SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2017 - 2018

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

Columbus Park Preparatory Academy

Dr. Siobhan Dennis
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
Dr. Siobhan Dennis	Principal	Sept: 18
Kathy Martinelli	Asst. Principal	Oct: 23
Lisa Carignan	Focus Instructional Coach	Nov: 20
Christine Pappas	SAC	Dec: 18
Maureen Looney	K Teacher	Jan: 22
Julianne Greaney	1st Grade Teacher	Feb: 26
Kathy Sebok	2nd Grade Teacher	Mar: 19
Kelly Lahair	3rd Grade Teacher	Apr: 23
Kelly White	4th Grade Teacher	May: 21
Kati Greaney	5th Grade Teacher	June: 18
Michele Sebastyanski	6th Grade Teacher	
Jenn Cote	ELL Teacher	
Jeanne Gunning	SPED Teacher	

I.   Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 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

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	235	233	99	Yes	234	232	99	Yes	61	61	100	Yes
High needs	217	215	99	Yes	216	214	99	Yes	58	58	100	Yes
Econ. Disadvantaged	183	181	99	Yes	182	180	99	Yes	47	47	100	Yes
ELL and Former ELL	139	137	99	Yes	138	137	99	Yes	37	37	100	Yes
Students w/disabilities	54	53	98	Yes	54	52	96	Yes	16	-	-	-
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	-	-	-	-
Asian	22	21	95	Yes	22	22	100	Yes	10	-	-	-
Afr. Amer./Black	32	32	100	Yes	32	32	100	Yes	6	-	-	-
Hispanic/Latino	107	106	99	Yes	106	105	99	Yes	31	31	100	Yes
Multi-race, Non-Hisp./Lat.	11	-	-	-	11	-	-	-	2	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	62	62	100	Yes	62	61	98	Yes	12	-	-	-

III. Student Attendance and Retention

Columbus Park School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	93.9	94.1	94.6
Average # of days absent	9.8	9.8	9.3
Absent 10 or more days	36.7	36.5	33.3
Chronically Absent (10% or more)	21.2	16.9	13.5
Unexcused Absences > 9	35.3	33.8	15.8
Retention Rate	0.8	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.
*Identify quarterly good attendance celebrations (please specify):   -Weekly AVID Knights of the week are recognized for attendance, completion of homework, and following the 5 B's.   -Recognition of perfect attendance during school-wide assembly every quarter.
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):   -Parent education about the importance of being here and on time every day at KYSN (flyers provided)   -SAC met with all Kindergarten parents to review attendance policy and signed attendance contract.   -Principal and other staff members are outside greeting students and families each morning   -Attendance letters are sent to any student who misses more than 5 days of school or is tardy/dismissed   -SAC meets with parents to help identify challenges with getting to school on time or with absences   -School implements Fresh Start Meeting as a proactive initiative prior to filing with court.   -Excessive, chronic absences are court referred using ADF   -SAC makes personal phone calls home to parents or caregivers after 2 consecutive absences.   -SAC maintains school-wide attendance file of all medical excuses.   -SSP process implemented and home visits initiated to help promote good attendance.   -Consult with outside community agencies to promote good 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**
● Cohesive, research based approach to balanced literacy K-6 being implemented in all classroom.	● Fundations, Guided Reading and Wit and Wisdom ELA curriculum ● 45% of our students in grade 5 met or exceeded expectation on the 2017 MCAS ELA test. This cohort of students has had two years of a comprehensive ELA curriculum in addition to guided reading.
● 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.	● 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.	● Through the use of high fidelity usage of Lexia the percent of students working in or above grade level (Oct. 2016 to June 2017) increased from 18% to 85%. ● Lexia is used this year to support literacy skills in grades 1 and 2. Skill building lessons are monitored and taught by the homeroom teacher, ELL teacher, SPED teacher or Literacy Tutor during RTI.

Areas of Concern	
Concern	**Evidence**
• Math data indicates that math is an area of weakness across 3-6 grade levels as evident in MCAS assessment.	• Low levels of proficiency from the state Math assessment are reflected at each grade level: Grade 3, 7%; Grade 4, 11%; Grade 5, 29%; Grade 6, 19%. There is a need for increased fact fluency across all grade levels.
• ELA data indicates that reading comprehension, vocabulary and written expression are area of weakness across 3-6 grade levels as evident in MCAS assessment.	• State ELA assessments show low levels of proficiency at each grade level: Grade 3, 12%; Grade 4, 21%; Grade 5, 45%; Grade 6, 28%.
• Increase in English Language Learners population and varying EPL levels.	• 49% of our population is ELL students. We have 49 EPL level one students and 51 EPL level two students.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
● Research based approach to balanced literacy using *Wit and Wisdom* grades K-6
● Fundations used with fidelity grades K-2 and as a tier II intervention in grade 3
● Positive AVID school-wide culture that promotes excellence, responsibility, respect and achievement
● Collaborative, team effort of all adults to hold all students to high expectations and a belief that all students are capable of greatness
● Strong community partnership with Clark University – Clark Athletics weekly skills demonstrations, Annual Field Day at Clark for AVID Scholars, AVID swim party for Scholars, University student volunteers, Pre-practicum students and work study students
● Instructional Rounds used to build teachers' capacity with a focus on what students make, say or do in the classroom

