	
	10\26 27 28	60 min	<i>Readers and Writers workshop Guided Reading with Lesley University</i>	ILT Meeting Follow-up PD	1.	X	X	X	X	
	All month	daily	<i>Center-based primary instruction Literacy work stations</i>	Coaching PD On-going All year	1.	X	X	X	X	

Month	Date	# Minutes	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
November	11/5	90min	Data Dive and report outs	Staff meeting	1.	X	X	X	X	
	11/5	60 min	Looking at Open Response Writing- rubrics, exemplars, scoring and assessings	Staff meeting ILT lead	1.	X	X	X	X	
	11/12	90 min	Creating a common definition of assessment practices- what are you measuring?	Staff meeting ILT lead	1	X	X	X	X	
	11/15	60min	More practice with scoring student work- creating feedback loops.	Staff Meeting ILT lead	1.	X	X	X	X	
	11/19		Aligning Math Standards with EDM And MCAS-assessment On-going- create binder	Grade Level FIC						

Month	Date	# Minutes	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
December	12/3	90 min	Non-fiction reading and writing initiative	PD All year	.1	X	X	X	X	
	12/6	90min	Continued Creating common assessment binders ELA and Math	PD ILT Lead	1.	X	X	X	X	
	12/10	90min	Non-fiction reading and writing initiative-continued	PD All year	1.	X	X	X	X	
	12/20	90min	Continued Creating Common assessments ELA and Math	PD ILT lead	1.	X	X	X	X	
	On-going	60min	Aligning Math Standards with EDM And MCAS-assessment On-going- create binder	Grade Level FIC	1.	X	X	X	X	

Additional 8hr pd session

Month	Date	# Minutes	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
January	12/13	90min	Response to Intervention What do we do when a student is not learning? Theory and practice.	Staff mtg ILT Lead	1.	X	X	X	X	
	12/6	90 min	Continued work on common assessment binders ELA	Staff Mtg	1.	X	X	X	X	
	12/10	90 min	Readers and Writers Workshop	ILT lead meeting	1.	X	X	X	X	
	12/18	90 min	Non Fiction Writing How are our student progressing?quality analysis check-in	Ilt meeting	1.	X	X	X	X	
	On-going	60 min	Aligning Math Standards with EDM And MCAS-assessment On-going- create binder	Grade Level FIC	1.	X	X	X	X	

Month	Date	# Minutes	Topic	Session Format	SMARTe Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
February	2/7	90min	Scoring student open responses-CEEI Have we improved? Is our rubric a complete tool?	Staff Mtg ILT Lead	1.	X	X	X	X	
	2/14	90 min	Response to Intervention What do we do when a student is not learning? Theory and practice	Faculty Mtg	1.	X	X	X	X	X
	2/28	90 min	Scoring –Looking at student work. 2 nd All Write Text based	Staff Mtg ILT	1.	X	X	X	X	
	2/11	60min	Non-Fiction writing and reading Check-in report out sharing of student work	ILT	1.	X	X	X	X	
	2/18	60min	Aligning Math Standards with EDM And MCAS-assessment On-going- create binder	Grade Level FIC	1.	X	X	X	X	X

Month	Date	# Minutes	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds expertise	Changes Instructional Practice	Monitoring Student performance	Communicating Relentless	District Support Needed
March	3/7	90min	Using Exemplars and Anchor papers in Narrative Writing. Scoring student work	Staff Mtg	1.	X	X	X	X	
	3/14	90 min	Response to Intervention What do we do when a student is not learning? Theory and practice	Faculty Mtg	1.	X	X	X	X	
	3/21	60 min	Continued Creating Common assessments ELA and Math	FIC	1.	X	X	X	X	
	3/11	90 min	Create RTI- kits-activities and ideas for 3 rd tier	Faculty Mtg ILT lead	1.	X	X	X	X	
	3/18	60min	Aligning Math Standards with EDM And MCAS-assessment On-going- create binder	Grade Level FIC	1.	X	X	X	X	

Month	Date	# Minutes	Topic	Session Format	SMARTe Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
April	4/4	90min	Create RTI- kits-activities and ideas for 3 rd tier		1.X	X	X	X	X	
	4/11	90min	Response to Intervention What do we do when a student is not learning? Theory and practice		1.	X	X	X	X	
	4/25		3 rd All Write Scoring –Looking at student work. Text based		1.	X	X	X	X	
	4/8		Continued Creating Common assessments ELA and Math		1.	X	X	X	X	
	4/15		Aligning Math Standards with EDM And MCAS-assessment On-going- create binder	Grade Level FIC	1.	X	X	X	X	

Month	Date	# Minutes	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
May	5/2	60min	Non-Fiction writing and reading Check-in report out sharing of student work	ILT	1.	X	X	X	X	
	5/6	90min	Create RTI- kits-activities and ideas for 2 nd tier	Staff Mtg	1.	X	X	X	X	
	5/16	60 min	Using Exemplars and Anchor papers in Narrative Writing. Scoring student work	Faculty Mtg	1.	X	X	X	X	
	5/20	90min	Create Classroom Management-tool for Union Hill School. Common language, rules protocols...What worked? Measures	ILT	1.	X	X	X	X	
	5/27	60min	Aligning Math Standards with EDM And MCAS-assessment On-going- create binder	Grade Level FIC	1.	X	X	X	X	

Month	Date	# Minutes	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
June	6/6	90min	Using Exemplars and Anchor papers in Narrative Writing. Scoring student work	Staff Mtg	1.	X	X	X	X	
	6/13	90min	Create RTI- kits-activities and ideas for 2 nd tier	Faculty Mtg	1.	X	X	X	X	
	6/3	60min	Publish curriculum map For website Identify power standards Monthly guidepost	ILT	1.	X	X	X	X	
	6/10	60min	Create assessment and writing calendar for school year2011	ILT	1.	X	X	X	X	

SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools 2010 - 2011



Delivering on High Expectations and Outstanding
Results for All Students

Goddard School of Science and Technology
School

Marion Guerra
Principal or Administrator

Melinda Boone Ed.D.
Superintendent

Directions for Completing the School Accountability Plan

If you have any questions regarding the planning process and/or the use of the template, please contact the appropriate Quadrant Manager.

I. School Instructional Leadership Team & School Site Council

- List the personnel and their positions
- List the dates (minimum of 2 per month) of the leadership team meetings for the year

II. Comprehensive Needs Analysis:

- List specific strengths and concerns/weaknesses, supported by evidence
- Evidence may be qualitative or quantitative
- Add additional rows to the Strengths and Weaknesses sections as necessary

III. Action Plan:

- There will be 5-6 action plan documents – one plan for each identified SMARTe goal
- See the table in Appendix A for the number of SMARTe goals needed for each strategic goal.
- See Appendix B for sample phrasings and lists of best instructional practices, resources, practices and personnel.
- Adult Implementation Indicators identify the adult actions that must take place to impact the identified goal
- See Appendix C for a sample action plan

IV. Action Steps:

- Complete this chart for each best practice or strategy (5-6 total)
- Identify the action steps needed to address and implement the action plan for each of the school's SMARTe goals
- There should be no more than 10 action steps per identified best practice or strategy
- At least one action step needs to address parent inclusion
- For each action step, identify the timeline for which this action step will be implemented or addressed
- For each action step, identify the person(s) responsible for implementing and reporting on its progress
- For each action step, identify the measures used to monitor progress of each action step
- For each action step, identify the resources and funding, if applicable.

V. Professional Development Plan

- The professional development plan identifies activities that are needed in order to support the strategies and actions listed in the Action Steps.

- Review of the professional development opportunities and implementation is part of the Ongoing Evaluation process.
- See Section 4 of the District Accountability Framework for more detailed guidelines on professional development.
- See Appendix D for a sample portion of a Professional Development Plan.

VI. Ongoing Evaluation – 5 Week Status Report:

- Status reports will be completed by the Central Office Department Leadership Team beginning on December 3 and every five weeks thereafter through the end of the school year.
- The purpose of the status reports is to review progress being made on the selected practices or strategies so that modifications can be made if necessary.
- List the 5-6 identified best practices or strategies (from your 5-6 action plans)
- List the Adult Implementation and Student Results Indicators
- Using a bulleted list of phrases or statements, reflect on the current level of implementation of the action steps.
- Shall the school maintain or modify this strategy? If you choose to modify this strategy, include in your reflection the reasoning behind the change.

VII. End of Year Reflections and Next Steps:

In this section, schools describe the successes and challenges of their improvement efforts. The following questions may assist in the development of this qualitative summary:

- How does our performance compare to last year for every student subgroup and targeted student population?
- How do individual student’s performance compare to their previous year’s results?
- What are the root causes for student performance results?
- Which strategies improved student achievement in each student subgroup and targeted student population and which ones did not? Why?
- What changes will we make to the strategies in order to improve student achievement in each student subgroup and targeted student population?
- What are we doing to foster continuous improvement?
- What are we learning about student learning and how does this drive our professional development?
- As a school what do we do to meet the needs of the students who are not achieving?
- As a school what do we do to challenge the students who have already mastered prioritized grade level skills and concepts?
- What are our next steps for next year?



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 SMARTe 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
Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6	August 26 th and 27 th 2010 all present except Maldonado Sept: 13 th all present Sept 19 th all present
Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne Erin White	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6 Grade 1	Oct: 6 th All present October 27 th all present

Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne Erin White	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6 Grade 1	Nov: 10 th all present Nov 17 th all present
Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne Erin White	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6 Grade 1	Dec: 8 th all present Dec. 15 th all present
Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne Erin White	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6 Grade 1	Jan:5 th Jan 19 th

Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne Erin White	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6 Grade 1	Feb:9 th Feb. 16th
Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne Erin White	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6 Grade 1	Mar: 9 th March 23
Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne Erin White	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6 Grade 1	Apr: 6 th April 27th

Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne Erin White	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6 Grade 1	May: 4 th May 18th
Marion Guerra Kara Scichilone Beverly McGrath Eleana Maldonado Saraih Zavala Dawn McCabe Cristen Dilschneider-Lito Debra Lee Seles Lauren Chuk Jodi Towne Erin White	Principal Instructional Coach Teacher K ESL Lab grade 1 ESL Lab grade 2 Grade 2 Grade 3 Grade 5 Grade 6 Grade 6 Grade 1	June:1 st June 15th

School Site Council Members

The School Site Council meets once per month. The Site Council brings various stakeholder groups (faculty, administration, staff, students, community members) together to discuss common concerns, current status, and various other matters.

Name	Position	Site Council Meeting Dates
Marion Guerra	Principal	Sept:
Ann Marie Walsh Pierozzi	Assistant Principal	Oct:
Debralee Seles	Grade 5 teacher/ILT	Nov:
Petra Krisite	Grade 4 teacher	Dec:
Pastor Rick Whitefleet Smith	Community Partner	Jan:
Dr. Joann Whitefleet Smith	Community Partner	Feb:
	Parent	Mar:
	Parent	Apr:
		May:
		June:

Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis.

Areas of Strength																																																																									
Strength	Evidence																																																																								
<p>Goddard students grades K-6 grew a minimum of 1 proficiency band on the monthly read write score with 77% scoring proficient (level 3) or above (level 4) by the end of the 2009-2010 school year using our internal accountability system.</p>	<p>Monthly school wide writing data collected. Bi annual school wide read scored vertically for alignment</p> <p style="text-align: center;">Reader's Response Journal Data Oct-May</p> <table border="1"> <caption>Reader's Response Journal Data Oct-May (Estimated)</caption> <thead> <tr> <th>Proficiency Level</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> <th>Feb</th> <th>March</th> <th>April</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>1-Beginning</td> <td>17%</td> <td>14%</td> <td>13%</td> <td>13%</td> <td>10%</td> <td>10%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>1.5-Beginning</td> <td>26%</td> <td>26%</td> <td>20%</td> <td>22%</td> <td>20%</td> <td>12%</td> <td>11%</td> <td>11%</td> </tr> <tr> <td>2-Developing</td> <td>16%</td> <td>21%</td> <td>24%</td> <td>24%</td> <td>24%</td> <td>22%</td> <td>17%</td> <td>13%</td> </tr> <tr> <td>2.5-Developing</td> <td>12%</td> <td>15%</td> <td>23%</td> <td>22%</td> <td>22%</td> <td>36%</td> <td>35%</td> <td>14%</td> </tr> <tr> <td>3-Proficient</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> </tr> <tr> <td>3.5-Proficient</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> </tr> <tr> <td>4-Advanced</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> <td>14%</td> </tr> </tbody> </table>	Proficiency Level	Oct	Nov	Dec	Jan	Feb	March	April	May	1-Beginning	17%	14%	13%	13%	10%	10%	10%	10%	1.5-Beginning	26%	26%	20%	22%	20%	12%	11%	11%	2-Developing	16%	21%	24%	24%	24%	22%	17%	13%	2.5-Developing	12%	15%	23%	22%	22%	36%	35%	14%	3-Proficient	14%	14%	14%	14%	14%	14%	14%	14%	3.5-Proficient	14%	14%	14%	14%	14%	14%	14%	14%	4-Advanced	14%	14%	14%	14%	14%	14%	14%	14%
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MEPA data indicated an increase in English Language Learners becoming proficient readers and writers of English (scoring level 3's and 4's and a decrease in students scoring 1 and 2's

