

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Chandler Magnet Elementary School

Ivonne Pérez

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
Jennie Caplan	Assistant Principal	Sept: 9, 23
Tara Dexter	FIC - Primary	Oct: 7, 21
Todd Kittelson	FIC - Intermediate	Nov: 4, 18
Awilda Meléndez	School Adjustment Counselor	Dec: 2, 9
Mary Mara	Pre-School Teacher	Jan: 6, 27
Kerrie Flynn	Special Education Teacher	Feb: 3, 10
Kelly Magowan	Second Grade Teacher	Mar: 2, 16
Yaribel Campos	Fifth Grade TBE Teacher	Apr: 6, 27
Rachel Gately	Sixth Grade Dual Language Teacher	May: 4, 18
Ivonne Pérez	Principal	June: 1, 8

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Chandler Magnet

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Chandler Magnet (03480052)	GRADES SERVED PK,K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Requiring assistance or intervention
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Reason for classification
In need of focused/targeted support Among the lowest performing 10% of schools Low subgroup performance: White

Progress toward improvement targets	Accountability percentile
65% - Substantial progress toward targets	9

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	95.9	6.8	25.2	9.4	23.5
Female	95.9	6.9	26.3	9.3	24.3
Male	95.9	6.6	24.2	9.5	22.6
Economically Disadvantaged	95.5	7.4	28.8	11.4	27.0
High Needs	95.8	6.9	26.2	9.9	24.5
LEP English language learner	95.4	7.3	28.8	12.3	27.0
Students with disabilities	95.6	7.8	31.6	10.2	29.6
African American/Black	96.3	6.6	23.1	7.7	23.1
Asian	96.2	6.7	25.0	0.0	25.0
Hispanic or Latino	95.7	7.0	25.9	10.4	24.0
Multi-race, non-Hispanic or Latino	96.6	4.9	0.0	0.0	0.0
White	96.8	5.5	24.2	6.1	22.7

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	382	6	1.6	7.9	1.6	0.0	0.0	0.0	0.0						
Female	198	1	0.5	2.9	0.0	0.0	0.0	0.0	0.0						
Male	184	5	2.7	13.8	2.9	0.0	0.0	0.0	0.0						
Economically Disadvantaged	274	3	1.1	4.9	2.3	0.0	0.0	0.0	0.0						
High Needs	361	6	1.7	8.2	1.8	0.0	0.0	0.0	0.0						
LEP English language learner	247	6	2.4	12.8	2.2	0.0	0.0	0.0	0.0						
Students with disabilities	77	2	2.6	12.5	0.0	0.0	0.0	0.0	0.0						
African American/Black	11	0	0.0												
Asian	6	0	0.0												
Hispanic or Latino	316	6	1.9	9.8	1.9	0.0	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	5														
White	44	0	0.0	0.0		0.0	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.

Accountability Indicator	Strength	Areas of Strength																																																																																																								
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Achievement (ELA, Math, Science) ACCESS	<p>100% of our ELs participated in ACCESS in 2019</p> <p>99% of our students participated in MCAS</p> <p>54% of our 3rd graders were Partially Meeting Expectations in ELA – higher than the district and state</p> <p>44% of our 3rd graders were Partially Meeting Expectations in Mathematics, slightly higher than the district and the state</p> <p>45% of our 4th graders were Partially Meeting Expectations in ELA</p> <p>69% of 4th graders were Partially Meeting Expectations in Mathematics, above the district and state</p>	ACCESS Reports MCAS 2019 Data (3rd and 4th Grade)																																																																																																								
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Growth (ELA, Math, Science, ACCESS)	57% of 1st Grade ELs made progress on ACCESS	ACCESS Reports Grade 1 - EI327																																																																																																								

51% of 3rd Grade ELs made progress on ACCESS



ACCESS for ELLs English Language Proficiency Test
2019 Proficiency Level Summary

District: Worcester (03480000)
School: Chandler Magnet
Cluster: Grades 1-2
Grade: 01

