

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Rice Square School

Susan Donahue

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction/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/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/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/career readiness contractual service provider at our vocational-technical high school.

Worcester Public School Transition Plan for Assisting Preschool Children

Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program 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
Susan Donahue	Principal	Sept: 19, 26
Marie Haynes	Assistant Principal	Oct: 3, 10, 17, 24, 31,
Jayne Cardin	Instructional Coach	Nov: 7, 14, 21, 28
Ann Marie Palermo	Grade K	Dec: 5, 12, 19
Mary Kate Stone	Grade 1	Jan: 9, 16, 23, 30
Jennifer Brunelle	Grade 2	Feb: 6, 13, 20, 27
Christine Martin	Grade 3	Mar: 6, 13, 20, 27
Ann Marie Heeps	Grade 4	Apr: 3, 10, 24
Ellen Caporelli	Grade 5	May: 1, 8, 15, 22, 29
Melissa Sawetch	Grade 6	June: 5, 12
Carol Crowley	ESL	
Julianne Cardin	Special Education	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Rice Square

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Rice Square (03480215)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
No level	Students in this school participated in 2017 Next Generation MCAS tests	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												About the Data
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	249	248	100	Yes	250	249	100	Yes	67	66	99	Yes
High needs	217	216	100	Yes	218	217	100	Yes	59	58	98	Yes
Econ. Disadvantaged	173	173	100	Yes	174	174	100	Yes	48	48	100	Yes
ELL and Former ELL	115	114	99	Yes	115	114	99	Yes	28	27	96	Yes
Students w/disabilities	48	48	100	Yes	48	48	100	Yes	12	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	20	20	100	Yes	20	20	100	Yes	6	-	-	-
Afr. Amer./Black	40	40	100	Yes	40	40	100	Yes	13	-	-	-
Hispanic/Latino	98	97	99	Yes	99	98	99	Yes	25	24	96	Yes
Multi-race, Non-Hisp./Lat.	16	-	-	-	16	-	-	-	5	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	75	75	100	Yes	75	75	100	Yes	18	-	-	-

III. Student Attendance and Retention

Rice Square School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.8	94.1	94.6
Average # of days absent	8.0	9.8	9.3
Absent 10 or more days	31.4	36.5	33.3
Chronically Absent (10% or more)	16.5	16.9	13.5
Unexcused Absences > 9	30.4	33.8	15.8
Retention Rate	0.0	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Conduct quarterly good attendance celebrations (please specify): *Whole school assembly where students with perfect attendance are recognized and given certificates. Names are posted in the main hallway outside the office.
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): *SAC and School Psychologist present to speak with Kindergarten parents during screening. *School Psychologist present to speak with parents during report card conferences. *SAC monitoring attendance daily, meeting with parents, and providing incentives for improving attendance. *Daily attendance percentage announced each morning after the Pledge of Allegiance. *Classroom weekly competition for best attendance.

***requires action**

IV. 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.

Areas of Strength									
Strength	Evidence								
Decrease in the lowest performance category for MCAS ELA	2016- Warning for Grades 3-6 (20%) 2017- Not Meeting Expectations Grades 3-6 (17%)								
Both Grades 4 and 5 exceeded District for all question types in 2017 Mathematics MCAS	<table border="1"> <thead> <tr> <th>Grade 4</th> <th>Grade 5</th> </tr> </thead> <tbody> <tr> <td>Constructed Response School 35% District 33%</td> <td>Constructed Response School 40% District 36%</td> </tr> <tr> <td>Short Answer School 48% District 45%</td> <td>Short Answer School 46% District 42%</td> </tr> <tr> <td>Selected Response School 64% District 62%</td> <td>Selected Response School 55% District 53%</td> </tr> </tbody> </table>	Grade 4	Grade 5	Constructed Response School 35% District 33%	Constructed Response School 40% District 36%	Short Answer School 48% District 45%	Short Answer School 46% District 42%	Selected Response School 64% District 62%	Selected Response School 55% District 53%
Grade 4	Grade 5								
Constructed Response School 35% District 33%	Constructed Response School 40% District 36%								
Short Answer School 48% District 45%	Short Answer School 46% District 42%								
Selected Response School 64% District 62%	Selected Response School 55% District 53%								
Increased MCAS Science Proficiency	2016- Proficiency 26% CPI 64.7 2017- Proficiency 29% CPI 65.1								
Areas of Concern									
Concern	Evidence								
Students reaching Grade Level Reading Proficiency in all grades is less than 50% in the Spring 2017	BAS Kindergarten- 35% Grade 1-30% Grade 2- 45% MCAS Grade 3-24% Grade 4-37% Grade 5-31% Grade 6-7%								
MCAS Mathematics Proficiency and/or Meeting Expectations decreased from 2016-2017	2016-36% (Advanced or Proficient) 2017- 23% (Meeting or Exceeding Expectations)								
More than 50% of Open Response scored less than 2 on the Science MCAS	2017 MCAS								