MEPA spring scores

year	Level 1	Level 2	Level 3	Level 4	Level 5
2009	11%	22.7%	35%	19%	11%
2010	3%	13%	37%	37%	9%
growth	Decreased by 8%	Decreased by 10%	Increased by 2%	Increased by 18%	

Grades K-2

year	Level 1	Level 2	Level 3	Level 4	Level 5
2009	6.6%	13%	24.7%	40.9%	14%
2010	0%	3%	9%	51%	37%
Growth	Decreased by 6.6%	Decreased by 10%	Increased by 15.7%	Increased by 11.9%	Increased by 23%

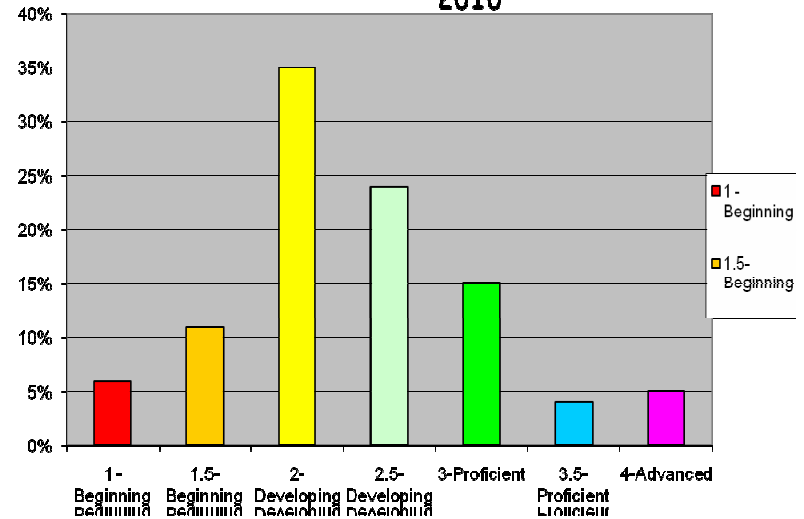
Grades 3 and 4

Year	Level 1	Level 2	Level 3	Level 4	Level 5
2009	5.8%	17.4%	27.9%	41.8%	6.9%
2010	0%	4%	14%	26%	56%
Growth	Decreased by 5.8%	Decreased by 13.4%	Decreased by 13.9%	Increased by 15.8%	Increased by 49.1%

Grades 5 and 6

<p>Goddard has been a school wide PBIS school for six years. The culture of the school is due to the internalization of the school wide norms and expectations.</p> <p>Be here Be on time. Be Respectful Be Responsible Be Safe Be ready to learn.</p> <p>Each Month we collect data from each classroom to celebrate the positive behaviors of all of our students. Students receive punches on their PBIS cards for each positive behavior they exhibit. Our over 30 punches group represents 80% of the student body each month.</p>	<p>Monthly PBIS data averaged for the year indicated that 80% of the students receive over 30 punches for exemplary behavior.</p>
Areas of Concern	
Concern	Evidence
<p>Current Goddard students grades K-6 are not proficient demonstrating their comprehension through writing according to our internal monthly grade level read, write, score measures</p>	<p>Our first monthly Read, write Score shows 75% of students K-6 scoring below proficient according to our internal accountability system (monthly read, write, score) for the beginning of the school year 2010-2011.</p>

Reader's Response Journal Data September 2010



Goddard Students grades 3-6 continue to fall below State expectations for proficiency.

Our MCAS data indicates that last years' grade three students now grade four 62% of students are not proficient readers, Grade four students now in grade 5 five 44% are not yet proficient and finally our grade five currently in grade six, 49% are not yet proficient. Close to one half of all students in the intermediate grades who must use text to make meaning of content are not proficient readers.

<p>The majority of students at the Goddard School are not native English speakers. Even though data shows that 85% of students are English Language Learners, it is important to remember that the data does not capture the fact that some students who are not native English speakers are not represented due to growth in language acquisition. The Goddard school still has an overwhelming majority of students who are classified as English Language Learners who not yet proficient readers and writers of English as measured by the MEPA (level 5) While we have made significant gains (see above tables) we recognize that in order to access complex curriculum students need to score a level 4</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">students at each grade level not yet scoring 4</th> </tr> <tr> <th>Grades K-2</th> <th>Grade 3 and 4</th> <th>Grades 5 and 6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">53%</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">51%</td> </tr> </tbody> </table>	students at each grade level not yet scoring 4			Grades K-2	Grade 3 and 4	Grades 5 and 6	53%	41%	51%
students at each grade level not yet scoring 4										
Grades K-2	Grade 3 and 4	Grades 5 and 6								
53%	41%	51%								
<p>Math The overwhelming majority of students who attend the Goddard School do not score proficient on the MCAS.</p>	<p>Our math data from 2006 shows that at all grade levels significant numbers of students score below proficient. In 2006 80% of all tested students scored below proficient. In 2007 74% of students scored below proficient. In 2008 68% of students scored below proficient. In 2009 74% scored below proficient. While we know that specific grade levels have made progress over time there have been many inconsistencies.</p>									
<p>20% of students at the Goddard School are still unable to achieve 30 punches monthly for exemplary behavior. Due to citywide enrollment in our behavioral programs 16% of students fall into the targeted level for services. Targeted students have not been able to maintain mid level punches 15-29 consistently or above. Review of sage data indicates that there was a spike in behavioral referrals in 09-10. Further examination of that data showed that the data represented a small cohort of students.</p>	<p style="text-align: center;">Monthly PBIS data collected by class room. Targeted student data collected by Behavior specialist and SAC's is reviewed monthly by assistant principal and principal The data indicates that we continue to have 20% of our students with multiple infractions during instructional time.</p>									

The Goddard staff reviewed our professional agenda's, records of PD within the school and out as well as hand outs for visitors to the building. What we realized is that while we have many ways to communicate with staff and visitors we do not have a system broad enough to keep track of the multiple ways that we communicate to parents, staff, colleagues and administration. Therefor we do not have a baseline profile of the school from previous years.

**No organized evidence
Monthly data to be collected by ILT from the following areas:
Grade level Meetings
Bi monthly faculty/PD meetings
10 hour PD offeriengs
Literacy Design Collaborative agendas
Visitor hand outs and agendas
Parent hand outs**

Action Plan

Worcester Public Schools Strategic Goal	WPS Strategic Goal: high student achievement Worcester Public Schools will implement strategies that result in high student achievement.
District Performance Indicator (DPI)	n/a
School SMARTe Goal	100% of ELL students at the Goddard School will show improvement in Language Acquisition as measured by the MEPA. (Responding thoughtfully orally in English) 80% will grow a minimum of one proficiency level with the remaining 20% showing growth within their proficiency level.
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	<p>ERAH</p> <p>Everybody Reads at Home</p> <hr/> <p>Differentiation to ensure access for targeted student populations</p> <p>Every child at every grade level in every program will be guaranteed weekly an ERAH book that is appropriately matched to their lexile/DRA/Fountas and Pinnel level.</p>

<p>Leadership Team Implementation</p> <p>(Explain how Data Teams implement and measure school-wide strategies.)</p>	<p>The ILT will provide refresher PD for staff and parents. Data on participation will be collected and reviewed each month. Monthly Celebrations and quarterly PBIS/ERAH celebrations will be planned and carried out by the team.</p> <p>Monthly classroom data is submitted to coach. Data is posted at the classroom level and also by grade level school wide. Students with 100% participation are recognized through monthly celebrations.</p>
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School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Monthly ERAH recording sheets by classroom</p> <p>Data posted by classroom, and grade level</p>	<p>Data Source: Daily ERAH signature page</p> <p>Weekly submittal of form by each child.</p>

Action Steps – School SMARTe Goal

School SMARTe Goal: 100% of ELL students at the Goddard School will show improvement in Language Acquisition as measured by the MEPA. (Responding thoughtfully orally in English) 80% will grow a minimum of one proficiency level with the remaining 20% showing growth within their proficiency level.

Best Practice or Strategy: **ERAH Every Body Reads at Home**

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
1) Continued implementation of best practice ERAH (Everybody Reads at Home). Every Child is provided with an ERAH book weekly matched to their lexile.	Weekly for school year	All staff at Goddard	Classroom lists of student book choices Parent weekly signature page	Funds from NCJW
2) Expansion of ERAH leveled Libraries to offer more Non Fiction selections at each level.	Fall 2010	ILT	Lists of new titles/enhanced ERAH library	NCJW
3) Provide support for families in ERAH Format. Family kick off event, monthly celebrations, After School fun share Friday projects	During school Monthly Quarterly school wide celebrations After School Monthly projects	All Staff	Agendas Participation data	Per pupil funds

4) Development of grade level exemplar displays to honor student and family work.	Monthly by classroom	Classroom teachers And the ILT	Photos of displays Walk about notes by grade level	
5) Parent Support for Fun Share Friday projects. After School program to offer monthly parent opportunities to access materials and support by staff.	After School work shops monthly	After School staff	Parent participation sign in sheets	School per pupil budget 21 st Century After School Program
6) Provide opportunities for parents to attend weekly fun share Friday sessions in all classrooms school wide.	School wide invitations by week	All School Staff	Parent participation sign in sheets	
7) Provide students, parents with four opportunities to participate in school wide quarterly ERAH celebrations.	Invitations sensitive to language needs	ILT	Invitations Data on participation	Per Pupil Budget
8) Provide opportunities for second language learners to respond thoughtfully through pictures, picture walks, and oral presentations as they develop language proficiency.	Daily	All staff	Lesson plans Walk abouts	
9) School wide monthly collection of data for 100% participation. Students and families in all grades to participate in monthly celebrations monthly at classroom.	Daily data collection Turned into coach	Classroom teachers Coach ILT	Data by classroom Data by grade level monthly	
10) Connect weekly ERAH readings with RRJ's (Reader's Response Journals by documenting and categorizing texts read.	Weekly in RRJ's	Classroom teachers students	RRJ's reading recording list	RJ's purchased with per pupil money and Reading First funds

Action Plan

Worcester Public Schools Strategic Goal	WPS Strategic Goal: high student achievement Worcester Public Schools will implement strategies that result in high student achievement.
District Performance Indicator (DPI)	n/a
School SMARTe Goal	100% of Goddard Students will demonstrate growth in English Language Arts as measured by the MCAS. (Responding thoughtfully in writing). 100% of students who achieved proficiency will remain proficient and grow within the proficient band. Of the remaining students 80% of students will move to the next proficiency level with 20% moving within their band. We will increase our CPI from 82.6% to 88.4%.
Identified Best Practice or Strategy	Readers Response Journals
(Include differentiation to ensure access for targeted student populations)	Differentiation to ensure access for targeted student populations
	Differentiation occurs at each individual child’s instructional level. Each child is responded to with questions that extend their understanding of the text and promote mastery of each element of the rubric.

<p>Leadership Team Implementation</p> <p>(Explain how Data Teams implement and measure school-wide strategies.)</p>	<p>Responsibilities include monthly data review by grade level to plan next steps professional development. All planned PD will be provided by the ILT through after school meetings, grade level meetings, vertical meetings and negotiated professional development days.</p> <p>Monthly read, write score student data posted in PD room monthly</p> <p>Monthly writing from students displayed in living portfolios in classrooms/halls</p>
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School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Monthly grade level RRS plans.</p> <p>grade level student work/with questions that promote thoughtful revision</p> <p>Weekly Responses with questions that promote revision.</p>	<p>Monthly writing data</p> <p>Weekly responses in RRJ's</p>
<p>Data Source: Posted Data on wall in PD room</p> <p>Grade level/classroom scoring sheet</p> <p>Living portfolio displays</p>	<p>Data Source: Monthly writing posted in classrooms</p> <p>Student awareness of scores and ways to improve based upon rubric. Data collected through collegial walk abouts</p>

Action Steps – School SMARTe Goal

School SMARTe Goal: 100% of Goddard Students will demonstrate growth in English Language Arts as measured by the MCAS. (Responding thoughtfully in writing). 100% of students who achieved proficiency will remain proficient and grow within the proficient band. Of the remaining students 80% of students will move to the next proficiency level with 20% moving within their band. We will increase our CPI from 82.6% to 88.4%.

