

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Elm Park Community

School

Joany Santa

Principal or Administrator

Maureen Binienda

Superintendent

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
Joany Santa	Principal	Aug: 8/17 & 8/18 9am- 12 noon.
Samuel FanFan	Asst. Principal	Sept: 9/22 4-6pm
Judith Murphy	Lead Teacher	Oct: 10/13 & 10/27 4-6pm
Theophilia Afful	Coach	Nov: 11/17 4-6pm
Katie Ridick	ELL Teacher	Dec: 12/1 & 12/15 4-6pm
Jeneen Demers	Sped Teacher	Jan: 1/12 & 1/26 4-6pm
Cathryn Chviruk	Special Needs Teacher	Feb: 2/9 4-6pm
Robyn Towner	Primary Teacher	Mar: 3/2 & 3/23 4-6pm
Michelle Anzelmo	Primary Teacher	Apr: 4/6 & 4/27 4-6pm
Tracy Bombard	Primary Teacher	May: 5/4 & 5/18 4-6pm
Casey Bailey	Primary Teacher	June: 6/1 4-6pm
Carrie Casello	Intermediate Teacher	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 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:		

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		■	59 Did Not Meet Target
High needs		■	57 Did Not Meet Target
Econ. Disadvantaged			-
ELL and Former ELL		■	55 Did Not Meet Target
Students w/disabilities		■	46 Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino		■	49 Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		■	70 Did Not Meet Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
<p>Increased Schoolwide focus on Science instruction for Pre-Kindergarten through Grade 6 emphasizing the science standards for Grades 4, 5 and 6. The school culture shifted dramatically to a place of acceptance, support, belief, and the focus of reducing academic gaps and increasing achievement.</p>	<p>MCAS Science 2016 Scores: All Students (Improved Below Target), High Needs (Improved Below Target) Econ. Disadvantaged (Above Target), ELL & Former ELL (Improved Below Target). As the MSV report highlights in Table 1 and Table 2 (pp. C-1, C-2) we received an overall rating of 5.3 (High Middle Range) for Instructional Domain for pre-Kindergarten through Grade 3 and an overall rating of 5.2 (High Middle Range) for Instructional Domain for Grades 4 through 5.</p>
<p>The Target Team was formed to address Social Emotional Learning (SEL) which consists of the Wraparound Coordinator, clinicians, School Adjustment Counselor, behavior specialist, assistant principal and nurse in order to routinely look at ways to support teachers and students with high needs due to the at-risk nature of the population.</p>	<p>The target team identified actions necessary to support a positive social emotional climate. The MSV report observed: “Teachers identify the students and bring the students to the attention of the student support process (SSP) team for academic support or the target team for behavior support.” (p. 16) Additionally, the MSV observed, “As part of this team and individually, the coordinator is consistently assessing the needs of the families.” (p. 21)</p>
<p>Safe and orderly protocols were adjusted and improved on for launching year one of the turnaround plan. Teachers were trained in <i>Love and Logic</i>© and Positive Behavior Intervention and Support (PBIS) in order to continue to move forward with a respectful learning environment for all students.</p>	<p>The school’s professional development calendar shows that similar to the content area trainings, these trainings were held throughout the year; PBIS trainings were held in August, 2015. Love and Logic trainings were held in August, October and December of 2015 and March and April with additional sessions scheduled for May. Students are primed for learning.</p>

Areas of Concern	
Concern	Evidence
<p>The school needs to implement systems and structures that will support the school's ability to accurately reflect on the impact of strategies and initiatives to determine next action steps, professional development, support and mid-course corrections.</p> <p>Identify more precise, interim benchmarks that measure student impact and growth, which can serve as feedback and opportunities for mid-course correction during the school year.</p>	<p>The school implemented a number of initiatives in year 1 but needed to identify a systematic way to assess the impact of each initiative.</p> <p>MAP, BAS and Lexia data did not align nor was normed for PARCC testing.</p>
<p>Lack of alignment between student achievements data in conjunction with school-level interventions.</p>	<p>RTI Blocks were not being carried out with use of the data specific areas of challenge as they relate to common standards across grade levels. No built in structure to address recursive skills through-out the year.</p>
<p>Support needed from District to address the depth needed in support of new staff, the district and school need to work together to employ a tiered system of support.</p>	<p>High number of new staff or staff in new roles in need of intense coaching and support.</p>
<p>ELA- reading informational text, writing expression</p>	<p>30- 50% of Students in grades 4-6 did not meet or partially met in the following areas: Reading and analyzing text, citing evidence from the text to support their claim</p>
<p>Math- Students struggled with operations and number sense (algebraic thinking), numbers and operations, open response</p>	<p>30- 50% Students grades 4-6 did not meet or partially met in the following areas:</p> <ul style="list-style-type: none"> • Additional & Supporting Content • Expressing Mathematical Reasoning • Modeling & Application
<p>Science- Students struggled with answering Open Response questions.</p>	<p>Grade 5 Students met the MAGs in Science however 37% scored a 0 on the Open response Section.</p>

