SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2019 - 2020

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

University Park Campus School

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 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.

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
Daniel St. Louis	Principal	Sept: 4th and 18th
Kaitlin Kelley	Instructional Coach/MCAS Specialist	Oct: 2nd and 16th
Jody Bird	Biology/CSP Teacher	Nov: 6th and 20th
Lauren Colwell	Adjustment Counselor	Dec: 4th and 18th
Lynnel Reed	Guidance Counselor	Jan: 8th and 22nd
Meghan Rosa	English Teacher	Feb: 5th and 26th
Kyle Pahigian	Mathematics Teacher	Mar: 11th and 25th
Jessica Rintoul	Science Teacher	Apr: 8th and 29th
Michael Torrisi	Foreign Language Teacher	May: 6th and 20th
Max Stern	History Teacher	June: 3rd

Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 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

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
58% - Substantial progress toward targets	38

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	95.9	7.2	28.3	12.5	23.8
Female	95.6	7.7	31.1	13.4	26.9
Male	96.2	6.8	25.6	11.6	20.7
Economically Disadvantaged	95.1	8.6	33.7	17.2	29.4
High Needs	95.6	7.7	30.9	14.2	26.0
LEP English language learner	96.3	6.6	29.4	9.8	23.5
Students with disabilities	96.1	6.9	23.3	13.3	20.0
African American/Black	96.4	6.4	26.7	13.3	26.7
American Indian or Alaskan Native					
Asian	97.3	4.7	16.0	4.0	14.0
Hispanic or Latino	95.6	7.6	31.3	12.5	25.0
Multi-race, non-Hispanic or Latino	93.6	10.8	30.0	30.0	30.0
White	94.5	9.8	38.1	19.0	28.6

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	240	4	1.7							2.3	2.3	0.0	0.0	2.5	2.9
Female	120	3	2.5							4.5	0.0	0.0	0.0	5.0	6.3
Male	120	1	0.8							0.0	4.3	0.0	0.0	0.0	0.0
Economically Disadvantaged	140	4	2.9							3.6	4.0	0.0	0.0	4.8	5.3
High Needs	196	4	2.0							2.4	2.9	0.0	0.0	3.3	3.7
LEP English language learner	50	1	2.0							0.0	0.0	0.0	0.0	14.3	
Students with disabilities	30	1	3.3								0.0	0.0	0.0		
African American/Black	29	0	0.0							0.0	0.0				
American Indian or Alaskan Native	1														
Asian	50	0	0.0								0.0	0.0	0.0	0.0	0.0
Hispanic or Latino	128	4	3.1							4.2	4.8	0.0	0.0	4.0	7.1
Multi-race, non-Hispanic or Latino	10	0	0.0												
White	22	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.

Accountability Indicator	*Areas of Strength*	
	Strength	*Evidence*
Achievement (ELA, Math, Science)	7th and 8th Grade ELA and Math MCAS scores on the Spring Administration.	The percentage of students achieving exceeding and meeting and exceeding expectations on the 7th Grade ELA MCAS rose from 26% in 2018 to 35% in 2019. The percentage of students achieving exceeding and meeting and exceeding expectations on the 8th Grade ELA MCAS rose from 24% in 2018 to 38% in 2019. The percentage of students achieving exceeding and meeting and exceeding expectations on the 7th Grade Math MCAS rose from 35% in 2018 to 38% in 2019. The percentage of students achieving exceeding and meeting and exceeding expectations on the 8th Grade Math MCAS rose from 24% in 2018 to 50% in 2019.
Growth (ELA, Math, Science)	7th and 8th Grade ELA and Math MCAS mean SGP on the Spring Administration.	The mean SGP of middle school Math was 72.1 in 2019, which is up from 59.1 in 2018. The mean SGP of middle school ELA was 60.9 in 2019, which is up from 42.3 in 2018. The mean SGP for both middle school Math and ELA exceeded typical growth.
Discipline	Total number of suspensions down from 2018 to 2019.	The total number of students suspended at University Park dropped from 24 students in 2018 to 19 students in 2019. The suspension rate at University Park is equitable among demographic groups and students suspended represent just 6% of the total population of the school.
Chronic Absenteeism and Attendance	The number of chronically absent students decreased.	The number of chronically absent students in the 2018-2019 school year was 20 compared to 24 in the 2017-2018 school year. This represents a 17% decrease in the number of chronically absent students.