Best Practice or Strategy: **Reader’s Response Journals**

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
1) Continuation of school wide use of Readers Response Journals.	weekly	All staff	RRJ’s passed in to principal monthly Daily walk throughs Grade level walk abouts	
2) Development of, posting and distribution of primary and intermediate non fiction rubric.	By Winter 2011	All staff	Finished product Posted in every classroom Student copy of rubric in each child’s RRJ	
3) Creation of, posting and distribution of grade level exemplars for each element of Non-Fiction rubric.	By Spring 2011	All staff	Exemplars posted in classrooms specific to each element of the rubric	
4) Monthly Grade level Read, Write Scoring of Fiction and Non Fiction grade specific selections from school wide year long Wonder Theme.	monthly	All staff	Data from scoring Posted in PD room	

5) Continuation and refinement of shared scoring and posting of student scores by teachers K-6.	monthly	All staff	Agenda's from grade level meetings Gallery walk samples of work	
6) School wide professional development on Non Fiction writing, rubrics, exemplars and proficient student work.	Monthly as indicated on PD plan	ILT	Agendas for each session Exit slips	
7) Continued vertical alignment of school wide writes through the use of 4 x's yearly school wide read, write scores.	quarterly	All staff	Data from scoring Gallery walk Qualitative look at where we are on rubric (dot system)	
8) Implementation of school wide tiered assignment grant. Targeted students identified through data, teachers and support staff to work collaboratively to develop assignments using material from Fountas and Pinnel.	Twice per month	Grant participants (Sped staff with partner teachers)	Collection of tiered assignments	
9) Implementation of the Gates Foundation LDC (Literacy Design Collaborative) Grant grades 5 and 6. Creation of modules for grades 5 and 6 that connect our FOCUS work to the National standards and promote further development of domain specific writing.	Team meets one time per week	All teachers grades 5 and 6	LDC modules in ELA and Science Student work	
10) Provide professional opportunities for all teachers to explore the commonalities of fiction, non fiction and common core writing rubrics to create instructional opportunities to connect both instruments.	monthly	ILT	Agendas from meetings Melded instrument tool	

Action Plan

Worcester Public Schools Strategic Goal	WPS Strategic Goal: high student achievement Worcester Public Schools will implement strategies that result in high student achievement.
District Performance Indicator (DPI)	n/a
School SMARTe Goal	100% of Goddard students will demonstrate growth in Mathematics as measured by the MCAS. 100% of students who achieved proficiency will remain proficient and grow within the proficient band. 80% of remaining students will demonstrate growth to the next proficiency band with 20% showing growth within their band. We will increase our CPI from 77.2% to 84.8%
Identified Best Practice or Strategy	Mathematics Learning Logs (Writing across the curriculum)
(Include differentiation to ensure access for targeted student populations)	Differentiation to ensure access for targeted student populations
(Include differentiation to ensure access for targeted student populations)	Individual logs for each child. Teacher response/support based upon individual response
Leadership Team Implementation (Explain how Data Teams implement and measure school-wide strategies.)	The ILT is responsible for providing professional development on this newest best practice. Based on the work done with Readers Response Journals' and monthly read, write score implementation and data collection, the ILT will support grade level teams as they develop exemplars and the creation of a vertical articulation of proficient work in Mathematics. Data collection for 2010-11 will be qualitative. The scoring tools and collection method will developed with professional development provided school wide for 2011-2012 school year.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Responses to student entries Grade level rubrics Grade level exemplars Grade level proficiencies developed Scoring tool with implementation professional development	Data Source: Daily entries in Learning logs Posting of proficient student work Student journals

Action Steps – School SMARTe Goal

School SMARTe Goal: 100% of Goddard students will demonstrate growth in Mathematics as measured by the MCAS. 100% of students who achieved proficiency will remain proficient and grow within the proficient band. 80% of remaining students will demonstrate growth to the next proficiency band with 20% showing growth within their band. We will increase our CPI from 77.2% to 84.8%

Best Practice or Strategy: Writing across the Curriculum; Learning Logs

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
1) Facilitate school wide professional development Focused on piloted models of learning logs. School wide vote to select model that will become our next FOCUS best practice.	Year long monthly	ILT	Agendas Monthly collection of logs for review by principal Student work brought to grade level and vertical meetings	
2) Creation of primary and intermediate rubric for Mathematics learning logs.	Completion by Winter 2011	Grade level teams ILT	Completed rubric	
3) Establish, publish and post grade level expectations for proficiency for Mathematics learning logs.	Completion by Winter 2011	Grade level teams ILT	Grade level expectation document	

4) Creation of, posting and distribution of grade level exemplars for each element of Mathematics learning log rubric	Completion by Spring	Grade level teams ILT	Posted rubrics with grade level exemplars in every classroom	
5) Facilitate bi-monthly Grade level meetings to examine student work and reflect on use of higher order questioning techniques that support student understanding.	Bi Monthly	Coach ILT	Agendas Samples of student work	
6) Provide school wide professional development focused on effective prompts that expand thinking.	monthly	ILT	Agendas Collection of prompts by grade level	
7) Establish vertical articulation of proficient writing in Mathematics. Calibrated three times during the school year 2010-2011	Three times yearly	All staff	Gallery walk of student work	
8) Provide opportunities for vertical collegial discussions/examination of student work monthly to evaluate effective instruction, questioning, prompts that develops student understanding.	monthly	ILT All staff to participate	Notes from vertical teams Agendas Collection of prompts	
9) Develop scoring protocol and data collection method to be implemented monthly for school year 2011-2012	By spring 2011	All staff	Scoring protocol	
10) Provide School wide professional development on protocols and reliability for scoring.	June 2011	ILT	Agenda and handouts from PD	

Action Plan

Worcester Public Schools Strategic Goal	WPS Strategic Goal Worcester Public Schools will develop and maintain welcoming and secure schools.
District Performance Indicator (DPI)	N/A
School SMARTe Goal	100% of the Goddard students will be provided with a welcoming, safe and secure school in which to learn and grow. We will decrease our behavioral referrals by 25% while increasing our PBIS over 30 memberships by 20%.
Identified Best Practice or Strategy	P.B.I.S
(Include differentiation to ensure access for targeted student populations)	Differentiation to ensure access for targeted student populations
Leadership Team Implementation (Explain how Data Teams implement and measure school-wide strategies.)	<p>Team to collect monthly over 30 data by classroom</p> <p>Team to collect data of office referrals/infractions during instruction</p> <p>Responsibilities to include sharing of information to faculty</p> <p>Adjustments/strategies in response to monthly data.</p>

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Monthly collection of all pbis punch card data	
Data Source: Monthly data by student Individual PBIS punch card data Monthly data by classroom and grade level displayed outside of behavior room.	Data Source: individual student pbis punch cards Student infraction sheets

Action Steps – School SMARTe Goal

School SMARTe Goal: **100% of the Goddard students will be provided with a welcoming, safe and secure school in which to learn and grow. We will decrease our behavioral referrals by 25% while increasing our PBIS over 30 memberships by 20%.**

Best Practice or Strategy: **P.B.I.S**

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
1) Continue to implement school wide PBIS program.	daily	All staff	PBIS data Per classroom and grade level	
2) Track and celebrate monthly student achievements at the individual child level, the classroom level and the school community level.	monthly	All staff PBIS leadership team	PBIS data by celebration level	
3) Align and integrate ERAH and PBIS reinforcing our guiding principal “be ready to learn” school wide.	weekly	All staff	Punches for ERAH	
4) Provide targeted interventions to students identified at monthly data meeting. Check in check out, daily home school communications, Social skills groups, lunch groups.	daily	Targeted team	Targeted team notes and logs from daily check ins	
5) Actively seek out community resources’ to support targeted students, Bib brother, Big Sister, Clark University students, WPI students, United Methodist volunteers.	On going through out the year	Targeted team Administration	Participation/service delivery information each month	
6) Using data monitor targeted students to reduce lost instruction time due to infractions during instruction.	Weekly at targeted team meetings	Administration Targeted team	Sage infraction data	sage

7) Create instructional opportunities for targeted students that promote access and independence to reduce infractions during instruction.	daily	All staff	Tiered assignments for targeted students	
8) Provide professional development opportunities through DESE grant to create tiered assignments school wide.	Twice monthly	Grant participants	Collection of tiered assignments by participants	Funding from grant
9) Collect monthly school wide data to track over 30 students for PBIS.	monthly	PBIS leadership team Administration	Data display Each month	
10) Collect and review monthly Sage discipline data to evaluate the effectiveness of strategies for targeted students. Adjustments to be made based upon review monthly.	monthly	Administration Targeted team	Collected data	sage

Action Plan

Worcester Public Schools Strategic Goal	Worcester Public Schools will foster high levels of family and community engagement, commitment and partnership.
District Performance Indicator (DPI)	N/A
School SMARTe Goal	The Goddard School will foster high levels of family and community engagement, commitment and partnership. 100% of our families will be provided with daily, weekly, monthly and quarterly opportunities to collaboratively engage in their child’s learning as partners.
Identified Best Practice or Strategy	ERAH, PBIS, FOCUS best practices, Student of the month
(Include differentiation to ensure access for targeted student populations)	Differentiation to ensure access for targeted student populations
	Opportunities will be provided at multiple time offerings to accommodate family employment schedules. Notices will be sent home in linguistically appropriate format that provides access to all members of the Goddard community.
Leadership Team Implementation	Scheduling of opportunities for families. Support to staff in their efforts to support Families.
(Explain how Data Teams implement and measure school-wide strategies.)	Collection of participation data. Monthly examination of participation rates. Reflection On process and readjustment as needed to promote participation in collaboratively opportunities

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Monthly participation sign in sheets PBIS data sheets (monthly) ERAH data sheets (Monthly) Student of the month (monthly) Summer school weekly community volunteer participation documentation	Data Source: PBIS punch cards, ERAH weekly sign in sheets And certificates

Action Steps – School SMARTe Goal

School SMARTe Goal: The Goddard School will foster high levels of family and community engagement, commitment and partnership. 100% of our families will be provided with daily, weekly, monthly and quarterly opportunities to collaboratively engage in their child’s learning as partners.

Best Practice or Strategy: **ERAH, PBIS, FOCUS best practices, Student of the month**

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
1) Families will be provided with weekly ERAH books at their child’s level as well as daily opportunities to actively participate in the ERAH process.	weekly	Classroom teachers	Weekly ERAH slips	
2) Families will be provided with monthly opportunities to participate in the creation of fun share Friday activities during the after school program.	monthly	21 st century staff and administration	Qualitative data (photos, student projects)	21 st century funds Per pupil funds
3) Families will be provided with weekly opportunities to attend fun share Friday in their child’s classroom school wide.	weekly	Classroom teachers	Sign in sheets Invitations from classrooms	
4) Families will be provided with monthly opportunities to attend student of the month celebrations.	monthly	Administration	Invitations List of attendees photos	
5) Families will be provided with opportunities to attend school wide FOCUS best practice celebrations quarterly.	quarterly	ILT Classroom teachers	Photos from events	

6) Families will be provided with monthly news letters and calendars indicating events and opportunities they are invited to attend at the Goddard School	monthly	Administration	Copies of newsletters	
7) Community partners will be invited to participate in all celebrations ERAH, PBIS, Student of the month	Weekly in classrooms Monthly School wide	Administration PBIS leadership team ILT	List of participants	
8) Students and families will be provided with opportunities to attend 21 st Century offerings that support ERAH, dance recital, guitar recital, This is my city presentation, Tower Hill gardening display, chess club etc.	monthly	Site administration 21 st century teachers	List of participants at each offering	
9) Students and families will be provided with opportunities to participate in summer school opportunities supported by the United Methodist volunteers.	Summer months	Site administration Summer school staff	Invitations List of participants	21 st century funds

Action Plan

Worcester Public Schools Strategic Goal	<p>WPS Strategic Goal: Communication</p> <p>Worcester Public Schools will develop a formal communication system in order to better transfer information on effective practices and needs.</p>
District Performance Indicator (DPI)	N/A
School SMARTe Goal	<p>The Goddard School of Science and Technology will implement the formal communication system developed by the WPS, in order to better transfer information on effective practices and needs. We will provide parents, district colleagues and FOCUS partners with timely information on instructional practices that is accessible linguistically and meets the needs of 100% of our students and families.</p>
Identified Best Practice or Strategy	WPS web site/WPS home school communication weekly letters
(Include differentiation to ensure access for targeted student populations)	Differentiation to ensure access for targeted student populations
Leadership Team Implementation	All correspondence translated into identified high profile language needs
(Explain how Data Teams implement and measure school-wide strategies.)	<p>Review of all correspondence for language sensitivity</p> <p>Provide guests with tours, informational sessions and access to our professional development room</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
open welcoming collegial environment walk about notes agendas for visits, exit slips, next step planning notes. Presentations for LDC, curriculum work, student work	Student as tour guides/ ability to interpret data, student work and classroom practices grade 5 and 6 student work for LDC

Action Steps – School SMARTe Goal

School SMARTe Goal: The Goddard School of Science and Technology will implement the formal communication system developed by the WPS, in order to better transfer information on effective practices and needs. We will provide parents, district colleagues and FOCUS partners with timely information on instructional practices that is accessible linguistically and meets the needs of 100% of our students and families.

Best Practice or Strategy:

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
1) The Goddard ILT will participate in all district monthly FOCUS meetings.	monthly	Administration	List of participants ILT agendas for dissemination of information	
2) The Goddard school will host formal and informal FOCUS visits sharing effective best practices and data that supports results within the school and district.	As requested	Administration ILT	Agendas Handouts	
3) The Goddard ILT will host visits from colleagues outside of the district sharing effective best practices.	As requested	Administration ILT	Agendas Handouts	
4) The Goddard school will provide parents with monthly communication on our instructional practices (ERAH, RRJ's, Writing across the curriculum).	monthly	All staff	News letters Letters home	

5) The Goddard School will provide parents with opportunities to actively participate in monthly activities that provide information on our effective practices.	monthly	ILT All staff Administration	Invitations Handouts Participant lists	
6) Goddard's grade 5 and 6 LDC teams will host collegial visits to district school teams participating in the LDC project.	As requested	LDC team ILT	Participant lists	Gates funding
7) Goddard LDC leadership team will share curriculum and effective practices with colleagues in the south quadrant, Clark University and FOCUS partners.	As requested	ILT LDC team	Modules Handouts Participant list	Gates funding
8) Goddard LDC classrooms will share practice and student work per curriculum unit with families.	Per module	LDC classrooms	Student work Letters to parents	Gates Funding
9) LDC work will be submitted for review to Gate foundation for review and publication.	As requested	LDC leadership team members	modules	Gates Funding



Worcester Public Schools Targeted Professional Development Plan

2010 - 2011

A Targeted Professional Development Plan includes professional development that builds expertise, changes instructional practice, monitors student performance and is regularly communicated.

