

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

May Street School

Luke Robert

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
Luke Robert	Principal	Sept: 4, 11, 18, 25
Lauren Racca	Assistant Principal	Oct: 2, 9, 23, 30
Lisa Tiscione-Rodriguez	FIC	Nov: 6, 13, 20
Marisa Mitchell	K Teacher	Dec: 4, 11, 18
Lori Iandoli-Cherry	Grade 1 Teacher	Jan: 8, 15, 22, 29
Jimmy Nguyen	Grade 2 Teacher Math/Science	Feb: 5, 12, 26
Jill Samia	Grade 3 Teacher ELA/SS	Mar: 4, 11, 18, 25
Patricia Riley	Grade 4 Teacher	Apr: 1, 8, 15, 29
Gena Vigliotti	Grade 4 Teacher	May: 6, 13, 20, 27
Maria Beaudette	Grade 5 Teacher ELA/SS	June: 3
Erin McKernan	Grade 6 Teacher ELA/SS	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - May Street

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL May Street (03480175)	GRADES SERVED K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
68% - Substantial progress toward targets	52

II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	96.6	6.0	20.7	3.3	20.4
Female	96.3	6.4	24.4	4.0	23.9
Male	96.8	5.6	16.6	2.5	16.6
Economically Disadvantaged	96.2	6.7	27.0	3.1	26.4
High Needs	96.5	6.2	23.5	2.9	23.0
LEP English language learner	96.8	5.7	24.7	1.3	23.4
Students with disabilities	96.8	5.8	17.9	0.0	17.9
African American/Black	97.5	4.4	12.2	2.0	12.2
American Indian or Alaskan Native					
Asian	98.1	3.4	7.1	0.0	7.1
Hispanic or Latino	95.3	8.3	39.5	3.9	39.5
Multi-race, non-Hispanic or Latino	96.4	6.3	15.6	3.1	15.6
Native Hawaiian or Pacific Islander					
White	96.7	5.8	17.1	4.1	16.4

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	295	2	0.7	2.3	0.0	0.0	1.7	0.0	0.0						
Female	155	2	1.3	4.5	0.0	0.0	3.1	0.0	0.0						
Male	140	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Economically Disadvantaged	123	2	1.6	7.1	0.0	0.0	4.3	0.0	0.0						
High Needs	209	2	1.0	2.9	0.0	0.0	2.6	0.0	0.0						
LEP English language learner	71	1	1.4	5.9	0.0	0.0	0.0	0.0	0.0						
Students with disabilities	28	1	3.6	0.0			16.7								
African American/Black	41	0	0.0			0.0	0.0		0.0						
American Indian or Alaskan Native	1														
Asian	27	0	0.0		0.0	0.0									
Hispanic or Latino	67	2	3.0	6.7	0.0	0.0	9.1	0.0	0.0						
Multi-race, non-Hispanic or Latino	27	0	0.0				0.0		0.0						
Native Hawaiian or Pacific Islander	1														
White	131	0	0.0	0.0	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.

	<i>Areas of Strength</i>	
<i>Accountability Indicator</i>	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Grade 6 Math 57% (State 52%) Grade 6 ELA 14% exceeded Expectations (cohort had 0% in Grade 5) Grade 6 Math 35% exceeded (cohort had 4% in Grade 5)	MCAS
Growth (ELA, Math, Science)	Grade 6 Math- 83.7% Grade 6 ELA-61.3% Grade 5 Math had 65.7% growth (cohort had 55.8% in grade 4) Grade 5 ELA had 55.5%(cohort had 52.6% in grade 4)	MCAS
Chronic Absenteeism and Attendance	Exceeded or met all target in each group except for one	DESE
	<i>Areas of Focus</i>	
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Grade 3 ELA 33% (State 56%) Grade 3 Math 38% (State 49%) Grade 4 ELA 42% (State 52%) Grade 5 Science 39% (State 49%); 18% did not meet Grade 5 Math 39% (State 49%) Grade 5 ELA 45% (State 53%) In grade 5 no student exceeded expectations	MCAS

