

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Roosevelt School

Kelly Williamson

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
Kim Holloway	Inclusion Special Educator	Sept: 9, 23
Stefanie Blanchard	Preschool Teacher	Oct: 11, 25
Stephanie Ruggieire	Kindergarten Teacher	Nov: 8, 22
Debra Engstrand	Grade 1 Teacher	Dec: 13
Mary Rose Jancura	Grade 2 Teacher	Jan: 10, 31
Erin Toon	Grade 3 Teacher	Feb: 28
Lynda Jardin	Grade 4 Teacher	Mar: 20
Kim Mederios	Grade 5 Teacher	Apr:10
Rich Shaughnessy	Grade 6 Teacher	May: 8
Amy Davis	Inclusion Special Educator	June: TBD
Kara Wroblewski/Sara Cooney	Focused Instructional Coaches	
Kelly Williamson	Principal	
Cindy Cramer/Tina Schirner	Assistant Principals	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Roosevelt

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Roosevelt (03480220)	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 Moderate progress toward targets
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Progress toward improvement targets	Accountability percentile
48% - Moderate progress toward targets	44

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	95.2	8.2	29.7	10.6	29.6
Female	95.4	7.9	27.7	10.1	27.4
Male	95.1	8.5	31.8	11.0	31.8
Economically Disadvantaged	94.2	9.9	38.0	15.3	38.0
High Needs	94.9	8.8	32.6	12.3	32.6
LEP English language learner	93.3	11.0	38.7	18.8	38.7
Students with disabilities	91.2	14.6	54.1	28.9	54.1
African American/Black	96.4	6.0	15.8	8.2	15.8
Asian	96.1	6.8	18.9	2.7	18.9
Hispanic or Latino	94.1	10.2	37.9	14.6	37.9
Multi-race, non-Hispanic or Latino	93.8	10.5	47.2	16.7	47.2
Native Hawaiian or Pacific Islander					
White	95.5	7.9	29.9	9.2	29.6

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)	Math instruction K-6, is successfully aligned with enVision Math as the core curriculum resource and means of assessment.	2019 Math MCAS Results - Achievement
		All Students Met 2019 Target
		Lowest Performing Subgroup Exceeded 2019 Target
		Students with Disabilities Met 2019 Target
Growth (ELA, Math, Science)	Differentiating Math instruction K-6, is ensuring that students at all achievement levels are making expected amounts of progress	2019 Math MCAS Results - Growth
		All Students – SGP – 52.8 Demonstrated Typical Growth - High
Discipline	Suspension rates remain low.	2018-2019 Suspension Data
		Out-of-School Suspensions 4
		In-School Suspensions 4
		Total 8
Chronic Absenteeism and Attendance	Though our overall Chronic Absenteeism rate increased, we made progress with certain subgroups.	2019 Accountability Data
		Hispanic/Latino Exceeded Target
		Lowest Performing Subgroup Met Target
		High Needs Improved
		El and Former EL Improved
Progress Toward Attaining English Language Proficiency		