Worcester Public Schools Targeted Professional Development Plan

School Name: **Goddard School of Science and Technology**

<p>SCHOOL FOCUS: <i>A coordinated school-wide effort to have all Goddard students read, comprehend and respond thoughtfully (orally and in writing) through a consistent set of school – wide best teaching practices as measured by school based internal formative assessments, student work, MAP, DIBELS and MCAS.</i></p> <p style="text-align: center;"><i>READ, RESPOND THOUGHTFULLY, COMPREHEND</i></p>		
<p>Best Practice: E.R.A.H.</p> <p>Everybody Reads At Home</p>	<p>Best Practice:</p> <p>Readers Response Journals</p>	<p>Best Practice:</p> <p>Learning Logs (writing across the curriculum)</p>

Directions: For each month, list the professional development activities that will be given at your school. The professional development could take place in various session formats, including but not limited to faculty meetings, grade level meetings/common planning team meetings/department meetings, and the contractual 8 hours around your best practices that will support your school focus. Indicate which of the district strategic goals are addressed in this professional development session.

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
September	9/30,31	Full day PD	Responding thoughtfully in Math Best practice #3 Readers Response Journal Refresher. Grade level planning time	Professional Development Days		X	X			
	9/13	90	Grade level team planning for monthly Read, Write, Score	Faculty Meeting		X		X		
	9/20	90	Overview of WPS Framework of High Quality Teaching and Learning and it's connection to our FOCUS work	Faculty Meeting						
	9/29	60	Review of and organization of data to inform faculty conversation around the creation of smarte goals	Instructional Leadership Team				X	X	
		weekly	Gates Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format		x	x	x		

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
October	10/4	90	WPS High Quality Teaching and Learning document	Faculty Meeting		X				
	10/8	Full Day	Responding thoughtfully in writing in Math Learning logs looking at student work RRJ Planning for monthly read write score First vertical articulation of proficient writing in math.	Professional Development Day		x	x	x	X	
	10/18	90	Learning logs Vertical Team discussion Grade Level alignment “walk abouts”	Faculty Meeting		x	x	X		
	Week of 4-8	45	Looking At Student Work Score Monthly Read Write Score	Grade level Meetings		x	x	x	X	
	Week of 18-22	45	RRJ (Readers Response Journal) Reflection on 1 st monthly score Discussion on scoring protocols and expectations	Grade level meetings		x	x	x	x	
	weekly	45	Gates Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format						

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
November	11/1	90	School wide Read, Write, Score Theme Wonder Grade level planning/vertical team alignment	Faculty Meeting		x	x	x	X	
	Week of 1-4	45	Score monthly RRJ's as grade level teams	Grade Level Meeting		x	x	x	X	
	11/15	90	Responding thoughtfully in Math	Faculty Meeting		x	x		X	
	Week of 15-18	45	Looking At Student Work Math Learning Logs Collection of questions that prompt thoughtful responses	Grade Level Meeting		x	x	x	X	
	11/10 11/17	60	ILT Plan for Faculty Meeting Examination of resources to present to staff (Marilyn Burnes)	ILT Meeting		x			x	
	weekly	45	Gates Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format						

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
December	12/6	90	Responding thoughtfully Learning log in Math Marilyn Burnes Readings Vertical discussion groups On alignment of questions/prompts	Faculty Meeting		X	X	X		
	Week of 11/30 -12/2	45	Scoring of RRJ's(Readers' Response Journal Monthly Read Write Score	Grade Level Meeting		X	X	X		
	12/20	90	Responding thoughtfully Non Fiction RRJ What do we need to add to the rubric?	Faculty Meeting						
	Week of 12/20 -23	45	LASW Looking at student work Learning Logs	Grade Level Meeting						
	8 th 15 th	60 60	Plan P.D. for Faculty Meeting Selection of Marilyn Burnes Chapter Selection of Prompt/question Do we need to work as teams generating grade appropriate problems that engender thoughtful explanations??	ILT Meeting						
	weekly	45	Gates Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format						

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
January	1/3	90	Responding thoughtfully Non Fiction RRJ's	Faculty Meeting		x	x		X	
	Week of 10-13	45	Plan for Monthly Read Write Score	Grade Level Meeting		x	x	x	X	
	1/24	90	Responding Thoughtfully Learning logs Looking At Student Work Second Vertical articulation of writing in math (gallery walk)	Faculty Meeting		x	x	x	X	
	1/5	60	Planning for ERAH quarterly celebration	ILT				x	X	
	1/19	60	Planning for PD on Learning logs Development of Non Fiction Rubric	ILT		x	x	x	X	
	1/10	120	Book Study group Targeted group book selections ILT member to lead each targeted group	10 hour PD		x	x		x	
	weekly	45	Gates Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format						

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
February	Week of 1-3	45	Scoring RRJ's Monthly Read Write Score Setting Map goals with students	Grade Level Meeting		X		x	X	
	2/7	90	Plan RRJ monthly Read Write Score	Faculty Meeting		x	x		X	
	2/9 2/16	60	Development of RRJ Non Fiction Rubric	ILT		x	x	X		
	Week of 14 th -17 th	45	Looking At Student Work Learning Logs Reflect on use on Higher Order questioning tech that supports student understanding	Grade Level Meeting		x	x	x	x	
	2/28	90	Presentation of non Fiction Rubric to faculty (discussion,, input and final draft)	Faculty Meeting		x	x		x	
	weekl y	45	Gates Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format						

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
March	Week of 3-2	45	Score monthly RRJ Read Write Score	Grade Level Meeting		x	x	x	X	
	3/7	90	Review of student progress with new non fiction rubric (student work/vertical teams) Math Learning Log check in as faculty	Faculty Meeting						
	3/14	120	Book study Targeted group discussions led by ILT members	Extra PD		x	X			
	Week of 14-17	45	Data Meeting Analysis of RRJ data and MAP data	Grade Level Meeting			x	X		
	3/9	60	Plan of r PD for Faculty Meeting	ILT				x	X	
	3/20	60	Analysis of data to connect in on smart e goals							
	Week of 28 th -31	45	Score monthly RRJ's Read Write Score Non fiction Bring data to April Faculty meeting for planning	Grade Level Meeting		x	x	x	x	
	weekly	45	Gates Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format						

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
April	4/4		Plan School wide Read Write Score Use of non fiction rubric	Faculty Meeting		x	x	X		
	4/6 4/27	45 45	Discussion of data review and roll out to staff on first school wide non fiction scoring	ILT		x		x	x	
	Week of 25th	45	Grade Level Meeting Scoring of monthly Read Write Score	Grade Level Meeting		X		X		
	4/11	45	Looking at Student Work Math Learning Logs	Grade Level Meeting		X	X	X		
	4/11	120	Book study Targeted group discussions led by ILT members	Faculty Meeting		x	x			Reading first \$ Per pupil account
	4/25	90	School wide Vertical scoring/gallery Walk	Faculty Meeting		x	x	x	X	
	weekl y	45	Gates Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format						

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
May	5/2	90	Discussion of scoring protocol for math and data collection method for school year 2011-2012	Faculty Meeting						
	Week of 9th	45	Examining end of year data By grade level team	level meetings						
	Week of 23rd	45	Scoring Monthly Read write score	Grade Level Meetings						
	5/16	90	Responding Thoughtfully Learning logs Looking At Student Work Final Vertical articulation of writing in math	Faculty Meeting						
	5/23	120	Book study Targeted groups book study presentations	Faculty Meetings						
	weekly	45	Gates Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format						

Month	Date	# Minutes	Topic	Session Format	Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
June	6/1	45	Planning of end of year celebration	ILT						
	6/6	90	Voting on scoring protocol for math and data collection method/instrument for school year 2011-2012	Faculty Meeting		x	x	x		
	Week of 6/7	45	Grade Level Meetings Final scoring of read, write, score	Grade Level Meeting						
	6/13		Celebration of the years work Reflection	Faculty Meeting						
		45	Final Gates, Literacy Design Collaborative Working groups grades 5 and 6	LDC team Grade level format						

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Monday, January 24, 2011

ITEM: Administration (January 11, 2011)

PROGRESS REPORT ON DISTRICT INITIATIVES

PRIOR ACTION:

1-20-10 - Ms. Novick made the following motion:
Request that Administration provide graphs that start at zero.
On a voice vote, the motion was approved.
Mr. O'Connell made the following motion:
Request that the item be referred to the Standing Committee on
Accountability and Student Achievement.
On a voice vote, the motion was approved.
It was moved to suspend the Rules of the School Committee to
reconsider the motion.
On a roll call of 7-0, the motion to reconsider was approved.
It was moved to reconsider the motion to refer the item to the
Standing Committee on Accountability and Student Achievement.
On a roll call of 0-7, the motion to reconsider was defeated.
Mr. O'Connell requested that the Administration respond to Mrs.
Mullaney's request for a chronology of actions regarding the Race
to the Top Grant.

BACKUP:


Annex A (25 pages) contains a copy of the Report of the Superintendent.
Annex B (4 pages) contains a copy of the Measurable Annual Goals from the
Level 4 section of the Report of the Superintendent for Chandler
Elementary School.
Annex C (4 pages) contains a copy of the Measurable Annual Goals from the
Level 4 section of the Report of the Superintendent for Union Hill
School.


PRIOR ACTION:

- 1-20-11 - Miss Biancheria made the following motions:
(continued) Request that the Administration include past data in both reading and math in grades 3-6 when the item is discussed at the Standing Committee level.
Request that the Administration forward materials regarding Innovation Schools for the School Committee hearings prior to those hearings in April or May 2011.
Request that the Administration forward a letter to the United Way of Central Massachusetts, which is the lead agency for the Promise Neighborhoods Grant, requesting that personnel from the College of the Holy Cross be included in the planning process for this grant.
Request that Administration provide more information on the Promise Neighborhood Grant when the item is discussed at the Standing Committee level.
On a voice vote, the motions were approved.

Progress Report on District Initiatives Leading to College & Career Readiness

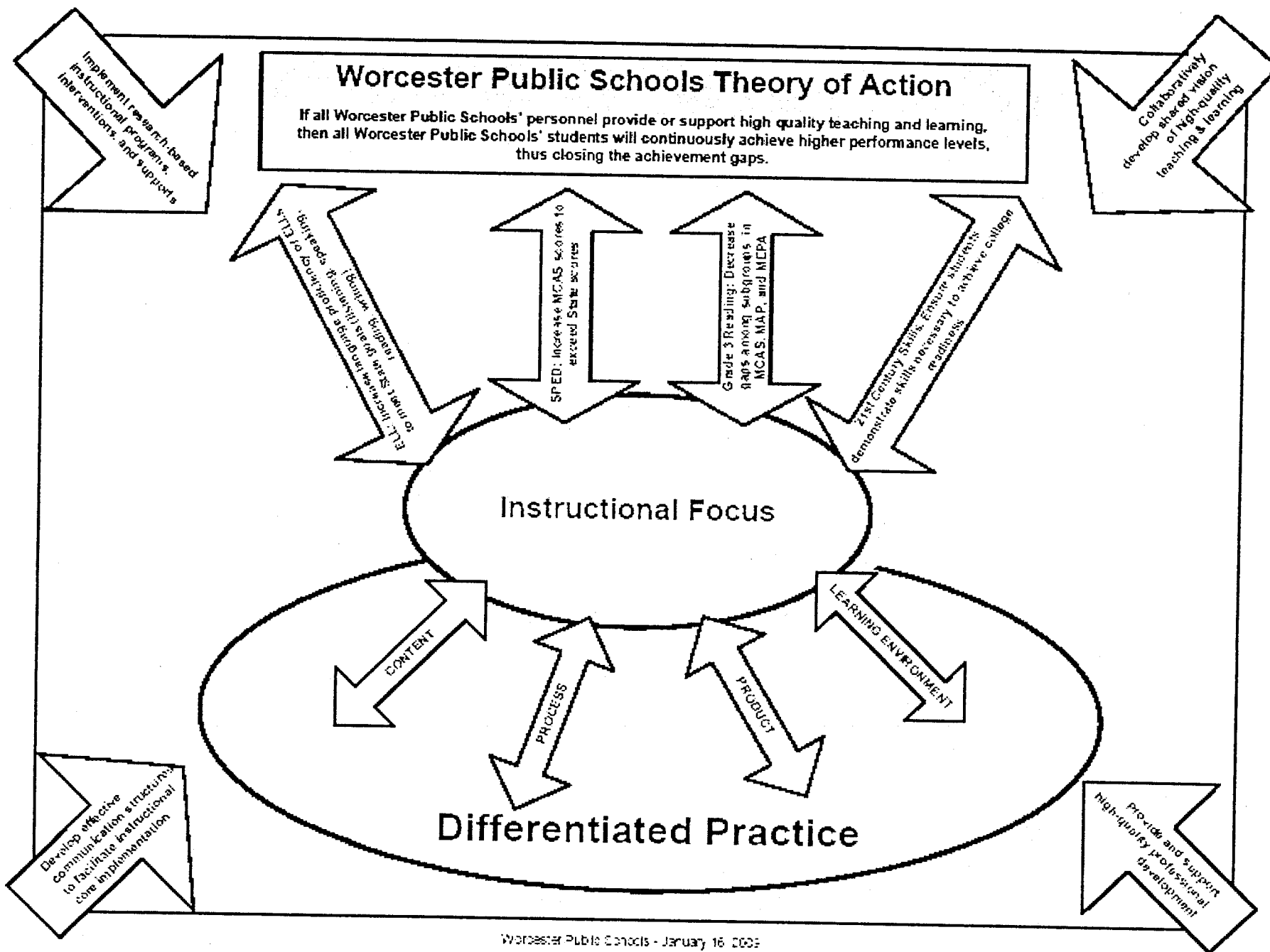
Report of the
Superintendent
January 20, 2011