Growth (ELA, Math, Science)	Grade 4 growth in ELA 45.9% Grade 4 growth in Math 47.4%	MCAS
Chronic Absenteeism and Attendance	An increase of white student absences.	DESE

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).	<ol style="list-style-type: none"> 1. High Expectation and Positive Regard: <ul style="list-style-type: none"> • Use of AVID practices in Grades 4, 5 and 6 with a focus on WICOR. • Use of assemblies and acknowledgements for achievement, conduct and effort. • Data and exemplar display to promote the growth mindset in learners. • Use of May St. discipline model in all classrooms. 2. Monitoring Implementation and School Progress: <ul style="list-style-type: none"> • Math Team, ELA team and Science team will meet to increase the use of common language and practices • Fountas and Pinnell grades K-2 & CIA/SRSD in grades 3-6 • Address weaknesses and high need students (25%) through review of formative and summative data communicated through grade level meetings with appropriate service providers (school adjustment, EL and SPED) • Weekly grade level meetings focused on student achievement. • enVision Math K-6 ensuring alignment to MA standards and use of Common Core Companion to develop well-structured lessons and assessments • Weekly Curriculum newsletter to staff highlighting successes, next steps, vertical alignment, and focus on content and how children learn best 3. Use of time for Professional Development and Collaboration: <ul style="list-style-type: none"> • Targeted professional learning in ELA, Math and Science Focus on literacy and critical thinking skills in Math, ELA and Science through monthly team meetings • Classroom learning walks and review of data to improve practices. Grade level meetings to monitor schedules, and other practices relative to the success of all students.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Monthly data review of formative and summative information. 2. Continue the work of the ELA, Math and Science teams that will meet to develop, sustain and promote new practices and best practices based on established research. 3. Weekly ILT and grade level team meetings focused on in depth data review to facilitate decision making regarding planning and student groupings.

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

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: BAS and running records; formative assessments; student work with targeted, timely, comments, scored SRSD writing and response to reading observation of higher order questioning - Costa's levels (DOK) of thinking, lesson plans with specific student learning objective; and grade level meeting minutes in conjunction w/the use of standards based units.</p>	<p>Data Source: Benchmark Assessment growth, STAR growth, enVision topic assessments and overall scores. MCAS scores, ACCESS data, review of student data through formative assessments, teacher observation, homework and other formative and summative measures. Demonstration of Costa's levels of thinking (DOK). Reading Journals, enVision assessments.</p>

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) <i>Please limit to no more than three.</i>	1. Identifying and addressing student academic needs <ul style="list-style-type: none"> • Grade level teams (including SPED teachers, EL teachers and tutor) meet with FIC and/or Principal to identify and meet student needs with the use of data identified needs of individuals. • Notes are recorded, shared and reviewed to maintain communication. 2. Student Assessment Data from a variety of formative and summative assessments used to determine student achievement and next steps. <ul style="list-style-type: none"> • Targeted, timely and actionable feedback delivered to students based on information derived from data. 3. Structures for Instructional Improvement <ul style="list-style-type: none"> • Use of AVID focusing on WICOR in grade 4, 5 and 6. • Differentiated use of enVision, Accelerated Math, and Math centers.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. The ILT will oversee agendas created for the ELA, Math and Science teams as we continue to vertically align practices. 2. All teams will continue meeting to adjust schedules, assessments and practices. 3. Review of lesson plans to assure that they incorporate standards based lessons including differentiation, SEI strategies and best practices
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Lesson plans, SEI smart card as a means to assess EL learner's goals. Use of HQTl statement as a guide to teacher and classroom organization, instruction and student ownership of learning. DESE observation guides. Teacher notes on student work demonstrating targeted feedback. "I can" statements posted to support student understanding of learning objectives. Use of Fountas and Pinnell, CIA/SRSD, enVision and Greg Tang strategies. ATLAS as a means to identify scope and sequence and lesson plan targets.	Data Source: Access to a variety of curriculum options for high needs students. Targeted feedback on work in a timely manner. Review of data sources formative and summative, exit slips, think notes. Teacher observation and running records.

