SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2019 - 2020

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

Rice Square School

Susan Donahue
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
Susan Donahue	Principal	Sept: 3, 10, 17, 24,
Lynnette Diaz	Assistant Principal	Oct: 1, 8, 15, 22, 29,
Meg Cotter	Instructional Coach	Nov: 5, 12, 19, 26,
Mary Rister	Grade 2	Dec: 3, 10, 17
Mary Kate Stone	Grade 5	Jan: 7, 14, 21, 28,
Jennifer Brunelle	Grade 2	Feb: 4, 11, 25,
Brenda O'Brien	Grade 2	Mar: 3, 10, 17, 24, 31,
Christine Martin	Grade 3	Apr: 7, 14, 28,
Christine McHugh	Grade 4	May: 5, 12, 19, 26,
Ellen Caporelli	Grade 4	June: 2, 9, 16
Maureen Sjosten	Grade 5	
Melissa Sawetch	Grade 6	
Catherine Jreije	Grade 6	
Julianne Cardin	Special Ed	

I.   Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Rice Square

Organization Information

DISTRICT NAME Worcester (03480000)	**TITLE I STATUS** Title I School
SCHOOL Rice Square (03480215)	**GRADES SERVED** K,01,02,03,04,05,06
REGION West/Central	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
55% - Substantial progress toward targets	21

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	95.4	7.6	30.1	10.0	29.9
Female	95.4	7.7	30.7	11.2	30.7
Male	95.4	7.5	29.6	8.9	29.1
Economically Disadvantaged	95.1	8.2	33.6	11.7	33.6
High Needs	95.3	7.7	30.6	10.8	30.4
LEP English language learner	95.6	7.3	30.2	10.1	29.6
Students with disabilities	95.5	7.4	30.6	8.3	30.6
African American/Black	97.2	4.5	9.4	5.2	9.4
Asian	97.9	3.6	10.3	0.0	10.3
Hispanic or Latino	94.5	9.3	42.2	12.9	41.8
Multi-race, non-Hispanic or Latino	95.7	6.6	23.3	3.3	23.3
White	94.9	8.2	30.5	12.7	30.5

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	403	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Female	195	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Male	208	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Economically Disadvantaged	259	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
High Needs	362	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
LEP English language learner	142	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Students with disabilities	55	0	0.0	0.0		0.0	0.0	0.0	0.0						
African American/Black	77	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Asian	22	0	0.0						0.0						
Hispanic or Latino	193	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	22	0	0.0												
White	89	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.

	Areas of Strength	
Accountability Indicator	*Strength*	*Evidence*
Achievement (ELA, Math, Science)	Lowest 25% exceeded Target in Math and Improved but below Target in ELA	The average composite scaled score for ELA went up 2.4 points from 465.4 in 2018 to 467.8 in 2019. Our target was 470.5, therefore we improved but did not meet target. Math the average went up 5.5 points from 458.5 to 464. Our target was 462.2 therefore, we exceeded our target.
Growth (ELA, Math)	All Students Met Growth Target for Math and Improved but Below Target in ELA	Average growth for all students in ELA was 48.5 and for Math, it was 53.3.
Progress Towards Language Proficiency	Growth in both Math and ELA met target.	Average growth for ELs and former ELs in ELA was 53.4 and for Math was 53.1.
Discipline	Overall discipline infractions dropped 70%.	In 2018, the total amount of infractions was 528 and in 2019, it dropped to 372.
Chronic Absenteeism and Attendance	Exceeded Target for Chronic Absenteeism for both All Students and lowest 25%.	Dropped from 12.7% in 2018 to 8.8 in 2019. Target was 10.5. 0% of Lowest 25% were chronically absent.

	Areas of Focus	
Accountability Indicator	*Concern*	*Evidence*
Achievement (ELA, Math, Science)	All Students declined in ELA, Math, and Science. No possible point awarded.	Students achieving Meeting or Exceeding Expectations fell from 2018 to 2019 for ELA from 36% to 30%, for Math from 29% to 28% and for Science from 32% to 31. CPI for Science fell from 70.1 to 62.3.
Growth (ELA, Math)	Average growth for both ELA and Math fell from 2018 to 2019.	Average growth for ELA was 51% in 2018 and fell to 48.5% in 2019. Average growth for Math was 58.9 in 2018 and fell to 53.3 in 2019.
Progress Towards Language Proficiency	2019 overall showed a decline in comparison to 2018. No points were awarded for achievement in ELA or Math. 2018 met targets in achievement and growth for both ELA and Math.	The MCAS average composite scaled score for ELs and former ELs in ELA went from 492.2 in 2018 to 490.6 in 2019. In Math, the average went from 488.7 to 485.2. The CPI for Science fell from 64.5 in 2018 to 60.3 in 2019.
Discipline	Suspendable infractions increased from 2018 to 2019.	In 2018, we had 12 suspensions and in 2019, we increased to 26.
Chronic Absenteeism and Attendance	Chronic Absenteeism for African American/Black and White students increased from 2018 to 2019	African American/Black subgroup increased from 1.6% chronically absent in 2018 to 5.8% in 2019. White students increased from 10.4 in 2018 to 11.6 in 2019.