- 
- Worcester Improvement Strategy
 - Focus on Results
 - Literacy Design Collaborative
 - Level 4 Schools and Turnaround
 - Race to the Top
 - Innovation Schools
 - Promise Neighborhood Planning Grant

Worcester Improvement Strategy





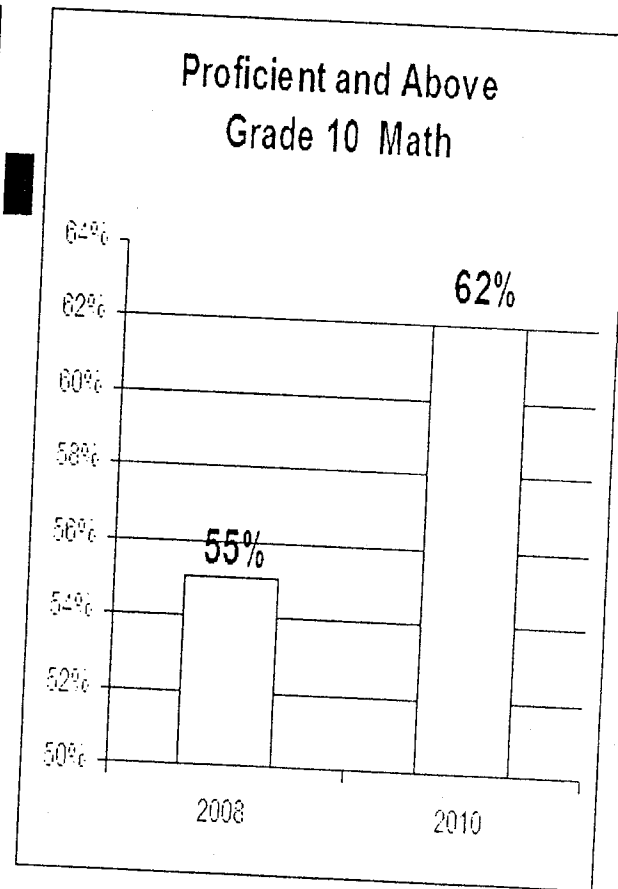
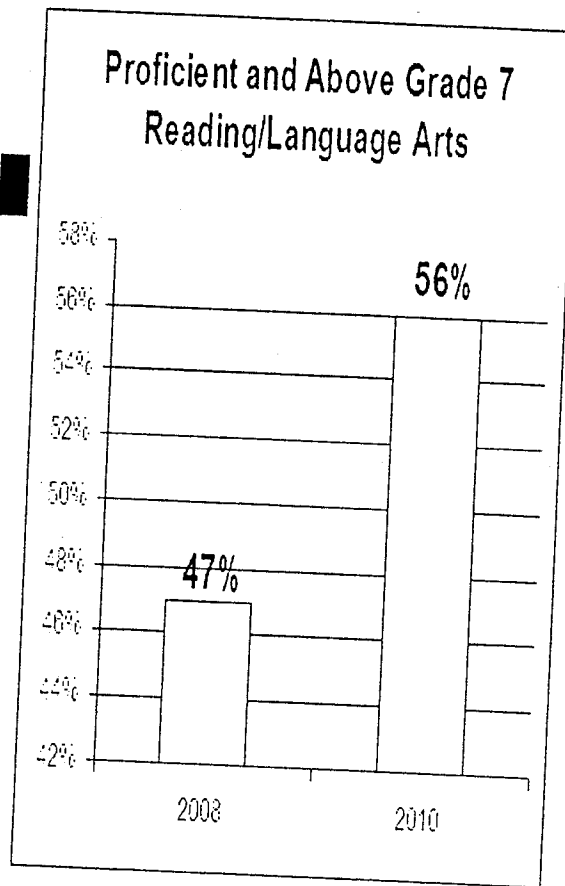
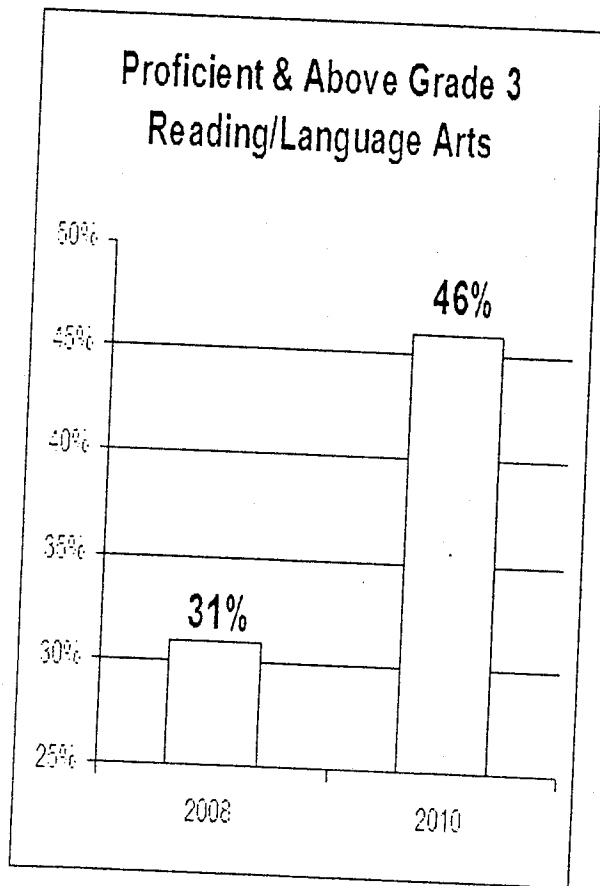
Worcester Public Schools - January 16, 2009

Worcester Improvement Strategy

- Implement research based instructional programs, interventions, and supports
- Collaboratively develop shared vision of high quality teaching and learning
- Develop effective communication structures to facilitate instructional core implementation
- Provide and support high-quality professional development

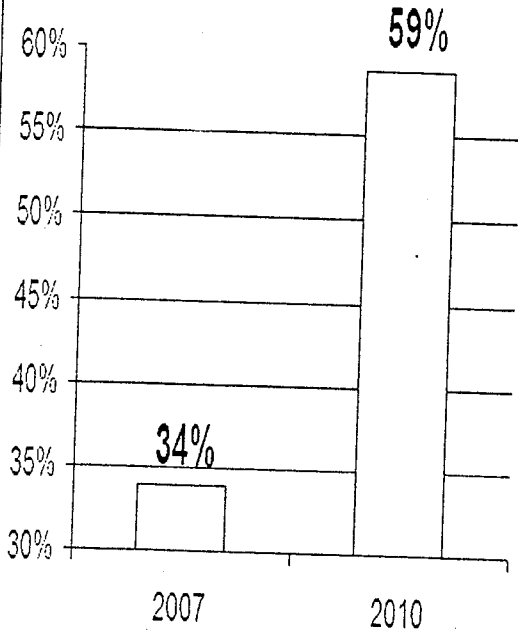
Focus on Results Intervention Support

- **GROWTH in EVERY GRADE tested (3-8) in BOTH ELA and MATH**
- **Double digit gains in GRADE 3 READING**
- **Eight Worcester Schools were named by the Governor as *Commendation Schools* for their academic growth and continued success in closing achievement gaps**
- **Burncoat Senior High was one of ten schools recognized statewide for the biggest combined increase in the percent of students scoring Proficient and Advanced**
- **First district-wide increase in Grade 3 Reading in EIGHT years and the highest rates of Proficient and Above in ELA in grades 3, 5, 7, 8 and 10 and grades 3, 7, 8 and 10 in MATH in 2009; trends continued in 2010.**



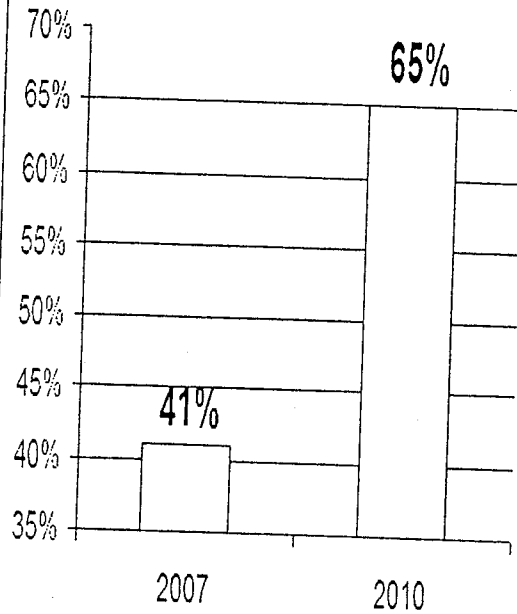
**Focus on
Results**

COHORT DATA
Proficient & Above
Reading/Language Arts



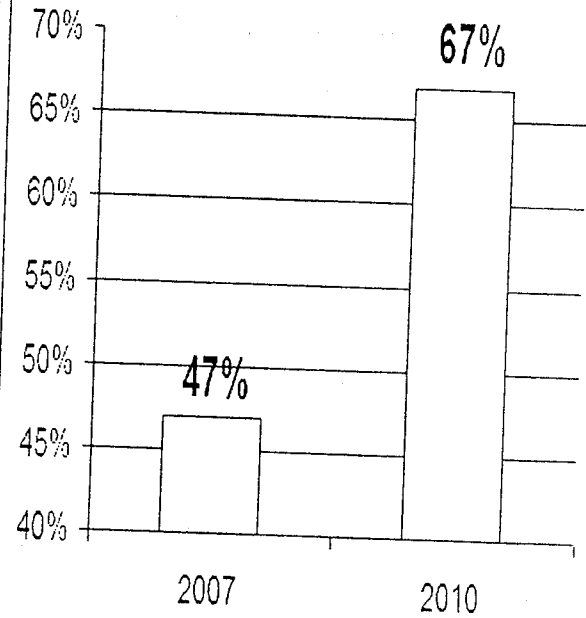
□ Grade 3 Students' results in 2007 compared to their results as Sixth Graders in 2010

COHORT DATA
Proficient & Above
Reading/Language Arts



□ Grade 5 Students' results in 2007 compared to their results as Eighth Graders in 2010

COHORT DATA
Proficient & Above
Reading/Language Arts



□ Grade 7 Students' results in 2007 compared to their results as Tenth Graders in 2010

Focus on Results

Focus on Results Intervention Support

- Assists the district in meeting the levers or “4 corners” of the Worcester Improvement Strategy
- Facilitates the application of the High Quality Teaching & Learning principles across the district
- Provides high quality professional development embedded within the focus on the instructional core

Focus on Results Intervention Support

- Supports the focus and alignment of educational services through vertical sharing (elementary-middle-high) of best practices
- Provides focused and intensive training for the instructional coaches and their work with classroom teachers

Literacy Design Collaborative

- Partnership with Clark University & Focus on Results
- Funded by the Gates Foundation
- Sixth grade module at Goddard has been selected for publication as an exemplar
- Gates Foundation has also expressed interest in replicating the WPS coaching model in other districts

Level 4 Schools

- Turnaround plans have been approved by the Commissioner with two adjustments:
- Revision of the Measurable Annual Goals targets in ELA and Math – from 40% proficient to 50% proficient
- Inclusion of a statement regarding how the district would meet the core tenets of the plans if federal redesign funds were not received

Level 4 Schools

- Quarterly Progress Meetings with parents and community at each school
 - Agenda addresses progress to date on the implementing turnaround plan
 - Provides real time benchmarks to demonstrate improvements in student achievement and school performance

Level 4 Schools

- Redesign Plan Process & Federal Grant Application
 - Requires a much greater level of detail than the state turnaround plans
 - Focuses on practices and actions to provide evidence of meeting expected benchmarks
 - Requires district level redesign along with school level redesign

Level 4 Schools

- To exit Level 4 criteria in 3 years, a Level 4 school must meet 3 criteria:
- Increase in student achievement for three years for students overall based on MCAS, student growth, and reduction in proficiency gaps (as specified in the performance Measurable Annual Goals);
- Evidence that the conditions are in place at the school level to sustain that improvement; and
- Evidence that the conditions are in place at the district level to sustain that improvement

Race to the Top

- State and district scopes of work have been approved by the USDOE – granting access to the full \$250 million award
- State will begin to issue Year 1 grants to districts very soon

Race to the Top

- WPS Scope of Work:
- Implement statewide evaluation framework
- Align curriculum to Common Core State Standards
- Strengthen climate, conditions & school culture
- Support licensed teachers in online coursework for ESL and special education
- Create near real-time data access

Race to the Top

- Increase the number of students completing MASS Core Graduation Requirements
- Establish a STEM focused early college high school
- Participate in development of online formative and interim assessments
- Incorporate Essential Conditions for School Effectiveness
- Implement a wraparound system of support for students

Innovation Schools

- Innovation Schools provide a unique opportunity for creative and focused effort - for the formation of new and powerful communities of learning – in support of Worcester students
- Seeking models that show strong promise & built on 3 pillars:
 - Every student feels valued, important and inspired
 - Every student will thrive as a reader, writer, thinker, person and member of the community
 - Every student will develop academically on the path to college and career readiness and civic responsibility

