

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**University Park Campus**  
School

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**Daniel St. Louis**  
Principal or Administrator

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**Maureen Binienda**  
Superintendent

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## 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: 14 <sup>th</sup> and 28 <sup>th</sup>
2) Kaitlin Kelley	Instructional Coach, MCAS Specialist	Oct: 12 <sup>th</sup> and 26 <sup>th</sup>
3) Lauren Mills	School Adjustment Counselor	Nov: 9 <sup>th</sup> and 30 <sup>th</sup>
4) Shannon Hammond	HS Math Teacher	Dec: 7 <sup>th</sup> and 21 <sup>st</sup>
5) Jessica Beaudoin	HS Science Teacher	Jan: 11 <sup>th</sup> and 25 <sup>th</sup>
6) Lynnel Reed	Guidance Counselor	Feb: 1 <sup>st</sup> and 15 <sup>th</sup>
7) Kevin Moylan	HS English Teacher	Mar: 8 <sup>th</sup> and 22 <sup>nd</sup>
8) Jackie Cohen	Special Ed Teacher	Apr: 12 <sup>th</sup> and 26 <sup>th</sup>
9) Jody Bird	HS Science Teacher	May: 10 <sup>th</sup> and 24 <sup>th</sup>
10) Kyle Pahigian	HS Math	June: 7 <sup>th</sup>

## II. Massachusetts Department of Elementary and Secondary Education Accountability Data

### 2016 Accountability Data - University Pk Campus School

Organization Information			
District:	Worcester (03480000)	School type:	Middle-High School or K-12
School:	University Pk Campus School (03480285)	Grades served:	07,08,09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 2</b>	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	<div><div></div></div>	54
	Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress		
<a href="#">All students</a>		■	59	Did Not Meet Target
<a href="#">High needs</a>		■	58	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>			-	
<a href="#">ELL and Former ELL</a>		■	70	Did Not Meet Target
<a href="#">Students w/disabilities</a>			-	
<a href="#">Amer. Ind. or Alaska Nat.</a>			-	
<a href="#">Asian</a>			-	
<a href="#">Afr. Amer./Black</a>			-	
<a href="#">Hispanic/Latino</a>		■	64	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-	
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-	
<a href="#">White</a>			-	

### III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
10 <sup>th</sup> Grade ELA MCAS scores on the 2016 Spring Administration.	There were no failures on the 10 <sup>th</sup> grade ELA MCAS 2016 Spring Administration. 92% of University Park 10 <sup>th</sup> graders scored in the proficient and advanced categories.
10 <sup>th</sup> Grade Math MCAS scores on the 2016 Spring Administration.	The percentage of students receiving proficient and advanced scores was 84% on the 2016 Spring Administration of the Math MCAS exam. This number is up slightly (1%) from the year before.
7 <sup>th</sup> Grade ELA PARCC scores are up from the previous administration of the exam.	The percentage of students receiving 4 and 5 on the 2016 ELA PARCC Administration increased from 26% on the 2015 Administration of the exam to 33% on the 2016 Administration of the exam.
Areas of Concern	
Concern	Evidence
8 <sup>th</sup> Grade Science and Technology MCAS scores.	The 2016 Spring Administration of the 8 <sup>th</sup> Grade Science and Technology MCAS exam returned unfavorable results. The number of students receiving scores in the warning category rose from 31% in 2015 to 29% in 2016. No students in the 8 <sup>th</sup> grade scored advanced on this exam and the percentage of proficient scores was only 16%.
Advanced Placement “Passing” (3 or higher) scores all subject exams.	The percentage of “passing” AP scores was 23% on the Spring 2016 Administration of all AP exams. This number is up slightly from the previous year (17%), however there is still much work to do. This number is concerning because Advanced Placement classes are an opportunity for students to earn college credit and receiving a score less than 3 does not earn that credit. It is in the best interest of all students that scores on these exams go up and students are able to use AP courses towards earning their college degree.
7 <sup>th</sup> Grade Math PARCC exam scores.	The percentage of students achieving “meeting” and “exceeding” scores on the 2016 Spring Administration of the 7 <sup>th</sup> Grade PARCC math exam was 33%. This number is far below where University Park strives to be and it demonstrates a real weakness in math and numeracy.

