

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Quinsigamond Elementary School

Yeu Kue

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
Sue Teixeira	FIC	Sept:12 & 26
Sandy Jenoski	FIC	Oct:10 & 24
Laura Dubriel	Grade 1 teacher	Nov: 7 & 21
Cat Chviruk	Grade 1 teacher	Dec: 5 & 19
Alasia Burt	Grade K teacher	Jan: 9 & 23
Jackie Connor	Grade 2 teacher	Feb: 7 & 28
Carmen Garcia	Grade 3 teacher	Mar:14 & 21
Kristen Vartanian	Grade 4 teacher	Apr: 4 & 25
Amber Barrows	Grade 5 teacher	May: 9 & 23
Wendy Zinno	Grade 5 teacher	June: 7
Brynn Allarie	Grade 5 teacher	
Jen Tanoglu	Grade 6 teacher	
Ashley Marquis	Grade 6 teacher	
Kathe McGee	SPED teacher	
Sam Fan Fan	Assistant Principal	
Lauren Marien	Assistant Principal	
Yeu Kue	Principal	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Quinsigamond

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Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Quinsigamond (03480210)	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 Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
66% - Substantial progress toward targets	11

II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	94.4	9.7	37.5	14.3	34.1
Female	94.2	9.9	38.1	15.5	35.7
Male	94.5	9.5	36.9	13.1	32.6
Economically Disadvantaged	93.6	10.9	41.8	18.3	37.8
High Needs	94.2	9.9	37.8	15.5	34.1
LEP English language learner	94.4	9.6	33.2	14.4	29.4
Students with disabilities	92.4	13.2	48.2	21.1	41.6
African American/Black	96.2	6.5	22.1	6.9	20.0
Asian	95.6	7.9	28.6	6.1	24.5
Hispanic or Latino	93.2	11.6	43.9	19.1	41.2
Multi-race, non-Hispanic or Latino	94.5	9.3	39.4	18.2	39.4
White	94.6	9.3	39.8	13.1	34.0

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	613	1	0.2	0.9	0.0	0.0	0.0	0.0	0.0						
Female	296	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Male	317	1	0.3	1.7	0.0	0.0	0.0	0.0	0.0						
Economically Disadvantaged	401	1	0.2	1.4	0.0	0.0	0.0	0.0	0.0						
High Needs	546	1	0.2	1.0	0.0	0.0	0.0	0.0	0.0						
LEP English language learner	257	1	0.4	1.9	0.0	0.0	0.0	0.0	0.0						
Students with disabilities	117	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
African American/Black	114	1	0.9	6.7	0.0	0.0	0.0	0.0	0.0						
Asian	45	0	0.0	0.0			0.0	0.0	0.0						
Hispanic or Latino	265	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	26	0	0.0	0.0	0.0										
White	163	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>Accountability Indicator</i>	<i>Areas of Strength</i>	
	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Increased ELA and Math proficiency	ELA proficiency from 24 to 30 Math proficiency from 14 to 20
Growth (ELA, Math, Science)	Increase ELA growth	Increased ELA growth from 47.4 to 53.4
Discipline	Three tiered discipline system implemented to support teacher supports in the classroom	Decrease in Office Discipline Referrals 2016-2017: 853 ODR 2017-2018: 681 ODR 2018-2019: 395 ODR
Chronic Absenteeism and Attendance		
Progress toward attaining English language proficiency	EL students met (MATH) or exceeded (ELA) target on MCAS	EL ELA Scales Score: 2018: 483.8 2019: 486.1 Exceeded target EL Math Scaled Score: 2018: 478.8 2019: 481.1 Met target

		<i>Areas of Focus</i>		
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>		
Achievement (ELA, Math, Science)	ELA achievement below district average Math achievement below district average Science achievement below district average Accountability percentile significantly low EL and SPED subgroups		Quinsig	District
		ELA	30	39.5
		Math	20	34.75
		Science	17	31
		Accountability	11	
		Sub group percentile: EL: 36 SPED: 6		
Growth (ELA, Math, Science)	Decrease in Math SGP	Math SGP 2018: 55.3 Math SGP 2019: 50		
Discipline	Increase in suspensions	2016-2017 - 98 suspensions 2017-2018 - 57 suspensions 2018-2019 - 76 suspensions		
Chronic Absenteeism and Attendance	Did not meet target of 6.9 Largest area of concern is SWD	2018: 9.1% 2019: 11.1% SWD 2018: 13.9 2019: 18.2		
Progress toward attaining English language proficiency	We did not meet our target (51.5%) based on ACCESS	ACCESS: 2018: 46% 2019: 41%		