IV.A Action Plan

<table>
<tr>
<td colspan="2">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)</td>
</tr>
<tr>
<td>Prioritized Best Practices or Strategies
(Include targeted support to strengthen PLC practices and ensure access for all student populations)</td>
<td>1.4. Monitoring Implementation and School Progress
    School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined. A majority of staff members are aware of the priorities, and monitoring of these initiatives takes place.
1.6. Use of Time for Professional Development and Collaboration
    The schedule includes adequate time for professional development opportunities and collaboration for teachers. Use of time is generally used well to improve teaching and learning.
1.7. Communication with Staff
    Formal structures and opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build relationships and two-way communication across staff and school teams.</td>
</tr>
<tr>
<td>Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)</td>
<td>Collect, analyze and monitor school data ensuring progress toward student improvement.
Monitor implementation and scheduling.
Analyze common grade level student work and assessments at weekly Grade Level Meetings.</td>
</tr>
<tr>
<td colspan="2">What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</td>
</tr>
<tr>
<td>ADULT IMPLEMENTATION INDICATOR</td>
<td>STUDENT RESULTS INDICATOR</td>
</tr>
<tr>
<td>Data Source:
Weekly Staff Newsletters
Electronic Agendas and Lesson Plans
Transparent Staff Schedules
Daily "Counter News" communication</td>
<td>Data Source:
Improved classroom practices
Decreased office referrals
Increased attendance</td>
</tr>
</table>

IV.B Action Plan

<table>
<tr><td colspan="2">Intentional Practices for Improving Instruction
Employing intentional practices for improving teacher-specific and student-responsive instruction
(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)</td></tr>
<tr>
<td>Prioritized Best Practices or Strategies
(Include targeted support to ensure access for all student populations including EL and students with disabilities)</td>
<td>2.1. Instructional Expectations- Specific or precise expectations for teachers' classroom practices are consistently communicated, understood by staff and faculty, and monitored throughout the school year.
2.2. Instructional Schedule-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.
2.3. Classroom Observation Data Use-Instructional leaders conduct regular classroom observations (e.g., learning walkthroughs) to gauge the quality of instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction.</td>
</tr>
<tr>
<td>Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)</td>
<td>Collect, analyze and monitor school data ensuring progress toward student improvement.
Monitor implementation and scheduling.
Analyze common grade level student work and assessments at weekly Grade Level Meetings.</td>
</tr>
<tr><td colspan="2">What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</td></tr>
<tr>
<td>ADULT IMPLEMENTATION INDICATOR</td>
<td>STUDENT RESULTS INDICATOR</td>
</tr>
<tr>
<td>Data Source:
Supervision and evaluation
SEI Smart Card
Monitor and evaluate classroom instruction regularly with timely feedback
Weekly lesson plans monitored for rigor, fidelity, and pacing
Monitoring of assessments aligned to standards reviewed at Grade Level Data Meetings
Focused Instructional Coach – provide scaffolded support where needed</td>
<td>Data Source:
Formative and Summative assessments
Student work samples
Benchmark Assessments
STAR assessments
MCAS
ACCESS
Oral Reading Fluency
Basic Math Facts Fluency</td>
</tr>
</table>

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students *Providing student-specific supports and interventions informed by data and the identification of student-specific needs* (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%)	**3.3.** Determining School wide Student Supports (Academic Interventions and Enrichment) Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs. **3.5.** Academic Interventions for English Language Learners Specific, research-based interventions for English language learners are defined, planned, and regularly provided. **3.6.** Academic Interventions for Students with Disabilities Specific, research-based interventions for students with disabilities are defined, planned, and regularly provided.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	● Monitoring Common Curriculum and common planning (40 x 3) ● Special Education and English as a Second Language aligned with classroom lessons to provide tiered instruction ● Common strategies identified, developed and aligned vertically ● Monitoring of common school wide assessments ● Student Support Plan Process ● HEARS Professional Development

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: ● Principal's weekly staff newsletter ● Supervision and evaluation ● Weekly lesson plans monitored for rigor, fidelity, and pacing ● Monitoring of assessments aligned to standards reviewed at Grade Level Data Meetings ● Focused Instructional Coach – provide scaffolded support where needed ● HEARS Clinician support in classrooms ● SSP process	**Data Source:** ● Formative and Summative assessments ● Student work samples ● Benchmark Assessments ● STAR assessments ● MCAS ● ACCESS ● Oral Reading Fluency ● Basic Math Facts Fluency