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies	<p>The Turnaround Plan for EPCS identified core issues that contributed to the underperforming status last year.</p> <p>Further, the school’s turnaround plan identifies the following core issues: Core Issue #2 stated that “the specific needs of our diverse student population are not being met” and Core Issue #3 stated that “the disconnect and lack of alignment between teacher practice and student outcome are significant challenges at our school”. In order to address these two critical areas, EPCS staff focused on aligning their practices with the WPS’ High Quality Teaching and Learning Framework (HQTL). The three pillars of the HQTL framework are: 1. Organization of the Classroom, 2. Instructional Design and 3. Delivery and Student Ownership of Learning. An intense focus was placed on the building of key routines to support effective instructional practices through the identification of common expectations for lesson plans, including content objectives, language objectives, standards, essential questions and assessments.</p>
Instructional Leadership Team Implementation	<p>The ILT will work on building systems and structures to support the identification, implementation, support and assessment of intentional practices to support teaching and learning as outlined in the District’s HQTL framework. Specifically the ILT will focus on a Balanced Literacy approach and Guided Math approach.</p> <p>Construct learning climate by respectful interactions, routines, tones, and discourse. Provide a structure of collaborative coaching peer to peer.</p> <p>The initiatives will be tracked and monitored with regular check-ins and a written feedback cycle after each observation (formal and informal).</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source:	Data Source:
ILT structure and performance will be designed, implemented and monitored for effectiveness. Feedback from District, Self – Assessment, LT and Staff will be used to gauge effectiveness and inform next steps and mid course corrections.	Performance on MAP, BAS, Lexia and Dibels and School Wide Common Assessments will improve over time.
Three prioritized best practices	<ol style="list-style-type: none"> 1. ILT will provide actionable feedback 1:1 and whole school 2. ILT will conduct classroom observations (formal and informal) and provide coaching and feedback. 3. ILT will communicate regularly through Instructional Newsletters, daily CPT meetings, ALL staff CPT, and weekly PLC mtgs
ILT implementation	ILT minutes, ILT report Out to Staff, ILT peer to peer observations
Adult Implementation Indicators	ILT members will rotate roles and responsibilities establishing the needed structures for a collaborative cycle of inquiry and action

Intentional Practices for Improving Instruction

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

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

Prioritized Best Practices or Strategies

Core Issue # 3: Disconnect and lack of alignment between teacher practice and student outcome.

Instructional Design and Delivery

- Demonstrate deep content knowledge throughout the presentation of the lesson.
- Post questions that require students to engage in a process of application, analysis, synthesis and evaluation.
- Use timely formative assessments to check for understanding, achievement of learning objective, inform instruction and celebrate growth.
- Provide specific feedback to students to inform revision.
- Employ SEI strategies to support student with special needs

Organization of the Classroom

- Effectively manage time to maximize student learning.
- Post, discuss and revisit language objectives throughout the lesson.
- Use classroom walls and environment as a learning tool.
- Objectives stated and written.
- Classroom was being managed for instruction.

Student Ownership of Learning

- Articulate the connection between what they are learning and the school-wide instructional focus.

Instructional Leadership Team Implementation

The ILT will provide on-going coaching and support in collaboration with District Liaisons through and tiered support.

