

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Elm Park Community School

Ellen Kelley

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

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

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

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

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

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

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

Worcester Public School Transition Plan for Assisting Preschool Children

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

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

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

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

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

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

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

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

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

Name	Position	ILT Meeting Dates
Elizabeth Burnes	Lead Teacher	Sept: 15, 29
Linda Weaver	Focused Instructional Coach	Oct: 13, 27
Wendy Flynn	ESL	Nov: 3, 17
Carrie Casello	Grade 5	Dec: 8, 22
Sandra Oliva	Grade 4	Jan: 12, 26
Casey Bailey	Grade 3	Feb: 2, 16
Meg Cook	Grade 2	Mar: 2, 16
Kara King	Grade 1	Apr: 13, 27
Shana Kosinski	ESL	May: 4, 18
Patti Lanava	Focused Instructional Coach	June: 8, 22

I. Massachusetts Department of Elementary and Secondary Education Accountability Data 2017 Official Accountability Data - Elm Park Community

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Elm Park Community (03480095)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 4	Among lowest achieving and least improving schools	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												About the Data
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	256	253	99	Yes	256	255	100	Yes	58	58	100	Yes
High needs	243	240	99	Yes	243	242	100	Yes	54	54	100	Yes
Econ. Disadvantaged	205	202	99	Yes	205	204	100	Yes	50	50	100	Yes
ELL and Former ELL	159	157	99	Yes	159	159	100	Yes	38	38	100	Yes
Students w/disabilities	47	45	96	Yes	47	46	98	Yes	8	-	-	-
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	-	-	-	-
Asian	9	-	-	-	9	-	-	-	1	-	-	-
Afr. Amer./Black	35	35	100	Yes	35	35	100	Yes	11	-	-	-
Hispanic/Latino	141	138	98	Yes	141	140	99	Yes	33	33	100	Yes
Multi-race, Non-Hisp./Lat.	8	-	-	-	8	-	-	-	2	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	62	62	100	Yes	62	62	100	Yes	11	-	-	-

III. Student Attendance and Retention

Elm Park School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	93.2	94.1	94.6
Average # of days absent	10.4	9.8	9.3
Absent 10 or more days	42.1	36.5	33.3
Chronically Absent (10% or more)	21.6	16.9	13.5
Unexcused Absences > 9	39.3	33.8	15.8
Retention Rate	0.5	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify): Target Team will promote good attendance every month, students with perfect attendance and improved attendance will be acknowledged during a celebration. Student's pictures and names will be posted on a bulletin board. At the end of the year all students with perfect attendance will be rewarded.
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): In addition of acknowledging individual students on a monthly basis, there will be a classroom reward for perfect attendance. All classrooms have a "Perfect Attendance" banner. When a class has a day of all students present and on time they will color in one letter of the banner. Once all the letters of Perfect Attendance are colored in the class will be rewarded with a pizza party. A class picture will be taken and posted for the entire school to see.

*requires action

IV. Comprehensive Needs Analysis

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

Areas of Strength			
Strength	Evidence		
<ul style="list-style-type: none"> The EPCS leadership team is experienced and motivated to transform and impact academic change. 		Position	
		Experience	
	Sara Ross	AP	Level 4 experience at Chandler Elem
	Elizabeth Burnes	Lead Teacher	Member of ILT and grade three teacher from Union Hill
	Linda Weaver	Coach	Expert in literacy
	Patti Lanava	Coach	Expert in Math
<ul style="list-style-type: none"> District leaders has a sound knowledge base to assist schools from Level 4 status. Their support is unwavering. 	<ul style="list-style-type: none"> Weekly visits and walk-throughs. Monthly Turnaround principals' meetings. Resources provided to put structures in place to ensure success. 		
<ul style="list-style-type: none"> Strong primary program showing improvements on district and common assessments. 	<ul style="list-style-type: none"> 84% of grade 1 students improved from BOY F/P to 6 week progress monitoring. 42% of grade 1 students are at or above grade level in DIBELS 		