Contact us

* 2019 * Worcester (03480000) * Chandler Magnet * 01 Submit

Total Tested: 46 (Only students who complete all 4 sections of the Standard or ALT test are included.)
Participation Rate: 100%
Included in Made Progress: 35
% Made Progress: 57%

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language		Literacy		Comprehension		Overall Score	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 - Entering	9	20%	8	17%	11	24%	15	33%	9	20%	14	30%	8	17%	10	22%
2 - Emerging	7	15%	28	61%	16	35%	28	61%	9	20%	20	43%	12	26%	15	33%
3 - Developing	5	11%	9	20%	12	26%	3	7%	17	37%	12	26%	13	28%	21	46%
4 - Expanding	3	7%	1	2%	3	7%	0	0	10	22%	0	0	5	11%	0	0
5 - Bridging	5	11%	0	0	2	4%	0	0	1	2%	0	0	5	11%	0	0
6 - Reaching	17	37%	0	0	2	4%	0	0	0	0	0	0	3	7%	0	0

Grade 3 - EI327



ACCESS for ELLs English Language Proficiency Test
2019 Proficiency Level Summary

District: Worcester (03480000)
School: Chandler Magnet
Cluster: Grades 3-5
Grade: 03

Contact us

* 2019 * Worcester (03480000) * Chandler Magnet * 03 Submit

Total Tested: 47 (Only students who complete all 4 sections of the Standard or ALT test are included.)
Participation Rate: 100%
Included in Made Progress: 35
% Made Progress: 51%

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language		Literacy		Comprehension		Overall Score	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 - Entering	16	34%	17	36%	13	28%	8	17%	13	28%	11	23%	12	26%	13	28%
2 - Emerging	5	11%	21	45%	15	32%	11	23%	9	19%	11	23%	11	23%	8	17%
3 - Developing	3	6%	9	19%	7	15%	17	36%	16	34%	12	26%	6	13%	14	30%
4 - Expanding	1	2%	0	0	0	0	11	23%	9	19%	12	26%	7	15%	11	23%
5 - Bridging	7	15%	0	0	10	21%	0	0	0	0	1	2%	5	11%	1	2%
6 - Reaching	15	32%	0	0	2	4%	0	0	0	0	0	0	6	13%	0	0

