

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2018 - 2019**



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

**University Park Campus School**

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**Daniel St. Louis**

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.

# 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. 2<sup>nd</sup> 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
1) Daniel St. Louis	Principal	Sept: 5 <sup>th</sup> and 19 <sup>th</sup>
2) Kaitlin Kelley	Instructional Coach, MCAS Specialist	Oct: 3 <sup>rd</sup> and 17 <sup>th</sup>
3) Lauren Colwell	School Adjustment Counselor	Nov: 14 <sup>th</sup> and 28 <sup>th</sup>
4) Michael Torrasi	Spanish Teacher	Dec: 5 <sup>th</sup> and 19 <sup>th</sup>
5) Jody Bird	Science Teacher	Jan: 9 <sup>th</sup> and 23 <sup>rd</sup>
6) Kyle Pahigian	Math Teacher	Feb: 6 <sup>th</sup> and 27 <sup>th</sup>
7) Jacquelyn Cohen	Special Education Teacher	Mar: 6 <sup>th</sup> and 20 <sup>th</sup>
8) Meghan Rosa	English Teacher	Apr: 3 <sup>rd</sup> and 24 <sup>th</sup>
9) Jeremy Shulkin	English Teacher	May: 8 <sup>th</sup> and 22 <sup>nd</sup>
10) Lynnel Reed Powell	Guidance Counselor	June: 5 <sup>th</sup>

# Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2018 Official Accountability Report - University Pk Campus School

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL University Pk Campus School (03480285)	GRADES SERVED 07,08,09,10,11,12
REGION West/Central	FEDERAL DESIGNATION -

### Accountability Information

Overall classification	Not requiring assistance or intervention
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Reason for classification	Partially meeting targets
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Progress toward improvement targets	Accountability percentile
48% - Partially meeting targets	44

### Overall results

Progress toward improvement targets													
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	-	-	-	4	4	-	-	-	-
	Mathematics achievement	0	4	-	-	-	-	3	4	-	-	-	-
	Science achievement	0	4	-	-	-	-	1	4	-	-	-	-
	<b>Achievement total</b>	<b>0</b>	<b>12</b>	<b>60.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>12</b>	<b>40.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Growth	English language arts growth	2	4	-	-	-	-	3	4	-	-	-	-
	Mathematics growth	3	4	-	-	-	-	4	4	-	-	-	-
	<b>Growth total</b>	<b>5</b>	<b>8</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>8</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10</b>	<b>12</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	<b>0</b>	<b>4</b>	<b>10.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Additional indicators	Chronic absenteeism	0	4	-	-	-	-	0	4	-	-	-	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-

Weighted total	1.0	9.6	-	-	-	-	7.3	10.0	-	-	-	-
Percentage of possible points	10%		-	-	-	-	73%		-	-	-	-
Percentage of possible points by gradespan	10%						73%					
	Weight of non-high school results:40%						Weight of high school results:60%					
Criterion-referenced target percentage	48%											
	Partially meeting targets											

## II. Student Attendance and Retention

### Student Attendance (2017-18)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	95.6	7.8	25.3	11.8	21.1
Female	95.0	8.9	28.8	13.5	23.4
Male	96.1	6.8	22.2	10.3	19.0
Economically Disadvantaged	94.7	9.3	31.0	16.1	25.8
High Needs	95.2	8.5	28.0	14.0	23.1
LEP English language learner	95.5	7.7	25.5	12.7	21.8
Students with disabilities	93.4	11.3	26.7	23.3	26.7
African American/Black	96.1	6.8	25.9	14.8	25.9
American Indian or Alaskan Native					
Asian	97.8	3.9	9.1	1.8	7.3
Hispanic or Latino	94.6	9.5	29.8	16.1	25.8
Multi-race, non-Hispanic or Latino	96.0	7.1	28.6	14.3	14.3
White	95.0	8.7	34.8	8.7	21.7

## Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	239	2	0.8	2.3	2.3	0.0	0.0	0.0	0.0
Female	111	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Male	128	2	1.6	4.8	3.7	0.0	0.0	0.0	0.0
Economically Disadvantaged	145	2	1.4	3.8	3.2	0.0	0.0	0.0	0.0
High Needs	180	2	1.1	3.1	2.6	0.0	0.0	0.0	0.0
LEP English language learner	53	0	0.0	0.0	0.0	0.0	0.0		
Students with disabilities	29	1	3.4		14.3	0.0			
African American/Black	28	1	3.6	0.0					
American Indian or Alaskan Native	1								
Asian	55	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hispanic or Latino	124	1	0.8	4.8	0.0	0.0	0.0	0.0	0.0
Multi-race, non-Hispanic or Latino	7	0	0.0						
White	24	0	0.0						

### 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.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
University Park Campus School had a combined passing rate of 39% in Advanced Placement Science courses.	AP Computer Science had a passing rate of 62% in only the first year of the course. Also in its first year as a course, AP Chemistry had a pass rate of 17%. AP Biology had a pass rate of 23%. The number of students participating in AP Science courses also rose from 14 in 2016-2017 to 46 in 2017-2018. AP Science teachers participated in professional development to positively impact their instruction. The AP Computer Science teacher secured her own training through a program called, "Mobile CSP" and they provided additional support and training throughout the 2017-2018 school year. The AP Chemistry teacher attended professional development provided by the College Board.
The cohort of students who took the 8 <sup>th</sup> grade MCAS Math exam demonstrated impressive growth.	The 2018 mean SGP for all students in this cohort is 59.1. This cohort demonstrated major growth in the past two years at University Park. Results of the 2016 Grade 6 MCAS Math scores of this cohort showed 19% meeting expectations, 26% partially meeting expectations and 55% not meeting expectations. The percentage of students not meeting expectations dropped from 55% in 2016 to 15% in 2018. This is huge growth for this particular cohort. University Park Campus School attributes much of it's' middle school improvement in mathematics to the continuation of both Math and numeracy classes in 7 <sup>th</sup> and 8 <sup>th</sup> grades.
The 2018 spring administration of the 10 <sup>th</sup> grade MCAS exam showed improved results in both Math and ELA scores.	The percentage of students scoring proficient and advanced on the 10 <sup>th</sup> grade MCAS ELA exam rose from 89% in 2017 to 95% in 2018. The percentage of students scoring proficient and advanced on the 10 <sup>th</sup> grade MCAS Math exam rose from 68% in 2017 to 72% in 2018.



<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
The percentage of students meeting and exceeding expectations went down from 2017 on all 8 <sup>th</sup> Grade MCAS exams.	The percentage of students who met or exceeded expectations on the 2017 administration of the 8 <sup>th</sup> Grade MCAS ELA exam dropped from 35% in 2017 to 24% in 2018. The percentage of students who met or exceeded expectations on the 2017 administration of the 8 <sup>th</sup> Grade MCAS Math exam dropped from 50% in 2017 to 24% in 2018. The percentage of students who met or exceeded expectations on the 2017 administration of the 8 <sup>th</sup> Grade MCAS Science Technology and Engineering exam dropped from 24% in 2017 to 2% in 2018.
High percentages of middle school EL Students at University Park are not meeting targets on MCAS exams.	According to data from DESE's school and district profile 80% of 8 <sup>th</sup> grade EL students received scores in the not meeting expectations category of the 2018 8 <sup>th</sup> Grade ELA MCAS exam. Similarly, only 10% of EL students in 7 <sup>th</sup> grade scored in the meeting and exceeding expectations categories of the 2018 7 <sup>th</sup> grade Math MCAS exam.