Scheduled learning walks and observations will be conducted, reported out and next steps determined.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Classroom observations demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.</p>	<p>Data Source: Observations will demonstrate student’s ability to access the content and demonstrate learning of rigorous content. Performance on MAP, BAS, Lexia and Dibels and School Wide Common Assessments will improve over time.</p>
<p>Teacher organizes and analyzes results during CPT and PLC from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students. Observations will provide evidence of different uses of appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.</p>	<p>Performance on MAP, BAS, Lexia and Dibels, Access and School Wide Common Assessments will improve over time.</p>
<p>Teacher regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning. Engages in Utilizes EPCS Best Practice of Student Conferences to provide explicit feedback to students and engages students and families in constructive conversation that focuses on how students can improve their performance.</p>	<p>Student performance on MAP, BAS, Lexia and Dibels and School Wide Common Assessments will improve over time.</p>
<p>ILT implementation</p>	<p>Student ownership of learning is supported by EPCS regular practice of conducting student conferences</p> <p>ILT will monitor, support and coach the use of explicit feedback and student conferencing between teacher and students to build efficacy with teacher and student.</p> <p>ILT regularly (every 5-6 weeks) collects sample of student journals, student conference notes, data tracking tools and goal sheets and provides feedback to the educators. ILT also uses the information to provide peer to peer coaching and professional development.</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)

Prioritized Best Practices or Strategies

Core Issue #1 - low student performance.

Toward this end we have:

- Embedded both academic intervention and enrichment blocks into the school day for all students for English language arts (ELA) and mathematics.
- Provided specific supports to ELL students, including targeted supports and PD for teachers in the use of strategies to support all ELL students.
- Provided teachers with both CPT and PLC to regularly review student data and collaborate on instructional practices to improve student learning.
- Trained teachers to identify student needs and to provide tiered intervention.

During academic intervention blocks students participate in targeted small group instruction within the RTI model. Teachers determine intervention groups and student supports based on data and change these groups and supports as necessary. During intervention time ELL and special education teachers push-in to provide additional supports for ELL and special education students. Enrichment blocks provide opportunities for double dosing in reading and mathematics as well as opportunities for library exploration and arts and crafts.

A variety of supports are provided for ELL students in both language acquisition and content instruction. ESL teachers provide push-in services through a co-teaching model for students with higher EPL levels. Pull-out targeted small group instruction is provided for students with lower EPL levels. ESL and general education teachers have participated in PD in co-teaching, language objectives, lesson planning, and scaffolding.

Staff have received training in identifying and responding to the academic and needs of students. A Student Support Team Process (SSP) has been established at the school. Teachers identify and refer students who are struggling academically. During SSP meetings teachers collaboratively work to identify student needs and supports. Teachers have been trained in tiered interventions such as Foundations and Lexia.

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT will monitor daily CPT as well as weekly PLC meetings. The academic progress of students is reviewed during these meetings. Student data on formative assessments such as DIBELS, MAP, Foundations, BAS and Lexia are discussed and collaborate on instructional practices to improve student learning.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source:	Data Source:
Observations and lesson plans will demonstrate consistency in adapting instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Performance on MAP, BAS, Lexia and Dibles and School Wide Common Assessments will improve over time.
Observations will demonstrate use of appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Performance on MAP, BAS, Lexia and Dibles and School Wide Common Assessments will improve over time.

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

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

Prioritized Best Practices or Strategies

The Leadership Team and the ILT are focused on continuing to develop procedures for monitoring the implementation of all the Turnaround priorities and ways to improve and increase formal monitoring. The Leadership Team will continue to monitor implementation of priorities through reviewing data (e.g., data binders, standardized test scores, interim assessments and office discipline referrals), observing classrooms, and participating in learning walks. There will be an increase in the frequency of the monitoring schedule and sharing out of school wide or grade level specific data.

Instructional Leadership Team Implementation

- Improvements for the 2016-2017 school year include:
- monitoring implementation and school progress on a more aggressive calendar/time line for checking in before the mid-year check in six to eight weeks intervals.
 - additional learning walks conducted by the Leadership Team, ILT members and grade level peers.
 - academic interventions for students with disabilities will be further developed and scheduled to maximize the additional time (cut down on transitions).
 - specific ILT sub group focused on data, PD, and RTI programming to meet the needs of the ELL and Special Needs population.
 - further development of the SSP process to address students who may need Tier 2 and Tier 3 interventions will continue.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

Data Source:

The ILT will function as a decision making body and will plan and implement initiatives at the school, and/or grade level consistently. Will contribute ideas and expertise that are critical to school improvement efforts.