Innovation Schools

- Seven (7) proposals were submitted to the Screening Committee for review
- Five (5) proposals were approved to continue full planning, making them eligible to apply for state planning grants
- Innovation School plans are due March 1st!
- Technical assistance is available from WPS district office and the Executive Office of Education

Innovation Schools

- Next steps & timeline
 - Plans submitted to School Committee March 31st
 - School Committee Hearings – April and/or May
 - School Committee Adoption – April and/or May
 - Deadline for Innovation School Implementation Grant (applicant applies) – June 30th

Promise Neighborhood Planning Grant




- *A comprehensive approach to expanding opportunity for All Children*
- Focused on:
 - Improving academic success
 - Creating a college-going culture
 - Building a continuum of academic programs
 - Integrating existing programs in neighborhoods
 - Sustaining & scaling up what works
 - Building capacity in local communities
 - Undertaking rigorous evaluation to measure progress towards improving the life prospects of poor children

Promise Neighborhoods Planning Grant

- Worcester is one of 21 planning grants funded nationally
- United Way of Central Mass is the lead agency

**So, what does all of this mean for the
WPS?**



THE WPS COMPACT

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

100 percent of students
will be guaranteed a rigorous core curriculum resulting in
measurable gains in student learning

By 2012

- ✓ 80 percent of students proficient in READING by Grade 3
- ✓ 80 percent of students proficient in MATH by Grade 3
- ✓ 80 percent of students proficient in ELA by Grade 8
- ✓ 80 percent of students proficient in MATH by Grade 8

For the class of 2013

100 percent of graduates will successfully complete high
school coursework that prepares them for both college and
career

WPS STRATEGIC GOALS

1. Worcester Public Schools will implement strategies that result in high student achievement.
2. Worcester Public Schools will develop and maintain welcoming, safe and secure schools.
3. Worcester Public Schools will foster high levels of family and community engagement, commitment and partnership.
4. Worcester Public Schools will develop a formal communication system in order to better transfer information on effective practices and needs.

Level 4 Schools Measurable Annual Goals Template - Instructions Updated October 5, 2010

From An Act to Reduce Achievement Gaps: To assess the school across multiple measures of school performance and student success, the turnaround plan shall include Measurable Annual Goals (MAG) including, but not limited to:

An Act Relative to the Achievement Gap signed into Massachusetts law in January 2010 established a new process and intervention powers for improving the performance of the lowest performing schools—Level 4 schools—as identified under the state's new accountability and assistance framework. The new state law requires that turnaround plans for Level 4 schools and districts include **measurable annual goals** to assess the school across multiple measures of school performance and student success, including but not limited to, thirteen areas specified by law. To assist districts in setting these measurable annual goals, ESE has developed this template which divides the thirteen areas into three categories: student rates, student achievement, and college readiness & school culture. The measurable annual goal areas related to each of the three areas are displayed on three separate sheets in this workbook.

Step 1. Select your Level 4 District/School:

Worcester - Chandler Elem Community (03480050)

Step 2. Select the ending year for your data:

2012-13

Step 3. Articulate measurable annual goals (specific measures and annual targets) in each of the three categories on the sheets linked to below. Optional: Articulate other measures on the "Other" sheet.

Student Rates

Student Achievement

College Readiness & School Culture

Other

Please see the specific instructions on each sheet for further guidance.

Additional Sample Measures for the College Readiness & School Culture category can be found using the link below.

[Additional Sample Measures for College Readiness & School Culture](#)

Questions? Contact Cliff Chuang in the Office of School Redesign at 781-338-3588 or cchuang@doe.mass.edu

Level 4 School - Measurable Annual Goals - Student Rates

Instructions: In this category, the measures that are pre-populated (and pre-numbered) are strongly recommended basic measures for which ESE (or the Department of Public Health in the case of the dismissal rate) already collects data from districts. Please insert rows for additional district-defined measures or delete rows as necessary. Please be sure to fill out goals for each measure for each year.

District/School:		Worcester - Chandler Elem Community (03480050)								
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal	
						2009-10	2010-11	2011-12	2012-13	
Student Rates	(1) student attendance, dismissal rates, and exclusion rates	A1	AYP student attendance rate	ESE-defined: Attendance rates are calculated by dividing the total number of days all students in a particular group attended school by the total number of days all students were enrolled. The attendance rate required to make AYP in 2009 is 92%, or improvement of at least 1% from 2008.	SIMS	AYP standard: 92% or improvement of at least 1% from the prior year.	93.1	94.0	95.0	95.9
		A2	Truancy rate	ESE-defined: Calculated based on the number of students truant for more than 9 days, divided by the End of the Year (EOY) enrollment (including transfers, dropouts, etc.) for the school year being reported. A student is truant when he or she has an unexcused absence.	SIMS	Decrease of 5 percent per year	53.9	51.2	48.6	46.2
		A3	Dismissal rate	ESE-recommendation based on Dept. of Public Health-collected data: (total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters)	Department of Public Health	Decrease of 5 percent per year	3.9	3.7	3.5	3.3
		A4	Out of school suspension rate	ESE-defined: The percentage of enrolled students who received one or more out-of-school suspensions.	SIMS	Decrease of 5 percent per year. WPS will recalibrate this measure with Fall 2010 data in December as there is a new principal in the 2010-11 school year.	6.3	6.0	5.7	5.4
(2) student safety and discipline	A5	Number of drug, weapon or violence incidents	ESE-defined: The number incidents involving drugs, violence or criminal incident on school property as collected via the School Safety and Discipline Report (SSDR)	SSDR	Decrease of 5 percent per year	30	29	27	26	
(3) student promotion and dropout rates ...	A6	Student retention rate (decrease)	ESE-defined: The percentage of enrolled students who were repeating the grade in which they were enrolled the previous year (SIMS data as of Oct. 1)	SIMS	Decrease of 5 percent per year	1.2	1.1	1.1	1.0	

Level 4 School - Measurable Annual Goals - Student Achievement

Instructions: In this category, measures B1 through B4 are **required** as Level 4 exit criteria and minimum targets will be provided by ESE in separate guidance. Please insert rows for additional district-defined measures of achievement or delete rows as necessary. Please be sure to fill out goals for each measure for each year.

District/School:		Worcester - Chandler Elem Community (03480050)							
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal
						2009-10	2010-11	2011-12	2012-13
(3) [continued] graduation rates	B1a^	4-year graduation rate OR	N/A (Elementary School)	N/A	N/A	N/A	N/A	N/A	N/A
	B1b^	5-year graduation rate	N/A (Elementary School)	N/A	N/A	N/A	N/A	N/A	N/A
(4) student achievement on the Massachusetts Comprehensive Assessment System;	B2a^	Composite Performance Index (CPI): ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	50.9	56.5	61.3	66.2
	B2b^	Composite Performance Index (CPI): ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	50.7	55.6	60.5	65.5
	B2c^	Composite Performance Index (CPI): Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	46.2	47.7	53.2	58.7
	B2d^	Composite Performance Index (CPI): Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	46.1	47.4	52.9	58.4
(5) progress in areas of academic underperformance;	B3a^	Percentage of students scoring Warning / Failing on MCAS: ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	45%	35%	30%	25%
	B3b^	Percentage of students scoring Warning / Failing on MCAS: ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	45%	36%	31%	25%
	B3c^	Percentage of students scoring Warning / Failing on MCAS: Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	51%	51%	43%	36%
(6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English proficient students and students receiving special education;	B3d^	Percentage of students scoring Warning / Failing on MCAS: Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	51%	51%	44%	37%
	B4a^	Median Student Growth Percentile (SGP): ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	33.5	50.0	50.0	50.0
	B4b^	Median Student Growth Percentile (SGP): ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	34.0	50.0	50.0	50.0
	B4c^	Median Student Growth Percentile (SGP): Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	49.0	50.0	50.0	50.0
(7) reduction of achievement gaps among different groups of students	B4d^	Median Student Growth Percentile (SGP): Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	50.0	50.0	50.0	50.0
	B5	Annual Measurable Achievement Objective (AMAO) targets for MEPA	TBD by ESE in Late 2010	MEPA	TBD by ESE in Late 2010				

^ These metrics are defined as criteria for removal of a school from Level 4 in 603 CMR 2.00.

* High needs students are one or more of the following: limited English proficient; formerly limited English proficient; special education; or eligible for free/reduced price lunch.

Level 4 School - Measurable Annual Goals - College Readiness and School Culture

Instructions: In this category, the measures that are pre-populated are strongly recommended measures for which ESE will be required to collect data in the next school year to comply with federal requirements. Please insert rows for additional district-defined measures or delete rows as necessary. Please be sure to fill out goals for each measure for each year. Additional sample measures for this category are available using the link to the right.

[Link to Additional Sample Measures](#)

District/School:		Worcester - Chandler Elem Community (03480050)							
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal
						2009-10	2010-11	2011-12	2012-13
College Readiness and School Culture	C1	Student performance across multiple subjects	LEA defined: The percentage of students who are proficient or above on the Grade 5 MCAS in ELA, Mathematics and Science	MCAS	5 percent annual increase	4.4	4.6	4.9	5.1
	C2	Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	TBD by ESE in Late 2010	SIMS starting 2010-11	TBD by LEA	N/A	N/A	N/A	N/A
	C3	Reading at home	LEA-defined: The percentage of enrolled students who report reading at home texts not required for school	LEA student survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	C4	Parental engagement	LEA-defined: The percentage of parents/guardians reporting meaningful opportunities to engage with and/or contribute to the school.	LEA parent survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	C5	Parental understanding of school turnaround efforts	LEA-defined: The percentage of parents reporting an understanding of the school's turnaround efforts and the targets to which the school is striving.	LEA parent survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	C6	Mean score on student engagement index.	LEA-defined: The mean Student Engagement score as measured by a battery of student survey items assessing the degree to which students are academically engaged.	LEA student survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	C7	Support for academic success	LEA-defined: The percentage of faculty, students, and parents agreeing that the school supports the academic success of students as measured by survey items administered to faculty, students and parents.	LEA student survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	C8	Distribution of teachers by performance level on an LEA's teacher evaluation system	TBD by ESE in Late 2010	EPIMS starting 2010-11	TBD by LEA	N/A	N/A	N/A	N/A
	C9	Teacher Attendance Rate	LEA defined: Days present divided by total school days	LEA personnel records	1 percent annual increase	93.9	94.8	95.8	96.7
	C10	Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Grade level benchmarks	LEA-defined: The percentage of all students in grades K-1 reaching grade level benchmarks on DIBELS	LEA assessment files	5 percent annual increase.	74	77.7	81.6	85.7
	C11	Developmental Reading Assessment (DRA): End-of-year targets	LEA-defined: The percentage of K-3 students reaching the end of year target for their grade level on the Developmental Reading Assessment by the spring test administration.	LEA assessment files	5 percent annual increase.	62.1	65.2	68.5	71.9

Level 4 Schools Measurable Annual Goals Template - Instructions

Updated October 5, 2010

From An Act to Reduce Achievement Gaps: To assess the school across multiple measures of school performance and student success, the turnaround plan shall include Measurable Annual Goals (MAG) including, but not limited to:

An Act Relative to the Achievement Gap signed into Massachusetts law in January 2010 established a new process and intervention powers for improving the performance of the lowest performing schools—Level 4 schools—as identified under the state’s new accountability and assistance framework. The new state law requires that turnaround plans for Level 4 schools and districts include **measurable annual goals** to assess the school across multiple measures of school performance and student success, including but not limited to, thirteen areas specified by law. To assist districts in setting these measurable annual goals, ESE has developed this template which divides the thirteen areas into three categories: student rates, student achievement, and college readiness & school culture. The measurable annual goal areas related to each of the three areas are displayed on three separate sheets in this workbook.

Step 1. Select your Level 4 District/School:

Worcester - Union Hill School (03480240)

Step 2. Select the ending year for your data:

2012-13

Step 3. Articulate measurable annual goals (specific measures and annual targets) in each of the three categories on the sheets linked to below. Optional: Articulate other measures on the "Other" sheet.

Student Rates

Student Achievement

College Readiness & School Culture

Other

Please see the specific instructions on each sheet for further guidance.

Additional Sample Measures for the College Readiness & School Culture category can be found using the link below.

[Additional Sample Measures for College Readiness & School Culture](#)

Questions? Contact Cliff Chuang in the Office of School Redesign at 781-338-3588 or cchuang@doe.mass.edu

Level 4 School - Measurable Annual Goals - Student Rates

Instructions: In this category, the measures that are pre-populated (and pre-numbered) are strongly recommended basic measures for which ESE (or the Department of Public Health in the case of the dismissal rate) already collects data from districts. Please insert rows for additional district-defined measures or delete rows as necessary. Please be sure to fill out goals for each measure for each year.

