

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Columbus Park Preparatory Academy
School

Dr. Siobhan M. Dennis
Principal or Administrator

Maureen Binienda
Superintendent

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)

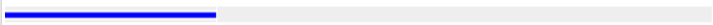

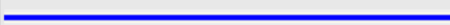
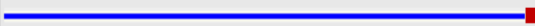



The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus 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
Dr. Siobhan Dennis	Principal	Sept: 15, 29
Kathy Martinelli	Asst. Principal	Oct: 13, 27
Lisa Carignan	Focus Instructional Coach	Nov: 10
Christine Pappas	SAC	Dec: 8, 22
Laura Beaulieu	K Teacher	Jan: 12, 26
Alex Boyer	1 st Grade Teacher	Feb: 9
Diane Lyons	1 st Grade Teacher	Mar: 9, 23
Kathy Sebok	2 nd Grade Teacher	Apr: 13, 27
Kelly Lahair	3 rd Grade Teacher	May: 11, 25
Kelly White	4 th Grade Teacher	June: 11
Kati Greaney	5 th Grade Teacher	
Michele Sebastyanski	6 th Grade Teacher	
Shilo Vosburg	SPED Teacher	
Jenn Cote	ELL Teacher	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Official Accountability Data - Columbus Park

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Columbus Park (03480060)	Grades served:	PK,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			
Level 1	2016 Level held harmless		
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)			
All students:		30	Highest performing
	Lowest 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 - 		View Detailed 2016 Data
	Less progress	More progress	
All students		64	Did Not Meet Target
High needs		76	Met Target
Econ. Disadvantaged		-	
ELL and Former ELL		66	Did Not Meet Target
Students w/disabilities		38	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		-	
Hispanic/Latino		63	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		-	

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
Cohesive, research based approach to balanced literacy K-6 being implemented in all classroom.	<ul style="list-style-type: none"> • Foundations, Guided Reading and Wit and Wisdom ELA curriculum • 65% of 1st grade students grew six reading levels based on BAS results from fall 2015- spring 2016.
Standards based balanced literacy and balanced math have been implemented K-6 to ensure all students access to small group instruction based on their individual needs.	<ul style="list-style-type: none"> • Through the use of a master schedule, all grade level teachers have access to support staff, ELL, SPED and literacy tutor to help provide guided reading and/or RTI at all grade levels. A balanced math approach has been developed with the shared expectations of small group instruction focusing on problem solving, mental math, conceptual understanding and the use of a standards based daily math review (intermediate grades). • High needs student sub group met CPI target 76 towards school's progress of narrowing proficiency gaps.
School wide literacy focus and blended learning opportunities for students to build reading skills.	<ul style="list-style-type: none"> • Through the use of high fidelity usage of Lexia the percent of students working in or above grade level (Oct. 2015 to June 2016) increased from 18% to 85%.
Areas of Concern	
Concern	Evidence
Math data indicates that math is an area of weakness across 3-6 grade levels. Low levels of proficiency from the state Math assessment are reflected at each grade level: Grade 3, 28%; Grade 4, 28%; Grade 5, 33%; Grade 6, 16%. There is a need for increased fact fluency across all grade levels.	<ul style="list-style-type: none"> • CPI in math is 60.9 on PARCC 2016 assessment with a target of 85.7 CPI.
State ELA assessments show low levels of proficiency at each grade level: Grade 3, 40%; Grade 4, 37%; Grade 5, 38%; Grade 6, 35%.	<ul style="list-style-type: none"> • ELA PARCC 2016 assessment reflect a decline of (-2.8 CPI) to 69.8 with a target of 90.1 CPI.
Increase in English Language Learners population and varying EPL levels.	<ul style="list-style-type: none"> • 49% of our population is ELL students. We have 55 EPL level one students and 33 EPL level two students.

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies	<ol style="list-style-type: none"> 1. Implementation of vertically aligned, balanced literacy core instruction 2. Implementation of school-wide RTI block to maximize differentiated instruction to all students K-6 3. Implementation of a school-based Data Team
Instructional Leadership Team Implementation	ILT representative for each grade level will co-facilitate the Grade Level Data Meeting (last meeting of the month) with FIC. ILT and all staff members understand the importance of high expectations for all students and professional collaboration focused on student learning. Data team will monitor progress and identify and prioritize the next level of work.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> • Grade level data analysis • Data Team Monthly Meetings • School-wide Data Walls • Implementation of Foundations K-3 in Tier 1, 2 and 3 with fidelity in grades K-3 • Common Planning Time • Targeted and specific professional development supporting the school-wide literacy focus • Ongoing partnership and support with Great Minds and Foundations consultant teams • School based instructional rounds • Model lessons 	Data Source: <ul style="list-style-type: none"> • BAS scores • MAP Data results • LLI Data • Foundation Unit Trackers/Progress Monitor • Fry Site Word Assessment (Grade 1 and 2) • Lexia Core 5 • Common Writing Assessments • End of Module Assessments (Wit and Wisdom) • Fluency Tracking •

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

- 1. Provide aligned, well-structured high quality CORE instruction across all subject areas**
- 2. Provide a balanced literacy model that emphasizes guided reading, Foundations, and written response to literature to support strong, well-structured lessons that promote the development of excellent readers, writers and critical thinkers.**
- 3. Provide balanced math workshop as a school-wide method of math instruction that is anchored by problem solving, mental math, fact fluency and conceptual understanding.**

