The following items will be discussed at the meeting of the Standing Committee on Accountability and Student Achievement to be held on Tuesday, May 17, 2016 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

gb #2-325 - Ms. Novick/Miss Biancheria (November 29, 2012)

To review school accountability plans.

gb #5-84 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/Miss Biancheria (March 11, 2015)

To review the Massachusetts Department of Elementary and Secondary Education report entitled, "Elm Park Community School Level 4/School Redesign Grant (SRG) Monitoring Site Visit" which took place December 4-5, 2014 and to consider the "Strengths" and "Areas for Improvement" detailed in it.

gb #5-184 - Administration (July 8, 2015)

To consider participation in the USDA Community Eligibility Program which provides free meals to all students within the Worcester Public Schools.

gb #5-243 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/Miss Biancheria (September 10, 2015)

To review the scores achieved by Worcester students in the 2015 administration of the Massachusetts Comprehensive Assessment System (MCAS) and Partnership for Assessment of Readiness for College and Careers (PARCC) examinations, at all levels.

ITEM: gb #2-325

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Tuesday, May 17, 2016

ITEM: Ms. Novick/Miss Biancheria (November 29, 2012)

To review school accountability plans.

RIOR ACTION:

12-6-12 - Referred to the Standing Committee on Accountability and Student Achievement.
Miss Biancheria made the following motion:
Request that the Administration develop a schedule to discuss four or five accountability plans at each Standing Committee meeting and invite interested staff members and parents.

5-12-14 - Miss Biancheria made the following motion:
Request that the Administration provide three copies of elementary school accountability plans for perusal by the Standing Committee members for its next meeting.
On a voice vote, the motion was approved.
Mr. O'Connell suggested that if a School Committee member has an interest in a plan that he/she suggest it to Dr. Perda.
Ms. Novick stated that the Administration can feel free to provide more than three elementary plans.

BACKUP:

Annex A (25 pages) contains a copy of the 2015-16 School Accountability Plan for University Park Campus School.

Annex B (9 pages) contains a copy of the University Park Campus School: End-of-Year Reflections and Next Steps, 2014-15.

Annex C (25 pages) contains a copy of the 2015-16 School Accountability Plan for Worcester Technical High School.

Annex D (9 pages) contains a copy of the Worcester Technical High School: End-of-Year Reflections and Next Steps, 2014-15.

Annex E (1 page) contains a copy of the Administration's response to Mr. O'Connell's request to provide information regarding the success of the "Wake Up Math" program which could be forwarded to other schools for possible implementation.

PRIOR ACTION (continued)

6-23-14 - STANDING COMMITTEE ON ACCOUNTABILITY AND STUDENT ACHIEVEMENT

Dr. Perda made a presentation relative to the following samples of the Accountability Plans:
-Burncoat Preparatory School.
-Gates Lane School of International Studies
-Tatnuck Magnet School

Mr. O'Connell made the following motion:
Request that the Administration:

- distribute to the principals a copy of Chapter 71, Section 59C of the Massachusetts General Laws in connection with the composition of School Site Councils or the memorandum of DESE which explains the composition of Site Councils
- takes steps to assure that schools have a parity of membership between parents and school staff consistent with the requirements of Massachusetts law and
- takes steps to assure that the Site Councils meet at a time that facilitates and encourages the participation of parents and community members in the deliberations of the Site Council leading to the formation of a School Improvement Plan

On a voice vote, the motion was approved.

Ms. Novick requested that the Administration provide three secondary school Accountability Plans for the next meeting.

Mr. O'Connell suggested that the Administration include either University Park Campus School or Claremont Academy.

The Standing Committee reviewed the School Improvement plans of Burncoat Preparatory School, Gates Lane School of International Studies and Tatnuck Magnet School as to their consistency with the three year district improvement plan and the three year action plan.

7-31-14 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.

Mr. O'Connell made the following motions:
Request that the Administration:

- distribute to the principals a copy of Chapter 71, Section 59C of the Massachusetts General Laws in connection with the composition of School Site Councils or the memorandum of DESE which explains the composition of Site Councils

PRIOR ACTION (continued)

7-31-14 - (continued)

- takes steps to assure that schools have a parity of membership between parents and school staff consistent with the requirements of Massachusetts law and
- takes steps to assure that the Site Councils meet at a time that facilitates and encourages the participation of parents and community members in the deliberations of the Site Council leading to the formation of a School Improvement Plan

Request that the Administration provide a report at the October 16, 2014 School Committee Meeting as to whether or not the Site Councils are:

- meeting within the first 40 days of the school year and include the date and time that the first Site Council meeting was held
- meeting at times conducive to parents' availability
- achieving parity between parent members and school personnel.