## 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>	<ul style="list-style-type: none"><li>• <b>PLC Groups re-writing school wide goals, expectations and rubrics.</b> University Park Campus School Faculty will all be part of a PLC group dedicated to re-writing the school-wide expectations, goals and rubrics. University Park faculty is hoping to create more analytic goals, rubrics and expectations. The PLC groups at UPCS will spend the first part of the year looking at models from other schools and engaging in discussions to address this task.</li><li>• <b>Creation and publication of the, “Bi-Weekly Bulletin.”</b> A member of the UPCS ILT will facilitate the coverage of 15 minutes of class time to allow teachers to travel to other rooms and observe the teaching and learning that is going on in that environment. The teacher will then send, “takeaways” to the facilitator of the Bi-Weekly Bulletin. This bulletin is meant to inform teachers of what is going on across the school. The Bulletin will help serve as a tool of collaboration and community building amongst staff.</li><li>• <b>PLCs will participate in Lesson Studies.</b> Following the creation of new and improved goals, rubrics and expectations, University Park PLC groups will engage in lesson studies. The PLC groups are arranged by departments this year, and the Lesson Studies will focus on the use of the newly created school-wide rubrics to assess student progress toward school-wide goals. In order to address the middle school science MCAS scores, the science PLC will plan at least two lesson studies around motivation and engagement in eighth grade.</li></ul>

<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>• <b>ILT members will serve as PLC facilitators.</b> The ILT members will discuss what needs to be addressed in PLC meetings and they will create agendas and put together materials that PLCs need to accomplish tasks. The ILT members will be responsible for providing sample rubrics, expectations and goals for UPCS faculty to look at when creating their own work. The ILT members will be responsible for ensuring that all of these pieces are completed and presented to the faculty at a staff meeting. ILT members will also be responsible for ensuring that all faculty understand how these rubrics should be used.</li> <li>• <b>A member of the ILT will be responsible for putting together the bi-weekly bulletin.</b> A member of the ILT has taken on the responsibility of putting together the bi-weekly bulletin. This faculty member will collect write-ups from other teachers and compile them into a bulletin. The bulletin will be shared every other Friday via email for all faculty.</li> <li>• <b>ILT members will be responsible for facilitating Lesson Studies.</b> Each PLC will plan to do two lesson studies before the end of the year. The ILT member (PLC facilitator) in each group will ensure that there are structures in place for the members of the PLC to plan the lesson study. ILT members will ensure that each member of the PLC has their class covered during the lesson study so that they can attend. ILT members will also facilitate the use of the school-wide rubrics in conjunction with the lesson study. The ILT member will facilitate analysis of the student work during the lesson study and also any follow-up discussions about the lesson study.</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> School-wide Expectations, School-wide Goals, School-wide analytic rubrics to measure student progress toward goals. PLC agendas. Lesson study plans. Bi-weekly Bulletin.	<b>Data Source:</b> Completed analytic rubrics, student work from lesson study.

### 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

- **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 MAPs, last years PARCC and 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.
- **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.
- **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.

<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>• <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 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. PLC Facilitators (members of the ILT) will ensure that all PLC groups participate in a Lesson Study. The lesson studies should incorporate the University Park's best practices. The ILT will monitor and assess the data for grouping assignments using reading and math levels based on MAPS, MCAS and PARCC scores. The ILT will assist with the after school extra help sessions so as to best improve the reading, writing and language skills of all students. The FIC will emphasize working with subjects that have demonstrated the highest areas of need based on MCAS scores. These areas include middle school math and middle school science. The ILT will provide relevant Professional Development for implementing school-wide best practice strategies.</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Lesson plans, class observations, teachers tests/ quizzes, PLC agendas, Lesson-study plans, After-School teacher schedule, Professional Learning agendas, Bi-weekly Bulletin.	<ul style="list-style-type: none"> <li>• <b>Data Source:</b> Student work (high and low stakes) writing pieces, Completed rubrics, ELA/Math MCAS, MCAS 2.0 and PARCC scores. Formative and summative assessments from various classes. Cumulative pieces such as Gateway Projects in 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grades.</li> </ul>