<p>Discipline</p>	<p>Suspensions decreased significantly from the prior year (The rate of both in school suspensions and out of school suspensions has decreased from 2017 to current)</p>	<p>ODRs, PBIS Training for Staff Edwin - EI408</p> <table border="1"> <thead> <tr> <th colspan="2">Summary of Suspensions by Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>In-School Suspensions</td> <td># Students</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td>Rate</td> <td>0.3</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> <tr> <td>Out-of-School Suspensions</td> <td># Students</td> <td>19</td> <td>29</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>Rate</td> <td>5.1</td> <td>7.9</td> <td>3.8</td> <td>0.0</td> </tr> </tbody> </table>	Summary of Suspensions by Year		2016	2017	2018	2019	In-School Suspensions	# Students	1	0	0	0		Rate	0.3	0.0	0.0	0.0	Out-of-School Suspensions	# Students	19	29	13	0		Rate	5.1	7.9	3.8	0.0
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<p>Chronic Absenteeism and Attendance</p>	<p>State Data indicated an average attendance rate of 96%</p>	<p>District and State Data Edwin - EI409</p> <table border="1"> <thead> <tr> <th>ATTENDANCE</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Average Number of Days Absent</td> <td>8.0</td> <td>8.9</td> <td>7.4</td> <td>6.7</td> </tr> <tr> <td>Attendance Rate</td> <td>95.3%</td> <td>94.7%</td> <td>95.7%</td> <td>96.0%</td> </tr> </tbody> </table> <p>SAGE data</p> <p>SAC, Principals and office staff work closely with families of students identified as Chronic Absentees</p> <p>Student attendance recognition</p>	ATTENDANCE	2016	2017	2018	2019	Average Number of Days Absent	8.0	8.9	7.4	6.7	Attendance Rate	95.3%	94.7%	95.7%	96.0%															
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<p>Achievement (ELA, Math, Science) ACCESS</p>	<p>Only 26% of 3rd Graders were Proficient or Higher on MCAS ELA</p> <p>Only 18% of 3rd Graders were Proficient or Higher on MCAS Mathematics</p> <p>Based on MCAS Results by Standards, the highest areas of need are Geometry, Number and Operations in Base 10, Fractions, and Understanding the properties of multiplication and the relationship between multiplication and division.</p>	<p>MCAS Data 2019 DESE</p> <p>3rd Grade</p> <table border="1"> <thead> <tr> <th rowspan="2">Grade and Subject</th> <th colspan="2">Meeting or Exceeding Expectations</th> <th colspan="2">Exceeding Expectations</th> <th colspan="2">Meeting Expectations</th> <th colspan="2">Partially Meeting Expectations</th> <th colspan="2">Not Meeting Expectations</th> <th rowspan="2">No. of Students Include</th> </tr> <tr> <th>School</th> <th>State</th> <th>School</th> <th>State</th> <th>School</th> <th>State</th> <th>School</th> <th>State</th> <th>School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>GRADE 03 - ENGLISH LANGUAGE ARTS</td> <td>27</td> <td>56</td> <td>2</td> <td>10</td> <td>25</td> <td>46</td> <td>54</td> <td>36</td> <td>19</td> <td>8</td> <td>59</td> </tr> <tr> <td>GRADE 03 - MATHEMATICS</td> <td>19</td> <td>49</td> <td>2</td> <td>9</td> <td>17</td> <td>40</td> <td>44</td> <td>38</td> <td>37</td> <td>13</td> <td>59</td> </tr> </tbody> </table>										Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Include	School	State	School	State	School	State	School	State	School	State	GRADE 03 - ENGLISH LANGUAGE ARTS	27	56	2	10	25	46	54	36	19	8	59	GRADE 03 - MATHEMATICS	19	49	2	9	17	40	44	38	37	13	59
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<p>Only 11% of 5th Graders were Proficient or Higher in MCAS ELA</p> <p>Only 2% of 5th Graders were Proficient or Higher in MCAS Mathematics</p>	<p>5th Grade</p> <table border="1"> <thead> <tr> <th rowspan="2">Grade and Subject</th> <th colspan="2">Meeting or Exceeding Expectations</th> <th colspan="2">Exceeding Expectations</th> <th colspan="2">Meeting Expectations</th> <th colspan="2">Partially Meeting Expectations</th> <th colspan="2">Not Meeting Expectations</th> <th rowspan="2">No. of Students Include</th> </tr> <tr> <th>School</th> <th>State</th> <th>School</th> <th>State</th> <th>School</th> <th>State</th> <th>School</th> <th>State</th> <th>School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>GRADE 05 - ENGLISH LANGUAGE ARTS</td> <td>12</td> <td>52</td> <td>0</td> <td>7</td> <td>12</td> <td>45</td> <td>54</td> <td>39</td> <td>34</td> <td>9</td> <td>59</td> </tr> <tr> <td>GRADE 05 - MATHEMATICS</td> <td>14</td> <td>48</td> <td>0</td> <td>6</td> <td>14</td> <td>43</td> <td>69</td> <td>42</td> <td>17</td> <td>10</td> <td>59</td> </tr> </tbody> </table>										Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Include	School	State	School	State	School	State	School	State	School	State	GRADE 05 - ENGLISH LANGUAGE ARTS	12	52	0	7	12	45	54	39	34	9	59	GRADE 05 - MATHEMATICS	14	48	0	6	14	43	69	42	17	10	59	