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
Use of Time for Professional Development and Collaboration The school schedule includes adequate time for professional development opportunities and collaboration for teachers.
Gradual Release of Responsibility model for instruction for all content areas.
Writing across the curriculum
HEARS (Healthy Environments and Resilient Schools) Schoolwide focus of providing students with a trauma sensitive safe and supportive learning environment.
Specific Talk Moves in grades Kindergarten through Grade 2 to improve classroom discourse through a focus on science inquiry. (Catherine Snow)

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)*

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>1.4 Monitoring Implementation and School Progress School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined. A majority of staff members are aware of the priorities, and monitoring of these initiatives takes place.</p> <p>1.6 Use of Time for Professional Development and Collaboration The schedule includes adequate time for professional development opportunities and collaboration for teachers. Use of time is generally used well to improve teaching and learning.</p> <p>1.7 Communication With Staff Formal structures and opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build relationships and two-way communication across staff and school teams.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Collect, analyze, and monitor school data insuring progress toward student improvement ● Monitor implementation and scheduling ● Analyze common grade level student work and assessments at Grade Level Team meetings and Professional Development meetings in ELA, Math and Science
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source:</p> <ul style="list-style-type: none"> ● Committee Newsletters ● Meeting agendas ● Transparent staff schedules 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Improved classroom practices ● Decreased office referrals ● Increase attendance

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)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>I.1 Instructional Expectations- Specific or precise expectations for teachers’ classroom practices are consistently communicated, understood by staff and faculty, and monitored throughout the school year.</p> <p>I.2 Instructional Schedule-Existing instructional schedules include uninterrupted blocks of schoolwide learning time. Content instruction and instructional support staff are coordinated or systematically organized and aligned across grade levels and content areas.</p> <p>I.3 Classroom Observation Data Use-Instructional leaders conduct regular classroom observations (e.g., learning walkthroughs) to gauge the quality of instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Collect, analyze, and monitor school data insuring progress toward student improvement ● Monitor implementation and scheduling ● Analyze common grade level student work and assessments at Grade Level Team meetings and Professional Development meetings in ELA, Math and Science

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Supervision and evaluation ● SEI Smart Card ● Monitor and evaluate classroom instruction regularly with timely feedback ● Weekly lesson plans monitored for rigor, fidelity, and pacing ● Monitoring of assessments aligned to standards reviewed at Grade Level Data Meetings ● Focused Instructional Coach – provide scaffolded support where needed 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Formative & summative assessments ● Student work samples ● Benchmark Assessments ● MAP ● MCAS Assessments ● ACCESS

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)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>3.3 Determining Schoolwide Student Supports (Academic Interventions and Enrichment) Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs.</p> <p>3.5 Academic Interventions for English Language Learners Specific, research-based interventions for English language learners are defined and planned and regularly provided.</p> <p>3.6 Academic Interventions for Students With Disabilities Specific, research-based interventions for students with disabilities are defined and planned and regularly provided.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Monitoring Common Curriculum and Common Planning (40 x 3) ● Special Education and English as a Second Language aligned with classroom lessons to provide tiered instruction ● Common strategies identified, developed and aligned vertically

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Supervision and evaluation ● Weekly lesson plans monitored for rigor, fidelity, and pacing ● Monitoring of assessments aligned to standards reviewed at Grade Level Data Meetings ● Focused Instructional Coach – provide scaffolded support where needed 	<ul style="list-style-type: none"> ● Formative & summative assessments ● Student work samples ● Benchmark Assessments ● MAP ● MCAS Assessments ● ACCESS

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)*

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>4.1 Schoolwide Behavior Plan The schoolwide behavior plan includes a defined set of behavioral expectations, and a system and set of structures for positive behavioral supports are aligned to those expectations.</p> <p>4.2 Adult–Student Relationships Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports.</p> <p>4.5 Family and Community Engagement The school makes family engagement a priority.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● Teacher visits across grade levels to share best practices and improve collaboration. ● Class meetings focused on self-regulation and mindfulness with common curriculum in K-6 ● Professional Development for mindfulness and trauma sensitive environment

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Supervision and evaluation ● Weekly lesson plans monitored pacing ● HEARS Team meeting agendas 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Formative & summative assessments ● Student work samples ● MAP ● MCAS Assessments ● ACCESS ● Decrease behavioral referrals

