

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Belmont Street Community School

Jennifer Keating

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 and 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 IV A, 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 and 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 and 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 and 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 school-wide 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 school-wide 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, 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
Jennifer Keating	Principal	Sept: 26
Mike Dunphy	Assistant Principal	Oct: 24
Justine Nugent	ESL Teacher	Nov: 21
Kathy Sundstrom	ESL Teacher	Dec: 19
Jessica Michalowski	Special Education Teacher	Jan: 23
Tiana Phillips	Instructional Coach	Feb: 27
Jillian McMahan	Kindergarten Teacher	Mar: 26
Kerri Plant	Grade 1 Teacher	Apr: 16
Dana Finberg	Grade 2 Teacher	May: 28
Chiara Ramos	Grade 3 Teacher	June: 4
Myrna Kanaan	Grade 4 Teacher	
Patricia Milewski	Grade 5 Teacher	
Erika Schmitt	Grade 6 Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Belmont Street Community

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Belmont Street Community (03480020)	GRADES SERVED PK,K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification
School of Recognition: High Growth

Progress toward improvement targets	Accountability percentile
96% - Meeting or exceeding targets	47

- OVERALL RESULTS**
- SUBGROUP RESULTS
- DETAILED DATA FOR EACH INDICATOR

II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	96.1	6.4	18.5	5.4	14.9
Female	96.5	5.9	15.5	5.3	12.4
Male	95.8	6.9	21.0	5.5	17.1
Economically Disadvantaged	96.2	6.3	17.5	4.3	13.8
High Needs	96.2	6.4	17.7	5.0	14.3
LEP English language learner	96.3	6.1	15.9	5.6	13.2
Students with disabilities	95.0	7.9	28.8	8.0	24.8
African American/Black	96.5	5.7	13.9	6.6	12.3
Asian	97.1	5.0	9.3	2.3	9.3
Hispanic or Latino	95.9	6.8	19.9	5.1	15.5
Multi-race, non-Hispanic or Latino	96.3	6.1	20.0	4.0	12.0
Native Hawaiian or Pacific Islander					
White	95.9	6.8	22.8	6.5	18.7

II. Student Retention 2018-19

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	457	20	4.4	17.1	4.2	1.3	1.4	0.0	1.1						
Female	212	5	2.4	5.7	6.1	0.0	2.6	0.0	0.0						
Male	245	15	6.1	25.5	2.6	2.5	0.0	0.0	2.2						
Economically Disadvantaged	364	17	4.7	17.5	5.0	1.7	1.6	0.0	1.4						
High Needs	431	20	4.6	17.5	4.5	1.4	1.4	0.0	1.2						
LEP English language learner	222	14	6.3	20.9	5.0	2.3	2.8	0.0	2.7						
Students with disabilities	66	2	3.0	12.5	10.0	0.0	0.0	0.0	0.0						
African American/Black	87	5	5.7	18.8	7.1	0.0	0.0	0.0	5.9						
American Indian or Alaskan Native	1														
Asian	28	1	3.6	16.7											
Hispanic or Latino	226	8	3.5	11.9	5.3	2.4	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	25	1	4.0		0.0		0.0								
Native Hawaiian or Pacific Islander	1														
White	89	5	5.6	25.0	0.0	0.0	5.6	0.0	0.0						

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

<i>Accountability Indicator</i>	<i>Areas of Strength</i>	
	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Percent of ALL students in grade 5 attaining Proficient and Advanced on the MCAS Science and Technology/Engineering Test increased 13% from 2018 to 2019 (2018: 30%; 2019: 43%)	Spring 2019 MCAS Science Technology and Engineering
	Percent of ALL students Meeting and Exceeding Expectations on the 2019 ELA MCAS test increased 10% from 2018 to 2019 (2018: 32%; 2019: 42%)	Spring 2019 MCAS English Language Arts
	Percent of ALL students Meeting and Exceeding Expectations on the 2019 Math MCAS test increased 9% from 2018 to 2019 (2018: 33%; 2019: 42%)	Spring 2019 MCAS Mathematics
	The following subgroups exceeded targets on the English Language Arts Spring 2019 MCAS: EL, Hispanic/Latino, African America/Black, High Needs, Lowest Performing and Economically Disadvantaged	Spring 2019 MCAS English Language Arts
Growth (ELA, Math, Science)	MCAS Math Growth for ALL students increased 1.5 points from 2018 to 2019 (2018: 63.6; 2019: 65.1)	Spring 2019 MCAS Mathematics
	MCAS ELA Growth for ALL students increased 13.2 points from 2018 to 2019 (2018: 51.6; 2019: 64.8)	Spring 2019 MCAS English Language Arts
	ALL students earned a total of 4 growth points on ELA and Math 2019 MCAS test	Spring 2019 MCAS English Language Arts and Math
Discipline	Office Discipline Referrals for ALL students decreased by a total of 77 referrals from 2018 to 2019 (2018: 327; 2019: 250)	Worcester Public Schools SAGE Data System

