

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Midland Street School

Noeliz Irizarry

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 a 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 efforts 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
Noeliz Irizarry	Principal	
Rachel Savage	Focused Instructional Coach	Sept:
Robyn Towner	Kindergarten Representative	Oct:18, 25
Natalie Lombardo	Kindergarten Representative	Nov: 1, 8, 22
Hannah Kelleher	First Grade Representative	Dec: 6
Mary Malley	Second Grade Representative	Jan:10, 24
Susannah Christianson	Second Grade Representative	Feb:7
Kerry Monaco	Third Grade Representative	Mar: 13, 27
Molly Farrell	Fourth Grade Representative	Apr: 3, 17
Linda Forte	Fifth Grade Representative	May: 1, 15
Hannah Gray	Sixth Grade Representative	June:5
Ann Robert	Sixth Grade Representative	
Kathy Pichette	Special Education Representative	
Diane Mallgren	ESL Representative	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Midland Street

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Midland Street (03480185)	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 Meeting or exceeding targets
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Progress toward improvement targets	Accountability percentile
91% - Meeting or exceeding targets	82

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	5.8	16.5	5.9	16.5
Female	96.4	6.0	18.9	7.4	18.9
Male	96.8	5.6	14.0	4.4	14.0
Economically Disadvantaged	96.1	6.5	19.8	9.4	19.8
High Needs	96.4	6.1	16.7	8.7	16.7
LEP English language learner	96.3	5.9	16.3	8.2	16.3
Students with disabilities	96.3	6.6	18.2	13.6	18.2
African American/Black	97.4	4.3	13.3	0.0	13.3
Asian	96.3	6.7	21.7	4.3	21.7
Hispanic or Latino	95.8	6.8	22.2	8.3	22.2
Multi-race, non-Hispanic or Latino	96.1	6.4	19.0	9.5	19.0
White	96.8	5.4	14.2	5.7	14.2

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	188	1	0.5	0.0	0.0	0.0	0.0	0.0	4.2						
Female	94	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Male	94	1	1.1	0.0	0.0	0.0	0.0	0.0	10.0						
Economically Disadvantaged	65	1	1.5	0.0	0.0	0.0	0.0	0.0	12.5						
High Needs	111	1	0.9	0.0	0.0	0.0	0.0	0.0	6.7						
LEP English language learner	38	1	2.6	0.0	0.0	0.0	0.0								
Students with disabilities	15	0	0.0												
African American/Black	11	1	9.1												
Asian	21	0	0.0	0.0											
Hispanic or Latino	28	0	0.0	0.0	0.0										
Multi-race, non-Hispanic or Latino	17	0	0.0					0.0							
White	111	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)	<p>ELA: All subgroups exceeded target. Progress towards improvement score was 4 out of 4 possible points.</p> <p>Math: 4 out of 5 subgroups exceeded target. Progress towards improvement score was 4 out of 4 possible points.</p> <p>Science: All subgroups exceeded target. Progress towards improvement score was 4 out of 4 possible points.</p>	2019 MCAS Accountability Report
Growth (ELA, Math, Science)	<p>ELA: All subgroups exceeded typical growth. Students earned 4 out of 4 possible points.</p> <p>Math: All subgroups displayed high typical growth. Students earned 3 out of 4 possible points.</p> <p>Science: Overall CPI for 2019 higher than 2018. 2018 CPI (88.0) improved by 1.7 points (90.2)</p>	2019 MCAS Accountability Report
Discipline	<p>Significant decrease of discipline infractions. 2018-2019 SAGE discipline infractions: 9 2019-2020 SAGE discipline infractions: 101</p>	2018-2019 SAGE Infraction Report

Chronic Absenteeism and Attendance	<p>Average attendance rate was higher than the district. Midland average daily attendance rate: 96.83% District average daily attendance rate: 95.5%</p> <p>Chronic absenteeism rate was lower than the district. Midland chronic absenteeism rate: 3.03% District chronic absenteeism rate: 12.3%</p>	2018 - 2019 Baseline Data
Progress toward attaining English language proficiency	Over half of EL students made progress towards attaining English language proficiency. 69% of students made progress	2019 ACCESS Proficiency Level Summary
<i>Areas of Focus</i>		
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	<p>ELA: Grade 4 scored below the state in essay items (<i>idea development and conventions</i>). Students scored an average of 45% of possible points.</p> <p>Math: Overall reduced number of students Exceeding Expectations. Exceeding Expectations 2018 (13%) vs. 2019 (11%)</p> <p>Science: Students scored below the state in Physical Science - <i>Mathematics and Data. Matter and Its Interactions</i> scored -7 points below the state average,</p>	2019 MCAS School Test Items Analysis Summary (IT401)
Growth (ELA, Math, Science)	<p>ELA: Fourth and fifth grade student growth percentile fell below goal of 60 SGP.</p> <p>Math: Math growth 3 out of 4 possible points</p>	<p>MCAS Student Growth Roster (GR602)</p> <p>2019 MCAS Accountability Report</p>
Discipline	Midland is in need of school-wide behavioral expectation protocols	2019 SAGE Discipline Report