On a voice vote, the motions were approved.

9-30-15 - Dr. Perda spoke about the process of reviewing school accountability plans and provided those from Burncoat High School, Forest Grove Middle School and Claremont Academy for the School Committee's review.

Burncoat High School

Miss Biancheria made the following motions:

Request that the Administration forward the evaluation summary of each of these accountability plans to the School Committee and also affix them to the backup of each of the plans.

Request that each principal place a hard copy of its school accountability plan in a central place at the school for review by parents, staff and the public.

On a voice vote, the motions were approved.

Mr. O'Connell complimented the principal and staff of Burncoat High School for their focus on at-risk students and for the deep involvement of the Site Council in the decision-making process at the school.

Claremont Academy

Miss Biancheria suggested that each accountability plan include a page with the words that explain each acronym.

Miss Biancheria suggested that the poor performance of the students who took courses at Clark University from Claremont Academy be reviewed and determine how teachers select these students and prepare them to do well.

Ms. Novick stated that Claremont Academy's Accountability Plan is one in which the question of a comprehensive needs analysis was comprehensive.

PRIOR ACTION (continued)

9-30-15 - (continued)

Mr. Monfredo suggested that each school include a benchmark for chronic absenteeism.

Forest Grove Middle School

Miss Biancheria stated that the social events in Annex C, page 15 were great and suggested that the Administration share them with other schools. She further stated that the Student Mentoring Program in Annex C, Page 17 will create great success.

Mr. O'Connell made the following motion:

Request that the Administration provide a summary of the "Wake Up Math" program.

On a voice vote, the motion was approved.

Mr. O'Connell requested information regarding the success of the "Wake Up Math" program which could be forwarded to other schools for possible implementation.

Ms. Novick stated that a message to the principals should stress that the School Committee would prefer a functioning system rather than a data point in a chart.

Mr. Monfredo stated that he is going to file an agenda item requesting that all schools submit best practices in a particular area, such as school climate, or parent involvement, to be shared with other schools.

SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2015 - 2016

Delivering on High Expectations and Outstanding
Results for All Students

University Park Campus School
School

Daniel St. Louis
Principal or Administrator

Dr. Marco Rodrigues
Interim 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 SMARTe 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: Weds, September 9th & 23rd
2) Kaitlin Kelley	Instructional Coach, MCAS Specialist	Oct: Weds, October 7th & 21st
3) Lauren Mills	School Adjustment Counselor	Nov: Weds, November 4th & 18th
4) Shannon Hammond	HS Math Teacher	Dec: Weds, December 2nd &16th
5) Meghan Rosa	MS English Teacher	Jan: Weds, January 6th & 20th
6) Lynnel Reed	Guidance Counselor	Feb: Weds, February 3rd & 24th
7) Kevin Moylan	HS English Teacher	Mar: Weds, March 9th & 23rd
8) Jackie Cohen	Special Ed Teacher	Apr: Weds, April 6th & 27th
9) Jody Bird	HS Science Teacher	May: Weds, May 4th & 18th
10) Kyle Pahigian	HS Math	June: Weds, June 1st & 8th

II. Comprehensive Needs Analysis (Good News, Urgent Statements)

Complete this summary of strengths and concerns after you have completed a thorough data analysis.