IV. D. Action Plan

<table>
<tr><td colspan="2">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)</td></tr>
<tr><td>Prioritized Best Practices or Strategies
(Include practices that target new and incoming students)</td><td>1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations.
4.1. School wide Behavior Plan
The school wide behavior plan includes a defined set of behavioral expectations, and a system and set of structures for positive behavioral supports are aligned to those expectations.
4.2. Adult–Student Relationships
Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional support.
4.5. Family and Community Engagement
The school makes family engagement a priority.</td></tr>
<tr><td>Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)</td><td>● Teacher visits across grade levels to share best practices and improve collaboration.
● Class meetings focused on self-regulation and mindfulness with common curriculum in K-6
● Professional Development for mindfulness and trauma sensitive environment</td></tr>
<tr><td colspan="2">What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</td></tr>
<tr><td>ADULT IMPLEMENTATION INDICATOR</td><td>STUDENT RESULTS INDICATOR</td></tr>
<tr><td>Data Source:
● Supervision and evaluation
● Weekly lesson plans monitored pacing
● HEARS Clinician support in classrooms
● Weekly Principal Staff Newsletters
● Monthly Parent Newsletters</td><td>Data Source:
● Formative and Summative assessments
● Student work samples
● STAR Assessments
● MCAS Assessments
● ACCESS
● Decrease behavioral referrals</td></tr>
</table>

IV.E. Action Plan

Reducing Chronic Absenteeism *Providing student-specific supports and interventions informed by data and the identification of student-specific need.* (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)	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. 4. Teacher phone call home for two consecutive days absent without a reason. 5. Review monthly chronic absenteeism with building based team. 6. Conduct quarterly good attendance celebrations with whole school assemblies to honor students with good attendance. 7. Continue 5-week review of attendance progress reports with students grades 4 and up and send home. 8. School plan to promote ongoing good attendance with classroom incentives and school wide recognition.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	● Daily monitoring of attendance ● School wide attendance celebrations ● Weekly Grade Level Meetings to address attendance concerns and necessary supports. ● SAC supporting communication with families ● Weekly ILT meetings to address school wide trends in attendance.

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: ● ILT agendas and minutes ● Grade Level Meeting agendas and minutes ● SSP meetings ● SAGE ● Monthly Parent Newsletters	**Data Source:** ● SAGE ● 5 Week attendance reports ● Quarterly celebrations ● School postings of attendance`

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	Rice Square	Susan Donahue	Fall 2019- Spring 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	All students in grades **K-3** will show growth in Reading as measured by Fountas and Pinnell Benchmark Assessment System. By June, 80% of students will be reading at grade level or above and Catch Up Levels will be reduced by 50%.	**Grades K-3** will continue implementing Fountas and Pinnell Classroom; by incorporating more in-depth aspects of the program; such as the intervention resources, online resources, and assessments. Training with these additional resources will occur at both Staff meetings and grade level meetings. Grade 3 will begin by implementing Fountas and Pinnell Reading Mini Lessons into CIA lessons. This will expand to implement Interactive Read Aloud and Guided Reading Resources as they become available to us.
	Grades 4-6 Writing Teachers will strengthen writing instruction by implementing a workshop model that incorporates SRSD, Fountas and Pinnell and AVID resources to guide instruction. Students in grades 3-6 achieving Meeting or Exceeding Expectations on ELA MCAS 2019 will increase from 30% to 40%. Students Not Meeting Expectations will be reduced from 21% to 15%.	**Grades 3-6** will begin implementing Fountas and Pinnell Writing Mini Lessons into the SRSD lessons. Teachers will work collaboratively to correlate the SRSD and MCAS rubrics. Training with these additional resources will occur at both Staff meetings and grade level meetings. Kindergarten through Grade 2 will begin using the SRSD writing program.

2	All students in **Grades K-3** will show growth in Math as measured by STAR and enVision. Students in grades 3 -6 achieving - Meeting or Exceeding Expectations on Math MCAS 2019 will increase from 28% to 35%. Students Not Meeting Expectations will be reduced from 23% to 15%.	**Grades 4-6** Math Open Response questions will be carefully analyzed to identify strengths and weaknesses. enVision Topic Assessments will be examined to identify skills in need of reteaching. STAR data will be utilized to identify areas in need of intervention and plans to address these needs will be formulated. Training on the analysis of this data will occur at both Staff meetings and grade level meetings.
3	Students in **Grade 5** achieving - Meeting or Exceeding Expectations on Science MCAS 2019 will increase from 30% to 40%. Students Not Meeting Expectations will be reduced from 21% to 15%.	**Grade 5** Science instruction will include an emphasis on Vocabulary and Open response writing. Scope and sequence for Science curriculum for all grade levels will be followed according to resources available on ATLAS. Training for these instructional practices will occur at both Staff meetings and grade level meetings.