Advanced Coursework	An overwhelming majority of University Park Campus School students participate in at least one advanced course prior to graduation.	88% of University Park Campus School students participate in advanced coursework prior to graduating. Many of these students participate in more than 1 AP or dual enrollment course. The number of students enrolled in AP courses in the 2018-2019 school year was 112, which remained the same from the previous year. The percentage of students receiving a qualifying score on an AP exam was 32%, which is the same as the Massachusetts statewide percentage of students receiving at least one qualifying score before graduation. University Park will continue to expand options for advanced coursework through dual enrollment courses are Worcester State University and Quinsigamond Community College.
Graduation and Dropout Rate	The dropout rate at University Park Campus School decreased.	There were 0 dropouts from University Park in the 2018-2019 school year; this number is down from 2 in the 2017-2018 school year.
	Areas of Focus	
Accountability Indicator	**Concern**	**Evidence**
Achievement (ELA, Math, Science)	10th Grade ELA and Math MCAS scores on MCAS 2.0.	Using the conversion chart to compare with the MCAS legacy exam of 2018, the percentage of students scoring advanced and proficient on the 10th grade Math MCAS exam dropped from 70% in 2018 to 64% in 2019. The percentage of students failing the 10th grade Math MCAS also rose from 5% in 2018 to 7% in 2019. The percentage of students scoring advanced and proficient on the 10th grade ELA MCAS exam stayed the same at 95% from 2018 to 2019. The number of students failing the 10th grade ELA exam rose from 0 in 2018 to 1 in 2019. University Park acknowledges that the achievement bar is now set higher on the 10th grade MCAS and will aim to improve performance to reach goals in 2020.

Growth (ELA, Math, Science)	10th Grade ELA and Math MCAS mean SGP on the Spring Administration.	The mean SGP of 10th grade Math was 40.2 in 2019, which is down from 66.2 in 2018. The mean SGP of 10th grade ELA was 50.1 in 2019, which is down from 53.6 in 2018. The mean SGP for both 10th grade Math and ELA demonstrated typical growth.
Discipline	Total number of suspensions.	Despite the fact that University Park decreased the total number of suspensions from 24 in 2018 to 19 in 2019, this is still higher than desired. University Park is committed to using social and emotional learning strategies to reduce total number of suspensions. University Park will also utilize the CPS model to develop intervention plans to prevent suspensions.
Chronic Absenteeism and Attendance	The number of chronically absent students in the high school rose.	Despite our low school-wide chronic absenteeism numbers, the number of students who were chronically absent in high school increased. The percentage of high school students chronically absent in 2018 was 12.6% and 14.4% in 2019. University Park will address this by establishing and maintaining close communication with families.
Advanced Coursework	Advanced Placement classes with pass rates of 20% and lower.	The overall pass rate for all AP classes in the 2018-2019 school year was 35%. However, in 4 of the 11 AP classes offered, the pass rate was 20% or below. AP Biology, AP Seminar, AP Chemistry and AP Human Geography all had pass rates of 20% and below. University Park also experienced a high turnover rate in teachers of AP classes. New faculty members will teach three classes in the 2019-2020.
Graduation and Dropout Rate	A continued focus on kids with early warning signs, especially those who are behind in core credits.	University Park Campus school staff will closely monitor any student who shows early warning signs of failure. Support staff, administration and teachers will work to create strategic plans for at risk students to graduate on time.

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration
Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration (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) | **University Park faculty will participate in department-wide PLC groups focused on using data to inform PLC goals for improving student performance.** As part of University Park Campus School's participation in the Worcester Middle School and High School Turnaround Networks, 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. PLC groups will also read scholarly articles that pertain to improving these areas of concern.

Department-wide PLCs will participate in the rounds process. Each department PLC will host a minimum of two instructional rounds by the end February of 2020. These rounds will be centered around an area of concern that the PLC has identified using data analysis. The round will focus on a lesson that uses a specific learning strategy for improving student performance. A teacher who is a member of the PLC will host the round. Members of the ILT and other members of the PLC will attend round and provide targeted feedback about the lesson. Student work from the lesson and observations from the round will be used to inform the PLC about the implementation of the learning strategy.