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <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)	
<b>Prioritized Best Practices or Strategies</b> <b>(Include differentiation to ensure access for targeted student populations and PLC practices)</b>	<p><b>University Park faculty will participate in department-wide PLC groups focused on data-analysis and improving student performance.</b> As part of University Park Campus School’s participation in the Worcester Middle School Turnaround Network, all teachers will be part of department-wide PLC groups that meet two times a month. These PLC groups will focus on areas of student learning that require intervention. The PLC groups will focus on analyzing data to understand where intervention is most necessary. PLC groups will then strategize ways to positively impact student learning in areas of concern. Methods for impacting student learning include participation in PLC lesson studies, PLC rounds, analyzing student work and implementing common instructional practices.</p> <p><b>University Park faculty members will participate in self-selected PLC groups that meet twice a month.</b> In order to increase professional collaboration and motivation to participate in PLC groups, teachers were given three choices of PLC groups to work in over the course of the 2018-2019 school year. The choices were created based on feedback from a survey given out at the end of the previous school year. This year the three topics of the PLC groups are, “Social Emotional Learning in the Classroom,” “Technology in the Classroom,” and “Family and Community Engagement.” Teachers selected their groups using Google forms. The facilitators of the PLCs volunteered to be in that position. The groups were asked to set goals for the year that would have measurable outcomes that positively impacted student learning. PLC facilitators submit agendas and minutes to Principal and time is reserved at faculty meetings for PLC to share out work with entire faculty.</p> <p><b>University Park Faculty will continue to employ Response to Intervention by grade level to ensure that the needs of all learners are addressed.</b> During grade level meetings teachers will share data and identify learners that need specific tiered interventions. In the middle school students that are identified as struggling with reading and decoding will be recommended for the, “Just Words” program. In the high school teachers will use common assessments as well as standardized test scores to identify which students need particular interventions. Teachers will also share data on social, emotional and behavioral concerns, which will be addressed by members of the support staff.</p>

<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> <li>• <b>ILT members will be responsible for facilitating department-wide PLC groups.</b> The ILT member (PLC facilitator) in each group will ensure that there are structures in place for the members of the PLC to analyze data. This includes collecting relevant data and ensuring that there are protocols in place for analysis. The ILT member will also put together agendas for each meeting of the PLC. The ILT member will ensure that the group sets goals that are measurable and focused on student learning. The ILT member is also responsible for communication with the Principal and for arranging any coverage that may be required during rounds and lessons studies.</li> <li>• <b>ILT members will be responsible for checking in with self-selected PLC groups.</b> The Focused Instructional Coach will be responsible for checking in with the PLC groups that meet twice a month. FIC will ensure that PLCs are operating with agendas and that goals are set to help improve student learning. FIC will also facilitate the sharing of information between PLCs and the entire faculty.</li> <li>• <b>ILT members will be responsible for tracking the RTI data.</b> Members of the ILT on each grade level team will keep data on student concerns as well as the various interventions that are put in place to help students. The RTI data will be kept on a shared Google Drive file because it is a secure location that is accessible to team members. It will be the responsibility of ILT members to ensure that each concern is addressed with a plan and that there is follow through on the plan. This tracking system will also include dates so that concerns are addressed in a reasonable time frame.</li> </ul>
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**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> PLC agendas, round sheets, notes on student-work analysis, minutes from PLC meetings, lesson plans that include common instructional practice, lesson study plans, individual teacher data (tracking) on student performance, teacher engagement in PLCs, teacher participation in PLC related initiatives, individual teacher data (tracking) on student performance, RTI tracking data (on Google Drive), student-specific plans for addressing concerns.</p>	<p><b>Data Source:</b> Student work from lesson studies/rounds, Student work assessed with common rubrics, increased proficiency scores on assessments scored with school-wide rubrics, students participating in specific and individualized plans to address areas of concern, increase in student engagement, student participation in PLC related initiatives.</p>

## IV. B. Action Plan

### 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)

#### **Prioritized Best Practices or Strategies**

**(Include differentiation to ensure access for targeted student populations)**

**University Park will use common expectations and rubrics to assess and track student progress towards meeting school-wide expectations on a digital platform with the help of MISL.**

University Park will use its relationship with the MAPLE Innovative School Leaders Network to build a digital platform for school-wide rubrics and expectations. In order to make school-wide rubrics more accessible and user-friendly for teachers MISL and a team of teachers at University Park will work on putting the rubrics in an online format. This online rubric will be easy for teachers to use and customize for their assignments. This platform will also work to track student performance on each of the indicators of the rubric. There will be multiple reports that can be generated and using this platform. Ideally, the platform will help students and teachers use the school-wide rubric more frequently and generate more opportunities for reflection from both students and teachers

**University Park will employ the best practice, “writing-to-learn.”** This best practice strategy ensures that ALL students are engaging in various forms of writing in every class throughout the day. Teachers at University Park will scaffold assignments to incorporate both low and high stakes forms of writing in their daily activities. Teachers will use literacy circles, collaborative group work, class discussions and varying levels of texts to engage students in reading and writing activities. Faculty will use data from “writing-to-learn” assignments to identify where interventions are necessary. Faculty meeting time and team meeting time will allow teachers an opportunity to share concerns and develop plans for students who are struggling. University Park faculty will utilize data from STAR testing, last year’s MCAS results and formative classroom assessments to ensure that students of various cohorts are receiving the targeted instruction they need. UPCS faculty, especially in the middle school, will utilize modeling and graphic organizers to assist students in formulating cohesive pieces of writing. UPCS faculty will continue to work on implementing vocabulary acquisition strategies in all grades across all disciplines.