	Total number of suspensions decreased by 19 from 2018 to 2019 (2018: 64; 2019: 45)	Worcester Public Schools SAGE Data System
Chronic Absenteeism and Attendance	Chronic Absenteeism rates decreased 3.84% from 2018 to 2019 (2018: 4.66; 2019: 0.82)	Worcester Public Schools SAGE Data System
	School Attendance Rate increased 1.70% from 2018 to 2019 (2018: 95.09; 2019: 96.79)	Worcester Public Schools SAGE Data System
<i>Areas of Focus</i>		
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	White student subgroup Met Targets on the 2019 ELA MCAS while ALL other subgroups exceeded targets	Spring 2019 English Language Arts MCAS
	Students with Disabilities subgroup improved scores but were still below state targets on the 2019 Math MCAS	Spring 2019 Mathematics MCAS
Growth (ELA, Math, Science)		
Discipline	Suspension rate is 3.5% with an increase of office referrals in the month of May	Worcester Public Schools SAGE Data System
Chronic Absenteeism and Attendance	Maintaining low chronic absenteeism rate (0.82) throughout the 2019-2020 school year.	Worcester Public Schools SAGE Data System

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 (Include targeted support to strengthen PLC practices and ensure access for all student populations)	<p><u>Turnaround Practice 1.1</u></p> <ul style="list-style-type: none"> Weekly Component Meetings- Principal and Instructional Coach meet with teachers at each grade level, including EL and SPED staff, to discuss implementation and effectiveness of school's best practices. <p><u>Turnaround Practice 1.6</u></p> <ul style="list-style-type: none"> Targeted on-site professional development-2019/2020 Foci: Implementing the enVision Mathematics Program; Implementing Fountas and Pinnell Reading and SRSD Writing <p><u>Turnaround Practice 1.6</u></p> <ul style="list-style-type: none"> Demonstration Classrooms-Exemplary teachers host classroom visits for their colleagues to illustrate the school's best practices in action.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> Use classroom, district, and state data to monitor impact of best practices on student growth and achievement and discuss appropriate revisions with grade-level teams. Use 2017 English Language Arts Framework to outline the types of writing at each grade level and monitor selection and implementation of corresponding written exercises. Discuss, plan, and facilitate the on-going use of written responses to reading in the content areas to strengthen comprehension. Use 2017 MA Mathematics Frameworks to monitor alignment of enVision Mathematics Program with learning outlined in the content standards and make recommendations for modifications and/or supplemental materials for EL and SPED students.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: ELA, Mathematics, and Science Weekly Planning Forms; Classroom Observations; ILT Agendas; MA Curriculum Units; Read Side by Side Units of Study; Component and Staff Meetings; SRSD Writing	Data Source: Fountas and Pinnell Benchmarks; MCAS and STAR Data; enVision Assessments; Classroom Assessments; Student Work; SRSD Writing Samples and Data

IV. B. Action Plan

Intentional Practices for Improving Instruction <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (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 (Include targeted support to ensure access for all student populations including EL and students with disabilities)	<p><u>Turnaround Practice 2.3</u></p> <ul style="list-style-type: none"> All teachers, including SPED and EL, record and review formative and summative assessment data to make instructional adjustments. <p><u>Turnaround Practice 2.4</u></p> <ul style="list-style-type: none"> Weekly schedule of classroom observations, including SPED and EL teachers, carried out by Principal, Assistant Principal, and Instructional Coach, monitors effective implementation of the school’s best practices and allows opportunities for discussion and supportive feedback. <p><u>Turnaround Practice 2.6</u></p> <ul style="list-style-type: none"> Master schedule prioritizes instructional time and provides intentional collaborative time for planning and review of formative assessment data.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> Create schedule for beginning, middle, and end of year formative and summative assessments. Review assessment data, discuss instructional and curricular implications, and bring recommendations to grade level teams. Use insights shared from classroom observations to determine direction of professional development for school and individual staff. Evaluate master schedule based on data collected
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Weekly Observation Schedule, Master Schedule, Grade-Level Data Recording Forms	Data Source: Fountas and Pinnell Benchmarks, enVision Mathematics Assessments, MCAS, STAR Data, Student Work, SRSD Data, and Classroom Assessments.

