

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2018 - 2019**



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

Nelson Place School

School

Monica Poitras

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
Monica Poitras	Principal	Sept: 10 and 24
Katherine Olney	Focused Instructional Coach	Oct: 1 and 15
Nicole Lawler	SAIL Teacher	Nov: 5 and 19
Cindylee Snell Hamilton	Grade 6 Teacher	Dec: 3 and 17
Deb Cormier	Grade 5 Teacher/AVID Coordinator	Jan:7 and 28
Don Robichaud	Grade 4 Teacher/ PBIS Coach	Feb: 4 and 11
Nicole Moisan	Grade 3 Teacher	Mar: 4 and 18
Kathleen Meagher	Grade 2 Teacher	Apr: 1 and 22
Laura Kolo	Music Teacher	May: 6 and 20
		June: TBA

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2018 Official Accountability Report - Nelson Place

DP/18/18

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Nelson Place (03480200)	GRADES SERVED PK,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 Partially meeting targets

Progress toward improvement targets	Accountability percentile
50% - Partially meeting targets	48

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	2	4	-	2	4	-
	Mathematics achievement	2	4	-	3	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	4	12	60.0	5	8	67.5
Growth	English language arts growth	2	4	-	1	4	-
	Mathematics growth	2	4	-	2	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	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		3.8	9.6	-	4.5	7.6	-
Percentage of possible points		40%		-	59%		-
Criterion-referenced target percentage		50%					
		Partially meeting targets					

II. Student Attendance

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	96.3	6.5	18.1	5.5	17.9
Female	96.5	6.1	18.5	3.9	18.5
Male	96.2	6.8	17.7	6.8	17.4
Economically Disadvantaged	94.7	9.2	30.4	13.1	30.4
High Needs	95.5	7.9	25.9	9.4	25.6
LEP English language learner	93.8	10.7	32.6	15.8	32.6
Students with disabilities	94.0	10.6	36.7	16.0	36.0
African American/Black	97.3	4.8	6.8	5.1	6.8
Asian	97.0	5.4	12.8	5.1	12.8
Hispanic or Latino	94.3	9.8	31.6	11.2	31.6
Multi-race, non-Hispanic or Latino	96.8	5.7	18.5	3.7	18.5
White	96.7	6.0	16.6	4.1	16.3

Student Retention (2017-18)

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %
All Students	407	6	1.5	7.1	0.0	0.0	0.0	1.6	0.0
Female	181	2	1.1	7.1	0.0	0.0	0.0	0.0	0.0
Male	226	4	1.8	7.1	0.0	0.0	0.0	2.9	0.0
Economically Disadvantaged	104	4	3.8	18.8	0.0	0.0	0.0	5.3	0.0
High Needs	202	6	3.0	13.9	0.0	0.0	0.0	3.0	0.0
LEP English language learner	55	1	1.8	10.0	0.0	0.0	0.0		
Students with disabilities	97	4	4.1	22.2	0.0	0.0	0.0	0.0	0.0
African American/Black	42	1	2.4	16.7		0.0	0.0		0.0
Asian	25	0	0.0					0.0	
Hispanic or Latino	65	2	3.1	6.7		0.0	0.0	7.7	0.0
Multi-race, non-Hispanic or Latino	22	0	0.0			0.0			
White	253	3	1.2	7.3	0.0	0.0	0.0	0.0	0.0