<p><b>Instructional Leadership Team Implementation</b>  <b>(Explain how ILT members implement and measure school-wide strategies.)</b></p>	<p><b>ILT members will be responsible for ensuring that best practices for improving instruction are being used regularly and appropriately in the classroom.</b> The FIC will make sure that all faculty members understand how to use the digital rubric to assess students. FIC will also make sure that teachers are using this tool diligently and that the data from these rubrics is being tracked and used for reflection on student growth. The ILT members that are also PLC facilitators will ensure that scholarly articles regarding motivation and engagement in literacy and writing are part of the PLC agenda. The ILT will ensure through professional development, common planning time, rounds, and ILT meetings that teachers of all subject areas are finding natural and powerful ways to integrate literacy skills in all content areas. The Focused Instructional Coach will serve as a resource for faculty members who are implementing best practice strategies. FIC will work with teachers in both individual and group settings to discuss how these strategies can be worked into lesson plans and how they can be adapted for various grade levels and disciplines. The ILT will provide relevant Professional Development for implementing school-wide best practice strategies. The ILT will use RTI database to confirm that struggling students receive interventions to address areas of need. The ILT will ensure that information on student progress and interventions is communicated to parents/guardians.</p>
<p><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> School-wide rubric database, Completed online rubrics, plans, class observations, teachers tests and quizzes, PLC agendas, Lesson-study plans, Professional Learning agendas, Middle School team meeting agendas, Focused Instructional Coaches</p>	<p><b>Data Source:</b> Student work (high and low stakes) writing pieces, Completed online student rubrics, ELA and Math MCAS scores, score reports from STAR testing, formative and summative assessments from various classes.</p>

## 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 proficient/advanced, catch up groups, intervention groups and the bottom 25%)

**Prioritized Best Practices or Strategies**  
**(Include differentiation to ensure access for targeted student populations including bottom 25%)**

**University Park will use STAR testing results, MCAS scores and quantitative data from teachers to create a middle school small-group Math intervention class.** In order to address the needs of ALL students, University Park is using various pieces of data to determine which students are at risk for falling behind in mathematics achievement. Data from the STAR assessment, previous year MCAS and data collected from teachers was used to identify the lowest performing middle school students in the area of mathematics. These students will participate in a small group Math intervention group, which is designed to help students address gaps in learning and areas of weakness. This small group will meet four times a week and there will be no more than 7 students in this group. Middle school Math teachers and the special education teacher collaborate to identify strands of learning in which students are weak and they plan curriculum and lessons for addressing those areas.

**University Park Campus School will employ the Collaborative & Proactive Solutions (CPS) model to develop intervention plans for students who are identified as at-risk for failure.** University Park Campus School teachers meet by grade-level and discuss students who are in need of interventions. These students are determined to be at-risk based on factors such as academic performance, behavior issues and lack of engagement. The CPS method involves a group of teachers and support staff participating in a 3-part process, which includes identification of the lagging skill, creating an intervention plan and tracking the success of the plan. There is a faculty member who is in charge of organizing the CPS process and tracking data on these interventions.

**University Park Campus School will employ multiple strategies for intervention in order to meet the students' academic and social emotional needs such as PLATO and Khan Academy.** A diagnostic evaluation and adaptation develops a customized plan for work that a student can do to address areas of weakness. Students will be able to work on these interventions at times such as enrichment block

