

SCHOOL ACCOUNTABILITY PLAN  
**Worcester Public Schools**  
**2014 - 2015**



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

**Dr. James A. Caradonio New Citizens Center**  

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**School**

**Steven Alzamora**  

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**Principal or Administrator**

**Dr. Melinda J. Boone**  

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**Superintendent**

## **School Accountability Plan**

- I. School Instructional Leadership Team & School Site Council**
- II. Comprehensive Needs Analysis:**
- III. Action Plan:**
- IV. Action Steps:**
- V. Professional Development Plan**
- VI. Ongoing Evaluation – 5 Week Status Report:**
- VII. End of Year Reflections and Next Steps:**

## 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. 2<sup>nd</sup> grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

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

The ILT carefully monitors student performance data regarding progress toward 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
Steven Alzamora	Principal	9/25/14, 10/9/14, 10/23/14, 11/13/14,
Marjorie McCarthy	ESL Instructional Coach	12/11/14, 1/15/15, 1/29/15, 2/12/15, 2/26/15,
Natali Borek	SAC	3/12/15, 3/26/15, 4/9/15, 4/30/15, 5/14/15,
Lauren Sargent	ESL/Elementary Teacher (3 <sup>rd</sup> -6 <sup>th</sup> )	5/28/15, 6/11/15
Daniel Gay	ESL/History Teacher (7 <sup>th</sup> -11 <sup>th</sup> )	

### IB. School Site Council Members

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

Name	Position	Site Council Meeting Date
NCC is currently attempting to establish a school site council.		Sept:
		Oct:
		Nov:
		Dec:
		Jan:
		Feb:
		Mar:
		Apr:
		May:
		June:

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

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
P.B.I.S.	-Minimal office referrals -SWIS program
Community Partnerships	-Mayor's Round Table community meetings -Parent/Guardian and community stakeholders attendance at various events -Community Service Learning Programs (Holy Cross, Worcester State University, and UMass Medical) -Monthly Refugee Coalition Meetings
After school and Saturday programs	-African Community Education -Ascentria Care -Central Los Americas -Boys and Girls Club -Worcester Refugee Assistance Program -Catholic Charities -Channel 13
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Healthcare	-PT school nurse -lack of interpreters/translators -inaccessibility to school-based health centers
Interpreters	-lack of interpreters for immediate communication with families

### III. Action Plan

<b>Worcester Public Schools Strategic Goal</b>	Worcester Public Schools will implement strategies that result in higher student achievement.
<b>School SMARTe Goal</b>	100% of students will demonstrate improvement in their English Language proficiency as evidenced by obtaining a RIT student growth score equivalent to 50% or more of the NWEA RIT Scales norm typical growth.
<b>Identified Best practice or Strategy</b>	Staff will provide differentiated tiered reading instruction based on assessment results and adapt instruction to meet students' needs.
<b>(Include differentiation to ensure access for targeted student populations)</b>	<b>Differentiation to ensure access for targeted student populations</b>
	Literacy instruction is applied across all content areas to prepare students for future academic success.
<b>Instructional Leadership Team Implementation</b>  <b>(Explain how ILT members implement and measure school-wide strategies.)</b>	<ol style="list-style-type: none"> <li>1. Administrative observation</li> <li>2. Data analysis</li> <li>3. Common Planning Time/ Team meetings</li> <li>4. Team teaching</li> <li>5. Aligning resources/staff</li> </ol>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source: MAP, ACCESS, W-APT, internal assessments and WIDA ELD benchmarks.</b>	<b>Data Source: MAP, Advisory (teacher-student conferences), and student portfolios</b>

#### **IV. Action Steps – School SMARTe Goal**

School SMARTe Goal: 100% of students will demonstrate improvement in their English Language proficiency as evidenced by obtaining a RIT student growth score equivalent to 50% or more of the NWEA RIT Scales norm typical growth.

Best Practice or Strategy: Staff will provide differentiated tiered reading instruction based on assessment results and adapt instruction to meet students’ needs.

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
Develop interventions based on results obtained from MAP and quarterly assessments.	September January June	S. Alzamora M. McCarthy N. Borek L. Sargent D. Gay	Monthly	MAPS Formative/summative assessments
Monitor language performance of students based on initial Assessments, WIDA and teacher-made assessments.	Sept. - June	S. Alzamora M. McCarthy N. Borek L. Sargent D. Gay	Monthly	MAPS Formative/summative assessments
Continue the implementation of Reading Workshop school-wide to encourage and support students in the development of academic language and usage in different settings.	Sept.-June	L. Sargent D. Gay A. Morgan E. McGovern D. Wood A. Hunter S. Cutter M. County	Daily	Formative/summative assessments
Differentiate instruction and group work based on multiple intelligences as well as cognitive and language abilities of students.	Sept.-June	L. Sargent D. Gay A. Morgan E. McGovern D. Wood A. Hunter S. Cutter M. County	Daily	MAPS Quarterly assessments