Areas of Strength	
Strength	**Evidence**
Middle school math proficiency continues to increase.	The median SGP for the cohort of seventh grade moving to eighth grade increased from 33 to 70 on the Spring 2015 math PARCC administration. Professional learning focused on "Numeracy Across the Curriculum" was provided to faculty in the 2014-2015 school year. Non-mathematics teachers were asked to try and implement numeracy in their classrooms on a weekly basis. The professional development offered multiple suggestions for adding numeracy to classes such as English and history where the focus is not usually on mathematics. As a result of this professional development teachers are conscientiously planning with numeracy in mind. Also, non-math teachers and other teachers had opportunities to meet and share ideas in common meeting times. University Park offered after school help for students in mathematics. Throughout the year at least one high school and one middle school math teacher stayed after school to help students struggling with mathematics. Volunteers from the Massachusetts School of Pharmacy and Health Studies were also available to provide extra help for students in the after school program.
Middle school ELA proficiency continues to increase.	The percentage of students in the 7th grade cohort moving to 8th achieving advanced or proficient on the ELA MCAS went up from 57% to 61% in the 2015 Spring administration of the PARCC ELA exam.
High School ELA- MCAS 10th Grade Scores	92 % of University Park Campus School 10th graders students scored either Advanced or Proficient on the 2015 Administration MCAS ELA exam.
9th Grade MCAS Biology	The percentage of students scoring Advanced and Proficient on the 9th grade MCAS Biology exam rose from 70% in the 2014 Administration to 75% in the 2015 Administration.

8th Grade MCAS Science and Engineering	The results of the 2015 administration of the MCAS Science and Engineering exam remained steady at 22% Proficient. There was a decrease in the number of students in the warning category, with only 24% in the warning category in 2015 compared to 26% in 2014 and 31% in 2013.
College Acceptance, Matriculation, and Perseverance	100% of students from the class of 2015 were accepted to college, and 97% actually matriculated on to a 2 or 4 year program
Areas of Concern	
Concern	**Evidence**
AP Scores	Advanced Placement Scores continue to be an area of concern at University Park Campus School. In the 2016 administration of all Advanced Placement subjects 66% of students received a score of 1. This demonstrates that University Park must continue to work on study skills in the 2015-2016 school year.
Social/Emotional Health	Although the total number of suspensions at University Park did increase in the 2014-2015 school year from 22 to 29, UPCS did make some improvements because the total number of out of school suspensions decreased by 11% in the 2014-2015 school year. The total number of students suspended represented just 6% of University Park Campus School's total population. Also, data demonstrates that the majority (18) of the suspensions at University Park occur in grades 7, 8 and 9. The fact that students are not being suspended as frequently in the upper grades is a testament to their civic and social growth while at University Park.
7th Grade PARCC Math	Only 26% of 7th graders at University Park achieved level 4 or 5 on the 2015 Spring Administration of the PARCC exam. This demonstrates a need to increase the teaching and learning of numeracy skills in the middle school.

III. Action Plan

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools' graduates will successfully complete high school coursework that prepares them both for college and career. Student Achievement Goal #1: English Language Arts.
School SMARTe Goal	**The current 10th grade cohort will raise percentage of advanced from 0% on 2014 Spring ELA Administration of exam to 40% on the 2016 Spring Administration of the MCAS ELA exam.**
	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. Faculty will carefully group students, using the RTI model, based upon their needs and deliver intense and supported instruction to close the cognitive gaps in ELA.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.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The ILT will prepare a Professional Learning session on Response to Intervention (RTI) for all faculty to be presented first in August and brought up again at faculty meetings throughout the school year. The ILT will set up a database for teachers to keep track of various strategies/plans that have been implemented by faculty members for each individual student using the new office 365 technology. The ILT will monitor and assess the data for grouping assignments using reading levels based on MAPS, MCAS and PARCC scores. The ILT will assist with the after school extra help ELA sessions so as to best improve the reading, writing and language skills of all students. This afterschool help will include the, "Middle School Book Club," a small group setting for students needing extra help with reading comprehension. The facilitators of the PLC groups (also members of ILT) will focus on engagement and motivation strategies across all grades and disciplines. PLC group members will be asked to bring in both quantitative and qualitative data for analysis as part of the work that they do to increase engagement throughout the year. All members of PLC groups will participate in Lesson Study in the 2015-2016 school year.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Lesson plans, class observations, teachers tests/ quizzes, PLC agendas, Lesson-study plans, After-School teacher schedule, Professional Learning agendas	**Data Source:** Student work, Results of 2016 administration of PARCC and MCAS ELA exams, MAPS data.

