

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2018 - 2019**



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

Grafton Street School

Thomas Toney

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 IVA, 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 and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Thomas Toney	Principal	Sept: 5, 19
Denise Reardon	FIC	Oct: 3, 17, 31
Sarah Hebert	Assistant Principal	Nov: 7, 21
Tom Toney	Assistant Principal	Dec: 5, 19
Erin Coffin	Gr 2	Jan: 9, 23
Melissa Blanchette	Gr 3	Feb: 6, 27
Amy Pettingell	Gr. 6	Mar: 13, 27
Laura Hayes	SPED	Apr: 10, 24
Robin McCann	ESL	May: 8, 22
		June: 5

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2018 Official Accountability Report - Grafton Street

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Grafton Street (03480115)	GRADES SERVED K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Requiring assistance or intervention

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
63% - Partially meeting targets	6

Overall results

Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	8	12	60.0	6	8	67.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	2	4	-	1	4	-
	Growth total	4	8	20.0	3	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	2	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	0	4	10.0
Weighted total		6.1	9.6	-	4.7	7.6	-
Percentage of possible points		64%			62%		
Criterion-referenced target percentage		63%					
		Partially meeting targets					

II. Student Attendance

Student Attendance (2017-18)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	94.9	8.4	33.7	14.0	31.7
Female	94.7	8.6	36.5	14.7	36.0
Male	95.1	8.1	31.0	13.4	27.8
Economically Disadvantaged	94.7	8.7	35.5	14.5	33.3
High Needs	94.8	8.4	34.2	14.1	32.1
LEP English language learner	95.2	8.0	30.8	12.4	29.2
Students with disabilities	94.8	8.9	35.4	12.3	33.8
African American/Black	96.4	6.1	22.6	8.1	21.0
American Indian or Alaskan Native					
Asian	96.2	6.3	22.2	7.4	22.2
Hispanic or Latino	94.2	9.1	36.3	16.7	34.8
Multi-race, non-Hispanic or Latino	97.0	4.7	10.5	0.0	5.3
White	94.4	9.5	42.0	16.0	39.0

Student Retention (2018-19)

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %
All Students	345	2	0.6	0.0	1.6	0.0	0.0	0.0	2.5
Female	161	1	0.6	0.0	3.3	0.0	0.0	0.0	0.0
Male	184	1	0.5	0.0	0.0	0.0	0.0	0.0	4.8
Economically Disadvantaged	245	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
High Needs	318	2	0.6	0.0	1.7	0.0	0.0	0.0	2.9
LEP English language learner	152	1	0.7	0.0	3.4	0.0	0.0	0.0	0.0
Students with disabilities	54	2	3.7	0.0	8.3		0.0	0.0	14.3
African American/Black	47	0	0.0	0.0	0.0	0.0	0.0	0.0	
American Indian or Alaskan Native	1								
Asian	17	0	0.0						
Hispanic or Latino	184	1	0.5	0.0	2.9	0.0	0.0	0.0	0.0
Multi-race, non-Hispanic or Latino	14	0	0.0				0.0		
White	82	1	1.2	0.0	0.0	0.0	0.0	0.0	9.1

State Targets:

(To be given to principals when released by DESE in November 2018)

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength							
Strength	Evidence						
Progress toward meeting targets	Overall 63%						
Grade 5 Science performance is improving.	Science	W	NI	P	A	2018	CPI=50
	Grade 5	37%	58%	3%	3%	2017	39.9
		51%	45%	2%	2%	2016	39.7
		56%	41%	3%	0%	2015	37.0
		33%	44%	23%	0%		
Daily attendance remains consistently high at 95%	2016=9.15%, 2017=94.7%, 2018=95.0%						
Chronic absenteeism is trending down.	2016=13.3%, 2017=14.5%, 2018=12.9%						
Area of Concern							
Concern	Evidence						
The school's grade 3-6 performance led to the 2018 accountability classification as "requiring assistance or intervention and focused and targeted support".	MCAS 2.0 ELA averaged scaled score = 482 MCAS 2.0 Math averaged scaled score = 474 School ranked 6th percentile in the state among similar schools.						
Low student growth was achieved in grades 4 through 6 in both ELA and Math.		very low	low	moderate	high	very high	
	ELA						
	Grade 4	32%	32%	19%	9%	9%	
	Grade 5	21%	26%	12%	18%	24%	
	Grade 6	24%	45%	7%	14%	10%	
	Math						
	Grade 4	32%	23%	19%	23%	2%	
	Grade 5	18%	24%	29%	12%	18%	
	Grade 6	22%	7%	22%	22%	26%	