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Rice Square	Susan Donahue	Fall 2017-Spring 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Improve teacher capacity to implement all components of Balanced Literacy	Regular Education, Special Education, and ESL Teachers FIC, IAs, Tutor, Principal, Assistant Principal	<p>Rationale- Our data indicates a need to concentrate our efforts on ensuring our students are meeting grade level expectations for reading. This can be accomplished through dedicated, uninterrupted Balanced Literacy Blocks at all grade levels. Our goal is to increase our percentage of students reading at or above grade level by a minimum of 20%</p> <p>Evidence- BAS, Ready Common Core, CIA, Reading Journals, Open Response Samples, Teacher Lesson Plans, Classroom Observations</p>
2	Grade Level collaboration to implement the EnVision Math program for all grade levels.	Regular Education, Special Education, and ESL Teachers, FIC, IAs, Principal, Assistant Principal	<p>Rationale- In order for our teachers to understand the various components of the new math series, EnVision, teachers will work together at grade level team meetings, common planning, and staff development meetings to plan lessons and analyze student work. Our goal is to increase the percentage of students Meeting Expectations on the 2018 Math MCAS from 23% to 30%.</p> <p>Evidence- EnVision Math Assessments, Open Response Samples, Fact Fluency Assessments, Teacher Lesson Plans, Classroom Observations</p>
3	Implement the District's Science Scope and Sequence at all grade levels	Regular and Special Education Teachers, FIC, IAs, Principal, Assistant Principal	<p>Rationale- Our data indicates a need to improve our Open Response Writing for Science. To accomplish this we will increase our written responses to science content at all grade levels. In addition, we will utilize the resources provided on the ATLAS site to support the science grade level content in accordance to the District's scope and sequence.</p> <p>Evidence-- MCAS samples, Open Response Samples, Interactive Journal Writing, Teacher Created Assessments, Teacher Lesson</p>

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Spring 2017- BAS testing administered by incoming teachers for grades 1 and 2 ● Fall BAS for Kindergarten through Grade 2 included tracking of Annual Growth and Catch-Up Growth ● Daily School Schedule redesigned to include designated times for components of Balanced Literacy ● ILT definition of Guided Reading and components of Balanced Literacy ● Weekly Grade Level Meetings focused on student work and formative assessments. ● School Wide Writing prompt administered and reviewed at Staff Meetings 3 times during the school year. 	<ul style="list-style-type: none"> ● Monitoring of instructional practices at weekly ILT meetings ● Peer classroom visitations ● Posting of schedule outside each classroom
2	<ul style="list-style-type: none"> ● August and October full day EnVision trainings ● Fall Greg Tang Trainings ● Daily School Schedule redesigned to include uninterrupted blocks of time for Math and RTI ● Weekly Grade Level Meetings focused on student work and formative assessments. ● Scheduled Staff meetings for sharing of best practices and reviewing Open Response Writing 	<ul style="list-style-type: none"> ● Monitoring of instructional practices at weekly ILT meetings ● Peer classroom visitations ● Posting of schedule outside each classroom. ● January Mathathon as an incentive for fact fluency

3	<ul style="list-style-type: none">● Bi-weekly grade level meetings focused on student work samples of Open Response Writing in Science.● Departmentalization of Grades 5 and 6 with a dedicated time block for science.● Daily School wide schedule to include blocks for Science in all grade levels.● Monthly opportunities for teachers in Kindergarten, Grade 1 and 2 to collaborate with Catherine Snow and teachers from the Cohort● Weekly visits by Kindergarten through Grade 2 to school established STEAM Room.	<ul style="list-style-type: none">● Peer classroom visitations● Posting of schedule outside each classroom.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none">● Read Side by Side CIA● Ready Common Core● Unlocking Complex Text● MCAS Sample questions● Leveled Readers● Fountas and Pinnel Resources● Jan Richardson Resources	Peer observation of lessons. Collaboration with Tatnuck Magnet with Read Side by Side.
2	<ul style="list-style-type: none">● EnVision Resources● MCAS Sample Questions● Fact Fluency Tests	Analyzing assessment results to identify school wide trends.
3	<ul style="list-style-type: none">● MCAS Sample Questions● Jeff Glick and Kathy Berube● HSP Science Resources● Follett Science eReaders	Teachers in Kindergarten through Grade 2 continued collaboration with Catherine Snow

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none">● General schedule to incorporate Balanced Literacy Blocks for all grade levels.● Resources for leveled readers for Grades Kindergarten through Grade 2● CIA resources for Grades 3 through 6●	<ul style="list-style-type: none">● Improved BAS scores● Improved Written Responses● School wide writing prompts to identify trends● Weekly grade level meetings
2	<ul style="list-style-type: none">● Fall Training for EnVision● Grag Tang trainings● Dates set and plan in place for Mathathon	<ul style="list-style-type: none">● Weekly Grade Level meetings to plan lessons and analyze student results
3	<ul style="list-style-type: none">● Dedicated Science block at all grade levels● Monthly Catherine Snow collaboration meetings for Kindergarten through Grade 2● Blended Learning model introduced to Grade 5	<ul style="list-style-type: none">● Weekly Grade Level meetings to plan lessons and analyze student results