University Park Faculty will continue to employ Response to Intervention by grade level to ensure that the needs of all learners are addressed. 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. |

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	**ILT members will be responsible for facilitating department-wide PLC groups.** 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. The ILT member is responsible for keeping agendas and for creating and maintaining a digital archive (Google Classroom, Google Doc, Etc.) of the work that PLC is doing. The ILT member will also create a calendar that is easily accessible for PLC members. **ILT Members will ensure that PLCs complete two instructional rounds by the end February 2020.** ILT Members will serve as PLC facilitators and it is their responsibility to ensure that each PLC completes two rounds before the end February of 2020. The ILT members will work with school administration to provide coverage for teachers who are affected by these rounds. PLC facilitators will also ensure that members of the ILT are present during these instructional rounds. ILT members will keep a master calendar of rounds that are happening in the building. **ILT members will be responsible for tracking the RTI data.** 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.

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: PLC agendas, round sheets, notes on student-work analysis, minutes from PLC meetings, lesson plans that include common instructional practice, round sheets, round feedback and observation forms, individual teacher data (tracking) on student performance, individual teacher data (tracking) on student performance, RTI tracking data (on Google Drive), student-specific plans for addressing concerns.	**Data Source:** 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.

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 targeted support to ensure access for all student populations including EL and students with disabilities)**	**University Park Campus School will use SRSD (Self-Regulated Strategy Development) writing strategies to improve writing across all grades and disciplines.** The Focused Instructional Coach and other teachers who received training in SRSD will bring strategies to faculty meetings. University Park Campus School staff agree to use common language around teaching writing, such as, "POWRE," "TIDE," and "Do What." These strategies will promote the organization of thoughts and ideas in writing across all grades and disciplines. Students will take standardized assessments throughout the year to track their progress in using these strategies. Teachers will model these strategies and provide exemplars for students. **University Park will employ the best practice, "Strategic Questioning."** There are a variety of questioning strategies that teachers use to ensure maximum participation in classroom discussions. Teachers will pose questions to generate meaningful dialog and ensure that learners are developing higher-order thinking skills. In order to ensure that everyone is able to participate in this strategic questions teachers will use strategies such as turn and talk, think-pair-share, four corners, white boards, thumbs up, etc. Strategic questioning should employ all levels of Webb's DoK (Depth of Knowledge) from simple recall of information to synthesis of information and interpretation of data to solve problems. **University Park will employ the best practice, "Collaborative Group Work."** This best practice strategy ensures that all University Park students are able to work together to achieve a common goal. University Park recognizes that working together with other students is a skill that needs to be developed and this skill is critical to success in both college and the work force. Collaborative group work will be scaffolded so that middle school students are using roles to help them engage in group work and meet goals and upper level high school classes are able to accomplish group goals without roles. The Focused Instructional Coach will help teachers work collaborative group work into lessons and provide necessary tools for making this strategy successful in all grades and disciplines.

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	**ILT members will be responsible for ensuring that best practices for improving instruction are being used regularly and appropriately in the classroom.** 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 implemented in lessons and how they can be adapted for various grade levels and disciplines. PLC Facilitators (members of the ILT) will ensure that all PLC groups participate in an instructional round. The instructional rounds should incorporate at least one University Park's best practices. These instructional rounds will be incredibly valuable because they will allow for constructive feedback on the lesson and instructional practice that the round is focused on. The FIC will emphasize working with subjects that have demonstrated the highest areas of need based on MCAS scores. These areas include middle school Science and high school Mathematics. The ILT will provide relevant Professional Development for implementing school-wide best practice strategies such as SRSD and collaborative group work.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Lesson plans, class observations, tests/ Quizzes from individual classes, PLC agendas, Instructional Round Sheets/Instructional Round Observation and Feedback forms, After-School teacher schedule, Professional Learning agendas.	**Data Source:** Student work (high and low stakes) writing pieces, Completed SRSD rubrics, ELA/Math MCAS, Biology MCAS scores, STAR testing results. Formative and summative assessments from various classes. Cumulative pieces such as Gateway Projects in 8th, 10th and 12th grades. SRSD common assessments graded with common rubric. (Scores kept in google sheets)