### 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)

#### Prioritized Best Practices or Strategies

- **University Park will employ the use of Student-Led Meetings in the Middle School.** Middle school faculty at University Park Campus School will use Student Led meetings to support individual students who need specific interventions. Teachers and faculty will use common meeting time to discuss students who are struggling academically, socially and/or behaviorally. When a student is chosen for a meeting they work one on one with a teacher to fill out a pre-meeting document in which they address areas of strengths, areas of weakness and a plan for improving areas of weakness. The student leads a meeting, which includes parent(s), teachers and other faculty. At the end of the meeting teachers use what the student said to create an action plan. The student action plan is monitored by a member of the middle school team, and a follow up meeting can be scheduled when necessary.
- **University Park will employ the use of Junior Peps.** The guidance faculty and all teachers of juniors meet individually with each junior at the school to discuss their current status and future plans. Prior to attending their pep, a junior will fill out a sheet with their interests, possible future plans and steps they have already taken to get ready for life after high school. All the teachers present receive a copy of the questions that student filled out as well as a copy of the students' transcript. The pep is meant to be an open and honest discussion about what the student will need in order to achieve their future goals.
- **University Park will employ the use of PLATO for addressing gaps in learning.** The PLATO online learning platform can be used across grades to address gaps in student learning. The online program can be accessed via any computer with internet access and can be monitored by faculty at University Park. Students first take a diagnostic assessment to determine where there are gaps in learning. Students then receive a "prescription" of online materials to view and complete in order to minimize the gap in learning.

<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>• <b>ILT members will be responsible ensuring that all of these student specific supports are implemented throughout the year.</b> The Focused Instructional Coach will sit in on all middle school meetings and ensure that any student who needs a student-led meeting receives that meeting. The FIC will also arrange any coverage necessary and reach out to invite families. They will also follow up with middle school staff to ensure that action plans are working. The Guidance faculty will create the schedule for junior peps and make sure that all students have filled out the questions prior to meeting. Guidance staff will also ensure that teachers have a copy of the students' most recent transcript. 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.</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Agendas for student led meetings, Student Action Plans, Schedule for junior peps, PLATO training materials, PLATO program login/time on task information for each student.	<b>Data Source:</b> Student Action Plans after Student Led Meeting, Reflection questions/next steps from Junior Pep, PLATO coursework and log of time on task.

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

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

(Focus on developing 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**

- **University Park will employ the use of Non-Violent Communication education in the middle school.** University Park faculty will continue to differentiate instruction to ensure that all students remain engaged in academics. Adjustment Counselor will work with 7<sup>th</sup> and 8<sup>th</sup> grade students on, “Non-Violent Communication.” These courses will be implemented periodically throughout the school year. Non-violent communication stresses the importance of communicating and using avenues other than violence to solve conflicts. Students take part in mock situations in order to model proper behaviors. Teachers are also educated on Non-Violent communication so that they can model appropriate behavior and correct students who are not acting appropriately.
- **University Park will employ the use of Peer Mediators to help resolve conflicts among students.** The Guidance staff of University Park will train a group of peer mediators to assist in diffusing conflicts within the school. These students will serve as the mediators between students that are having a conflict. The mediators will seek out help from adults when necessary.
- **University Park will employ the use Responsive Classroom in the middle school.** University Park is interested in adapting the Responsive Classroom strategies to suit the needs of the middle school. Middle School teachers will work with focused instructional coach to choose the parts of the program that are relevant and they feel will help establish a safe and supportive culture for all students at University Park.

#### **Instructional Leadership Team Implementation**

- **Members of the ILT will be responsible for organizing these programs and implementing them throughout the year.** The guidance staff (members of the ILT) will be responsible for providing the Non-Violent Communication training. They will also be in charge of training the peer mediators. Peer mediators will need to keep a log of their activity. Guidance staff will also be responsible for providing the training on non-violent communication to adults in the building. The focused instructional coach is responsible for implementing the responsive classroom techniques. The instructional coach will arrange meeting times with the middle school teachers in the beginning of the year when teachers can analyze the Responsive Classroom Program and pick the strategies that they feel will work in the middle school. The instructional coach will also be responsible for providing training on this program to other members of the staff.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> Non-Violent communication class schedule, peer mediator logs, Responsive Classroom lessons, meeting agendas, school suspension and discipline records.	<b>Data Source:</b> Data on school discipline issues, peer mediator logs