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	<p>34% of 5th graders were Not Meeting Expectations on MCAS ELA 17% of 5th graders were on Not Meeting Expectations MCAS Mathematics Based on MCAS Results by Standards, the highest areas of need are Measurement and Data, Number and Operations in Base 10 and Operations and Algebraic Thinking.</p> <p>53% of 5th graders were not Not Meeting Expectations on Science MCAS</p>	<p>5th Grade Science</p> <table border="1" data-bbox="821 464 1896 618"> <thead> <tr> <th rowspan="2">Grade and Subject</th> <th colspan="2">Meeting or Exceeding Expectations</th> <th colspan="2">Exceeding Expectations</th> <th colspan="2">Meeting Expectations</th> <th colspan="2">Partially Meeting Expectations</th> <th colspan="2">Not Meeting Expectations</th> <th rowspan="2">No. of Students Include</th> </tr> <tr> <th>School</th> <th>State</th> <th>School</th> <th>State</th> <th>School</th> <th>State</th> <th>School</th> <th>State</th> <th>School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>GRADE 05 - SCIENCE</td> <td>19</td> <td>49</td> <td>2</td> <td>8</td> <td>17</td> <td>40</td> <td>42</td> <td>39</td> <td>39</td> <td>12</td> <td>59</td> </tr> </tbody> </table>	Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Include	School	State	School	State	School	State	School	State	School	State	GRADE 05 - SCIENCE	19	49	2	8	17	40	42	39	39	12	59																																	
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<p>Growth (ELA, Math, Science)</p>	<p>Only 43% of school total ELs made progress on ACCESS Grades 2, 4, 5 demonstrated less than 50% growth on ACCESS</p>	<p>ACCESS Reports 2019 Proficiency Level Summary EL327</p> <p>Total Tested: 292</p> <p>Participation Rate: 100%</p> <p>Included in Made Progress: 184</p> <p>% Made Progress: 43%</p> <table border="1" data-bbox="821 1125 2049 1414"> <thead> <tr> <th rowspan="2">Proficiency Level</th> <th colspan="2">Listening</th> <th colspan="2">Speaking</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Oral Language</th> <th colspan="2">Literacy</th> <th colspan="2">Comprehension</th> <th colspan="2">Overall Score</th> </tr> <tr> <th># of Students at Level</th> <th>% of Total Tested</th> <th># of Students at Level</th> <th>% of Total Tested</th> <th># of Students at Level</th> <th>% of Total Tested</th> <th># of Students at Level</th> <th>% of Total Tested</th> <th># of Students at Level</th> <th>% of Total Tested</th> <th># of Students at Level</th> <th>% of Total Tested</th> <th># of Students at Level</th> <th>% of Total Tested</th> <th># of Students at Level</th> <th>% of Total Tested</th> </tr> </thead> <tbody> <tr> <td>1 - Entering</td> <td>75</td> <td>26%</td> <td>97</td> <td>33%</td> <td>111</td> <td>38%</td> <td>80</td> <td>27%</td> <td>78</td> <td>27%</td> <td>100</td> <td>34%</td> <td>91</td> <td>31%</td> <td>88</td> <td>30%</td> </tr> <tr> <td>2 - Emerging</td> <td>29</td> <td>10%</td> <td>109</td> <td>37%</td> <td>82</td> <td>28%</td> <td>93</td> <td>32%</td> <td>58</td> <td>20%</td> <td>79</td> <td>27%</td> <td>62</td> <td>21%</td> <td>73</td> <td>25%</td> </tr> </tbody> </table>	Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language		Literacy		Comprehension		Overall Score		# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	1 - Entering	75	26%	97	33%	111	38%	80	27%	78	27%	100	34%	91	31%	88	30%	2 - Emerging	29	10%	109	37%	82	28%	93	32%	58	20%	79	27%	62	21%	73	25%
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Discipline	Continue to monitor discipline / suspension rates and the implementation of school-wide protocols.	<p>PBIS Team ODRs, PBIS Training for Staff Edwin - EI408</p> <p>Summary of Suspensions by Year</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>In-School Suspensions</td> <td># Students</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td></td> <td>Rate</td> <td>0.3</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> <tr> <td>Out-of-School Suspensions</td> <td># Students</td> <td>19</td> <td>29</td> <td>13</td> <td>0</td> </tr> <tr> <td></td> <td>Rate</td> <td>5.1</td> <td>7.9</td> <td>3.8</td> <td>0.0</td> </tr> </tbody> </table>			2016	2017	2018	2019	In-School Suspensions	# Students	1	0	0	0		Rate	0.3	0.0	0.0	0.0	Out-of-School Suspensions	# Students	19	29	13	0		Rate	5.1	7.9	3.8	0.0																																						
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Chronic Absenteeism and Attendance	Economically Disadvantaged, LEP, Students with Disabilities and Hispanic or Latino subgroups demonstrated to have a higher Average # of days absent when compared to other subgroups																																																																					