STUDENT RESULTS INDICATOR

Data Source:

Performance on MAP, BAS, Lexia and Dibles and School Wide Common Assessments will improve over time.

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	ELM PARK	Joany Santa	August 16- June 17

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	S-In order to improve our ability to meet the goal of increasing student's reading comprehension levels by 1-3 grade levels for our 3 rd Grade students by the end of this school year, the teachers will implement 2-3 instructional strategies designed to support a balanced literacy approach to improve comprehension for all students	Grade 3	M-Students will gain 1-3 reading comprehension levels as measured by BAS, MAP testing and the Lexia Reading program with the goal of 80%-100% of students increasing their reading level by 1-3 grade levels. R- Results of successful implementation and professional learning will be evident in students' progress on BAS, MAP and Lexia assessments.
2	S-In order to improve our ability to meet the goal of increasing student's reading comprehension levels by 1-3 grade levels for our 4-6 Grade students by the end of this school year, the teachers will implement 2-3 instructional strategies designed to support a balanced literacy approach to improve comprehension for all students	Grade 4-6	M-Students will gain 1-3 reading comprehension levels as measured by BAS, MAP testing and the Lexia Reading program with the goal of 80%-100% of students increasing their reading level by 1-3 grade levels. R- Results of successful implementation and professional learning will be evident in students' progress on BAS, MAP and Lexia assessments.

3	<p>S-In order to improve our ability to meet the goal of increasing student's reading comprehension levels by 1-3 grade levels for our 5 Grade students by the end of this school year, the teachers will implement 2-3 instructional strategies designed to support raising performance on the Science MCAS.</p>	Grade 5	<p>M-Students will take three common assessments in Science during the year.</p> <p>R- Results of successful implementation and professional learning will be evident in students' progress on common assessments.</p>
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	A- Teachers will utilize the resources from WPS and EPCS professional development, support from members of the ILT and self-directed learning, on the components of a balanced literacy approach.	T-Teachers will implement, monitor and adjust instruction daily, monthly and quarterly to make progress toward the goal using BAS, MAP and Lexia Core5 monthly reports to progress monitor.
2	A- Teachers will utilize the resources from WPS and EPCS professional development, support from members of the ILT and self-directed learning, on the components of a balanced literacy approach.	T-Teachers will implement, monitor and adjust instruction daily, monthly and quarterly to make progress toward the goal using BAS, MAP and Lexia Core5 monthly reports to progress monitor.
3	A- Teachers will utilize the resources from WPS and EPCS professional development, to provide students with lessons aligned to the standards and multiple opportunities to master concepts.	T-Teachers will implement, monitor and adjust instruction daily, monthly and quarterly to make progress toward the goals using common assessment reports to progress monitor.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Additional support from District Liaison in the way of coaching, PD, observation and feedback	A tiered model of support is needed for teachers grades pk-3 and all grade 4-6 teachers need tier 3 support given the test results.
2	Additional support from District Liaison in the way of coaching, PD, observation and feedback <ul style="list-style-type: none"> • Writer's Workshop grades 3 and 4 kits needed • Keys To Literacy Training Hours needed for grades 5 and 6 	A tiered model of support is needed for teachers grades pk-3 and all grade 4-6 teachers need tier 3 support given the test results. <ul style="list-style-type: none"> • Writer's Workshop grades 3 and 4 kits needed- currently unfunded • Keys To Literacy Training Hours needed for grades 5 and 6 District providing 1.5 days
3	Additional support from Science Liaison in the way of coaching, PD, observation and feedback	New Science Lab has been launched, additional PD needed to maximize use of lab

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	ILT and District Liaisons are providing PD, coaching, observation and feedback to support implementation of Balanced Literacy approach. Weekly check ins and updates	Teacher replacement in Grade 3 currently underway Quarterly updates
2	ILT and District Liaisons are providing PD, coaching, observation and feedback to support implementation of Balanced Literacy approach.	Quarterly updates

3	ILT and District Liaisons are providing PD, coaching, observation and feedback to support implementation of Balanced Literacy approach.	School wide Common Assessments will be given in November. The Science committee is formed and organizing the Science Exhibition focused on common standards for all students gr pk-6. Grade 5 standard poster project is beginning stage. Quarterly updates
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