

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Claremont Academy

Angela Plant

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.

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
Angela Plant	Acting Principal	Sept: 23rd
Katerina Kambosos James Looney	Assistant Principals	Oct: 7, 21
Peter Weyler	Focused Instructional Coach	Nov: 4, 18
Deidre Carlson	Assessment Specialist	Dec: 2, 16
Elizabeth Brown	7 th grade Team Leader	Jan: 6, 27
Beth Harding	8 th grade Team Leader	Feb: 10
Amber Pouliot	9 th &10 th grade Team Leader	Mar: 2,16,30
Ericca Lucht	11 th &12 th grade Team Leader	Apr: 13
Cindy Grassesschi	Special Education Dept. Head	May: 4, 18
Lori Simpson	ESL Department Member	June: 1

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Claremont Academy

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Claremont Academy (03480350)	GRADES SERVED 07,08,09,10,11,12
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Moderate progress toward targets
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Progress toward improvement targets	Accountability percentile
41% - Moderate progress toward targets	11

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	93.3	11.3	41.5	22.0	37.4
Female	93.4	11.2	40.3	20.9	36.7
Male	93.3	11.4	42.8	23.2	38.0
Economically Disadvantaged	92.7	12.3	43.4	26.3	39.0
High Needs	93.2	11.6	41.5	23.2	37.9
LEP English language learner	92.3	12.7	42.4	27.3	39.9
Students with disabilities	93.1	12.0	44.3	26.2	37.7
African American/Black	95.2	8.3	34.7	8.2	32.7
Asian	95.6	7.6	19.6	10.9	19.6
Hispanic or Latino	93.1	11.8	44.0	23.4	38.8
Multi-race, non-Hispanic or Latino	98.2	3.2	0.0	0.0	0.0
White	89.7	16.0	57.1	42.9	57.1

II. Student Retention

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	546	11	2.0							0.9	0.0	5.0	1.4	1.0	3.4
Female	270	4	1.5							0.0	0.0	5.8	3.4	0.0	0.0
Male	276	7	2.5							1.8	0.0	4.2	0.0	2.0	7.5
Economically Disadvantaged	354	8	2.3							1.4	0.0	6.7	0.0	0.0	4.1
High Needs	487	10	2.1							1.0	0.0	5.4	1.7	1.2	2.8
LEP English language learner	193	7	3.6							3.2	0.0	7.9	3.3	2.9	3.8
Students with disabilities	58	1	1.7							0.0	0.0	14.3	0.0		0.0
African American/Black	50	1	2.0							0.0		0.0	0.0	0.0	11.1
Asian	46	1	2.2							0.0	0.0	0.0	0.0	0.0	12.5
Hispanic or Latino	409	5	1.2							1.3	0.0	2.7	2.1	1.3	0.0
Multi-race, non-Hispanic or Latino	8	0	0.0												
White	33	4	12.1									50.0	0.0		14.3

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>Areas of Strength</i>																				
<i>Accountability Indicator</i>	<i>Strength</i>	<i>Evidence</i>																			
Achievement (ELA, Math, Science)	ELA middle school growth improved EL's progress in high school improved, earned 4/4 points	Accountability report 2019 Accountability data Accountability report placing grade 7 at 42.3 SGP and grade 8 at 56.1 SGP																			
Growth (ELA, Math, Science)	Scores were above 40% in MS ELA	Accountability report placing grade 7 at 42.3 SGP and grade 8 at 56.1 SGP																			
Discipline	We have implemented Restorative Justice practices.	Students have the chance to address concerns and engage in opportunities to learn from situations and share meaningful lessons with peers. Mediation is a common practice to reduce inappropriate behaviors.																			
Chronic Absenteeism and Attendance	Implementation of AIM (Attendance Intervention Meetings) and student data analysis of attendance.	Parents are attending AIM meetings. Students are analyzing their own data and setting goals from their findings.																			
Advanced Coursework	On campus English 101/102, QCC and WSU and nine Advanced Placement courses are available to students.	Twenty-four students are taking Eng 101/102 Thirty students are on college campuses during the school day. One hundred eleven students take AP courses.																			
Graduation and Dropout Rate	Dropout rate declined	All but one MCAS appeal was approved for 2019 class																			
	<i>Areas of Focus</i>																				
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>																			
Achievement (ELA, Math, Science)	MS achievement rate sixth percentile. School Overall accountability percentile 11th	<table border="1"> <thead> <tr> <th>Category</th> <th>Middle School</th> <th>High School</th> </tr> </thead> <tbody> <tr> <td>Achievement</td> <td>6th</td> <td>4th</td> </tr> <tr> <td>SGP</td> <td>29th</td> <td>8th</td> </tr> <tr> <td>EPL Progress</td> <td>16th</td> <td>55th</td> </tr> <tr> <td>Chronic Absenteeism</td> <td>20th</td> <td>21st</td> </tr> <tr> <td>Overall</td> <td>6th</td> <td>16th</td> </tr> </tbody> </table>		Category	Middle School	High School	Achievement	6 th	4 th	SGP	29 th	8 th	EPL Progress	16 th	55 th	Chronic Absenteeism	20 th	21 st	Overall	6 th	16 th
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Overall	6 th	16 th																			