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)	1.4. Monitoring implementation and school progress <ul style="list-style-type: none"> - Data driven lesson plan - Clear articulation of school priorities and foci (Math content, workshop model, F & P, SRSD) - SSP protocols - Weekly PLC focused around school priorities 1.6. Use of Time for PD and collaboration <ul style="list-style-type: none"> - PLC is built into weekly schedule with EL and SPED teachers attending and collaborating as well as common preps per grade level to foster collaboration - PLC agendas are constructed through teacher feedback as well as instructional walkthroughs and observations - Teacher own CPT with grade level as well as cross content teams - Development of SELT (Social Emotional Learning Team) and ILT (Instructional Learning Team) to look at data to drive our instructional needs
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT will lead PLC's at grade levels as well as lead school wide PD ILT will study more in depth school wide priorities (book study on Math Workshop) ILT will be destination for school wide walkthroughs ILT will support data driven lesson plans
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Implementation of Math workshop Lesson Plans PLC/ CPT notes	Data Source: STAR Data BAS Data enVision Data (specifically diagnostic and RTI assessments)

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)	2.4 Classroom Observation and Data Use <ul style="list-style-type: none"> - Admin conduct 15-20 informal classroom observations weekly and provide school wide data to staff - School conducts monthly learning walks through the support of the ILT - Data and observation feedback conversations occurring on regular basis - Lesson plans are focused and created with data in mind 2.5 Student Assessment Data (for school wide decision making) <ul style="list-style-type: none"> - Diagnostic assessments to create small groups - Leveled Literacy Intervention as tier two intervention - Deeply using BAS data and coding for the purpose of supporting instruction - STAR data used to individually plan for small group instruction both for RTI and Tier 1 instruction
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT will review pre and post data for (writing, BAS, enVision, and STAR data) ILT will support implementation of Tier 2 intervention supports ILT will support implementation of using data to create lesson plans ILT will use feedback and walkthrough data to drive continual focus
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Teacher created surveys Lesson Plans Walkthrough data Teacher talk versus student talk DOK integration	Data Source: Intervention Data STAR data BAS data Writing Data

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%)	3.1 General Academic Interventions <ul style="list-style-type: none"> - RTI model embedded during literacy (1-3) and numeracy (5-6) - Tutors using data to target specific needs of students - Data reviewed on regular basis and supported through SSP process 3.3 Systemic determination of student interventions <ul style="list-style-type: none"> - Using enVision Diagnostics and Intervention systems to support Math Intervention groups - Cycles of 6-8 weeks with clear pre and post assessments - Data is reviewed with whole team to determine needs - Students with disabilities and EL needs data are closely monitored and reviewed on regular basis
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT will monitor implementation of RTI using relevant data ILT will conduct walkthroughs to measure implementation and needs ILT will review SSP data
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Walkthrough Data Teacher surveys SSP data	Data Source: Walkthrough Data Student conference notes BAS Data STAR Data

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. - Development of SELT team to collect data, review needs, and systemize tier systems of support - School wide goals – Student of the Month, PBIS rewards, shout-outs - Engage families and communities to support on a regular basis - Creation of Parent Space - Creation of Parent Learning Group - Development of calming areas in all classrooms - Family updates from Principal on regular basis through ClassDOJO - Weekly updates to staff
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> - Review Class DOJO data to set expectations for students for the year - Create workshop activities for parent groups
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: More opportunities to engage families in a variety of ways More two way communication between school and home ClassDOJO data PBIS rewards	Data Source: Increased family involvement in all school based activities Decrease student absences ClassDOJO

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone call for two consecutive days absent. 2. Meet weekly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. 3. Celebrate attendance in schools on a regular basis 4. Attendance incentives (97% school wide attendance celebration, shout outs, etc.)
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Attendance team will review chronic absenteeism list regularly
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Attendance rate increase Chronic absenteeism rate decrease SAGE reports Perfect attendance celebrations	Data Source: Attendance rate increase Chronic absenteeism rate decrease

**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	Quinsigamond School	Yeu Kue	8/2019-6/2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Increase ELA achievement	<ul style="list-style-type: none"> - Targeted PD around full implementation of Fountas and Pinnell - Explicit instruction around guided reading - Identifying SWD and setting specific reading targets - Targeted PD around using STAR data to create needs based groupings - Targeted PD around BAS and coding to truly understand the profiles of readers at every level - PD around using continuum to embed in all lesson plans - Identifying and targeting lowest 25% in grade 3 to create small intervention groups using LLI kits - Implementation of IDR in grades 3-6
2	Increase Math achievement	<ul style="list-style-type: none"> - RTI for grades 5 & 6 (groups are created using Pre and Post assessment - enVision Diagnostic assessments) - Lesson Plans focused around student groupings using data - Summer and ongoing PD around Math content, number sense strategies, and Math workshop - Creating a culture of Mathematicians by implementation of Mathematical practices
3	Increase Science achievement	<p>PD for staff around STEM week Reviewing and mapping Science standards and expectations Intense focus on 5E model for Science planning</p>