

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

New Citizen Center Secondary/Young Adult

**Steven Alzamora/
Marjorie McCarthy**

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

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

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

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

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

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

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

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept./team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team’s primary role is to help lead the school’s effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school’s instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

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

Name	Position	ILT Meeting Dates
NCC Secondary		
Steven Alzamora	Principal	Sept: 11
Natali Borek	SAC	Oct: 2
Celeste Mischenko	Title III Implementation Coach	Nov: 6
Maureen Barrett	ESL teacher	Dec: 4
Michael County	ESL teacher	Jan: 8
Victoria DePaul	ESL teacher	Feb: 5
Linda Erickson	ESL teacher	Mar: 5
Maria Poirier	ESL teacher	Apr: 2
Lauren Sargent	ESL teacher	May: 2
Denise Wood	ESL teacher	June: 4
NCC Young Adult		
Marjorie McCarthy	Coordinator	September 28, October 26,
Pablo Frias-Mota	SAC	November 30, December 21,
Celeste Mischenko	Title III Implementation Coach	January 25, February 22,
Daniel Gay	ESL teacher	March 29, April 26,
Vanessa Berrios	ESL teacher (attends on a rotation basis)	May 31, June 7
Megan Heath	ESL teacher (attends on a rotation basis)	
Janet Vignaly	ESL teacher (attends on a rotation basis)	

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism

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- **Implementation and Monitoring of School Initiatives to Improve Attendance:**
 - **Weekly celebrations to recognize perfect student attendance. (Friday @lunch)**
 - **Quarterly celebration to recognize perfect student attendance. (ice cream party@ Advisory)**
 - **Morning recognition announcement to student body. (weekly)**
 - **Attendance Bulletin Board (school wide average for daily attendance)**

- **Implementation and Monitoring of School Initiatives to decrease chronic absenteeism:**
 - **Phone calls/attendance letters/ home visits/ parent-school conferences for all at-risk students with chronic absenteeism.**
 - **Administration and SAC meet weekly to review attendance data and monitor school initiatives to improve student attendance.**
 - **Administration, teachers and students address absenteeism and set goals during advisory.**

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength	
Strength	Evidence
Community partnerships	<ul style="list-style-type: none"> *Mayor's Round Table community meetings *Parent/Guardian and community stakeholder's attendance at various events *Community Service Learning Programs (Holy Cross, Worcester State University, Assumption College, and UMass Medical) *Monthly Refugee Coalition Meetings
PBIS Restorative Justice	<ul style="list-style-type: none"> *55% decrease in suspensions *Weekly Advisory student/teacher conferences *Weekly Mindfulness relaxation classes
Technology	*Student work, class webpages, literacy development, PLATO, communication with parents/guardians and external stakeholders.
Areas of Concern	
Concern	Evidence
Finalization of ESL curriculum	*ESL LAB A, B, C drafts only. No approved seventh and eighth grade ESL curriculum in the district
Post-NCC pathways	*Educational, vocational, and career pathways for 12-17 year old and 18-22 year old students after meeting defined EPL criteria require further development and finalization
Healthcare	<ul style="list-style-type: none"> *PT school nurse 81% out of compliance for updated immunizations 100% out of compliance for postural, vision, and hearing screenings. *Inaccessibility to school-based health centers

IV. Action Plan

List of Common Practices
NCC has established Professional Learning Communities of practice through leadership, shared responsibility for all students, and professional collaboration.
Model and teach rules of PBIS, offer constructive feedback for goal setting, connect PBIS to school, community, and career success.
Integrate reading comprehension skills and strategies into all content area instruction.
Provide explicit writing instruction in structure, form, and genre.
Align relevant texts and supplemental materials with students' developmental and English proficiency levels.

Leadership, Shared Responsibility, and Professional Collaboration

*Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration
(Focus on improving core instruction and tiered interventions systems using a variety of data)*

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> *NCC staff has established Professional Learning Communities of practice through leadership, shared responsibility for all students, and professional collaboration. *NCC staff promotes success for all students by nurturing and sustaining a school culture of reflective practice and high expectations. *NCC staff ensures that policies and practices enable students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> *Flipped leadership opportunities. *Staff rounds with immediate feedback. *Administrative observations with immediate feedback. *Collaborative project-based unit development and review.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Peer and administrative observations, teacher feedback, and sharing of resources.</p>	<p>Data Source: Improved student outcomes.</p>

Intentional Practices for Improving Instruction

Employing intentional practices for improving teacher-specific and student-responsive instruction