**Massachusetts School and District Profiles
Chandler Magnet**

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	95.9	6.8	25.2	9.4	23.5
Female	95.9	6.9	26.3	9.3	24.3
Male	95.9	6.6	24.2	9.5	22.6
Economically Disadvantaged	95.5	7.4	28.8	11.4	27.0
High Needs	95.8	6.9	26.2	9.9	24.5
LEP English language learner	95.4	7.3	28.8	12.3	27.0
Students with disabilities	95.6	7.8	31.6	10.2	29.6
African American/Black	96.3	6.6	23.1	7.7	23.1
Asian	96.2	6.7	25.0	0.0	25.0
Hispanic or Latino	95.7	7.0	25.9	10.4	24.0
Multi-race, non-Hispanic or Latino	96.6	4.9	0.0	0.0	0.0
White	96.8	5.5	24.2	6.1	22.7

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>1.2 High Expectations and Positive Regard: 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. A majority of staff believes leadership, staff, and students have high expectations and demonstrate positive regard.</p> <ul style="list-style-type: none"> ● Continue to use perseverance as a strategy in both ELA and Mathematics ● Tiered Support for all students; Tier 1 (classroom instruction) Tier 2 (Support for ELs via ESL groups, SEI, literacy tutors, flexible groups) and Tier 3 interventions (1:1 or small groups) ● Gradual Release of Responsibility Model (model, lead, guide, assess) and continued monitoring for decrease in teacher talk, effective use of time, and student engagement. <p>1.4 Monitoring Implementation and School Progress: School leaders are actively engaged in monitoring implementation of turnaround efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, and continuously and systematically monitor progress.</p> <ul style="list-style-type: none"> ● PLCs across all grade levels will meet weekly with coaches to analyze available student data from the available sources (STAR, enVision, MCAS, ACCESS) Recognizing and implementing DOK across all subject areas. ● Providing intervention in small groups to students who have demonstrated needing further instruction in certain core areas.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Bi- Weekly Data/information gathering and sharing by the ILT as gathered by PLCs 2. Analyze school wide and district wide assessments to inform lesson planning and tiered interventions, DOK levels, LASW and Lesson Planning protocols, EL supports through SEI and ESL lesson planning 3. Modeling, peer observations, coaching videos 4. Tiered Support: flexible groupings based upon student data, progress monitoring

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

Data Source:

PLC sign in sheets, meeting agendas, Observations, Lesson Plans, Facilitator trainings (release of responsibility to teacher leaders), Peer observations (videos, teacher created checklists), Adherence to “must-dos”, School wide and district assessment timelines , SRSD, CIA and Fountas and Pinnell, enVision usage, training, support, Early Literacy training K-3 targeted teachers, ATLAS, Google Classroom, monitoring of lowest 25% in each classroom. Early Literacy Grant Participation with a focus on writing for the 2019-2020 SY.