Growth (ELA, Math, Science)	Decrease in Math scores middle and high	Avg. SGP 7-34.5, 8-29.2, 10-42.1
Discipline	Latino male population is still an area of concern for disciplinary action.	Imbed restorative justice practices that seek to prevent off task/inappropriate behavior.
Chronic Absenteeism and Attendance	Did not meet targets for MS and HS	Increase our attendance rates at the middle and high school level. By means of better educating students and families around “Attendance Matters”
Advanced Coursework	On campus English 101/102, QCC and WSU and eight Advanced Placement courses are available to students	Our focus is to increase the number of students taking courses on college campuses.
Graduation and Dropout Rate	20% an area of concern	22 nd percentile and not an acceptable range for our learning community

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)	<ul style="list-style-type: none"> ▪ The Instructional Coach and all three administrators use the Middle (High) School Turnaround Network Walkthrough Tool to collect and analyze data regarding student engagement academic rigor and effective use of classroom time. This will assist in framing conversation and professional development to improve rigor. ▪ The Middle (High) School Turnaround Network Tool for PLC's is utilized to compliment the best practices already in place in our PLC. Enhancing our work with Rounds and Looking at Student Work. ▪ A cohort of our staff is engaged in Cultural Responsiveness Pedagogy training. This Best Practices Program will align with the work in the Turnaround Network and seeks to improve student engagement and academic rigor with the understanding that students' culture is an asset to their success and learning. Full staff training is provided.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ▪ Each member of the ILT is a member of a PLC sharing Best Practices and engaged in discussion and review of data. ▪ Some ILT members are engaged in the Cultural Responsiveness training. They will share findings and learning with ILT and PLC members. ▪ Our use of autonomy based on our Innovation status provides ILT opportunities for shared responsibility and building capacity. i.e. MCAS Action Plans in each core subject
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Middle School Network Walkthrough data, PLC agenda/minutes, ILT agenda/minutes, MCAS and ACCESS data teacher lesson plans, Culturally Responsive Pedagogy readings/data, feedback from Rounds and Looking at Student Work.	Data Source: Student work samples (NEASC visit), Biology, ELA and Math MCAS testing data, ACCESS data, STAR-testing data, SRSD writing data, AP membership, Early College/Dual Enrollment participation and student designed Welcoming Schools/Climate Survey 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)	<ul style="list-style-type: none"> ▪ Each of the core subjects has developed a MCAS action plan developed by staff after review of MCAS data. The plans are grade specific and targeted per question not mastered. ▪ Implementation and roll out of SRSD, Self -Regulated Strategy Development in ELA and Social Studies to improve student writing skills and competency. ▪ Development of after school PD for staff to further engage in use of Atlas as a means to further standards-based instruction. ▪ Continued use of Instructional Rounds for new and veteran teachers in all subject areas and including MAT students from Clark University. ▪ Rounds conducted by EL Coach and FIC with administration to further support English Language Learners
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ▪ ILT will review MCAS action plans in department meeting time and with Assessment Specialist and FIC. Looking for evidence of the plan in classroom visits/lesson plans. ▪ Focused Instructional Coach will direct implementation of SRSD within building. Department meetings to review SRSD and MCAS action plans
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: SRSD writing rubric data, ILT agenda/minutes, MCAS data, teacher lesson plans, feedback from Instructional Rounds and Looking at Student Work. Feedback from MAT's.	Data Source: SRSD prompt responses, Biology, ELA and Math MCAS testing data, ACCESS data, STAR testing data, review of Dual Enrollment/Early College participation and AP membership.

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%)	<ul style="list-style-type: none"> ▪ After school MCAS tutoring for all students, targeting EL’s re-take testers, and EWIS students. ▪ 21st Century Afterschool program for EWIS students ▪ Use of MyCap Wednesdays to inform students of attendance matters, MCAS data, enrollment in Dual Enrollment/ Early College, Innovation Pathways Program, Doherty Engineering Academy and Restorative Justice Practices.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ▪ ILT members plan monthly the MyCap Wednesday programming ▪ ILT members help recruit students for afterschool program ▪ ILT members help recruit student for after school MCAS tutoring
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Attendance in the MCAS program, attendance in 21 st Century program, projects completed during MyCap Wednesdays.	Data Source: Biology, ELA and Math MCAS testing data, ACCESS data, STAR testing data, review of Dual Enrollment/Early College participation and AP membership. Membership in 21 st Century program.