Areas of Concern		
Concern	Evidence	
<ul style="list-style-type: none"> EPCS remains at Level 4 status with Spring MCAS data resulting in well below proficiency and state average. 		EPCS
	Met/Exceeded ELA	14 %
	Met/Exceeded Math	15%
	Met/Exceeded Science	5%
<ul style="list-style-type: none"> Disconnect and lack of alignment between teacher practice and student outcome. 	<ul style="list-style-type: none"> Grade level planning and instruction lack consistency. Data analysis lacks understanding in administering, scoring and utilizing. Inconsistent curriculum 	
<ul style="list-style-type: none"> Professional development and coaching did not realize the improvements in high quality teaching. 	<ul style="list-style-type: none"> Performance indicators District and state assessment outcomes Feedback from the MSV Teacher Evaluations Discussion with district leaders and state liaison 	

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
1. Redesign a rich, academic learning community to support high level learning, through calculating cognitive depth, planning rigorous lessons, and implementing common curriculum with fidelity and consistence. (Hattie's Teacher Estimates of Learning: 1.62)
2. Redesign Professional Development and common planning time to improve all components of instruction. (Hattie's Collective Teacher Efficacy: 1.57)
3. Develop a positive school climate and culture to develop a strong, spirited, can do culture by supporting growth mindset beliefs, celebrating success and working together. (Hattie's Collective Teacher Efficacy: 1.57)
4. Create a sense of accomplishments through #500 acknowledgement, letters home and posting of student work. (Hattie's Feedback: 0.73)
5. Response to Intervention with well-developed research practices. (Hattie's Response to Intervention: 1.07)
6. Robust Data Cycles includes a targeted intentional focus utilizing monthly all writes and biweekly common assessments. (Hattie's Formative Evaluation: .68)

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>	<p>1.2 School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place.</p> <p>1.6 The schedule includes adequate time for professional development opportunities and collaboration for all teachers. Use of time is used well to improve teaching and learning.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Educator Evaluation System will be fully implemented; feedback will be ongoing, and well-structured lessons with rigorous expectations will be the focus for Standard 1. ● Professional development will be responsive and targeted to instructions needs. ● ILT will teach, monitor, participate and collaborate with teacher teams to develop norms and procedures for planning, analysis and reflection.
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: MSVR, School Redesign proposal, Conditions for School Effectiveness, Agenda and exit slips, lesson plans.</p>	<p>Data Source: MCAS performance, Student achievement data, Student work samples, MAP, F/P, Reading common assessments, Formal and informal observations, lesson plans.</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>	<p>2.1 Specific or precise expectations for teachers’ classroom practices are consistently communicated, understood by staff and faculty, and monitored throughout the school year.</p> <p>2.3 Formal strategies and processes (e.g., instructional leadership team, collaborative planning, and professional learning communities) and protocols for using data and identifying actions to address individual students’ academic needs are in place and consistently used, and communication among all staff about action steps is ongoing.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Develop instructional high expectations, schedules, and structures for improvement. ● Use models of excellence from teachers demonstrating exemplary skills. ● Create schedules of classroom visits. ● Utilize the HQTL document and State grade level Look Fors to communicate great teaching practices. ● Fidelity to Reader’s workshop by developing an expertise through sound professional development.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: ILT agendas and exit slips, CPT communication binder, Formal observations, Teacher Evaluations, MSV</p>	<p>Data Source: MAP, Reading common assessments, Math Unit tests, All Writes</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>	<p>1.1 Specific, research-based interventions and enrichment experiences are defined and planned and regularly provided, although student participation is not systematic (e.g., tiered system of support), or interventions are not comprehensive (e.g., available for both English language arts and mathematics). Barriers may include scheduling conflicts or other structural challenges.</p> <p>1.2 Student learning and academic performance is regularly reviewed (at least once a month) throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Professional development will provide training in assessments; administration, analyzing, and driving instruction. ● CPT will be teacher-driven and time will be spent in looking at students’ work and monitoring common assessments with the goal of meeting all students’ needs according to relevant data. ● Effective and consistent implementation of intended supports will be monitored closely by ILT and administration. ● Data meetings will be held every quarter to monitor effectiveness of RTI. ● Research based interventions will be defined and teachers will received PD on implementation