<p>Chronic Absenteeism and Attendance</p>	<p>No improvement in average daily attendance rate. Midland scored 0 out of 4 accountability points in chronic absenteeism indicator.</p> <p>No improvement in chronic absenteeism rate. Attendance rate difference of -.15% from the previous year.</p>	<p>2018-2019 Baseline Data</p>
<p>Progress toward attaining English language proficiency</p>	<p>One third (31%) of students did not make progress towards attaining English language proficiency</p>	<p>2019 ACCESS Proficiency Level Summary</p>

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 intervention 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><u>Monitoring Implementation and School Progress (1.4)</u></p> <ul style="list-style-type: none"> ❖ Utilization of district staff to support implementation of SRSD, enVision and Fountas and Pinnell ❖ Weekly data common planning sessions with coaching and administration ❖ Creation of K-2 and 3-6 writing focus groups <p><u>Use of Time for Professional Development and Collaboration (1.6)</u></p> <ul style="list-style-type: none"> ❖ Off-site classroom visits and peer collaboration ❖ Weekly FIC meetings with educators to discuss student data and curricular implementation ❖ Addition of second building-based Google Trainee ❖ Master schedule provides two collaborative planning periods per week for each grade level
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ❖ Share ILT minutes with faculty ❖ Create school-wide writing formative assessments ❖ Analyze and share school-wide formative and summative assessment data

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

ADULT IMPLEMENTATION INDICATOR

Data Source:

- ❖ ILT minutes
- ❖ Data collected and analyzed STAR, BAS, SRSD Assessments
- ❖ Creation of lesson plans that support RTI and curriculum implementation
- ❖ Fidelity to implementation of all initiatives as defined through observations/collaborative discussion/sharing of lessons

STUDENT RESULTS INDICATOR

Data Source:

- ❖ SRSD Writing samples
- ❖ Running Records
- ❖ BAS increases
- ❖ Meeting of individualized goals and objectives (IEP)
- ❖ STAR outcomes and growth
- ❖ enVision Pre/Post outcomes

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)	<u>Instructional Expectations (2.1)</u> <ul style="list-style-type: none">❖ Implementation of enVision Math, including digital and tiered support components❖ Implementation of CIA (3-6) and Fountas and Pinnell Classroom (K-2)❖ Implementation of SRSD with integration into CIA, Math, Science, and Social Studies❖ Classroom based RTI informed by formative and summative data❖ Utilization of Literacy Continuum to inform Guided Reading K-6❖ Round-Up principal newsletters <u>Instructional Schedule (2.2)</u> <ul style="list-style-type: none">❖ Manipulation of school-wide schedule to provide two collaborative grade-level common planning times per week❖ Quarterly revisiting of schedules for instructional assistants and academic support staff. <u>Structures for Instructional Improvement (2.7)</u> <ul style="list-style-type: none">❖ Increased accountability of high-quality teaching and learning instructional practices through walkthroughs followed by constructive feedback❖ Additional school-based Google Trainers to support technological inclusion support❖ Implementation of school-wide tiered intervention team❖ Weekly data meetings with tiered intervention team❖ Targeted coaching PD for new educators

<p>Instructional Leadership Team Implementation</p> <p>(Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ❖ Creation of meaningful lesson plan templates that align with new initiatives ❖ Analyze data and student work to inform instruction and target individual needs ❖ Develop a system to analyze SRSD outcomes with the intent of making school-wide adjustments to practice as needed
<p>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source:</p> <ul style="list-style-type: none"> ❖ Discussion of student outcomes at Grade Level Team meetings ❖ BAS data recorded on school-wide data sheets to demonstrate progress ❖ enVision and STAR data recorded on school-wide data sheets ❖ Observations and walkthroughs conducted by principal to monitor implementation ❖ Lesson plans demonstrate fluid RTI groups 	<p>Data Source:</p> <ul style="list-style-type: none"> ❖ SRSD Writing samples ❖ Running Records ❖ BAS increases ❖ Meeting of individualized goals and objectives (IEP) ❖ STAR outcomes and growth ❖ enVision Pre/Post outcomes