IV. Action Steps – School SMARTe Goal

School SMARTe Goal 1: **The current 10th grade cohort will raise percentage of advanced from 0% on 2014 Spring ELA Administration of exam to 40% on the 2016 Spring Administration of the MCAS ELA exam.**

Best Practice or Strategy: Writing to Learn

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Provide professional learning on Response to Intervention (RTI) and Professional Learning Communities (PLCS)	August-October	FIC, ILT, and PLC Facilitators	Protocols, Models and Examples of RTI, Group exercises, PLC Agendas.	Time for collaboration, Protocols.
Participate in PLCs focused on engagement and motivation.	Bi-Monthly Sept-June	FIC and PLC Facilitators	Group discussions, Reading of Scholarly articles	Protocols, Student-work (data), Scholarly Articles,
PLCs will engage in a lesson study focused on student Motivation/engagement with emphasis on writing.	March-April	PLC facilitators/ Members	Collaborative Lesson planning	Time to plan, time to Implement, time to Debrief, student work
Continue work on department-wide rubrics for Analysis of student writing from grades 7-12.	Monthly Dec- April	ELA faculty ILT	Group discussion, Anchor papers	Curriculum Maps, Time to work, Sample rubrics
Communicate with parents about student progress and extra help available after school.	Sept-June	ELA Faculty, ILT	Student/Parent Portal/Sage	Engrade/ Parent e-mail/ Time for parent meetings
Model exemplar writing samples to help instruct students in the ways to answer long composition and open-ended questions	Nov-Jan-April	FIC, ELA Faculty	Student Responses	DESE website, DESE Exemplars, past exams.

III. Action Plan

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools' graduates will successfully complete high school coursework that prepares them both for college and career. Student Achievement Goal #2: Mathematics
School SMARTe Goal	**The percentage of students achieving advanced/proficient on the 7th grade PARCC mathematics exam will rise from 26% on 2015 Administration of exam to 35% on the 2016 Administration of the exam.**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** UPCS will continue to focus on building numeracy across the curriculum. The 2015-2016 school year will be the first to include a full year numeracy course for ALL 7th grade students. This course will run in addition to the regular 7th grade mathematics course. In addition to the course, University Park will continue to increase numeracy by emphasizing the incorporation of math skills into non-math classes. Math faculty will present professional learning concerning methods for incorporating more numeracy skills into non-math courses at the August Professional Learning time. Also, PLC groups will develop a lesson study that incorporates all subjects; therefore math/numeracy will be involved in the lesson. Differentiation of instruction will include writing to learn, classroom talk, collaborative group work, and best practice SEI methods to ensure access for targeted student populations. University Park faculty will utilize MAP data, classroom assessments and PARCC/MCAS data from the previous year to identify students who are still struggling with math related skills. Faculty will utilize the RTI approach for identifying students needing extra help and requiring after school instruction in math for targeted student populations.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The ILT members that are also PLC facilitators will ensure that scholarly articles regarding motivation and engagement in mathematics are part of the PLC agenda. The PLC facilitators will also ensure that the lesson study plan incorporates numeracy skills in a writing/reading lesson. The ILT will ensure through professional development, common planning time, rounds, and ILT meetings that teachers of all subject areas are finding natural and powerful ways to integrate numeracy skills in all content areas. The ILT will set up a database for teachers to keep track of various strategies/plans that have been implemented by faculty members for each individual student using the new office 365 technology. The ILT will monitor and assess the data for grouping assignments using reading levels based on MAPS, MCAS and PARCC scores. The ILT will use RTI database to ensure that struggling students participate in after school extra help sessions so as to best improve numeracy/math skills of all students. The ILT will ensure that information on student progress and interventions is communicated to parents/guardians.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Lesson plans, class observations, teachers tests/ quizzes, PLC agendas, Lesson-study plans, After-School teacher schedule, Professional Learning agendas.	**Data Source:** Student work, Results of 2016 administration of PARCC and MCAS Math exams, MAPS data.