District/School:		Worcester - Union Hill School (03480240)							
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal
						2009-10	2010-11	2011-12	2012-13
Student Rates	A1	AYP student attendance rate	ESE-defined: Attendance rates are calculated by dividing the total number of days all students in a particular group attended school by the total number of days all students were enrolled. The attendance rate required to make AYP in 2009 is 92%, or improvement of at least 1% from 2008.	SIMS	AYP standard: 92% or improvement of at least 1% from the prior year.	93.9	94.8	95.8	96.7
	A2	Truancy rate	ESE-defined: Calculated based on the number of students truant for more than 9 days, divided by the End of the Year (EOY) enrollment (including transfers, dropouts, etc.) for the school year being reported. A student is truant when he or she has an unexcused absence.	SIMS	Decrease of 5 percent per year	57.6	54.7	52	49.4
	A3	Dismissal rate	ESE-recommendation based on Dept. of Public Health-collected data: (total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters)	Department of Public Health	Decrease of 5 percent per year	3.0	2.9	2.7	2.6
	A4	Out of school suspension rate	ESE-defined: The percentage of enrolled students who received one or more out-of-school suspensions.	SIMS	Decrease of 5 percent per year. WPS will recalibrate this measure with Fall 2010 data in December as there is a new principal in the 2010-11 school year.	31.8	30.2	28.7	27.3
(2) student safety and discipline	A5	Number of drug, weapon or violence incidents	ESE-defined: The number incidents involving drugs, violence or criminal incident on school property as collected via the School Safety and Discipline Report (SSDR)	SSDR	Decrease of 5 percent per year	71	67	64	61
(3) student promotion and dropout rates ...	A6	Student retention rate (decrease)	ESE-defined: The percentage of enrolled students who were repeating the grade in which they were enrolled the previous year (SIMS data as of Oct. 1)	SIMS	Decrease of 5 percent per year	1.9	1.8	1.7	1.6

Level 4 School - Measurable Annual Goals - Student Achievement

Instructions: In this category, measures B1 through B4 are **required** as Level 4 exit criteria and minimum targets will be provided by ESE in separate guidance. Please insert rows for additional district-defined measures of achievement or delete rows as necessary. Please be sure to fill out goals for each measure for each year.

District/School:

Worcester - Union Hill School (03480240)

	Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal
							2009-10	2010-11	2011-12	2012-13
Student Achievement	(3) [continued] graduation rates	B1a [^]	4-year graduation rate OR	N/A Elementary School	N/A	N/A	N/A	N/A	N/A	N/A
		B1b [^]	5-year graduation rate	N/A Elementary School	N/A	N/A	N/A	N/A	N/A	N/A
	(4) student achievement on the Massachusetts Comprehensive Assessment System;	B2a [^]	Composite Performance Index (CPI): ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	57.0	59.0	63.7	68.4
		B2b [^]	Composite Performance Index (CPI): ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	56.9	58.4	63.2	67.9
		B2c [^]	Composite Performance Index (CPI): Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	51.3	53.6	58.9	64.1
		B2d [^]	Composite Performance Index (CPI): Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	51.0	53.5	58.7	64.0
	(5) progress in areas of academic underperformance;	B3a [^]	Percentage of students scoring <i>Warning / Failing</i> on MCAS: ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	32%	32%	27%	22%
		B3b [^]	Percentage of students scoring <i>Warning / Failing</i> on MCAS: ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	32%	32%	27%	23%
		B3c [^]	Percentage of students scoring <i>Warning / Failing</i> on MCAS: Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	40%	38%	32%	25%
	(6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English proficient students and students receiving special education;	B3d [^]	Percentage of students scoring <i>Warning / Failing</i> on MCAS: Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	41%	38%	32%	25%
		B4a [^]	Median Student Growth Percentile (SGP): ELA, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	40.0	50.0	50.0	50.0
		B4b [^]	Median Student Growth Percentile (SGP): ELA, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	40.0	50.0	50.0	50.0
		B4c [^]	Median Student Growth Percentile (SGP): Math, all students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	54.0	50.0	50.0	50.0
	(7) reduction of achievement gaps among different groups of students	B4d [^]	Median Student Growth Percentile (SGP): Math, high needs* students in all grades	ESE-defined: See Level 4 Exit Criteria Guidance	MCAS	See Level 4 Exit Criteria Guidance	53.0	50.0	50.0	50.0
		B5	Annual Measurable Achievement Objective (AMA) targets for MEPA	TBD by ESE in Late 2010	MEPA	TBD by ESE in Late 2010				
TBD by LEA			TBD by LEA		TBD by LEA					
TBD by LEA			TBD by LEA		TBD by LEA					

[^] These metrics are defined as criteria for removal of a school from Level 4 in 603 CMR 2.00.

* High needs students are one or more of the following: limited English proficient; formerly limited English proficient; special education; or eligible for free/reduced price lunch.

Level 4 School - Measurable Annual Goals - College Readiness and School Culture

Instructions: In this category, the measures that are pre-populated are strongly recommended measures for which ESE will be required to collect data in the next school year to comply with federal requirements. Please insert rows for additional district-defined measures or delete rows as necessary. Please be sure to fill out goals for each measure for each year. Additional sample measures for this category are available using the link to the right.

[Link to Additional Sample Measures](#)

District/School:		Worcester - Union Hill School (03480240)								
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal	
						2009-10	2010-11	2011-12	2012-13	
College Readiness and School Culture	(8) student acquisition and mastery of twenty-first century skills	TBD by LEA	Student performance across multiple subjects	LEA defined: The percentage of students who are proficient or above on the Grade 5 MCAS in ELA, Mathematics and Science	MCAS	5 percent annual increase	5.8	6.1	6.4	6.7
	(9) development of college readiness, including at the elementary and middle school levels	TBD by LEA	Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	TBD by ESE in Late 2010	SIMS starting 2010-11	TBD by LEA	N/A	N/A	N/A	N/A
		TBD by LEA	Reading at home	LEA-defined: The percentage of enrolled students who report reading at home texts not required for school	LEA student survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	(10) parent and family engagement	TBD by LEA	Parental engagement	LEA-defined: The percentage of parents/guardians reporting meaningful opportunities to engage with and/or contribute to the school.	LEA parent survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
		TBD by LEA	Parental understanding of school turnaround efforts	LEA-defined: The percentage of parents reporting an understanding of the school's turnaround efforts and the targets to which the school is striving.	LEA parent survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	(11) building a culture of academic success among students	TBD by LEA	Mean score on student engagement index.	LEA-defined: The mean Student Engagement score as measured by a battery of student survey items assessing the degree to which students are academically engaged.	LEA student survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
		TBD by LEA	Support for academic success	LEA-defined: The percentage of faculty, students, and parents agreeing that the school supports the academic success of students as measured by survey items administered to faculty, students and parents.	LEA student survey	5 percent annual increase from baseline	N/A	baseline	baseline + 5%	baseline + 5%
	(12) building a culture of student support and success among school faculty and staff	TBD by LEA	Distribution of teachers by performance level on an LEA's teacher evaluation system	TBD by ESE in Late 2010	EPIMS starting 2010-11	TBD by LEA	N/A	N/A	N/A	N/A
		TBD by LEA	Teacher Attendance Rate	LEA defined: Days present divided by total school days	LEA personnel records	sustain	98.6	98.6	98.6	98.6
	(13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable	TBD by LEA	Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Grade level benchmarks	LEA-defined: The percentage of of all students in grades K-1 reaching grade level benchmarks on DIBELS	LEA assessment files	5 percent annual increase.	22.5	23.6	24.8	26
		TBD by LEA	Developmental Reading Assessment (DRA): End-of-year targets	LEA-defined: The percentage of K-3 students reaching the end of year target for their grade level on the Developmental Reading Assessment by the spring test administration.	LEA assessment files	5 percent annual increase.	37.4	39.3	41.2	43.3

ITEM: motion
gb #0-268

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Monday, January 24, 2011

ITEM: Ms. Novick (motion – October 7, 2010)

To create requirements in the following area for any Innovation School proposed in Worcester, whether by the Administration or any other group:

d. Adherence to local, state, and federal regulations and laws

PRIOR ACTION:

10-7-10 - Referred a. to the Standing Committee on Governance and Employee Issues, b. to the Standing Committee on Finance and Operations, c. to the Standing Committee on Teaching, Learning and Student Supports and d. to the Standing Committee on Accountability and Student Achievement.

BACKUP:

Annex A (7 pages) contains a copy of the Vision and Framework for Worcester Public Schools Innovation Schools.

Annex B (7 pages) contains a copy of the Worcester Public Schools - Innovation Schools Local Partnership Group Meetings.

Vision and Framework for Worcester Public Schools Innovation Schools

The development of Innovation Schools is one of the ways in which Worcester Public Schools intends to become *the school district of choice*. Innovation Schools provide a unique opportunity for creative and focused effort—for the formation of new and powerful communities of learning—in support of Worcester students.

Preference will be given to Innovation School models which show strong promise to develop a culture of learning built on three pillars:

- Every student feels valued, important and inspired;
- Every student will thrive as a reader, writer, thinker, person and member of the community; and
- Every student will develop academically on the path to college and career readiness and civic responsibility.

To this end, we expect that Innovation School models will combine mission/vision, leadership, learning culture, practice and community into a tightly woven student-centered whole.

- The mission/vision will describe a powerful model of learning designed to ensure each student's academic and personal development.
- The leadership model will provide for decision-making based on what will work best for students.
- The learning culture (beliefs, relationships, teaching and learning norms) will value students as thinkers and learners and teachers as continuous, collegial learners and decision-makers.
- The curriculum and teaching practice will be guided by shared ideas about learning that engages all students, a commitment to personalize support for every student, student ownership, and achievement of the goals of the common core standards.
- The Innovation School will form a unified community that includes and values students, teachers, parents and partners working together to achieve its mission.

The local partnership committee has used the “essential conditions for effective schools,” as identified by the MA Department of Elementary and Secondary Education, as a basis for organizing specific guidelines to fulfill this vision for Innovation Schools in Worcester, as follows:

Conditions for School Effectiveness

Mission/Vision

- The mission demonstrates a strong belief in the capability of all students and a commitment to ensure that all develop academically and personally
- The vision describes a model of powerful learning in which all students will thrive

Leadership

(i) **Effective district systems for school support and intervention:** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.

Unless articulated in the Innovation School Proposal and Plan, established district systems, policies, and practices will be used to anticipate and address school human resource, instructional, and operation needs in timely, efficient, and effective ways for Innovation Schools in Worcester. Other agreements can be reached through negotiation with and approval by the Worcester School Committee.

Human Resource systems address human capital issues such as attracting, hiring / placement, developing, retaining, evaluating staff.

Instructional systems address issues related to teaching and learning such as school management and instructional leadership, curriculum, instruction, assessment, and professional development materials and support.

Operational systems address issues related to budgeting, transportation, nutrition, grants management, and facilities.

The district office of Research and Accountability provides supports regarding data collection, application, and action planning related to continuous improvement toward outstanding results for all students.

(ii) **Effective school leadership:** The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.

Innovation Schools will use the Worcester Public Schools Leadership Expectations to define expectations for school leaders.

Worcester Public Schools Leadership Expectations

1. Deepen the Implementation of the school-wide Instructional Focus

There is obvious evidence that the school is “living” a solid school-wide Instructional focus through its words, actions and deeds.

2. Develop professional collaboration Teams to Improve Teaching and Learning

Using protocols and strategies, teacher teams meet regularly to talk about student work, teacher assignments, effective teaching practices and data that demonstrate progress towards eliminating the achievement gap. The leadership participates in these meetings. These meetings drive improvements in teaching and learning. The Instructional Leadership Team meets regularly and is providing strong leadership around the school-wide instructional focus.

3. Learn and Use Effective Research-based Teaching Practices

A narrow list of (3-5) best practices has been identified. Progress is being made at school-wide implementation of the best teaching practices in each and every classroom for each and every student each and every day.

4. Implement A targeted Professional Development Plan That Builds Expertise in Selected Best Practices

The School’s Professional Development supports the instructional focus by building teacher expertise and promoting high expectations for all students. As expertise is developed, teachers are held increasingly accountable for implementation of strategies.

5. Realign Resources (People, Time, Energy, and Money) to Support the Instructional Focus

The school can demonstrate clear evidence that it is making decisions that its resources are aligned with the school-wide instructional focus.

6. Engage families and the Community in Supporting the Instructional Focus

The school can demonstrate clear evidence that it is involving families and the community with the school-wide instructional focus and district and school-wide expectations.

7. Deepen the Internal Accountability System

The school has met at least two school-wide SMARTe goals (S – Specific, M – Measurable, A – Attainable, R – Relevant, T – Timely, and e – for everyone). One is around a state-wide measure and one is around a local, internal measure of student performance. Results are easily available and publicly posted. The data is part of an internal accountability system that is used by the Instructional Leadership team

8. Leadership Focuses on Instruction

The leadership is working toward the goal of spending 50% of the instructional day in classrooms – observing, demonstrating, modeling and supporting effective teaching practices.

(Essential Condition #1:) Unless articulated in the Innovation School Proposal and Plan, established district systems, policies, and practices will be used to anticipate and address school human resource, instructional, and operation needs in timely, efficient, and effective ways for Innovation Schools in Worcester. Other agreements can be reached through negotiation with and approval by the Worcester School Committee.

Human Resource systems address human capital issues such as attracting, hiring / placement, developing, retaining, evaluating staff.

Instructional systems address issues related to teaching and learning such as school management and instructional leadership, curriculum, instruction, assessment, and professional development materials and support.

Operational systems address issues related to budgeting, transportation, nutrition, grants management, and facilities.

The office of Research and Accountability provides supports regarding data collection, application, and action planning related to continuous improvement toward outstanding results for all students.

The Innovation School Application must address the following:

1. Describe how the school's mission and vision will be shared and aligned with leadership expectations.
2. Define stakeholders.
3. How will stakeholders be involved in decision-making in the areas of autonomy?