## V. 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	

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Creation of new school-wide analytic rubrics for writing and reading. These rubrics will be used in all classrooms across all grades.	All Faculty	<ul style="list-style-type: none"> <li>University Park Campus School intends to create new school-wide rubrics in order to have a more cohesive analytic way to measure student reading and writing. These rubrics will be applicable to all grade levels and they will include criteria that all ELA teachers at UPCS believe are important to become a successful reader and writer.</li> <li>The evidence of successful completion of this goal will be the rubrics themselves.</li> <li>Other evidence will be teachers using these rubrics to analyze student work, specifically in a lesson study situation.</li> <li>These rubrics will be helpful to classes other than ELA. For examples, middle school science classes could use these rubrics to make improvements on open-ended question responses on the 8<sup>th</sup> Grade Science MCAS test.</li> </ul>
2	Increasing motivation and engagement in math classes across all grades.	All Faculty	<ul style="list-style-type: none"> <li>Qualitative Data from faculty meeting.</li> <li>Low math AP scores in math</li> <li>Low math PARCC scores in 7<sup>th</sup> and 8<sup>th</sup> grade math.</li> <li>Evidence will be increased engagement in math classes this includes greater participation on homework assignments, increased numbers of students staying after school for help, better scores on standardized assessments, and qualitative data from faculty meetings.</li> </ul>

<b>3</b>	Address how to improve performance on open response questions.	All Faculty	<ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade Science MCAS scores low.</li> <li>• Average points earned on open response on 8<sup>th</sup> Grade Science MCAS was 1.5</li> <li>• The evidence that answers to open response questions have improved will be the scores on the 2017 Spring Administration of the 8<sup>th</sup> grade Science MCAS.</li> <li>• Practice exam questions and analysis of student work in class will also provide evidence that performance on these tasks is improving.</li> </ul>
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## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	PLCs will meet to re-write all of the 21 <sup>st</sup> Century goals and expectations. Teachers will determine the criteria they believe should be included on the reading and writing rubrics.	
	ELA teachers will put together rubrics based on the established criteria.	Teachers will do a lesson study and include the new analytic rubric in the lesson study. These lessons studies will take place in multiple subjects across various grade levels, but will focus on areas of higher need.
2	Math department PLC will focus on motivation and engagement throughout meetings during the 2016-2017 school year.	
	School-wide goals and expectations will be re-drafted. New rubrics will include criteria such as, responsibility for learning, work ethic and preparation.	PLC will read scholarly articles on motivation and engagement with a specific emphasis on those topics in math classes. PLCs will conduct a lesson study during the 3 <sup>rd</sup> quarter. PLC will use the new rubric to evaluate motivation and engagement in the math classroom.
3	Science teachers will be working in together in PLC group during the 2016-2017 school year.	Science department PLC will analyze student work in PLCs using a variety of protocols. They will try to identify specific areas of weakness in open response answers. PLC group will plan to attend a round hosted by another science teacher around the topic of open response questions. PLC group will read scholarly articles pertaining to performing better on open response questions.

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Teachers will use models from other cities/towns in order to help create rubrics, they will also need time to sit and put together rubrics.	Teachers will need time to plan lesson study activity.
2	Teachers will need new rubrics. Teachers will need scholarly articles on motivation and engagement specifically in the math classroom. PLC will need time to meet and discuss articles. PLC will also need time to put together lesson study.	Teachers will also need coverage for classes while the lesson study is taking place.  FIC will assist teachers in finding resource as well as providing protocols for analysis and discussion of scholarly articles.
3	Teachers will need time to meet in PLC groups. Teachers will need protocols for examining student work. Teachers will need scholarly articles related to the topic of success on open response questions.	Teachers will also need coverage for classes while the round is taking place. Teachers may want to consult with math department regarding this topic.  FIC will assist teachers in finding resource as well as providing protocols for analysis and discussion of student work.

#### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	The new analytic rubrics should be completed before December 2016.	The faculty is in the process of solidifying the criteria for writing and reading, work on the rubrics will begin next meeting (Nov. 9 <sup>th</sup> 2016)
2	The new analytic rubrics with criteria related to motivation and engagement are in the process of being created (November 2016) Math department PLC has met and established norms and goals for the year.	The new analytic rubrics are complete (January 2017). Teachers have been instructed to begin using these rubrics. During our February faculty meeting we will take a look at various assignments and students work that have been evaluated using the rubrics. The Math department PLC planned and executed a field trip for the entire school to see a motivational movie.
3	PLC groups have begun meeting. Currently PLC groups are working on common rubrics, included in this work is a rubric for open response.	Department wide PLC groups have met and the Math department and English department have completed their common rubrics for open response questions. Both departments are using these rubrics for assignments. (January 2017)