Action Steps – School SMARTe Goal

School SMARTe Goal 2: **The percentage of students achieving advanced/proficient on the 7th grade PARCC mathematics exam will rise from 26% on 2015 Administration of exam to 35% on the 2016 Administration of the exam.**

Best Practice or Strategy: Numeracy Across the Curriculum

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Provide professional learning on Response to Intervention (RTI) and Professional Learning Communities (PLCS)	August-October	FIC, ILT, and PLC Facilitators	Protocols, Models and Examples of RTI, Group exercises, PLC Agendas.	Time for collaboration, Protocols.
Participate in PLCs focused on engagement and motivation.	Bi-Monthly Sept-June	FIC and PLC Facilitators	Group discussions, Reading of Scholarly articles	Protocols, Student-work (data), Scholarly Articles,
PLCs will engage in a lesson study focused on student motivation/engagement incorporating numeracy into lesson plan.	March-April	PLC facilitators/ Members	Collaborative Lesson planning	Time to plan, time to Implement, time to Debrief, student work
Common Planning Meetings will focus on ways to develop writing in math and ways to integrate numeracy development in all content areas.	Monthly Sept-Feb	Math faculty ILT	Group discussion, Agendas, Modeling Examples	Curriculum Maps, Time to work, Sample Lesson plans
Communicate with parents about student progress and extra help available after school.	Sept-June	Math Faculty, ILT	Student/Parent Portal/Sage	Engrade/ Parent e-mail/ Time for parent meetings
Grade level teams will develop at least one cross-curricular unit involving numeracy to be implemented by the end of year.	Feb-April	Entire faculty, Math Faculty, ILT, FIC	Group discussion, Agenda, Unit plan	Curriculum materials, Planning time, curriculum Maps

III. Action Plan

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools' graduates will successfully complete high school coursework that prepares them both for college and career. Student Achievement Goal #3: Science & Technology Engineering
School SMARTe Goal	**The average score on the 8th Grade MCAS Science and Technology/Engineering open response questions will rise from a 1.8 on the 2015 Administration of the exam to a 2.5 on the 2016 Administration of the exam.**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** Entire faculty will continue to work on Writing to Learn, Numeracy Across the Curriculum, Literacy Circles, and Scaffolding to bolster writing skills and problem solving skills needed to improve open response questions. Science department teachers will continue to offer after school option in science and technology (Middle School Robotics Club) and Environmental Club. All University Park Campus School teachers will continue to differentiate instruction in order to provide access for targeted student populations. Teachers will use MCAS data from previous years to identify targeted areas that need improvement. Utilize MAP data and classroom assessments to identify students who are still struggling with comprehension and problem solving skills. Use Benchmark Assessment Data to target those who struggle the most and design individual curriculum to meet learning needs. Increase the time on learning by using the RTI approach and database for after school instruction for targeted student populations. All teachers will use strategies such as literacy circles and graphic organizers to help students make sense of complex vocabulary and text.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	PLC groups will plan and implement a "Lesson Study" in the second half of the year. The Middle School PLC will focus on a lesson that involves problem solving. All middle school teachers will be involved in the planning, implementation and analysis of student work that goes along with this lesson study. Also, PLCs will work on motivation and engagement as well as study skills and formal writing this year; these emphases will help improve scores on open response questions. Wednesday meeting time will be dedicated to ILT sharing strategies for approaching complex problems and modeling how to break these problems down to make them accessible for all students. The ILT will ensure through common planning time and professional development that teachers of all subject areas focus on comprehension and problem solving strategies.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Lesson plans, class observations, teachers tests/ quizzes, PLC agendas, Lesson-study plans, After-School teacher schedule, Professional Learning agendas.	Student work, Results of 2016 administration of MCAS Science and Technology/Engineering Exam.

Action Steps – School SMARTe Goal

School SMARTe Goal 3: **The average score on the 8th Grade MCAS Science and Technology/Engineering open response questions will rise from a 1.8 on the 2015 Administration of the exam to a 2.5 on the 2016 Administration of the exam.**

Best Practice or Strategy: Literacy Across the Curriculum, Writing to Learn, Scaffolding