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 differentiation to ensure access for targeted student populations)**	At Columbus Park we understand the importance of high expectations and positive regard between leadership, staff and students. This is evident through the following: 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 **(Explain how ILT members implement and measure school-wide strategies.)**	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: ● Grade level data analysis ● Data Team Monthly Meetings ● School-wide Data Walls ● Implementation of Fundations 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 Fundations consultant teams ● School based instructional rounds ● Model lessons	**Data Source:** ● BAS scores ● MAP Data results ● LLI Data ● Fundation 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 (Include differentiation to ensure access for targeted student populations)	At Columbus Park there a specific and precise expectations for high-quality instruction that are communicated and understood by staff, monitored by school leaders and consistently implemented by teachers. This is evident in the following: 1. Provide aligned, well-structured high quality CORE instruction across all subject areas 2. Provide a balanced literacy model that emphasizes guided reading, Fundations, 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 (Explain how ILT members implement and measure school-wide strategies.)	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**
Data Source: ● Grade Level Meetings (weekly) ● Teacher developed common assessments tied to specific standards ● Targeted professional development ● Peer observation / Instructional Rounds ● Videotaping 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 ● Fundation Intervention Training ● Mental Math exercise ● Fact Fluency Focus across all grade levels	**Data Source:** ● Analysis of student work based on Rubics ● Fundations Unit Trackers ● BAS, MAP, and classroom assessments ● MCAS 2.0 ● ACCESS ● LLI Data ● Fundation 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 ● Fundations Unit Tests

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 **(Include differentiation to ensure access for targeted student populations)**	All students at Columbus Park experience researched-based academic interventions appropriate for their specific academic and social-emotional needs that are implemented systematically for all core content areas through a robust tiered system of support. This is evident through the following: 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 **(Explain how ILT members implement and measure school-wide strategies.)**	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: ● Fundation intervention training ● Grade Level Meetings (weekly) ● Teacher developed common assessments tied to specific standards ● Targeted professional development ● Peer observation / Instructional Rounds ● Videotaping 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:** ● BAS scores ● MAP Data results ● LLI Data ● ACCESS Data ● SPED Progress notes ● MCAS 2.0 ● Fundation 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
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 **(Include differentiation to ensure access for targeted student populations)**	At Columbus Park there are clearly defined, school-wide behavioral expectations and positive behavioral supports are aligned to those expectations. This is implemented by all staff members and monitored by school administrators using data. This is evident by the following: 1. Continued implementation of school-wide positive behavior plan using PBIS and AVID research based strategies. 2. Strategic approach to increase parent engagement 3. **Focus on building a positive and trusting school culture among all staff.**
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	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: ● 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 ● Weekly AVID Knight recognition ● 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:** ● 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 ● AVID earned field trips ● Weekly AVID Knights ● Sharing of the monthly discipline report

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Columbus Park	Dr. Siobhan M. Dennis	12/1/17-11/30/18

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase ELA proficiency rate through building teacher capacity through the implementation of a comprehensive balanced literacy approach.	Grades K-6	CPPA needs to increase ELA proficiency across all grade levels with specific focus in grades 3-6 using MCAS 2.0. Targeted professional development will be provided to enhance year two implementation of Wit and Wisdom ELA curriculum. ELL instruction is targeted in not only building students' language skills but also reading skills through a co-teach model to implement guided reading and targeted skill building lessons.
2	Increase Math proficiency rate through building teacher capacity of conceptual math instruction using balanced math.	Grades K-6	CPPA needs to increase Math proficiency across all grade levels with specific focus on grades 3-6 using MCAS 2.0. Targeted PD will be provided to maximize teacher capacity to teach math standards and analysis of data. An increased focus on building primary students' number sense is also a priority.
3	Increase Science proficiency rate through increased implementation of hands-on science lessons and the use of the Next Generation Science Standards.	Grades K-6	CPPA needs to increase Science proficiency across all grade levels with specific focus on grade 5 MCAS. Consultation with the science liaison and science professional development will be provided to all teachers K-6.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Full implementation of a balanced literacy block using Wit and Wisdom Curriculum, Guided Reading, word work, fluency and academic discourse.	Strength based Instructional Rounds, targeted professional development, visual thinking strategies and common planning and assessment.
2	Full implementation of a balanced math block using Envisions Math, Daily math review, focus on conceptual understanding, fact fluency, increased math talk and common problem solving techniques.	Common assessments, online assessments, targeted professional development, and a math book study for faculty.
3	Implementation of hands-on science lessons tied to standards in grades K-6 and purposeful non-fiction science text used to integrate literacy skills.	Targeted professional development, MCAS analysis, common planning and assessment.

3: Essential Resources

PL Goal No.	Resources		Other Implementation Considerations
1	Increase ELA proficiency rate through building teacher capacity through the implementation of a comprehensive balanced literacy approach.	Grades K-6	• Ongoing Professional Development • Access to literature • Arts integration and visual thinking strategies training for teachers • Collaboration and common planning time for ESL, SPED and general education teachers • Online line assessment practice for students
2	Increase Math proficiency rate through building teacher capacity of conceptual math instruction using balanced math.	Grades K-6	• Implementation of new Math curriculum • Professional Development with Envisions and Greg Tang Math • Online line assessment practice for students
3	Increase Science proficiency rate through increased implementation of hands-on science lessons and the use of the Next Generation Science Standards.	Grade K-6	• Ongoing professional development to better integrate Next Generation Science Standards • Increase access to targeted non-fiction science text across the ELA block • Increase hands-on science discovery and learning opportunities

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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. Creation of MCAS Booster Groups to target students who scored 490-499 in an effort to help build math skills and competency to increase percentage of students meeting expectations in math MCAS.	
3	Examine the results of the Science MCAS with a specific focus on the standards that were not proficient.	