

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Elm Park Community School

Ellen Kelley

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

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

Equity of Access: Ensuring all students have access to high quality instruction 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
Elizabeth Burnes	Lead Teacher	Sept: 6,20
Linda Weaver	Coach	Oct: 4, 18
Patti Lanava	Coach	Nov: 2, 16
Sara Britt	Kindergarten	Dec: 6, 20
Kara King	Grade 1	Jan: 3, 17
Casey Bailey	Grade 3	Feb: 7, 28
Sandra Oliva	Grade 4	Mar: 6, 20
Carrie Casello	Grade 6	Apr: 3, 17
Jeneen Demers	Special Education	May: 1, 15

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Elm Park Community

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Elm Park Community (03480095)	GRADES SERVED K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
62% - Substantial progress toward targets	14

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	94.4	9.3	41.7	16.5	40.8
Female	94.2	9.5	44.8	17.9	44.4
Male	94.5	9.1	38.8	15.1	37.6
Economically Disadvantaged	94.1	9.7	43.9	18.9	43.1
High Needs	94.3	9.4	41.4	17.1	40.5
LEP English language learner	94.5	8.7	37.9	16.1	37.1
Students with disabilities	93.4	11.5	51.3	20.5	50.0
African American/Black	93.8	9.7	41.3	17.5	39.7
Asian	96.0	6.8	28.6	0.0	21.4
Hispanic or Latino	94.1	9.8	45.9	18.3	45.2
Multi-race, non-Hispanic or Latino	93.8	10.7	46.7	13.3	46.7
White	95.3	8.0	30.9	13.4	30.9

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	381	18	4.7	13.2	8.2	4.7	1.4	0.0	1.4						
Female	176	7	4.0	16.7	4.2	3.3	0.0	0.0	0.0						
Male	205	11	5.4	10.5	12.0	5.9	2.6	0.0	2.5						
Economically Disadvantaged	290	14	4.8	11.3	7.7	6.1	1.8	0.0	2.0						
High Needs	361	17	4.7	12.1	8.5	4.7	1.5	0.0	1.6						
LEP English language learner	173	14	8.1	16.2	14.8	7.1	2.9	0.0	0.0						
Students with disabilities	53	4	7.5	33.3			0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	10	0	0.0												
White	83	4	4.8	22.2	18.2	0.0	0.0	0.0	0.0						
African American/Black	51	1	2.0	12.5		0.0	0.0	0.0	0.0						
Asian	9	0	0.0												
Hispanic or Latino	228	13	5.7	12.2	5.9	8.3	2.6	0.0	2.3						

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>Accountability Indicator</i>	<i>Areas of Strength</i>																					
	<i>Strength</i>	<i>Evidence</i>																				
Achievement (ELA, Math, Science)	Elm Park students made improvements on MCAS 2.0 in ELA, and Math made slight improvements. Grade 6 made the most gains in both ELA and Math; while grade three made better gains in ELA.	<table border="1"> <thead> <tr> <th>Grade</th> <th>2018 ELA</th> <th>2019 ELA</th> <th>2018 Math</th> <th>2019 Math</th> </tr> </thead> <tbody> <tr> <td>3-6</td> <td>26%</td> <td>32%</td> <td>22%</td> <td>23%</td> </tr> <tr> <td>6</td> <td>27%</td> <td>41%</td> <td>18%</td> <td>30%</td> </tr> <tr> <td>3</td> <td>25%</td> <td>33</td> <td></td> <td></td> </tr> </tbody> </table>	Grade	2018 ELA	2019 ELA	2018 Math	2019 Math	3-6	26%	32%	22%	23%	6	27%	41%	18%	30%	3	25%	33		
Grade	2018 ELA	2019 ELA	2018 Math	2019 Math																		
3-6	26%	32%	22%	23%																		
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3	25%	33																				
Growth (ELA, Math, Science)	Grade 5 and 6 continued to have average growth in both ELA and Math.	<table border="1"> <thead> <tr> <th></th> <th>ELA Growth</th> <th>Math Growth</th> </tr> </thead> <tbody> <tr> <td>Grade 6</td> <td>55</td> <td>54</td> </tr> <tr> <td>Grade 5</td> <td>54</td> <td>50</td> </tr> </tbody> </table>		ELA Growth	Math Growth	Grade 6	55	54	Grade 5	54	50											
	ELA Growth	Math Growth																				
Grade 6	55	54																				
Grade 5	54	50																				
Progress toward English Language Proficiency	Achievement for our EL students is increasing, but it is still lower than the district.	9% meeting expectations up from 5%, MCAS data, 2019																				
Discipline	At this point in the school year, our suspension rate has decreased from last year at this time.	Presently, only 4 students have been suspended, SAGE data.																				
Chronic Absenteeism and Attendance	Elm Park received three points out of 4 for reducing chronic absenteeism on this year's accountability report. Monitoring closely we consistently maintain at 95% for attendance daily.	MCAS Data, 2019																				