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%)	<u>General Academic Intervention (3.1)</u> <ul style="list-style-type: none"> ❖ CIA/Fountas and Pinnell/SRSD lesson plans to reflect differentiated literacy instruction ❖ enVision lesson plans and instruction to reflect differentiated Math instruction ❖ Use of technological resources to meet student needs ❖ Structured classroom RTI Systematic Determination of Student Interventions (3.3) <ul style="list-style-type: none"> ❖ Revisit SSP process ❖ Implementation of school-wide intervention team ❖ Weekly intervention team data and progress monitoring meetings
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ❖ Targeted PD on technological support for diverse learners ❖ Grade Level Teams meet to discuss best practices learned through PD and off-site visits ❖ Instructional coach to provide targeted PD to support RTI and differentiation

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

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source:

- ❖ Intervention team meeting notes
- ❖ SSP notes and documentations
- ❖ Lesson plan reviews

Data Source:

- ❖ STAR progress monitoring
- ❖ Increased performance for underperforming students
- ❖ Increased literacy skills as defined by running records and BAS
- ❖ enVision outcomes

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)	1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. <u>Safe and Welcoming environment</u> <ul style="list-style-type: none"> ❖ Creation and explicit definition of school-wide behavioral expectations ❖ Creation of a student welcoming committee to orient new students ❖ District anxiety sensitivity training <u>Family and Community Engagement</u> <ul style="list-style-type: none"> ❖ REMIND / ConnectEd / Shark Chronicles ❖ Promote faculty participation at all events ❖ PTO presence in school with regular events to engage families ❖ Use multiple modes of translations and interpretations to reach all families ❖ Site Council ❖ Monthly newsletters from classroom teachers ❖ Research partnership with Clark University ❖ Partnership with Worcester Transitional Program ❖ Partnership with Doherty PBIS programs ❖ School-funded yearly donation to staff charity of choice ❖ Translated monthly classroom newsletters
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ❖ Develop and monitor implementation of school-wide behavioral expectation protocols ❖ Create and translate monthly newsletters

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

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source:

- ❖ Classroom Newsletters,
- ❖ Principal's Newsletters (Shark Chronicles)
- ❖ REMIND announcements
- ❖ Meeting Agendas

Data Source:

- ❖ Participation in events
- ❖ Common language for school-wide expectations

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 a phone call for two consecutive days absent. 2. Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. 3. Check daily attendance in SAGE and make phone calls to absent students 4. Recognize and promote ongoing good and perfect attendance via certificates and pizza parties 5. Progressive individualized interventions for families of chronically absent children
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ❖ Monitor attendance data ❖ Participate in attendance and AIMS meetings
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ❖ Attendance bulletins ❖ Attendance and AIMS meeting notes 	Data Source: <ul style="list-style-type: none"> ❖ Attendance bulletins ❖ Participation rates of attendance celebrations

**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	Midland Street School	Noeliz Irizarry	8/26/2019-6/10/2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Expand educator capacity to utilize TECHNOLOGY to enhance and support instruction using the SAMR progressive model of implementation: Substitution, Augmentation, Modification, and Redefinition.	<p>This will include collaborative professional learning around the following practices:</p> <ul style="list-style-type: none"> ❖ Targeted PD with district technology trainers ❖ Quarterly individualized sessions with technology trainers ❖ Coordinate professional learning by Google trainers
2	Expand educator capacity to deliver BALANCED LITERACY instruction designed to improve students' efficiency in utilizing strategies to read, reflect and analyze high-quality texts; subsequently using those skills to produce authentic writing pieces.	<p>This will include collaborative professional learning around the following practices:</p> <ul style="list-style-type: none"> ❖ CIA and SRSD implementation, with integration into Science and Social Studies ❖ Focused and systematic Fountas and Pinnell Classroom roll-out ❖ Off-site learning walks in collaboration with other schools ❖ Ongoing coaching on Literacy Continuum to provide instruction of <i>within, beyond</i> and <i>about</i> the text in grades K-6

3	Expand educator capacity to provide targeted MATHEMATICAL LITERACY instruction designed to improve students' ability to demonstrate and explain Mathematical processes and understandings; and engage in collaborative discourse using Math vocabulary.	This will include collaborative professional learning around the following practices: <ul style="list-style-type: none">❖ Implementation of enVision, specifically digital resources and guided groups❖ Research and implement metacognitive strategies for solving word problems and engaging in Mathematical discourse
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