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																																																																																																																																																																																																																																																																																												
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<ul style="list-style-type: none"> SPED Students, High Needs met target in ELA; below target but improving in Math. Former EL exceeded target in ELA and met target in Math. 	<table border="1"> <thead> <tr> <th rowspan="3">Student Group</th> <th colspan="15">ALL GRADES 3-8 - ENGLISH LANGUAGE ARTS</th> </tr> <tr> <th colspan="5">School</th> <th colspan="5">District</th> <th colspan="5">State</th> </tr> <tr> <th>Stud. Incl. #</th> <th>Part. Rate %</th> <th>% at Each Level</th> <th>SS</th> <th>SGP</th> <th>Stud. Incl. #</th> <th>Part. Rate %</th> <th>% at Each Level</th> <th>SS</th> <th>SGP</th> <th>Incl. in SGP (#)</th> <th>Stud. Incl. #</th> <th>Part. 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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>1.6. The schedule includes adequate time for professional development opportunities and collaboration for most teachers. There is a process in place 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.</p> <ul style="list-style-type: none"> ● Attending biweekly Grade Level Meetings including specialized programs: Deaf and Hard of Hearing and Autism program ● Use of “Station Rotation” Model at bimonthly meetings to target areas of need and allow teachers to receive targeted PD in the areas needed. ● school wide schedule includes common planning time <p>1.7. Communication with staff, formal structures are in place to build effective staff relationships balanced with transparency and open, two-way communication across staff and school teams and between administrators and staff.</p> <ul style="list-style-type: none"> ● Weekly newsletter ● Shared agendas for all meetings
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>1.4. Monthly monitoring of student progress at grade level meetings</p> <p>1.3. Bi-weekly grade level meetings by grade and specialized program</p>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Lesson plans; data from formative assessments; feedback in GLT meetings; results from monthly surveys on needs.	Data Source: Informal observations of lessons; student work samples and formative assessment results.

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. Specific or precise expectations for teachers’ classrooms practices are consistently communicated, understood by most staff and monitored throughout the year.</p> <ul style="list-style-type: none"> ● Implementation of district wide curriculum resources for all grades: SRSD, enVision, Science ● Implementation of Fountas and Pinnell grades k-2 ● Implementation of Reading Side by Side grades 3-6 ● WPS curriculum and use of ATLAS ● Data collection on IEP goals <p>2.2. The existing instructional schedules include uninterrupted blocks of school wide learning time. Content instruction and instructional support staff are coordinated or systematically organized and aligned across grade levels and content areas.</p> <ul style="list-style-type: none"> ● EL schedule prioritized ● Writing block ● Develop instructional schedule to meet the academic learning needs of our EL and special education students <p>2.4. All instructional leaders conduct walk-throughs to monitor implementation of Fountas and Pinnell, Reading side by Side, Math and Self-regulated strategy development and provide informal feedback written and verbal to improve instruction for all students.</p> <ul style="list-style-type: none"> ● Feedback meetings, teacher observations formal and informal ● Coaching as needed
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>2.1. Bi-weekly PLC meetings facilitated by Focused Instructional Coach and Principal</p> <p>2.2. Create school-wide schedule to maximize learning</p> <p>2.4. Feedback documentation and meetings, observations</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source:

Lesson plans; data from formative assessments; feedback in GLT meetings; results from monthly surveys on needs.

Data Source:

Informal observations of lessons; student work samples and formative assessment results.