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Formal Observation, PD sign-in, agendas, exit slips, RTI schedules, MSV</p>	<p>Data Source: Fountas and Pinnell, Foundations Unit Tests, MAP, Reading common assessments, Cold Writes assessments, Math assessments.</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>	<p>4.1 The schoolwide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations. In addition, most staff members implement the procedures outlined in the schoolwide behavior plan. Leaders monitor implementation using data.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Start the school year with Schoolwide Read of Wonder to promote Random Acts of Kindness. ● Clear and concise behavioral expectations. ● Positive reinforcement for good behavior, incentives to behave. ● Targeted team established to monitor student behavior and attendance. ● Better instruction to keep students engaged.
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: ILT agendas, CPT agendas and binder, School wide celebration schedules, attendance, ODRs, Grade level behavior supports, MSV</p>	<p>Data Source: ODRs, Individual behavior plans, Report Cards, Celebration awards, Student’s attendance</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Elm Park Community School	Ellen Kelley	August, 2017- August, 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	One hundred percent of teachers will create literacy classrooms, utilizing readers/writers workshop model for ELA. Grades K-2 will use Fountas-Pinnel Classroom Library, and Grades 3-6 will use Reading Side by Side.	K-6	<ul style="list-style-type: none"> MSRV (Spring of 2016) states need for structures for Literacy. Teacher Observations Teacher Interviews Student Work Samples
2	One hundred percent of teachers will implement enVisions math curriculum in their classes. Teachers will attend Greg Tang workshops.	K-6	<ul style="list-style-type: none"> 15% of the students achieved a proficiency score of 500 or higher. Student Work Samples
3	One hundred percent of the teachers will incorporate writing in Science, and will utilize Atlas to plan lessons.	K-6	<ul style="list-style-type: none"> 5% of fifth graders scored proficient on Science MCAS, 2017 Only 2% of the students scored higher than a two on Science OR answers.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Strategic Turnaround Renewal ● Diving Into Literacy ● Reading Side by Side and Classroom Library implementation. 	Harry Wong's Video Computer work on Atlas Reader's Workshop the first 20 days Fountas/Pinnell: Classroom Training Reading Side by Side Training Well-structured CPT time PLC meeting with district leaders Data review meetings All Writes Monitoring Rubrics of text-based writing Reading Common Assessments: Cold Reads
2	<ul style="list-style-type: none"> ● Envisions Training ● Greg Tang Training ● SWAE 	CPT planning of math lessons Blended learning training Stations in Math Class Coach's model SWAE Monitoring of Math Common Assessments
3	<ul style="list-style-type: none"> ● Atlas Training ● Elm Park Redesign 	PLC by grade level with district leaders PD on Five Es Overview of Science resources on Atlas Monthly work with Science liaisons Rigorous lesson planning

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Reading Side by Side Curriculum Classroom Library Curriculum Common Core Standards Curriculum	More school-based PD in ELA curriculums. Organization of libraries for RTI Lesson observations and walks throughs Reading assessments implemented to drive instruction
2	Envisions Curriculum WPS ATLAS for lesson planning	Pre/Post math assessments aligned to standards. Blended learning during Math Blocks City-wide PD in Envisions. Upgrade technology
3	Science district liaisons ATLAS Discovery Ed	Continue PD with K. Berube in unit/lesson planning Continue use of ATLAS for great resources.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Teachers will ensure literacy rich classroom environments ELA standards will be aligned to ATLAS and new ELA curricular. Cold Read Assessments will be given biweekly in grades 3-6, and progress monitoring will be done with students in grades K-2.	Lesson plan to support whole group through close reading and guided reading strategies. Sound implementation of Reading Side by Side and Classroom Library.
2	Student progress will be monitored through standards based pre and post assessments, as well as interim assessments.	Analyzing and tracking data consistently to determine next steps, planning and intervention.
3	Student progress will be monitored through performance-based assessment and student writing.	More training with K. Berube, analyzing and tracking data consistently to make adjustments to instruction.