	<i>Areas of Focus</i>											
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>										
Achievement (ELA, Math, Science)	Achievement in English Language Arts declined overall across subgroups.	<table border="1"> <thead> <tr> <th colspan="2">2019 ELA MCAS Results - Achievement</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>Declined</td> </tr> </tbody> </table>	2019 ELA MCAS Results - Achievement		All Students	Declined						
2019 ELA MCAS Results - Achievement												
All Students	Declined											
Growth (ELA, Math, Science)	Though some improvement was noted, growth in ELA was low.	<table border="1"> <thead> <tr> <th colspan="2">2019 ELA MCAS Results - Growth</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>Declined</td> </tr> </tbody> </table>	2019 ELA MCAS Results - Growth		All Students	Declined						
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Discipline	Emergency removals increased.	<table border="1"> <thead> <tr> <th colspan="2">2017-2019 Suspension Data</th> </tr> </thead> <tbody> <tr> <td>Emergency Removals 2017-2018</td> <td>3</td> </tr> <tr> <td>Emergency Removals 2018-2019</td> <td>6</td> </tr> </tbody> </table>	2017-2019 Suspension Data		Emergency Removals 2017-2018	3	Emergency Removals 2018-2019	6				
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Chronic Absenteeism and Attendance	Chronic Absenteeism increased for all students and some subgroups.	<table border="1"> <thead> <tr> <th colspan="2">2019 Accountability Data</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>Declined</td> </tr> <tr> <td>Econ. Disadvantaged</td> <td>Declined</td> </tr> <tr> <td>Afr. American/Black</td> <td>Declined</td> </tr> <tr> <td>White</td> <td>Declined</td> </tr> </tbody> </table>	2019 Accountability Data		All Students	Declined	Econ. Disadvantaged	Declined	Afr. American/Black	Declined	White	Declined
2019 Accountability Data												
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White	Declined											
Progress Toward Attaining English Language Proficiency	Progress toward English Language Proficiency declined.	<table border="1"> <thead> <tr> <th colspan="2">2019 ACCESS Test Results</th> </tr> <tr> <th>Domain</th> <th>% Performing at Grade Level</th> </tr> </thead> <tbody> <tr> <td>Speaking</td> <td>8</td> </tr> <tr> <td>Reading</td> <td>27</td> </tr> <tr> <td>Writing</td> <td>5</td> </tr> </tbody> </table>	2019 ACCESS Test Results		Domain	% Performing at Grade Level	Speaking	8	Reading	27	Writing	5
2019 ACCESS Test Results												
Domain	% Performing at Grade Level											
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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 targeted support to strengthen PLC practices and ensure access for all student populations)	<ol style="list-style-type: none"> 1. School leaders are actively engaged in monitoring implementation of improvement efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges, seek input from stakeholders, and continuously and systematically monitor progress. 2. Most staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. 3. The schedule includes adequate time for professional development opportunities and collaboration for most teachers. This time is often used well to improve teaching and learning. In addition, 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 (e.g., targeted coaching, peer observations) and collaboration time.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Administration will actively participate in PLC's; including development of the agendas, examination of student works samples and assessment scores, and intervention planning. 2. Lesson plan feedback will be targeted to guide educators toward the HQTL elements, as well as areas of building-wide instructional focus, including Guided Reading and Math. 3. Guided reading schedules will be aligned across grade levels to allow for flexible grouping.
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"> • PLC agendas • Classroom Observation Reports • Lesson Plans with targeted feedback • Staff meeting agendas and notes • Quarterly data meeting schedule and notes 	Data Source: <ul style="list-style-type: none"> • enVision Topic Assessment data • STAR data • BAS scores

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)	<ol style="list-style-type: none"> 1. Specific and precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers. Instructional practices actively draw upon students’ diverse backgrounds, identities, strengths, and challenges as a strategy to deepen learning and meaningfully engage students. 2. Formal teaming and collaboration strategies, processes and protocols (e.g., instructional leadership team, collaborative planning, professional learning communities, engaging in a cycle of inquiry), are consistently used to address individual students’ academic needs by: (1) analyzing data for strengths and challenges, (2) identifying actions to address student learning needs, and (3) regularly communicating and following up on action steps among all staff and teams to build and sustain a professional culture of learning. 3. Building and teacher leaders consistently use student results on benchmark, common assessments, and state assessments to make decisions regarding school wide practices to improve teaching and learning.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Administration will actively participate in PLC’s; including development of the agendas, examination of student works samples and assessment scores, and intervention planning. 2. Lesson plan feedback will be targeted to guide educators toward the HQTl elements, as well as areas of building-wide instructional focus, including Guided Reading and Math. 3. ILT will examine Fountas and Pinnell and CIA titles and analyze for diversity. 4. ILT will be trained as leaders in the use of the Fountas and Pinnell Literacy Continuum as a basis for reading intervention.
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"> • PLC agendas • ILT agendas • Staff meeting agendas and presentations • Lesson plans with detail around Guided reading and Math groups. • Classroom Observation Reports • Quarterly Meeting schedule and notes 	Data Source: <ul style="list-style-type: none"> • enVision Topic Assessment data • STAR data • BAS scores