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (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)	<ul style="list-style-type: none"> ▪ Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. ▪ Middle and High school Jump Start summer program, August 2019 ▪ Superintendents Advisory Committee participation and focus on Welcoming Schools ▪ Monthly Site Council meetings: Multicultural spread (NEASC), Coffee House, Paint Night, Math Carnival and Spirit Week(s) ▪ College Fair, Claremont Day (NEASC), Career Day, MCAC Day (Claremont Six Characteristics) ▪ Weekly Monday Memo and Claremont Collaborator ▪ Increased support staff for SEL needs of student population ▪ CSI, Collegiate Success Institute, ENLACE, Girls Promoting Safety ▪ Twice a month Advisory ▪ EL after school book club ▪ Cheer Team/Club, Literary club, Community Service Club, and sports ▪ Adult ESL, English as a Second Language evening classes
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ▪ ILT reaffirms Claremont Characteristics ▪ ILT assisted in developing the Claremont Jump Start program ▪ ILT helps plan, develop and support many of the above initiatives
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Superintendent Advisory Committee, Student Council, SITE Council monthly meeting agenda, agenda and minutes from Jump Start planning	Data Source: Attendance from Jump Start program, Attendance from all events/clubs and student designed climate survey. *Data analyzed by AP Statistics students.

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)	<ul style="list-style-type: none"> ▪ Check daily attendance in SAGE and make phone call for 2 consecutive days absent. ▪ Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. Meet weekly in Health and Guidance meeting. ▪ AIM, Attendance Intervention Meetings with parents prior to filing CRA or ADF
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ▪ ILT will develop a plan for celebration of good attendance ▪ ILT will implement culturally responsive practices to further engage students and encourage school attendance ▪ ILT will develop an Attendance Matters plan for student review of data
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Daily attendance bulletin, phone calls home, AIM meetings and notes from weekly Health and Guidance meetings	Data Source: Student attendance (1 st Wednesdays), student dropout rate. Student suspension rate

IV.F. Action Plan

High School Graduation Rate and Persistence	
<i>Providing school level, grade level and student-specific supports informed by data and the identification of student specific needs (Focus on developing systemic processes, procedures, routines and individual supports for students goal setting and benchmarking with a regular cycle for reviewing and assessing progress and ongoing needs)</i>	
Prioritized Best Practices or Strategies (Include targeted support to strengthen all student populations)	<ul style="list-style-type: none"> ▪ Math department has developed practice to provide student with their attendance data for students to review, analyze and assess to develop 5-week goals. ▪ CSI, Adam Achievers and Let's Get Ready programs to help prepare students for college. ▪ MCAS after school tutoring program ▪ After school and Saturday Buyback programming ▪ AP Saturday sessions ▪ Use of student email (daily morning announcements) to push out information regarding dual enrollment, senior Gateway information and celebration of good news ▪ Use of Advisory to practice senior Gateway and inform younger students
Graduation Rate and Persistence (Explain how team members support, monitor and measure school- wide strategies.)	<ul style="list-style-type: none"> ▪ Math teachers will monitor and support the Attendance Matters effort. ▪ AP Coordinator will manage Saturday sessions and enrollment ▪ Guidance counselors and administration will address Buyback program. Guidance will also facilitate college prep programs
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Dropout rate, retention rate, MCAS appeal data, daily attendance and review of graduation progress data	Data Source: Student designed climate survey, MCAS appeal success rate, student attendance at Buyback, AP Saturday sessions, successful completion of Senior Gateway project, attendance at MCAS tutoring and participation in college prep programs during the summer and school year.

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	Claremont Academy	Angela Plant, Acting	11/2/19-6/10/20

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Culturally Responsive Pedagogy/Practices	Training for all staff in response to concerns brought forth by our student body.
2	ELA, Math and Science	Department developed plans to address questions not yet mastered by students on MCAS testing. Specifically to capture growth in middle school ELA to carry over to high school. Math to work with district liaison to embed additional best practices. Each department would have time at Clark University to construct plans and time in PD to review plans.
3	Social Emotional Learning	Incorporate Stuart Ablon and Dr. Forkey practices to better support the needs of students who struggle academically due to inability to self-regulate. Monthly professional development for entire staff.