Math achievement is low and considerably lower than ELA performance.	Not Meeting	Partially M.	Meeting	Exceeding
	ELA			
Grade 3	19%	74%	7%	0%
Grade 4	35%	50%	15%	0%
Grade 5	13%	67%	21%	0%
Grade 6	45%	45%	6%	3%
	Math			
Grade 3	42%	55%	4%	0%
Grade 4	54%	38%	8%	0%
Grade 5	38%	54%	8%	0%
Grade 6	41%	52%	3%	3%

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 differentiation to ensure access for targeted student populations and PLC practices)	<p>1.3 .Vision/ Theory of Action and Buy-In: Grafton Street School leaders have begun to define their theory of action or vision along with established goals. Interim benchmarks have been communicated to staff. Grafton Street has developed a new vision and set of core values that direct all turnaround efforts.</p> <p>1.4. Monitoring Implementation and School Progress: Grafton Street School leaders will prioritize improvement initiatives; processes and protocols for systemic implementation are being defined. All staff members are aware of the priorities and some monitoring of these initiatives takes place. Leadership regularly visits classrooms and monitors using the tool developed by the WPS turnaround school team.</p> <p>1.6. Use of Time for Professional Development and Collaboration: The Grafton Street School schedule includes adequate time for professional development opportunities and collaboration for all teachers. Grafton Street School is defining a process for evaluating the schedule based on collected data to maximize opportunities for teacher professional development and ensure it helps all educators continually improve their practice (e.g., targeted coaching, peer observations, common planning time and grant opportunities to add additional meeting time and professional development) and collaboration time.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Focused Walkthroughs with formative feedback: Admin, ILT, FIC ● Establish shared understanding of high quality instruction ● Collaboration: Instructional Leadership Team, Social/Emotional/Attendance Team, PBIS Team, Weekly Grade Level Teams, Staff meetings
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Instructional non-negotiables, lesson plan tracking form, Turnaround Principal’s Network walkthrough rubric	Data Source: MCAS performance, Student work samples, STAR assessment, Formal and informal observations

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 differentiation to ensure access for targeted student populations including EL and students with disabilities)	<p>2.1. Instructional Expectations: Grafton Street School specific, non-negotiables for teachers’ classroom practices are consistently communicated, understood by staff and faculty, and monitored throughout the school year (e.g. Grafton Street School non-negotiable list for classroom teachers, WPS turnaround rubrics for classroom visits and PLCs).</p> <p>2.3. Identifying and Addressing Student Academic Needs: Grafton Street School is building formal teaming and collaboration strategies and processes (e.g., instructional leadership team, collaborative planning, and professional learning communities). Protocols are consistently used to address individual students’ academic needs by: (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning.</p> <p>2.7. Structures for Instructional Improvement: Grafton Street School is building structures and practices while aligning use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support data-driven instruction. This requires monitoring to ensure the use of research-based instructional strategies and differentiation are in place and consistently implemented, resulting in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks that meets the needs of each student.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>Instructional Expectations</p> <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 the HQTTL document and DESE Look Fors to communicate great teaching practices. <p>Formal Strategies and Processes</p> <ul style="list-style-type: none"> ● Implementation of Fountas and Pinnell Classroom, Read Side by Side (CIA), SRSD and enVision

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: ILT and GLM agendas and minutes, Formal and informal observations, Teacher Evaluations	Data Source: STAR, BAS, SRSD responses, Exit slips, common assessments, Math Unit tests

III. C. Action Plan

<p>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)</p>	
<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations including bottom 25%)</p>	<p>3.1. General Academic Interventions and Enrichment: 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 and Mathematics). Barriers may include scheduling conflicts or other structural challenges.</p> <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> <p>3.4. Multi-tiered System of Supports (Academic and Nonacademic): Leaders and teachers actively use established systems with criteria and protocols for intervention and enrichments. This system meets all of the following conditions: 1.) staff members follow consistent rules and procedures when identifying students in need of additional assistance; 2.) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; and 3.) staff members follow consistent rules and procedures when monitoring delivery and effectiveness of interventions and supports.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>General Academic Interventions and Enrichment</p> <ul style="list-style-type: none"> ● K-6 ELA intervention blocks will be implemented and monitored by administration and ILT ● Effective and consistent implementation of intended supports will be monitored closely by FICs and administration <p>Determining School-wide Student Supports (Academic Interventions and Enrichment)</p> <ul style="list-style-type: none"> ● K-2 Level teams will track individual student data including letter names, sounds, sight words and guided reading levels weekly and share with administrative team through use of google classroom, where they will be analyzed ● The RTI model in grade 3 will begin with the plan to expand into grade 4 and 2 <p>Multi-tiered System of Supports (Academic and Nonacademic).</p> <ul style="list-style-type: none"> ● SSP process with members of ILT and appropriate stakeholders