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> * Employ intentional practices for improving teacher-specific and student-responsive instruction. * Integrate reading comprehension skills and strategies into all content area instruction. * Teach, model, and use academic language in all classroom conversations. * Provide explicit writing instruction in structure, form, and genre. * Effectively manage time to maximize student learning through increased and frequent ratio of student-student, student-teacher oral interaction and reduced teacher talk. * Structure and scaffold questions to engage students at different levels in more complex and abstract thinking.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> *MAP, ACCESS, MCAS, BAS data and student portfolios are analyzed during PLC meetings. *Title III Implementation Coach and Department Liaisons provide professional development and resources. *Immediate feedback on weekly lesson plans, classroom observations, and Principal’s Newsletters.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: PLC agenda, weekly lesson plans, peer and administrative observations, and Principal’s Newsletters.</p>	<p>Data Source: MAP, BAS, MCAS, ACCESS data and student portfolios reviewed during PLC and staff meetings to drive instruction and determine student-specific instructional needs.</p>

Providing Student-Specific Supports and Instruction to All Students

Providing student-specific supports and interventions informed by data and the identification of student-specific needs
 (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> * Post, discuss and revisit language/content objectives throughout lesson with a purposeful, and predictable lesson structure. Use classroom walls, word walls, and environment as a learning tool. * Align relevant texts and supplemental materials with students’ developmental and English proficiency levels. Provide and adapt instruction, resources, and assessments to make challenging material accessible to all classroom students. Use sentence/paragraph templates, sentence starters, graphic organizers, simplified print, word walls, word banks and partner/small group work to meet all students learning needs. Use rubrics, anecdotal notes and student work samples to progress monitor and inform instruction.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>*As an Instructional Leadership Team, the staff at the New Citizens Center is committed to providing direct instruction to increase students’ skills in reading comprehension, writing, academic and social discourse, and vocabulary development.</p>
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: PLC agenda, weekly lesson plans, peer and administrative observations, and Principal’s Newsletter</p>	<p>Data Source: MAP, BAS, MCAS, ACCESS and student portfolios</p>

A Safe, Respectful, and Collegial Climate for Teachers and Students

*Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers
(Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)*

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> * Model and teach rules of PBIS, offer constructive feedback for goal setting, connect PBIS to school, community, and career success. * Utilize student agendas daily for homework and two-way communication with parents/guardians. * Teach and enforce all district rules. * Utilize Restorative Justice to address real-world coping skills and process student decisions/interactions.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> *The PLC at NCC continues to develop into a focused and deliberate collegial group that meets regularly to collaborate in effective instructional practices, examine student work, and analyze data to increase student achievement. *ILT members contribute relevant ideas and expertise to planning and decision making at the school. *ILT members develop strategies and actions to effectively support all students' academic and social/emotional needs.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Teachers implement PBIS program, collect data, and report data to ILT.</p>	<p>Data Source: Incident reports, and PBIS data are reviewed during PLC and staff meetings to drive instruction and determine student-specific instructional/social needs.</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	New Citizens Center Secondary/Young Adult	Steven Alzamora/Marjorie McCarthy	11/8/17- 6/11/17

1: Professional Learning Goals:

No .	Goal	Identified Group	Rationale/Sources of Evidence
1	100% of students will demonstrate improvement in their English Language proficiency.	NCC faculty	*Evidenced by obtaining a RIT student growth score equivalent to 50% or more of the NWEA RIT scales norm typical growth. *Evidenced by WIDA rubrics, content specific standards/rubrics, ACCESS and MCAS scores.
2	100% of students will describe and take ownership of meeting the standards for student work, effort, and behavior.	NCC faculty	*Evidenced by student-teacher conferences during Advisory period. - Review student portfolios/data - Review student portal - Establish academic/social student goals *Decrease in office referrals *Implementation of school-wide PBIS program *Implementation of Restorative Justice
3	100% of students will demonstrate improvement in math.	NCC math instructors, Title III Instructional Coach, Principal	*Evidenced by obtaining a RIT student growth score equivalent to 50% or more of the NWEA RIT scales norm typical growth. *Evidenced by WIDA and content specific standards and rubrics.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	*Utilize PLC meetings to input and analyze student data to drive instruction. Staff will be accountable for establishing an agenda and recording minutes for scheduled meetings. *Daily school-wide implementation of Word Generation program to improve literacy skills for all students. *Accessing PLATO flex assignments to improve literacy skills for all students.	
2	*Restructured Advisory period to improve transparency with students. *Establish WPS email accounts for all students to access student portal.	* Continue scheduling parent meetings to train parents/guardians to access parent portal.
3	*Utilize PLC meetings to input and analyze student data to drive instruction. Staff will be accountable for establishing a meeting agenda and recording minutes for scheduled meetings. *Accessing PLATO flex assignments to improve math skills for all students.	

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	*Professional development by ELA department Liaison. *Professional development by PLATO trainer.	
2	*Additional support during Advisory by Administration, Guidance, and SAC.	
3	*Professional development by Math department Liaison. *Professional development by PLATO trainer.	

4: Progress Summary

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