## II. Action Plan

<b>Worcester Public Schools Strategic Goal</b>	Worcester Public Schools will implement strategies that result in higher student achievement.
<b>School SMARTe Goal</b>	100% of students will describe and take ownership of meeting the standards for student work, effort, and behavior.
<b>Identified Best practice or Strategy</b>	Staff will explicitly teach and scaffold skill development based on assessment results and provide opportunities for meaningful writing to ensure students meet performance expectations.
<b>(Include differentiation to ensure access for targeted student populations)</b>	<b>Differentiation to ensure access for targeted student populations</b>
	Vocabulary development will be reinforced through the use of word generation, interdisciplinary planning, and word walls in all classrooms to support student academic and language development.
<b>Instructional Leadership Team Implementation</b>	<ol style="list-style-type: none"> <li>1. Weekly communication with external stakeholders and support agencies</li> <li>2. Administrative observation</li> <li>3. Monthly teacher-student conferences.</li> <li>4. Aligning resources/staff</li> <li>5. Common Planning Time</li> </ol>
<b>(Explain how ILT members implement and measure school-wide strategies.)</b>	
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source: Teacher-student conferences</b>	<b>Data Source: Student portfolios and journals</b>



## IV. Action Steps – School SMARTe Goal

School SMARTe Goal: 100% of students will describe and take ownership of meeting the standards for student work, effort, and behavior.

Best Practice or Strategy: Staff will explicitly teach and scaffold skill development based on assessment results and provide opportunities for meaningful writing to ensure students meet performance expectations.

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
Develop student ownership strategies during teacher/student conferences.	Sept. – June.	Administration NCC staff Guidance/SAC	Monthly	ODR/SWIS Conduct/Effort data MAP Report cards
Explain data gathered from formative and summative assessments to students to ensure they are well aware of their progress and where they are heading.	Sept.-June	NCC staff	Quarterly	WIDA ODR/SWIS BAS Report cards
Post, communicate, and revisit standards for student work, effort, and behavior.	Sept. - June	L. Sargent D. Gay A. Morgan E. McGovern D. Wood A. Hunter S. Cutter M. County	Daily	Standards
Use of WIDA ELD language rubric to monitor the progress of students in terms of EPL from Entering to Reaching.	Oct. - June	L. Sargent D. Gay A. Morgan E. McGovern D. Wood A. Hunter S. Cutter M. County	Daily	WIDA
Review implementation strategies of student learning and professional practice goals.	Sept. - June	S. Alzamora M. McCarthy N. Borek L. Sargent D. Gay	Weekly	Teacher goals/plans

### III. Action Plan

<b>Worcester Public Schools Strategic Goal</b>	Worcester Public Schools will develop and maintain welcoming, safe and secure schools.	
<b>School SMARTe Goal</b>	100% decrease of student behavior referrals of identified at-risk students with the consistent implementation of PBIS and Second Step strategies.	
<b>Identified Best practice or Strategy</b>	Staff will implement data driven social skills instructional strategies and reinforce standards for student work, effort, and behavior through verbal acknowledgement by naming and rewarding desired behaviors.	
<b>(Include differentiation to ensure access for targeted student populations)</b>	<b>Differentiation to ensure access for targeted student populations</b>	
<b>(Include differentiation to ensure access for targeted student populations)</b>	Conduct and effort expectations will be implemented daily to improve students' social skill development.	
<b>Instructional Leadership Team Implementation</b>	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Administrative observation</li> <li>3. Peer observations/feedback</li> <li>4. Aligning staff and resources</li> <li>5. Common Planning Time</li> </ol>	
<b>(Explain how ILT members implement and measure school-wide strategies.)</b>		
<b>School Performance Indicators and Data Sources</b>		
<b>ADULT IMPLEMENTATION INDICATOR</b>		<b>STUDENT RESULTS INDICATOR</b>
Data Source: ODR, SWIS, and weekly conduct/effort rubric		Data Source: PBIS “cash rewards”, Advisory (teacher-student conferences), and student monthly self-assessment.

#### IV. Action Steps – School SMARTe Goal

School SMARTe Goal: 100% decrease of ODR and SWIS behavior referrals of identified at-risk students with the consistent implementation of PBIS and Second Step strategies.

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Best Practice or Strategy: Staff will implement data driven social skills instructional strategies and reinforce standards for student work, effort, and behavior through verbal acknowledgement by naming and rewarding desired behaviors.

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ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Monitor and conference progress of students during monthly teacher-student conferences.	Sept.-June	L. Sargent D. Gay A. Morgan E. McGovern D. Wood A. Hunter S. Cutter M. County	Monthly	Second Step/Brain Wise materials Conduct/Effort data
Post, communicate, and revisit standards for student work, effort and behavior.	Sept.-June	L. Sargent D. Gay A. Morgan E. McGovern D. Wood A. Hunter S. Cutter M. County	Daily	Expectations/ Assessments rubric
Continuation of implementing PBIS: Individual incentives – daily School wide incentive celebration - every five weeks. Student conduct/effort assessments - weekly	Sept.-June	NCC staff	Daily	PBIS incentive rewards