Instructional Leadership Team Implementation

ILT representative for each grade level will co-facilitate Grade Level Meeting focusing on best practices in literacy (1st and 2nd meeting of the month) with FIC. All teachers identify 4-5 students to focus on moving to proficiency or next level of performance. There is a common understanding of high-quality instruction that are consistently implemented across grade levels.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">• Grade Level Meetings (weekly)• Teacher developed common assessments tied to specific standards• Targeted professional development• Peer observation / Instructional Rounds• Video taping and sharing of exemplars of teacher practice• Instructional schedules are developed to maximize student learning• Use of data to evaluate effectiveness of instruction• Teacher identified actions to meet student learning needs• Analysis of student data or student work samples to monitor results and determine progress• Use of SEI Smart Card as a common tool to site evidence of research based practices within all classrooms• Foundation Intervention Training• Mental Math exercise• Fact Fluency Focus across all grade levels	<p>Data Source:</p> <ul style="list-style-type: none">• Analysis of student work based on Rubrics• Foundations Unit Trackers• BAS, MAP, and classroom assessments• MCAS 2.0• ACCESS• LLI Data• Foundation Unit Trackers/Progress Monitor• Fry Site Word Assessment (Grade 1 and 2)• Lexia Core 5• Common Writing Assessments• End of Module Assessments (Wit and Wisdom)• Fluency Tracking• Foundations Unit Tests

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)	
Prioritized Best Practices or Strategies	<ol style="list-style-type: none"> 1. Development and implementation of a K-6 RTI schedule 2. Implementation of a systematic multi-tiered system of support for academic and non-academic needs 3. Research based practices and interventions in place for ELL and SPED instruction
Instructional Leadership Team Implementation	ILT team in collaboration with the school based Data Team will monitor the progress of all students with a specific focus on a subset of students identified by classroom teachers with a commitment towards achievement at the next level (yellow to green, red to yellow).
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> • Foundation intervention training • Grade Level Meetings (weekly) • Teacher developed common assessments tied to specific standards • Targeted professional development • Peer observation / Instructional Rounds • Video taping and sharing of exemplars of teacher practice • Instructional schedules are developed to maximize student learning • Use of data to evaluate effectiveness of instruction • Teacher identified actions to meet student learning needs • Analysis of student data or student work samples to monitor results and determine progress • Use of SEI Smart Card as a common tool to site evidence of research based practices within all classrooms • Data Team Meeting agendas and notes 	Data Source: <ul style="list-style-type: none"> • BAS scores • MAP Data results • LLI Data • ACCESS Data • SPED Progress notes • MCAS 2.0 • Foundation Unit Trackers/Progress Monitor • Fry Site Word Assessment (Grade 1 and 2) • Lexia Core 5 • End of Module Assessments (Wit and Wisdom) • Fluency Tracking • Guided Reading level growth • ELL identified measures of achievement in language and literacy

A Safe, Respectful, and Collegial Climate for Teachers and Students	
<i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (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	<ol style="list-style-type: none"> 1. Continued implementation of school-wide positive behavior plan using PBIS 2. Strategic approach to increase parent engagement 3. Focus on building a positive and trusting school culture among all staff.
Instructional Leadership Team Implementation	Monitoring of effective PBIS strategies will be discussed at monthly meetings. There will be increased focus on the research behind positive school cultures and teacher trust and collaboration and the direct correlation on student achievement. ILT team will work collaboratively to design and develop parent engagement opportunities with school administration, FIC, and SAC.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> • Grade level parent trainings for parents and caregivers focusing on building academic skills and the development of social emotional skills • ELL parent training • AVID informational nights for parents grades 3-6 • Monthly Principal Chats and PTO meetings • Staff survey • Monthly recognition for all staff • Monthly staff breakfast • Friday AVID guest speakers • BBIS celebrations • School-wide celebrations (Spooky Walk, Thanksgiving Feast, Spree Day) • Character Education Programs • Social Skills curriculum • PBIS Survey • Open Circle pilot in grade 1 and grade 4 	Data Source: <ul style="list-style-type: none"> • Parent attendance/sign in sheet • Sage data results • PBIS celebrations • School Spirit Day • AVID Day • Student Community Service Projects (Heart walk, food drive, coin drive) • AVID leadership team

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Columbus Park Prep Academy	Dr. Siobhan M. Dennis	10-27-16 to 6-16-17

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase ELA proficiency rate through building teacher	Grades K-6	CPPA needs to increase ELA proficiency across all grade levels with specific focus in grades 3-6 using MCAS 2.0
2	Increase Math proficiency rate through building teacher	Grades K-6	CPPA needs to increase Math proficiency across all grade levels with specific focus on grades 3-6 using MCAS 2.0
3	Increase Science proficiency rate through increased	Grade K-6	CPPA needs to increase Science proficiency across all grade levels with specific focus on grade 5 MCAS.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Professional development and support to implement Wit and Wisdom K-6.	
	School wide commitment towards student prosody of grade level text (expressive language practice) that will be tracked weekly for progress and growth.	
2	Professional development in implementing a rich balanced math curriculum.	
	Creation of standards based common math assessments.	
3	Examine the results of the Science MCAS with a specific focus on the standards that were not proficient.	

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Acquisition of the rich literature required to implement the ELA standards-based curriculum.	https://greatminds.org/english
2	Common math assessments are needed at all grade levels.	http://www.insidemathematics.org/performance-assessment-tasks
3	Hands on science experiences for all grade levels tied to the next generation science standards.	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Continued collaboration with the Wit ad Wisdom Team and Foundations as well as our partner school in Paris, KY.	
2	Eureka Math modules will be explored as an additional resource to teach the standards in a balanced math approach.	
3	Professional development is needed for all grade levels on the next generation science standards.	