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (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). (Specifically address students not meeting targets)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including lowest 25%)	<p><u>Turnaround Practice 3.1</u></p> <ul style="list-style-type: none"> Initial review of ACCESS and MCAS Spring 2019 data, followed by continual examination of district and classroom assessments during Instructional Leadership Team, Staff, and Component Meetings, informs direction of school-wide initiatives and recommended instructional practices. <p><u>Turnaround Practice 3.2</u></p> <ul style="list-style-type: none"> Use of information from summative assessments, along with regular analysis of data from formative assessments, to inform whole class instruction. Utilization of formative assessment information to determine flexible groups and Tier 2 curricular materials. <p><u>Turnaround Practice 3.3</u></p> <ul style="list-style-type: none"> Use of data from multiple measures to identify and monitor progress of students receiving Tier 3 intervention services
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> Discuss instructional strategies and materials utilized during guided and intervention groups. Continually examine student work and performance on formative assessments utilized during whole, small, and intervention groups to assess impact of instruction and quality of selected resources. Evaluate scheduling of ESL and SPED groups based on data collected.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Classroom Flexible Groups; ESL and SPED Schedules and Student Lists; Teachers' Data Recording Forms; Lesson Plans	Data Source: ACCESS Scores, MCAS, STAR, Fountas and Pinnell Benchmarks, SRSD Writing Scores, enVision Assessments, Classroom Assessments

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families (Focus on developing a welcoming school through a safe and orderly climate that supports student learning within and outside the	
	<ol style="list-style-type: none"> 1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. <ul style="list-style-type: none"> • Utilization of Positive Behavior Incentives: Quarterly Attendance Celebrations, Student of the Month Field Trips, Belmont Attendance, Book, Homework, and Behavior Bucks 2. Principal’s weekly communication to staff (updates/newsletters) 3. Universal Tier 1, SEL building strategy (please specify) <ul style="list-style-type: none"> • Effective implementation of school-wide expectations: Be Safe, Be Responsible, Be Respectful • Office check-in and check-out systems for students in need of additional support outside the classroom setting • Afterschool program facilitated by Worcester Technical High School National Honor Society members provides homework help to students in grades 3 and 4.
Instructional Leadership Team	<ul style="list-style-type: none"> • ILT members post visual reminders throughout the school highlighting PBIS rules and appropriate behaviors • Monthly PBIS Green Team Meetings: Green Team analyzes disaggregated discipline data monthly, tracks progress of school-wide behavior system rewards and consequences, targets problematic areas, and makes recommendations for improvement • ILT uses a variety of data sources, including district and classroom assessments, to monitor growth and achievement of students participating in afterschool programs
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: PBIS Committee Agendas; Sage Attendance and Discipline Reports; Homework Club Enrollment Rosters and Attendance Records; MCAS, STAR, and Progress and Report Cards	Data Source: Office Referrals, Individual Behavior Charts, Suspension Data, Classroom Attendance Lists, Classroom Homework Completion Records, Student Performance on State, District, and School Assessments

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone call for 2 consecutive days absent. 2. Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. 3. Quarterly Attendance Celebrations at the end of each marking period
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> • Monitor the implementation of classroom PERFECT ATTENDANCE celebrations and reward students monthly for coming to school on time • Review and Discuss Chronic Absenteeism List and School Wide Data
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Sage Attendance Reports, Enrollment Rosters, Parent Phone Calls, Student Support Meetings	Data Source: Individual Attendance Records, Student Support Goals

V. Worcester Public Schools Professional Learning Plan

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Belmont St. School	Jennifer Keating	8/27/19 – 6/12/19

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Increase student proficiency in Mathematics through careful alignment of enVision Mathematics program with state standards, making grade specific adjustments and utilizing supplemental fluency resources.	<p>Identified Group: Inclusion, Special Education, English Second Language Teachers</p> <p>Planned Activities:</p> <ul style="list-style-type: none"> • Review of enVision digital resources • Review of what an enVision Math lesson looks like and how to structure a 90 minute Math block • Grade level teams meet weekly to review assessments and determine enVision intervention materials needed for Tier 2 and Tier 3 groups
2	Increase student proficiency in English Language Arts through implementation of SRSD writing to learn tasks (written responses to reading) and learning to write activities (explicit instruction in writing process stages for the three types of writing).	<p>Identified Group: Inclusion, Special Education, English Second Language Teachers</p> <p>Planned Activities:</p> <ul style="list-style-type: none"> • Faculty review of the Reading Workshop Model • Use of faculty and component meetings to design rubrics and checklists for all writing genres for classroom use • Model SRSD writing lessons and staff training in SRSD lead by Instructional Coach • Review of CIA and Fountas and Pinnell reading systems

3	Increase student proficiency in Science through inquiry based activities in the Physical and Life Science standards, with an emphasis on Matter and its interactions.	<p>Identified Group: Inclusion, Special Education, English Second Language Teachers</p> <p>Planned Activities:</p> <ul style="list-style-type: none">• Use of component meetings to review student performance on classroom and state assessments, discuss lessons and activities for classroom implementation, and make adjustments as needed• Meet with WPS Science Liaison, Jeff Glick, to discuss and plan lessons to improve student achievement in the areas of Physical and Life Sciences.• Review of curriculum resources available in ATLAS
---	---	--