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%)**	**University Park Campus School will use the Collaborative and 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. This plan may also include communication with families. Support staff are instrumental to the success of the CPS model. **University Park will use ACCESS data, STAR testing results, MCAS scores and quantitative data from teachers to inform the teaching of academic vocabulary to EL students.** In order to address the needs of ALL students, University Park is using various pieces of data to determine which students require extra help with academic vocabulary acquisition. The EL teacher in conjunction with the classroom teacher will work to provide extra support around acquiring academic language. This will include the use of graphic organizers/visual representations, additional vocabulary quizzes and online resources for practicing vocabulary. Time will be allowed for common planning between core academic teachers and EL teacher for planning vocabulary interventions. **University Park will employ principles of Social Emotional Learning and Trauma Sensitive educational practices to increase motivation and engagement and decrease negative behaviors.** University Park Campus School faculty were exposed to a lecture by Heather Forkey on the topic of resilience. In this lecture, she shared the scientific effects of trauma and the ability of the brain to heal from this trauma. This lecture provided strategies that can be used to mitigate the negative effects of trauma. University Park Campus School faculty are committed to using these strategies and being more aware of students with histories of trauma. In order to do this, the support staff will be instrumental in helping teachers make informed decisions/plans for students with a history of trauma.

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	**Instructional Leadership Team will ensure that these strategies are implemented**. The Focused Instructional Coach will work together with the EL teacher and the core academic teachers to help strategize for plan academic vocabulary acquisition. FIC will also check in to make sure that the curriculum is addressing the areas of weakness that have been identified through data analysis. The FIC will ensure that time is allowed for common planning and that there is a method in place for tracking student progress towards proficiency. 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. A member of the ILT (Science teacher) will also be responsible for tracking CPS data and interventions and keeping this information on a digital platform that is available for staff to view. Support staff (ILT members) will be responsible for keeping track of specific interventions/plans that are in place for students with history of trauma.

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Agendas for grade level meetings, Data analysis for EL students, curriculum and lesson plans for EL vocabulary intervention, CPS Student Intervention Plans, records from CPS meetings, Intervention plans from support staff, Notes from meetings between support staff and teachers.	**Data Source:** Student Intervention Plans CPS meeting, Reflections, and survey data following CPS process, student grades/behavior and engagement data, student work with academic vocabulary, results of STAR assessments, MCAS results, ACCESS test scores.

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 practices that target new and incoming students)**	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. This memo goes out to staff digitally over the weekend so that staff can prepare for the week ahead and address any questions/concerns they might have. 2. **University Park will host two College Awareness/Financial Aid Process Nights.** In order to better prepare University Park Campus School students for college there will be two nights dedicated to the college process. Many of the students at University Park are the first in their families to attend college. These informational nights will serve to inform parents about the application process as well as applying for financial aid. There will be interpreters present at these events to help non-English speaking families. 3. **University Park Campus School will change the format of Know Your School Night and Accepted Students Night to make them more accessible for families.** Know Your School Night featured more interpreters this year than in years past. Community Partners were also invited to Know Your School Night to make connections with families. Accepted students night will feature a more interactive agenda. Student representatives from various grades will present to incoming 7th graders. There will also be separate agendas for parents and students. Parents of current UPCS students will take part in the presentation to adults. Accepted Students Nigh will include expectations
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	**ILT members will be responsible for planning and implementing these initiatives.** The Principal and the FIC are responsible for coordinating information that goes out on the Monday Memo. This document should be complete with important information and should serve as a reference to teachers regarding upcoming dates/events/etc./. The FIC/Testing Specialist will also include relevant testing dates on this memo. The Guidance Counselor and College Transition Coordinator, both members of the ILT, will work together to plan College Awareness and Financial Aid night. Members of the ILT are responsible for planning and coordinating the new model for Accepted Students Night.