		<i>Areas of Focus</i>		
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>		
Achievement (ELA, Math, Science)	Grade 3 Math has decreased considerably since 2017. Science also went down from last year.		2018	2019
		Grade 3 Math	14%	15%
		Grade 5 Science	28%21%	
Growth (ELA, Math, Science)	Growth at all grade levels decreased from Spring of 2018.		2018	2019
		ELA	58.4	47
		Math	53.6	48
Progress toward English Language Proficiency	This year we did not receive any points for our EL learners making achievement. They are not meeting their targets. Last year we received 4 out of 4 points.	MCAS accountability report		
Discipline	Elm Park had an increased amount of out of school suspensions school year 2018	52 at a 13% rate, MCAS data.		
Chronic Absenteeism and Attendance	Although decreasing, we continue to have a handful of students who are chronically absent. We have presently filed on one student with the courts.	Daily attendance data		

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. School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place.</p> <p>1.6. The schedule includes adequate time for professional development opportunities and collaboration for most teachers. Use of time is generally used well to improve teaching and learning.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Educator Evaluation System will be fully implemented; feedback will be ongoing, and well-structured lessons with rigorous expectations will be the focus for Standard 1. ● Professional development will be responsive and targeted to instructional needs in Math, Science and ELA. ● Feedback will be given to all lesson plans responding to intentional instruction. ● ILT will teach, monitor, participate and collaborate with teacher teams to develop norms and procedures for planning, analysis and reflection
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: School Redesign proposal, Conditions for School Effectiveness, Agenda and exit slips, lesson plans, Worcester Turnaround Network	Data Source: MCAS performance, Student achievement data, Student work samples, STAR, Fountas and Pinnell, Reading common assessments, Formal and informal observations, lesson plans, enVision Math test, ST Math

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>2.1. Specific or precise expectations for teachers’ classroom practices are consistently communicated, understood by most staff and faculty, and monitored throughout the school year</p> <p>2.3. Formal strategies and processes (e.g., instructional leadership team, collaborative planning, professional learning communities) and protocols for using data and identifying actions to address individual students’ academic needs are in place and consistently used, but communication among all staff about action steps is limited</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Develop instructional high expectations, schedules, and structures for improvement. ● Use models of excellence from teachers demonstrating exemplary skills. ● Utilize Turnaround Team walk through tool to monitor effective use of time, Depth of Knowledge and Academic targets to collect data in order to drive instruction. ● Communicate high instructional leverage practices through feedback on lesson plans, focusing on Depth of Knowledge planning. ● Fidelity to Fountas and Pinnell and CIA by developing an expertise through sound professional development for all staff members. Using Fountas and Pinnell observational tools for all components of literacy instruction.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: School Redesign proposal, Conditions for School Effectiveness, Agenda and exit slips, lesson plans, Worcester Turnaround Network	Data Source: MCAS performance, Student achievement data, Student work samples, STAR, Fountas and Pinnell, Reading common assessments, Formal and informal observations, lesson plans, enVision Math test, ST Math