### III. Action Plan

<b>Worcester Public Schools Strategic Goal</b>	The Worcester Public Schools will foster high levels of family and community engagement, commitment, partnership and communication.
<b>School SMARTe Goal</b>	100% increase in two-way communication with families and external stakeholders to support students through community engagement, commitment, and partnership.
<b>Identified Best practice or Strategy</b>	NCC will collaborate with community partners to offer workshops and presentation to refugee and immigrant families on issues ranging from education, health care, to public safety. After school and Saturday homework-help programs will be offered to all students.
<b>(Include differentiation to ensure access for targeted student populations)</b>	<b>Differentiation to ensure access for targeted student populations</b>
	NCC and community partners will obtain translators as needed.
<b>Instructional Leadership Team Implementation</b>	ILT staff will coordinate with internal and external stakeholders to meet the diverse needs of immigrant and refugee students and families.
<b>(Explain how ILT members implement and measure school-wide strategies.)</b>	
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source: Frequency and participation rates for family learning, frequency and types of varied opportunities for two-way communication. (telephone log, email, PBIS rewards, and student agendas)</b>	<b>Data Source: Parental Attendance, parent/guardian signature in student agendas, two-way communication with support agencies and homework tutors.</b>

#### **IV. Action Steps – School SMARTe Goal**

School SMARTe Goal: 100% increase in two-way communication with families and external stakeholders to support students through community engagement, commitment, and partnership.

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Best Practice or Strategy: NCC will collaborate with community partners to offer workshops and presentations to refugee and immigrant families on issues ranging from education, health care, to public safety. After school and Saturday homework-help programs will be offered to all students.

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<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
Staff newsletters translated in all languages	Sept.-June	L. Sargent D. Gay A. Morgan E. McGovern D. Wood A. Hunter S. Cutter M. County	Monthly (Principal) Quarterly (Staff)	-
Emailing lesson plans to after school and Saturday Programs.	Sept.-June	L. Sargent D. Gay A. Morgan E. McGovern D. Wood A. Hunter S. Cutter M. County	Weekly	Updated email accounts for all external stakeholders
Parent/guardian/ case worker meetings	Sept.-June	Administration Ascentria RIAC ACE Catholic Charities E. Kennedy Health Ctr. Family Health	Monthly	Translators as needed



# **Worcester Public Schools Targeted Professional Development Plan**

**2014 - 2015**

*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: Dr. James A. Caradonio New Citizens Center

**SCHOOL FOCUS:**

**The staff at the Dr. James A. Caradonio New Citizens Center is committed to providing direct instruction to increase students' skills in reading comprehension, writing, academic and social discourse, and vocabulary development in all content areas.**

**Best Practice:**

Staff will provide differentiated tiered reading instruction based on assessment results and adapt instruction to meet students' needs.

**Best Practice:**

Staff will explicitly teach and scaffold skill development based on assessment results and provide opportunities for meaningful writing to ensure students meet performance expectations.

**Best Practice:**

Staff will implement data driven social skills instructional strategies and reinforce standards for student work, effort, and behavior through verbal acknowledgement by naming and rewarding desired behaviors.

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
<b>September</b>	9/18	90	PBIS review	Workshop	2	X	X	X	X	X
			Conduct/effort rubric implementation	Presentation						
	9/22	90	WPS Compass	Presentation	2	X	X	X	X	X
			Technology in the classroom	Workshop						

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
<b>October</b>	10/6	90	Trauma and Children Video: Which way home?	Video/ Discussion	1,2	X	X	X	X	X
	10/10	Staff Develop Day	WIDA data analysis	workshop	3	X	X	X	X	X
	10/20	90	Differentiated Instructional Strategies	Modeling	1,2,4	X	X	X	X	X



Month	Date	# Minute s	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
<b>November</b>	11/3	90	Classroom Management ODR Data analysis	Modeling	1,2,4	X	X	X	X	X
	11/17	90	ELL Department Meeting							X

Month	Date	# Minute s	Topic	Session Format	SMARTE Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
<b>December</b>	12/1	90	PBIS evaluation update	discussion	3	X	X	X	X	X
			ACCESS online training	workshop		X	X			
			No Meeting							

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
<b>January</b>	1/5	90	Data Analysis/next steps	discussion	1,2	X	X	X	X	X
	1/26	90	ELL Department Meeting							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
<b>February</b>	2/2	90	M.A.L.P workshop Chapters 1-2	Book Study	1,2,4	X	X	X	X	
			No Meeting							

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
<b>March</b>	3/2	90	M.A.L.P. workshop Chapters 3-4	Book Study	1,2,4	X	X	X	X	X
	3/16		ELL Dept. Mtg.							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
<b>April</b>	4/6	90	M.A.L.P. workshop Chapters 5-8	Book Study	1,2,3	X	X	X	X	X
	4/27	90	Data Analysis/next steps	Discussion	2	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	5/4	90	M.A.L.P. workshop Chapters 9-11	Book Study	1,2,3	X	X	X	X	X
	5/18	90	Data Analysis/next steps	Discussion	1,2,3	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	6/1	90	End of the year reflection/Next steps	Discussion / Survey	2	X	X	X	X	