<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p><b>Instructional Leadership Team will ensure that these strategies are implemented.</b> The Focused Instructional Coach will work together with the middle school Math teachers and special education teacher to determine which students should participate in small group Math. FIC will also check in to make sure that the curriculum is addressing the areas of weakness that have been identified through data analysis. FIC and other members of the ILT will participate in CPS process and will ensure that the plan to improve student performance is realistic and measurable. The Focused Instructional Coach and two other members of the ILT attended training on the PLATO program. These three ILT members will help teachers set students up on PLATO and ensure that students take the diagnostic test. These three ILT members will present information about this program at a faculty meeting so that teachers are aware of the options that they have.</p>
<p><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> Agendas for grade level meetings, Data analysis for selection of small group Math students, curriculum and lesson plans for small group Math, CPS Student Intervention Plans, records from CPS meetings, PLATO training materials, PLATO program login/time on task information for each student.</p>	<p><b>Data Source:</b> Student Intervention Plans CPS meeting, Reflections, and survey data following CPS process, student grades and behavior and engagement data, PLATO coursework and log of time on task, student work from small group Math class, results of STAR assessment and middle school MCAS Math results.</p>

## IV. D. Action Plan

### A Safe, Respectful, and Collegial Climate for Teachers, Students and Families

*Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers (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)**

- 1. Principal's weekly communication to staff (updates/newsletter)** Principal communicates to staff regularly through the, "Monday Memo." This communication method keeps staff informed on upcoming events, school news and initiatives as well as notes on school-wide instructional practices.
- 2. Universal tier 1, SEL building strategy:** Collaborate with other team members. Get everyone 'on board' about Social and Emotional Learning. Talk about what we can do together to help students be mentally healthy.
  - **Specific PLC group dedicated to, "Social and Emotional Learning."** One of the self-selected PLC groups in operation this year is will work on strategies to improve the social and emotional health of the school. The group will start by reading scholarly articles about social and emotional health programs that are successful in other schools and look for strategies that could be implemented at University Park Campus School. The goal of the PLC is to implement at least two strategies or activities over the course of the 2018-2019 school year that are aimed at improving social and emotional learning. This PLC will also share out their findings and their work with the UPCS faculty.
  - **Specific PLC group dedicated to, "Family and Community Engagement."** This PLC group recognizes the role that community and family engagement play in improving the social and emotional learning that takes place at the school. Over the course of the 2018-2019 school year this PLC is dedicated to creating more connections between University Park Campus School and family and community members and making the school a more welcoming and collaborative environment. The PLC has a plan to host at least two family and community events that will serve to increase interaction and positively impact relationship between school and home and community. This PLC will spend time looking into successful family and community engagement strategies from other schools and look for ways incorporate those practices at University Park.
  - **University Park Campus School will continue to employ Responsive Classroom in middle school classrooms.** UPCS middle school faculty trained on implementing Responsive Classroom in August 2017. The instructor focused on implementing techniques that would increase motivation and engagement in the middle school classroom. Examples of these strategies include running a morning meeting, assigning classroom responsibilities, utilizing a "buddy teacher", utilizing a, "vacation chair." Responsive Classroom focuses on building a community of learners where students feel safe and supported in their learning environment.



<b>Instructional Leadership Team Implementation</b> <b>(Explain how ILT members implement and measure school- wide strategies.)</b>	<b>Members of the ILT will be responsible for overseeing these initiatives and ensuring that work is done to improve the social and emotional learning at University Park.</b> The facilitators of both PLC groups will be responsible for checking in with the Principal regularly throughout the school year. The PLC facilitators will hold meetings with the Principal after their bi-monthly meetings. Principal will look over the minutes and agendas and check in to see that the work PLCs are doing can be tracked and measured and that progress towards goals is made. The Instructional Coach will arrange time for the middle school team to meet weekly and plan morning meeting activities. Instructional Coach will also coordinate the continued communication between the Responsive Classroom trainer and the middle school staff.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> PLC meeting agendas, PLC meeting minutes, and records of communication with parents, family and community attendance at school sponsored events, responsive classroom activity plans.	<b>Data Source:</b> Discipline records, attendance and engagement indicators, grades and transcripts, student participation in social emotional learning activities, student attendance at family and community events.