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students). (Specifically address students not meeting targets)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including lowest 25%)	<ol style="list-style-type: none"> 1. Academic interventions are available to all students and are appropriate for their specific needs. These are implemented systematically during regularly scheduled school time and for all core content areas. Interventions support students in all grades and core content areas. 2. Most staff members are provided with training and support to ensure that they: (1) identify cues when students need additional assistance (both academic and personal-social) and (2) respond appropriately to those cues. 3. Supports for all English learners include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned and systematically implemented.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Guided Reading and Math small group instruction will be planned at grade level PLC's. 2. Analysis of needs will be conducted using Fountas and Pinnell Literacy Continuum for reading and enVision topic assessments, and STAR assessment data for both. 3. ESL and Sped. teachers will be trained to use Fountas and Pinnell Literacy Continuum for planning and intervention guidance and will use elements of the LLI Kits for targeted instruction.
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"> • PLC agendas • ILT agendas • Staff meeting agendas and presentations • Lesson plans with detail around Guided Reading and Math groups. 	Data Source: <ul style="list-style-type: none"> • enVision Topic Assessment data • STAR data • BAS scores • ACCESS Assessment scores

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)	<ol style="list-style-type: none"> 1. Formation of a Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. 2. School leaders and staff model, teach, promote, and reinforce strong social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision-making). 3. The school makes asset-based family and community engagement a priority
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Establish a New Family Orientation to occur the week prior to school starting each year 2. Develop “Keys to Success” assemblies for each quarter to recognize staff and students for academic and civic accomplishments 3. Support PT in reorganization and development
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"> • Family survey data – Welcoming Schools • School council agendas and minutes • New Family Orientation outline and materials • “Keys to Success” schedule and presentations • PTO agendas and notes 	Data Source: <ul style="list-style-type: none"> • Student survey data • Student attendance data • New Family Orientation attendance data and survey feedback

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 monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> 1. Perfect Attendance display board for each quarter. 2. Monthly and quarterly recognition of positive attendance trends; individual perfect attendance, class best attendance competitions. 3. Tracking of students approaching at-risk attendance rates, letters and phone calls home with resources for support. 4. Monthly Attendance Intervention 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"> • Keys to Success assembly schedule and presentations • Absence tracking forms • Attendance Intervention Meetings schedule 	Data Source: <ul style="list-style-type: none"> • Attendance data

**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	Roosevelt	Kelly Williamson	August 2019/June 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Develop consistent practices around guided reading instruction.	<ul style="list-style-type: none"> • Identified Group: Teachers in Grades K-6; Special Education; ESL; Instructional Leadership Team • Modality of Development: Professional Learning Communities; Staff development: Monday Meetings; Book Study: <u>Guided Reading</u>; Peer observations • Content: Examination of student performance on BAS and STAR against Fountas and Pinnell Literacy Continuum and formation of strategic groups; Designing center-based learning experiences aligned with targeted literacy skills.
2	Develop consistent practices around guided Math instruction.	<ul style="list-style-type: none"> • Identified Group: Teachers in Grades PK-6; Special Education;; Instructional Leadership Team • Modality of Development: Professional Learning Communities; Staff development: Monday Meetings; Peer observations • Content: Examination of Math skills against state standards; Designing center-based learning experiences aligned with targeted Math skills.
3	Evaluate discipline practices and develop universal, research-supported practices to address behavioral challenges.	<ul style="list-style-type: none"> • Identified Group: All Roosevelt Staff • Modality of Development: Staff development: Monday Meetings; Book Study: <u>The Behavior Code</u> by Jessica Minahan • Content: Understanding the functions of behavior; aligning response to practices with functions of behavior; establishing a school-wide protocol for responding to challenging behavior