STUDENT RESULTS INDICATOR

Data Source:

Student work, Alternative student assessments. Analysis of intervention strategies, Fountas and Pinnell, Mathematics monitoring, Math and Literacy PLC created prompts and assessments, Progress monitoring Small group instruction, School wide data dives of student results on formative and summative assessments, MCAS results, STAR Assessments, enVision results.

IV. B. Action Plan

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
(Include targeted support to ensure access for all student populations including EL and students with disabilities)

- 2.1 Instructional Expectations:** Specific or precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers.
- Use of PLC time to plan lessons, analyze student work and work on strategies to decrease teacher talk and insure that DOK levels are addressed. (i.e., that all questions and tasks are not DOK Level 1 – Recall and Reproduction, perseverance as a school-wide instructional strategy) Examine targeted goals, student engagement and effective use of time across all grade levels.
- 2.3 Identifying and Addressing Student Academic Needs:** Formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, professional learning communities), and protocols are consistently used to address individual students' academic needs by:
- (1) using data
 - (2) identifying actions to address student learning needs
 - (3) regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning.
- Analysis of lesson delivery to improve student outcomes for all students and closely monitoring the progress of ELs and Special Education students
- 2.6 Student Assessment Data Use (for classroom instruction):** Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.
- Analysis of student interventions
 - Incorporating learned practices from PD's with grade level educators and in own practices

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. ILT information sharing 2. Dissemination of data collected through examining student work, formative and summative assessment results and planning for instruction to meet student needs 3. Analyze effectiveness of strategies to improve student outcomes and the effectiveness of student interventions for all students including ELs and Special Education students.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Lesson plans and designs, Observations, Teacher reflection, PLC notes and agendas, Formative and Summative Data, Analysis of student work after interventions, monitoring student results and paying close attention to EL and Special Education students' progress, coaching sessions. SEI Smartcard, HQTL document resources will be used.	Data Source: Student work (written, oral), Assessment Data results, School/District wide assessment results, ACCESS, MCAS, enVision, STAR Assessments (Reading and Math), ESL teacher consults, BAS results, student writing responses, Early Literacy Grant writing prompts/strategies

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>3.1 General Academic Interventions and Enrichment: All students experience research-based academic interventions appropriate for their specific needs. These best practices and enrichment opportunities are implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support.</p> <ul style="list-style-type: none"> ● Tiered Support in ELA and Mathematics for all students including ELs and Special Education students <p>3.3 Determining School wide Student Supports (Academic Interventions and Enrichment): 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 school wide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year.</p> <ul style="list-style-type: none"> ● Formative Assessments (before, during and after lessons) ● Flexible groups in Math, ELA, Science and social studies based on data using hands on activities specifically in Math and Science, collaboration of Grade 5 teachers with Science From Scientists. Interventions for LEP students, the lowest 25% in each classroom ● Continued discussions between coaches, teachers, ESL and Sped Education teachers in forming best practices for groups of students.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Data Analysis (Fountas and Pinnell, STAR, teacher created assessments, SEI Smart Card) 2. Progress Monitoring (weekly, Math, Fountas and Pinnell) 3. Collegial conversations and discourse, Depth of Knowledge Levels, modeling by instructional coaches

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

Data Source:

- Fountas and Pinnell
- Guided Reading
- Interactive Read-Alouds
- STAR assessment
- enVision Math
- Peer observations
- Teacher observations
- Direct observation
- School wide observation
- Turnaround School Data
- ESL/SEI strategies
- SEI smartcard

STUDENT RESULTS INDICATOR

Data Source:

- Fountas and Pinnell
- STAR assessments
- Progress monitoring in ELA and Math fluency
- School-wide assessments
- 2019 MCAS Data for current Grades 4-6
- 2019 ACCESS Data for current 1-6

IV. D. Action Plan

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

Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers
(Focus on developing a welcoming school through 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
(Include practices that target new and incoming students)

4.1. School wide Behavior Plan: The school wide 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 school wide behavior plan. Leaders monitor implementation using data.

- Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations.

4.2. Adult–Student Relationships: Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional support. These supports are monitored actively to determine whether they are meeting the needs of the school.

- Attendance Rewards classroom and individuals
- Daily School Wide Morning Meetings/ Quarterly Celebrations
- PBIS – bi-weekly meetings led by CMS Internal PBIS coaches

4.5. Family and Community Engagement: The school makes family and community engagement a priority and all of the following five conditions are met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children’s progress and needs; and (5) communications with families are made available in multiple languages, as needed.

- School Council and PTO meetings
- Family Math night/ ice cream socials

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Peer Observations 2. PLC agendas and notes 3. PBIS reports, school wide data 4. SEL Information series led by SACs
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ● Sign In Sheets ● PBIS Punch Cards ● Quarterly Celebrations for attendance and PBIS targets ● Cool Tool Implementation and support ● Leadership Team ● Governance Board (school council) ● Classroom Activities – Parents are invited ● Family Literacy/Math Nights ● Classroom events/Social Events for Families ● DL/TBE Family Events – Showcase of Student work 	Data Source: <ul style="list-style-type: none"> ● Breakfast in the Classroom ● Lunch Bunch (SEL groups) ● PBIS punch cards and rewards ● AVID ● Early Literacy K-3 ● ODR data ● Attendance data

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 two 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. Identify quarterly good attendance celebrations – School Wide Celebrations are done quarterly –students receive certificate, big celebration at the end of the school year for perfect attendance. Entire school will work on attendance by keeping track of daily attendance and giving classrooms recognition on a monthly basis. Individual recognition by SAC/PBIS team – receive HERO cards (Here, Everyday, Reading and On Time)
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	PBIS team and SAC work together to recognize individual students, classrooms and school wide attendance data.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ● Daily Attendance in SAGE ● SAC/Teachers contact families and meet with families ● Achievement data 	Data Source: <ul style="list-style-type: none"> ● Daily Attendance ● Student Incentives (certificates, classroom rewards) ● Recognition Events ● Achievement Data

**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	Chandler Magnet School	Ivonne Pérez	September 2019 – June 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Increase reading comprehension and vocabulary knowledge across all subject areas, making sure to address all students' needs. Targeted consideration will focus on ELs, Special Education Students, the lowest achieving subgroups and students identified as LEP on MCAS in 2019.	Students in grades K-5 will use Lexia in a center to work on reading skills. Guided reading, interactive read-alouds, comprehension strategies and writing blocks will be employed to improve student achievement across all grade levels. Students in grades K - 6 will receive instruction in a variety of ways to include the practices and protocols of district based programs such as F and P Classroom, CIA reading, Benchmark and the American Reading Academy (ARC) (TBE and DUAL - pilot). Classroom teachers, EL teachers and Special Education Staff will implement strategies for students to access materials using Universal Design of Learning techniques and modify instruction to allow for ALL students to access the district purchased materials.
2	Analyze Mathematics MCAS data to improve students' understanding of Mathematics concepts across all grade levels.	Data Dives to examine current MCAS Data (grades 3 - 6); Math PLCs will continue to gauge STAR and enVision Data (grades K - 6) sources. Information derived will be used to facilitate and guide instruction and small focused groups in classrooms. Teachers will continue to work with coaches to insure that DOK levels are monitored (Grades K - 6) . Incorporate online resources from enVision into daily practice. Monitor student progress using Topic based Online Assessments following the district ATLAS protocol/timeline (Grades K - 6).

3	100% of classroom teachers will use hands on activities and experiential activities in Science.	<p>All classrooms will engage in Science activities that include engineering and Mathematics. Classroom teachers will use ATLAS to guide their Science lessons based on the district timeline and resources available.</p> <p>STEAM is scheduled once a week for 45 minutes for all students in grades K-5.</p> <p>Science From Scientists will continue to work with grades 5 throughout the year.</p>
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