## IV.E. Action Plan

<b>Reducing Chronic Absenteeism</b> <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).	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)	<ol style="list-style-type: none"> <li><b>1. Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason</b></li> <li><b>2. Review monthly chronic absenteeism with building based team.</b></li> <li><b>3. Identify quarterly good attendance celebrations (please specify):</b> Attendance will be reviewed quarterly and students with 1 absence or less per quarter will receive a homework pass from the Principal.</li> <li><b>4. Continue 5 week review of attendance progress reports with students grades 4 and up and send home</b></li> <li><b>5. School plan to promote ongoing good attendance (please specify):</b> In the middle school, teachers will use Responsive Classroom strategies such as, “Morning Meeting” to increase student motivation and engagement. Support staff will have bi-weekly, “attendance meetings” to identify students who are constantly absent or tardy. Support staff will reach out to parents of students who are identified as having attendance issues. If possible, outside agencies such as, “The Key Program” will be utilized to positively impact student attendance. Attendance will be discussed in Junior and Senior Seminars as well as College Readiness classes. Students understand how to check their own attendance using their student portal access.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<b>The ILT will work together with teachers to improve student engagement and impact individual attendance.</b> Members of the ILT who are also part of the support staff will check in on students with attendance issues. Support team members will reach out to families in order to try and impact attendance. ILT members will also provide social and emotional support to those students who may have outside issues that impact school attendance.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Responsive Classroom daily activity plans, lesson plans from teachers designed to engage ALL students, Plans to reward students with good attendance, attendance data, transcripts/grade and assessment data, evidence of participation in monthly attendance celebrations.	<b>Data Source:</b> Participation in attendance celebrations, transcripts and report cards, attendance data available in student portal, increased engagement and participation in school activities.

## IV.F. Action Plan

<b>High School Graduation Rate Improvement</b>	
<i>Providing school level, grade level and student-specific supports informed by data and the identification of student-specific needs (Focus on developing systemic processes, procedures, routines and individual supports for students goal setting and benchmarking with a regular cycle for reviewing and assessing progress and ongoing needs)</i>	
<b>Prioritized Best Practices or Strategies</b> <b>(Include differentiation to ensure access for targeted student populations)</b>	<p><b>University Park Campus School will continue coordinating with Gerald Creamer Center and the Returnee program to ensure that all students graduate.</b> University Park Campus School staff work closely with the Gerald Creamer Center and the Returnee program to ensure that all students are able to finish their high school course work and graduate from Worcester Public Schools. Students who have left school without the credits needed to graduate are able to come back through the returnee program and finish their requirements. University Park faculty and staff keep in close communication with any student who may need to finish requirements and encourage them to seek assistance through the returnee program. As a result of these programs, in 2017 University Park had a 4 year adjusted graduation rate of 100% with 0 dropouts.</p> <p><b>University Park Campus School will continue utilizing Plato and Summer School Program to keep students on track to graduate in 4 years.</b> University Park faculty utilizes the PLATO program for students who need to recover credits. Students are able to complete online course work, which prevents them from becoming credit depleted. Students are also able to attend the summer school program where they can make up credits that they failed to get during the school year. These programs are incredibly helpful in keeping the graduation rate high.</p>
<b>Graduation Rate Improvement Team</b> <b>(Explain how team members support, monitor and measure school- wide strategies.)</b>	<p><b>Graduation Rate Improvement Team members constantly look at transcripts and grades of high school students in order to try and identify and deal with issues as soon as possible.</b> Students who are missing credits in certain classes are identified and a list is kept so that those students can begin working on recovering credits immediately. University Park staff make every effort to have students recover credits as soon as possible so that the task of graduation is not overwhelming in the senior year.</p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> PLATO user logs, graduation rates, summer school participation rates, communication between Gerald Creamer Center and Returnee Program and University Park staff.	<b>Data Source:</b> Graduation rates, transcripts, matriculation to college, completion of high school courses, PLATO usage, participation in Returnee program.

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	University Park Campus School	Daniel St. Louis	September 2018- June 2019