(vi) **Principal's staffing authority:** The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions, and the approval of the superintendent.

(Essential Condition #1:) Unless articulated in the Innovation School Proposal and Plan, established district systems, policies, and practices will be used to anticipate and address school human resource, instructional, and operation needs in timely, efficient, and effective ways for Innovation Schools in Worcester. Other agreements can be reached through negotiation with and approval by the Worcester School Committee.

Human Resource systems address human capital issues such as attracting, hiring / placement, developing, retaining, evaluating staff.

Instructional systems address issues related to teaching and learning such as school management and instructional leadership, curriculum, instruction, assessment, and professional development materials and support.

Operational systems address issues related to budgeting, transportation, nutrition, grants management, and facilities.

The office of Research and Accountability provides supports regarding data collection, application, and action planning related to continuous improvement toward outstanding results for all students.

The Innovation School applicant will address the following:

1. Define the school's staffing plan in terms of the school's mission and vision.
2. Define how the school's leadership will make staffing decisions that are aligned to student needs.

(xi) **Strategic use of resources and adequate budget authority:** The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so.

The Innovation School Plan must be cost neutral to the school district.

The Innovation School Plan includes an explanation of the decision-making process for use of district and school resources and indicates who has the authority to do so.

Learning Culture and Practice

(iii) **Aligned curriculum:** The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

The Innovation School's curricula are aligned to state curriculum frameworks, including the Common Core Standards, and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course. The Innovation School Plan must explain how the curriculum will address the high priority targets and meet the intended outcomes of Worcester Public Schools.

There are currently four high priority targets for all schools in Worcester: 1) high levels of achievement for English Language Learners, 2) high levels of achievement for students with disabilities, 3) high levels of reading performance for students in grade 3 / 4, and 4) attainment of 21st Century skills.

(iv) **Effective instruction:** Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

The Innovation School's instructional practices must be based on evidence from a body of high-quality research and on high expectations for all students. Research-based reading, writing, and mathematics supports align to the needs of students, are

incorporated in every discipline, and engage students as active learners. Effective instructional practices develop students as thinkers who question thoughtfully and find and use evidence to support their ideas to solve relevant problems.

Unless otherwise articulated in the Innovation School Proposal and Plan, the established district's Framework for High Quality Teaching and Learning will be implemented. High quality teaching and learning is content rich, student-centered, measurable, and exists in a culture of high expectations for all students across all grades. Teachers must be sensitive to students' needs, interests, strengths, abilities, modes of contribution, social / cultural backgrounds, and address three essential elements, 1) organization of the classroom, 2) instructional design and delivery, and 3) student ownership of learning.

(v) Student assessment: The school uses a balanced system of formative and benchmark assessments.

The Innovation School Plan's internal accountability system must explain the types of assessments, the rationale for assessments, and how and according to what timeline the results will be analyzed, communicated, used to drive instruction and used to improve student outcomes.

(vii) Professional development and structures for collaboration: Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

The Innovation School Plan will articulate a culture of life-long learning for students and adults in the school community. The Innovation School Plan will explain how student data are used to develop a targeted professional development plan based on the school mission and vision.

The Innovational School Plan must articulate a structure that will support professional development and collaboration.

The Innovation School Plan must contain a system of evaluation for professional development that is connected to student progress and outcomes.

(viii) Tiered instruction and adequate learning time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

The Innovation School Schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

The Innovation School Plan must demonstrate systematic instruction and continuous improvement through Planning, Instructing, Assessing, and Adjusting to meet the needs of every student.

Tier 1 is supported by practices aligned to the growth of all students toward established standards.

Tier 2 is supported by practices aligned to moving every student to the next step in his / her learning toward established standards.

Tier 3 is supported by practices aligned to interventions tailored to individual students whose needs are beyond the scope of Tier 1 and Tier 2, including students who are identified as gifted / talented.

Community

(ix) **Students' social, emotional, and health needs:** The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.

The Innovation School Plan must explain the way(s) a safe school environment will be created and makes effective use of a system(s) that includes family and community supports for addressing the social, emotional, and health needs of its students.

(x) **Family-school engagement:** The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

The Innovation School Plan must explain how it will foster high levels of family and community communication, engagement, commitment, and partnership.

Further, the plan must explain how community engagement and partnership are based upon the needs of the students and mission and vision of the school and draws upon the strengths and resources of the community.

WPS - Innovation Schools
Local Partnership Group Meetings

October 27, 2010
20 Irving Street
Room 410

1. Introductions – 10 minutes
2. Superintendent's Charge – 10 minutes
 - Creating A System of Schools that Attracts and Retains Families and Results in Outstanding Achievement for All Students
 - What boundaries will guide the operation of Innovation Schools in Worcester?
3. Meeting Norms and Meeting Roles – 15 minutes
4. Effective Schools / Innovation Schools – 20 minutes

-----Break – 5 minutes-----

5. Data Analysis: The Current Context – 30 minutes
6. Essential Conditions – Overview and Rubric – 15 minutes
7. Essential Condition # 1 – Effective District Systems of Support – 30 minutes
8. Essential Condition #2 – Effective Leadership – 30 minutes
9. Essential Condition #6 – Principal's Staffing Authority – 30 minutes
10. Points for Communication – 30 minutes
11. Meeting Evaluation – 10 minutes

References and Supports

1. Meeting Agendas
2. Message from Superintendent Boone
3. The Worcester Public Schools (WPS) Compact & Strategic Goals
4. Moving Toward A Results System
5. Innovation Schools: Six Steps to Approval
6. Innovation Schools: Frequently Asked Questions and Answers
7. G.L. Chapter 71, Section 92 – Innovation Schools
8. Essential Conditions for School Effectiveness & Rubric
9. The 90 / 90 / 90 Schools: A Case Study
10. Student Performance and Demographic Data – State, District & South Quadrant
11. High Performance in High Poverty Schools: 90 / 90 / 90 and Beyond
12. WPS – Year Two Leadership Expectations (Essential Conditions #1 & #2)

WPS - Innovation Schools
Local Partnership Group Meetings

Local Partnership Group
October 29, 2010
20 Irving Street
Room 410

1. Meeting Norms and Purpose – 10 minutes
2. Summarize Prior Meeting Outcomes – 15 minutes
3. Questions? – 15 minutes
4. Stakeholder Feedback – 20 minutes
5. Essential Condition #3 – Aligned Curriculum – 45 minutes
6. Essential Condition #8 – Tiered Instruction – 30 minutes
7. Essential Condition #4 – Effective Instruction – 45 minutes
8. Points of Communication – 30 minutes
9. Meeting Evaluation – 10 minutes

References and Supports

1. Meeting Norms and Purpose
2. Worcester Public Schools Theory of Action
3. English Language Arts – General Performance Level Definitions (#3)
4. Science and Technology / Engineering – General Performance Level Definitions (#3)
5. Common Core Standards – Mathematics and Reading / English Language Arts (#3)
6. MassCore (#3)
7. Response to Intervention and Three-tiered Instruction (#8)
8. Positive Behavior Support (#8)
9. Worcester Public Schools Framework of High Quality Teaching and Learning (#4)

WPS - Innovation Schools
Local Partnership Group Meetings

Local Partnership Group
November 3, 2010
20 Irving Street
Room 410

1. Meeting Norms and Purpose – 10 minutes
2. Summarize Prior Meeting Outcomes – 15 minutes
3. Questions? – 15 minutes
4. Stakeholder Feedback – 20 minutes
5. Essential Condition #9 – Students’ Social, Emotional, and Health Needs – 45 minutes
6. Essential Condition #5 - Student Assessment – 45 minutes
7. Essential Condition #7 – Professional Development and Structures for Collaboration – 45 minutes
8. Points of Communication – 30 minutes
9. Meeting Evaluation – 10 minutes

References and Supports

1. Meeting Norms and Purpose
2. Refer to Positive Behavior Support (#8) October 29
3. Harvard Family research Project
4. What is the wraparound process?
5. Wraparound Planning- Finding Families Strengths
6. Data Collection System
7. A Process for Collaborative Teams
8. Finding Time for Faculties to Study Together

WPS - Innovation Schools
Local Partnership Group Meetings

Local Partnership Group
November 5, 2010
20 Irving Street
Room 410

1. Meeting Norms and Purpose – 10 minutes
2. Summarize Prior Meeting Outcomes – 15 minutes
3. Questions? – 15 minutes
4. Stakeholder Feedback – 20 minutes
5. Essential Condition #10 – Family-school Engagement – 40 minutes
6. Essential Condition #11 – Strategic Use of resources and adequate budget Authority – 40 minutes
7. Summarization and Refinement – 20 minutes
8. Points of Communication – 20 minutes
9. Community Meetings – December 8 – 20 minutes
10. Meeting Evaluation and Process Evaluation – 15 minutes

References and Supports

1. Refer to Harvard Family research Project – Nov. 3
2. Refer to What is the wraparound process? – Nov. 3
3. Refer to Wraparound Planning- Finding Families Strengths – Nov. 3
4. June 4, 2010 Memorandum from Brian Allen
5. Process Evaluation – Facilitator Feedback

WPS - Innovation Schools
Local Partnership Group Meetings

Facilitation Feedback and Evaluation

Agenda and Materials

Indicators:

Agendas were organized and delivered in a timely manner
Materials supported the agenda
Materials were useful

Comments

1. Yes, well organized and useful
2. Yes, organized. Materials were sometimes useful.
3. The meetings were facilitated and handled in a very professional manner. Great job, Jeff. It was a pleasure to work with you in this. Thank you.
4. Well organized
5. Materials were distributed in a timely manner and very comprehensive
6. Yes, absolutely. Only improvement → getting each meeting's minutes out to committee before the next meeting
7. The articles / date included were extremely helpful
8. Very organized! Absolutely. (I am) still using some materials as reference to work I am doing.
9. Very efficient. Binder was extremely useful with appropriate resource materials. Information provided was engaging and useful.
10. The binder was an amazing resource, well organized and easy to access. The resources provided for use of each condition were very helpful in working through the conditions.
11. Organization of materials and possession of materials for later reference was most helpful. All participants were able to refer back to less familiar topics at leisure to improve understanding.
12. Binder of materials was extremely helpful. I especially appreciated having the agendas and materials for all meetings on the first day.

Meeting Management

Indicators:

Group norms were supported and maintained
Time was respected
Feedback for improvement of meetings was solicited

Comments

1. True
2. Yes to all
3. Yes, especially, humor! Yes, but it was difficult for me to procure with so little time between meetings.

WPS - Innovation Schools
Local Partnership Group Meetings

4. Very good, particularly with the wide range of questions of different groups represented.
5. The facilitator and members were open to following the norms. The meeting schedule was compressed and intense but made manageable.
6. Well done. Always asked for (feedback) and respected.
7. Yes to all.
8. The committee was engaged and everyone's ideas were heard.
9. Yes to all. (Time was respected) Even early sometimes
10. Excellent facilitation – very impressive.
11. The opportunity of feedback during the “thinking” process along with after the fact was very helpful for processing and for making suggestions.
12. Each member appeared comfortable participating. Facilitator ensured that opportunities were present for all. Participants were respected.
13. All very good. Jeff handled some contentious conversations with great respect and courtesy.

Engagement and Participation

Indicators:

- Supported participation of every member
- Encouraged diverse thinking
- Kept channels of communication open, even during conflict

Comments

1. True, was respectful of other's comments and thoughts. Kept the focus!
2. Yes to all
3. The members of this group were quite impressive. I appreciate the time that many people took out of their free time to participate in this work.
4. Very good, see above
5. facilitator allowed feedback and balanced the need to fully discuss / work through issues with the need to get things done and completed
6. Would have been better had there been more time. 4 meetings in 10 days was too compressed; didn't allow for people to grow in trust of each other
7. Yes to all
8. All ideas were listened to and the leader kept everyone focused on the topic
9. I actually enjoyed the work (even at such tough and odd hours. It was obvious that a great deal of prep work was done in short periods of time
10. Again, facilitation was top notch. Participants were equally valued. People were encouraged to be honest and to stretch their thinking while potential conflicts were diffused
11. I felt very comfortable sharing thoughts and ideas whether in agreement or not!
12. Yes to all. Conflicts were more like varying perspectives.
13. All very good. Asked for additional information when needed.

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Local Partnership Group Meetings

Outcomes

Indicators:

- Clear outcomes were set for each meeting
- Meeting outcomes led to the achievement of the intended “big” picture

Comments

1. True. Enjoyed your facilitation
2. Yes to all
3. Yes to all. Meeting the 12/ 15 deadline is the next challenge!
4. Very good. Thank you!
5. The agendas identified goals and were achieved...helping reach the overall “big” picture.
6. I am proud of the process and of the result. We created a framework from which applications should come forth that could / will enable creative “innovation” schools to reach fruition AND for students, all students to thrive. Thank you!
7. The process was facilitated extremely well – guidelines / norms were kept to and enforced. I believe people felt comfortable in contribution to the discussion / conversations.
8. In summary, it was well done and thank you for the time and effort you put into making the committee outcome a success.
9. Clearly! I believe the outcomes were right on point with the “big” goal.
10. Purpose was continuously made clear and our work remained focused due to amazing facilitation. Thank you.
11. Facilitation of all meetings was very impressive and efficient. I thoroughly enjoyed the experience and felt honored to be a part of the group!
12. Yes to all.
13. Yes! At times it was a little confusing to get a real feel for the structure of the document we created and its purpose but Jeff answered all questions thoroughly.