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>1.1. Specific, research-based interventions and enrichment experiences are defined and planned and regularly provided, although student participation is not systematic (e.g. tiered system of support), or interventions are not comprehensive (e.g. available for both English Language arts, Mathematics, and Science). Barriers may include scheduling conflicts or other structural challenges.</p> <p>1.2. Student learning and academic performance is regularly reviewed 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.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Create RTI groups for Math in grades 3 and 4. ● Analyze assessment data for past two years to get a clear picture of possible reasons for decreased Math achievement. ● Provide strong professional development in Math; utilize data from enVision Math assessments to plan lessons. ● Utilize ST Math to increase Math proficiency. ● CPT time will be increased to look at student writing, Math proficiency, and data. ● Student achievement plans will be developed for all students in the bottom 25 percent.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Turnaround Walk through App, Lesson Plans and comments, CPT tracker, Faculty Meeting exit slips, Formal Observations. Achievement Plans	Data Source: MCAS performance, Student achievement data, Student work samples, STAR, Fountas and Pinnell, Reading common assessments, Formal and informal observations, lesson plans, enVision Math test, ST Math data, Achievement Plans, running records.

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)	<ol style="list-style-type: none"> 1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. 2. Create a positive school culture, which results in positive school behavior and increased attendance.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Work with school council to develop a survey for parents to complete addressing positive school culture and welcoming environment. ● Make welcoming bags to hand out to all new families enrolling at Elm Park School. ● Utilize brag tags to celebrate being part of a community and successes at all levels. ● Positive letters home to engage families. ● Utilize community members to address SEL. ● Create a twitter account to share information with parents.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Parent survey, student survey, Site Council agendas, notes, and exit slips	Data Source: Positive Notes, Reward records, student surveys, ODRs

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.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Celebrate monthly and quarterly students' attendance and improvement. Monthly certificates for perfect attendance and Brag Tags for quarterly perfect attendance. ● Surprise brag tags for all students when the attendance rate for the day is above 98%. ● Weekly additional special time rewards for classes who have perfect attendance. ● Grade level competitions of whose class has the most days of perfect attendance.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Targeted team meeting agendas, records of phone calls home	Data Source: Students' attendance records

**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	Elm Park Community School	Ellen Kelley	August, 2019-June 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Build expertise in literary instruction focusing on DOK 3-4 tasks and utilizing the learning continuum at all grade levels.	<ul style="list-style-type: none"> ● As a staff, develop a literacy vision of what is occurring in our classrooms. ● When lesson planning incorporate strategies from the Learning Continuum to ensure IRA and shared reading is happening daily. ● Ensure teachers have a strong knowledge base of guided reading and progress monitoring. ● Create questions for SRSD writing aligned to CIA stories. ● Become better skilled teaching and carrying out Book Clubs in all grades. ● Bring Learning continuum to every CPT and PD meeting. ● Ensure every class has a writing block. ● Ensure bottom 25% are exposed to grade level readings, content and work.
2	Build expertise in Math instruction and Science; incorporate STEAM activities in both contents.	<ul style="list-style-type: none"> ● Provide teacher training for ST Math. ● Attend all trainings for STEAM at WPI. ● Base math instruction on teaching conceptually before rote. ● Provide guidance on Math RTI groups and flexible groupings. ● Incorporate guided Math instruction in daily schedules. ● Build expertise in 21st century Math and Science skills. ● Intentional Science instruction in primary grades.

3	Align PD opportunities to EL and technology instruction.	<ul style="list-style-type: none"> ● Work with technology coaches to carry out PD called “All Access Pass to Using Digital Tools to Support Diverse Learners.” ● Provide hands on overview of universal design principles. ● Training in google extensions and lesson planning. ● Work with EL coach to review ACCESS data and alignment to better serve our EL population.
4	Build a positive school culture to minimize behavioral interrupts and focus on academic achievement.	<ul style="list-style-type: none"> ● SAC and School Psych will train staff in SEL to educate and provide ideas for classroom activities. ● Character traits such as empathy, responsibility will be taught the first fifteen minutes of every day. Brag tags will be given monthly to those who exhibit the trait.