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%)	<ol style="list-style-type: none"> 1. Determining School Wide Student Supports: <ul style="list-style-type: none"> • Student performance is reviewed in Fountas and Pinnell, BAS, running records and STAR testing up to 3 x a year. These measures help to determine the support each child needs throughout the school year. • Identification of high needs students and development of practices and strategies to increase performance in all academic areas. • Use of MCAS, common assessments and district assessments. 2. Academic Interventions for English Language Learners: <ul style="list-style-type: none"> • The EL teacher and tutor are involved with grade level meetings as well as monthly meetings to share information with teachers about successes and struggles of second language learners. Use of SEI smart card for strategy implementation purposes. Use of “I can” statements that are understandable for EL students. 3. Academic Interventions for Students with Disabilities: The special education teachers are involved in all grade level meetings and monthly meetings to share information with teachers about success, struggles and needs of special education students.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Review data of research based interventions and identify next steps. 2. Use student goal setting guidelines that are based on data. 3. Implement purposeful classroom visits with targeted feedback to align best practices across grade levels.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Student Support Process, Special needs and 504 review, report cards and progress reports, running records, data review. Intervention groupings, center groups, EL/SPED and tutor schedules. Review of formative and summative data, targeted feedback tied into goal setting.	Data Source: Review of targeted feedback relative to goal setting. Review of student data summative and formative. Report cards and progress report grades. Students’ use of strategies identified through rubrics, checklists, exit slips, teacher observation, literal notes, anecdotal notes and other means.

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. • Principal's weekly communication to staff • Universal tier 1, SEI building strategy, a. Use of SMART card b. Language objectives c. Block schedule for students according to EPL levels Action Steps: peer interaction (turn and talk), SMART card use during GLT and faculty meetings, parent communications in native language
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Family engagement is very important. Staff members coordinate Stay and Play activities for students to engage in organized social time, student and family events are planned by MayCo/staff throughout the year to engage families and community members. Teachers reach out to families to communicate information about their children's progress and needs. All staff address behavior through a school wide plan-May St. Discipline. Include parents in the academic and behavioral process relative to their children and the school community.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: The Principal sends a weekly newsletter of communication to all faculty and staff via e-mail. ConnectEd calls are made to inform/remind families of events at school, etc.	Data Source: May St. discipline charts of behavior. Parents will be called when students cannot meet the discipline expectations. Families are made aware of the expectations and consequences of 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)	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason. Use of Fresh Start program for students and their families to help improve problematic attendance. 2. Review monthly chronic absenteeism with building based team. 3. Continue 5 week review of attendance progress reports with students' grades 4 and up with a school wide celebration.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. The principal, assistant Principal and School adjustment counselor continuously monitors attendance. Will work with families to address solutions to attendance issues. Families will receive a report of attendance.. 2. The principal, assistant Principal and adjustment counselor review the students with chronic absenteeism. One of the three reaches out to the family to provide assistance. 3. Students with good to great attendance will be recognized at a quarterly assembly in front of their teachers and peers.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: SAGE report of attendance reviewed by team. Phone calls and letters of attendance as needed.	Data Source: Decreased attendance issues as positive letters sent to families of students with good to great attendance. Students with exemplary attendance receive certificates and other small rewards which build toward a quarterly raffle.

**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	May Street School	Luke Robert	8/2019-06/2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Intervention plan based on data for all low achieving students/Self-Regulated Strategy Development	All students, while addressing the lowest 25% at each grade level with appropriate tired intervention. Data dives during GLT to place students in the correct learning group. SRSD formative assessments reviewed at GLT
2	Increased Greg Tang activities and methods, use of Pearson online activities and reports and STAR Accelerated Math and Facts in a Flash	All students, while addressing the lowest 25% at each grade level with appropriate tired intervention Presented by fourth period specials teacher and reports reviewed by Math teachers, lesson resources and design
3	Improve literacy through Science. Increased use of Atlas information, hours of instruction, updated scope and sequence	All students, while addressing the lowest 25% at each grade level with appropriate tired intervention. Science teachers meet to share work to improve vocabulary and curriculum alignment according to Atlas and SRSD work