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Monday memos, Agendas and itineraries from College Awareness/Financial Aid Night, Sign in sheets from events, Notes from event planning meetings.	**Data Source:** Student attendance at family/community events, student application to college, student financial aid packages, student engagement with community partners, student volunteers at Accepted Students Night, feedback forms from College Night, Feedback from Accepted Students Night

IV.E. Action Plan

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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)
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<td>Prioritized Best Practices or Strategies
(Include targeted support to ensure access for all student populations)</td>
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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.
3. Identify quarterly good attendance celebrations: Attendance will be reviewed quarterly and students with one absence or less per quarter will receive a homework pass from the Principal.
4. Continue 5 week review of attendance progress reports with students grades 4 and up and send home report.
5. School plan to promote ongoing good attendance: 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. Support staff will meet with students who have attendance issues and discuss possible solutions/supports.
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<td>Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)</td>
<td>The ILT will work together with teachers to improve student engagement and impact individual attendance. 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 to impact attendance. ILT members will also provide social and emotional support to those students who may have outside issues that impact school attendance.</td>
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<tr>
<td colspan="2" align="center">What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</td>
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<tr>
<td>ADULT IMPLEMENTATION INDICATOR</td>
<td>STUDENT RESULTS INDICATOR</td>
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<td>Data Source: Responsive Classroom daily activity plans, lesson plans from teachers designed to engage ALL students, attendance data, transcripts/grade and assessment data, evidence of participation in monthly attendance celebrations. Support staff intervention plans for chronically absent students</td>
<td>Data Source: Participation in attendance celebrations, transcripts and report cards, attendance data available in student portal, increased engagement and participation in school activities.</td>
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IV.F. Action Plan

High School Graduation Rate and Persistence	
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)	
Prioritized Best Practices or Strategies (Include targeted support to strengthen all student populations)	**University Park Campus School will use best practices, common instructional frameworks, student-centered instruction and an emphasis on social and emotional learning to keep students engaged in school and moving towards graduation.** The teachers and staff of University Park are dedicated to creating a school culture that promotes engagement. Teachers and support staff will work together to identify students who show early warning signs and make intervention plans for their success. Teachers constantly seek to design lessons that are student-centered, interactive and engaging to make students want to come to class. University Park faculty also reach out to families and community partners to facilitate collaborative efforts to keep students on track to graduate. **University Park Campus School will make every effort to keep students on track for graduation; however, if students get off track University Park will use various resources to ensure graduation.** University Park Campus School will continue utilizing Plato and Summer School Program to keep students on track to graduate in 4 years. 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. University Park Campus School will continue coordinating with Gerald Creamer Center and the Returnee program to ensure that all students graduate.
Graduation Rate and Persistence (Explain how team members support, monitor and measure school- wide strategies.)	**Graduation Rate Improvement Team members closely monitor students who might be in danger of not graduating and establish a plan early.** 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
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: PLATO user logs, graduation rates, summer school participation rates, communication between Gerald Creamer Center and Returnee Program and University Park staff.	Data Source: Graduation rates, transcripts, matriculation to college, completion of high school courses, PLATO usage, participation in Returnee program.

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	University Park Campus School	Daniel St. Louis	September 2019- June 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Promote the use of SRSD writing strategies across all grades and disciplines.	Teachers and FIC trained in SRSD will share strategies with faculty at meeting. SRSD trained teachers and FIC will model going over essay and highlighting, "TIDE." Teachers already using strategies will show student work and examples from their own classroom.
		Teachers across all grades and disciplines will work to implement "POWRE" and "TIDE" writing strategies in their classrooms. Student work will be analyzed in PLCs and at grade-level meetings.
2	University Park will employ principles of Social Emotional Learning and Trauma Sensitive educational practices to increase motivation and engagement and decrease negative behaviors.	All faculty members will be exposed to Heather Forkey's lecture on trauma and resilience. Support staff will facilitate discussion on ways that students with history of trauma can be supported at UPCS.
		Support staff will take part in grade-level meetings and assist teachers in making plans and developing intervention strategies for students who are disengaged, disruptive or struggling in other ways.
3	ESL teacher will collaborate with core academic teachers to develop plan for assisting EL students with academic vocabulary acquisition.	Core academic teachers and ESL teacher will review data to determine which students are most in need of intervention. ESL teacher will meet with core academic teachers throughout the year to co-plan and provide interventions for EL students needed extra support.