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: GLM agendas and meeting minutes, data tracking sheets, Formal and informal feedback from FICs, Formal observations,	Data Source: STAR assessment, running records, student work samples, SRSD writing samples, exit slips, Math topic and quarterly assessments, analysis of student work samples,

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 differentiation to ensure access for targeted student populations)	<p>4.1 School-wide Behavior Plan: The school-wide behavior plan includes a defined set of behavioral expectations, and a system and set of structures for positive behavioral supports are aligned to those expectations.</p> <p>4.2 Adult-Student Relationships - Structures are in place to support relationships among students and adults, and deliver social emotional supports. Staff are encouraged to make positive phone calls weekly. Open circle takes place in grade 1 weekly.</p> <p>4.3 Family and Community Engagement-The school makes family and community engagement a priority. Grafton Street School will be hosting quarterly academic celebrations (AAA+++ Awards). In partnership with Friendly House, the school will host several events this year including a holiday show, spaghetti dinner, movie night, student and faculty basketball game, books for bingo, sixth grade promotion, ceremony, and intermediate dance party.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>School-wide Behavior Plan</p> <ul style="list-style-type: none"> ● Clip chart in all rooms <p>Adult-Student Relationships</p> <ul style="list-style-type: none"> ● Behavior charts when needed ● Student Support meetings <p>Family and Community Engagement</p> <ul style="list-style-type: none"> ● Monitor attendance at family events
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: SAGE data Staff attendance rate	Data Source: Office referrals, behavior intervention plans, attendance celebrations, AAA+++ award list, attendance reports, SAGE data

IV.E. Action Plan

Reducing Chronic Absenteeism	
<p><i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system to regularly review the impact of interventions with students).</p>	
<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason 2. Review monthly chronic absenteeism with building based team. 3. Identify quarterly good attendance celebrations: Morning Announcements, AAA+++ celebrations 4. 5 week review of attendance progress reports with students grades 4 and up and send home 5. School plan to promote ongoing good attendance (please specify): attendance awards at quarterly AAA+++ celebration
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Daily attendance check by administration Weekly AIM meetings Home-school connection and Phone calls</p>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Daily attendance bulletin, call logs, AIM meetings</p>	<p>Data Source: Attendance letters, AAA+++ award winners</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Grafton Street School		11/2018-6/2019

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	All teachers will utilize readers and writers workshop model for ELA. Grades K-2 will use Fountas and Pinnell Classroom resources. Grades 3-6 will use Reading Side by Side and SRSD writing strategies.	K-6	13% of the students met or exceeded achievement expectations on ELA MCAS 21% STAR Teacher Observations Student Work Samples
2	All teachers will implement enVision Math curriculum in their classes.	K-6	7% of the students met or exceeded achievement expectations on Math MCAS Teacher observations enVision assessments Student Work Samples
3	All teachers will utilize Atlas to plan Science lessons	K-6	5% of fifth graders scored proficient on Science MCAS, 2017 Only 2% of the students scored higher than a two on Science OR answers.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Monthly staff meetings	Focused, targeted work in relation to Turnaround initiative and related plan.
2	Before and after school grade level meetings	Focused, targeted work in relation to Turnaround initiative and related plan.
3	Release to appropriate district level trainings related to implementation of Fountas and Pinnell (K-2), CIA Reading Side by Side (3-6), SRSD writing in response to text (3-6), and enVision Math	Monitoring and support of implementation by leadership team (ILT, FIC, Admin) with feedback

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Attendance and support from Elementary Turnaround Network (colleagues, manager and Instill consulting)	*Attendance at related school visits with calibration of walkthroughs *Collection and analysis of data from building based walkthroughs as part of network work *Review of district MSV data over time to inform update of action steps
2	Attendance and support from Elementary Principal Network (manager, colleagues)	
3	Attendance and support from monthly Focused Instructional Coach meetings	*Leverage triad work for application on site.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		