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 differentiation to ensure access for targeted student populations including bottom 25%)	3.1. All students experience research based academic interventions appropriate for their specific needs. These best practices are implemented systematically during the regular scheduled school time for all core content areas through a Response to Intervention model. <ul style="list-style-type: none"> ● Creation of a digital data wall to inform instruction during our GLT. ● Identification of “CUSP” students at each grade level with monthly data meetings to monitor progress and identify strategies to increase achievement ● Use of re-teaching model during small group instruction (Specifically enVision re-teaching. Accelerated Math; LLI for Fountas and Pinnell) ● Use of an RTI model to help students in need;(25% lowest performing) 3.3. Student learning, academic performance and social emotional learning is regularly reviewed at bi-weekly grade level meetings throughout the year. <ul style="list-style-type: none"> ● bi-weekly updates with school adjustment counselor and assistant principal ● weekly lunch bunch groups providing SEL support to identified students ● school-wide PBIS ● quarterly clinic meets with families and BCBA for students with primary diagnosis of autism
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	3.1. Creation of digital data wall with edits as necessary to make the document “live” and accessible to all monthly viewing of data to determine areas of need and strengths as well as modeled use of the RTI model and re-teaching model. 3.3. Analyze monthly behavior data or referrals and academic progress
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Summative and formative assessment results; lesson plans; observations.	Data Source: Assessment results; 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)	<ol style="list-style-type: none"> 1. Principal and FIC weekly communication to staff in a newsletter posted in PLC google classroom 2. Universal tier 1, SEL building strategy: <ol style="list-style-type: none"> a. All grade levels are implementing morning meetings an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically. b. School wide pledge in the morning in the gym c. Collaborative monthly newsletter with principal and PTO to all families and staff d. School wide PBIS protocols e. SAC coordinates SEL learning groups for all grade levels to meet at least once a week. f. Student of the month identified and acknowledged during lunch.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The Principal and ILT will monitor that the following occur in service to the above stated strategies for improvement <ol style="list-style-type: none"> 1. Weekly newsletter to staff co-created by principal and Focused Instructional coach distributed to all staff in Google classroom. 2. Students decide on classroom reward incentive at the end of the month. 3. Principal and or assistant principal announce student of the month
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ol style="list-style-type: none"> 1. Office referrals 2. Bi-weekly check-ins with SAC, AP and principal progress of student SEL groups 	Data Source: <ol style="list-style-type: none"> 1. Less office referrals 2. Students have coping strategies to deal with peer situations

IV.E. Action Plan

Reducing Chronic Absenteeism <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).	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted 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 2. Review monthly chronic absenteeism with building-based team. 3. Continue 5 week review of attendance progress reports with students grades 4 and up and send home 4. School plan to promote ongoing good attendance: Bulletin board will identify the class with best attendance each week. 5. Identify quarterly good attendance celebrations (please specify): During student of the month, we announce our school wide attendance rate for the month and emphasize that we want to stay at 96%. We stress the importance of coming to school and having good attendance.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Daily report from SAGE 2. SAC will work with families to assist in improving attendance with chronically absent students.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ol style="list-style-type: none"> 1. SAGE reports 	Data Source: <ol style="list-style-type: none"> 1. Improved attendance, improved learning

V. Worcester Public Schools Professional Learning Plan

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Nelson Place	Monica Poitras	August 2018-June 2019

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Implement Read Side by Side/Fountas and Pinnell Classroom with fidelity	Teachers Grades K-6	Provide support to all teachers to implement new curriculum with fidelity; evidence provided by lesson plans, observations, and student work samples, formal and informal feedback.
2	Incorporate online resources from enVision into daily practice.	Teachers Grades K-6	Provide support and resources to all teachers (Including SPED) on the online components of enVision to expose students to online learning and assessment. Evidence provided by lesson plans, observations, PLC work.
3	Utilize ATLAS for curriculum materials, lessons, and technology-based resources.	Teachers Grades K-6	Provide support to all teachers to use ATLAS as source of curriculum plans, calendars, scope and sequence and valuable resources. Evidence provided by follow up from trainings and GLT meetings.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Create Google Classroom for each program to provide ongoing professional learning; Collaboration amongst grade level with FIC and admin to create sample lessons; scope and sequence, view student work and assessments, etc.	Bi-monthly grade level team meetings; Walk throughs with school generated checklist; Model lessons and peer observations.

2	Provide PD opportunities at staff meetings and at GLT to go over resources and tool. Collaboration amongst grade level with FIC and admin to create sample activities.	Bi-monthly grade level team meetings; Walk throughs with school generated checklist; Model lessons and peer observations
3	Meet with curriculum liaison to go over the various aspects of Atlas; FIC provides a step by step presentation on how to use ATLAS; plan a lesson using the resources.	Bi-monthly grade level team meetings; Sample lessons and activities planned from ATLAS.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Materials from program; Google Classroom.	Extra materials; training for support staff; time.
2	enVision accounts; student devices; sample directions.	Access for support staff; technology; time.
3	Curriculum Liaisons; ATLAS site; User's Guide and Step by Step Directions.	Time; adequate materials and access to the materials.

4: Progress Summary

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