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	40% of the current 8 <sup>th</sup> grade will meet or exceed expectations on the 2019 administration of the 8 <sup>th</sup> Grade MCAS 2.0 ELA exam.	8 <sup>th</sup> Grade Students	The 2018 administration of the 8 <sup>th</sup> Grade ELA MCAS 2.0 exam saw 0% of 8 <sup>th</sup> graders score in the exceeding expectations category and 19% of students score in the meeting category. These results are much lower than desired and University Park Campus faculty would like to see a drastic increase in these scores.
2	80% of the current 10 <sup>th</sup> grade will meet or exceeding expectations on the 2019 10 <sup>th</sup> Grade MCAS 2.0 Math exam.	10 <sup>th</sup> Grade Students	The 2018 administration of the 10 <sup>th</sup> Grade MCAS Math legacy exam saw 48% of 10 <sup>th</sup> graders score in the advanced category and 24% of students score in the passing category. University Park Campus School would like to see even better results on the 10 <sup>th</sup> Grade MCAS Math 2.0 computer-based exam. Across the state, 78% of students in 10 <sup>th</sup> grade score advanced and proficient on the 10 <sup>th</sup> grade MCAS Math exam. University Park aims to surpass the state proficiency level.
3	30% of the current 8 <sup>th</sup> Grade will meet or exceed expectations on the 2019 8 <sup>th</sup> Grade MCAS 2.0 Science Technology and Engineering exam.	8 <sup>th</sup> Grade Students	The 2018 administration of the 8 <sup>th</sup> Grade Science Technology and Engineering exam saw results that were much lower than years past. Last year's 8 <sup>th</sup> grade cohort saw only 2% of students receiving scores of advanced and proficient. University Park intends to greatly improve these scores in the upcoming year.

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>ELA department will meet to analyze data from assessments in order to identify areas of weakness. Examples of potential data sources include STAR Assessment, MCAS data (specifically reports that detail specific strands of strength and weakness).</p>	<p>FIC will work together with department PLC to implement protocols for data analysis and plan future meetings that address areas of weakness. PLC will submit meeting agendas and notes to FIC and Principal.</p>
	<p>ELA department PLCs will share student work from specific assignments designed to help address areas of weakness.</p>	<p>ELA department PLC will use student work to determine what types of assignments work to address areas of weakness. Teachers can reflect on the effectiveness of various assignments and strategies.</p>
2	<p>Math department PLC will look at MCAS data from previous years to identify areas where students performed lower. They will look at data from the past three to five years to see if any trends are noticeable.</p>	<p>Math department will read scholarly articles and define two common instructional practices that can be used to address areas of weakness. Teachers will be responsible for employing these practices in their classes.</p>
	<p>Math department will gather all information and resources possible about the new Math MCAS 2.0 exam including sample questions, etc.</p>	<p>FIC/MCAS Specialist will meet with Math teachers to discuss the new exam and share any relevant information.</p>
3	<p>Science department PLC will look at MCAS data from previous years to identify areas where students performed lower. They will look at data from the past three to five years to see if any trends are noticeable.</p>	<p>FIC will work with new middle school Science teacher to implement learning strategies that directly address areas of weakness from the previous year's MCAS exam. FIC will facilitate rounds so that middle school Science teacher can observe high school biology teacher.</p>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	PLC will need time to meet and to analyze data. Teachers will also need time to assess the areas of strength and weakness using protocols. Teachers will need MCAS data from the previous years and STAR Assessment reports from the current year.	FIC will assist teachers in finding resource as well as providing protocols for analysis and discussion of scholarly articles.
2	10 <sup>th</sup> graders will need training on the MCAS computer program. Students will need to understand how to use the various tools that are part of testing. Teachers will need testing data from last year to look at strands that were weaker than others. Last years MAP data from this cohort might be helpful to assess specific student areas of concern.	This year the 10 <sup>th</sup> Grade Math MCAS moves to the computers and it will be imperative that 10 <sup>th</sup> graders receive ample time on the computers to practice working with the geometry tools.
3	Focused Instructional Coach will need to arrange time to meet with middle school Science teacher. Middle school Science teacher will need time to participate in round. The district also has many resources available online through ATLAS and Discovery Education.	University Park has a new middle school Science teacher this year and middle school Science curriculum has also changed. Professional Development offered by the district will be recommended for the Science teacher.

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	ELA Department PLC first met on professional development day in October to analyze data. PLC has worked to identify strands of concern. The next step for the PLC is to begin planning possible interventions and strategies to address areas of weakness.	More information will on individual students is available in STAR testing reports. FIC will show teachers how to access this information.

<b>2</b>	Math Department PLC first met on professional development day in October to analyze data. PLC developed a protocol for looking at the data and made a list of areas of strength and weakness.	Math PLC is planning to participate in two rounds that will focus on strategies for improving the instruction of areas of weakness.
<b>3</b>	Science department PLC met in October on professional development day to analyze data. PLC focused on 8 <sup>th</sup> Grade Science Technology and Engineering data and identified key areas for intervention.	Science PLC is planning a lesson study to be completed in early January.