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Provide professional learning on Response to Intervention (RTI) and Professional Learning Communities (PLCS)	August-October	FIC, ILT, and PLC Facilitators	Protocols, Models and Examples of RTI, Group exercises, PLC Agendas.	Time for collaboration, Protocols.
Participate in PLCs focused on engagement and motivation.	Bi-Monthly Sept-June	FIC and PLC Facilitators	Group discussions, Reading of Scholarly articles	Protocols, Student-work (data), Scholarly Articles,
PLCs will engage in a lesson study focused on student Motivation/engagement with emphasis on problem solving.	March-April	PLC facilitators/ Members	Collaborative Lesson planning	Time to plan, time to Implement, time to Debrief, student work
ILT will facilitate common planning time for middle school teachers and FIC to discuss problem solving strategies and ways to incorporate into everyday class.	February staff Meetings	FIC, ILT, Middle School teachers	Group Discussion Lesson planning	Time to meet, Time to Work with FIC and plan Units/lessons.
Communicate with parents about student progress and extra help available after school.	Sept-June	Math Faculty, ILT	Student/Parent Portal/Sage	Engrade/ Parent e-mail/ Time for parent meetings
Grade level teams will develop at least one cross-curricular unit involving problem solving to be implemented by the end of year.	Feb-April	Entire faculty, Math Faculty, ILT, FIC	Group discussion, Agenda, Unit plan	Curriculum materials, Planning time, curriculum Maps
FIC will work with middle school team on modeling Open-response questions to middle school classes in all subjects.	February	FIC, Middle School Faculty	Agenda, Sample Modeling lesson, Group discussion	Time to meet, sample Responses.

III. Action Plan

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools' graduates will successfully complete high school coursework that prepares them both for college and career. Student Achievement Goal #4: Student Achievement- Advanced Placement Courses
School SMARTe Goal	**The percentage of students achieving a score of 1 on all Advanced Placement subject exams will decrease from 66% to 45% in the Spring Administration of all Advanced Placement subject exams.**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** The University Park Faculty will utilize the best practice strategies of literacy groups, writing to learn and scaffolding to raise scores on Advanced Placement exams across all subjects. Literacy groups will help to ensure that all students have the ability to break down complex text like they will encounter on the Advanced Placement exams. Writing to learn will incorporate the use of low and high stakes writing assignments as a means to ensure that all students are engaging with the difficult materials in an Advanced Placement course. Scaffolding the instruction will enable all students to participate on some level, students may begin with entry level assignment and work their way up to mastery level as they acquire skills and knowledge.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	All Advanced Placement teachers are members of PLC groups that will be focusing on motivation and engagement throughout the 2015-2016 school year. As part of the motivation and engagement themes the PLC groups will look at study skills and how to better get students motivated and engaged in studying for large exams. The FIC will provide professional learning sessions on literacy circles and how to build understanding of difficult tasks. ILT will also provide training on how to model writing in AP classes using past exams and exemplar essays from the College Board website. FIC will also provide professional learning around how to use low-stakes writing to increase understanding of difficult concepts. Also, team time will be dedicated to ILT members providing examples of how they have used scaffolding to teach difficult materials across various grade levels and subjects.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Lesson plans, class observations, teachers tests/ quizzes, PLC agendas, Professional Learning Communities agendas, Extra help session offerings.	**Data Source:** Student work, Results of 2016 AP Exams, Student Sign-in sheets at extra help sessions.

Action Steps – School SMARTe Goal

School SMARTe Goal 4: **The percentage of students achieving a score of 1 on all Advanced Placement subject exams will decrease from 66% to 45% in the Spring Administration of all Advanced Placement subject exams.**

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Provide professional learning on Response to Intervention (RTI) and Professional Learning Communities (PLCS)	August-October	FIC, ILT, and PLC Facilitators	Protocols, Models and Examples of RTI, Group exercises, PLC Agendas.	Time for collaboration, Protocols.
Participate in PLCs focused on engagement and Motivation with an emphasis on study skills. Members of PLCS will be asked to try different Study skills and record data to be brought back and analyzed by PLC.	Bi-Monthly Sept-June	FIC and PLC Facilitators PLC members. AP teachers.	Group discussions, Reading of Scholarly articles, Analysis of data, Plus/Delta	Protocols, Student-work (data), Scholarly Articles,
Provide Professional Learning for AP teachers during the year to attend	Yearly	Principal, District	Attendance at Professional Learning	Resources from Professional learning.
ILT will provide training on modeling AP writing.	Oct	ELA AP Faculty, ILT, FIC	Reflect on Modeling activity.	Common planning time
Provide AP teachers collaborative time to share strategies for breaking down the complex questions and documents found on the AP exam.	Sept- Nov	FIC, AP teachers, Principal, ILT	Teacher reflection sheets for AP meetings	Collaborative planning time, sample questions.
Members of ILT will demonstrate/model how they have scaffolded difficult assignments in the past.	January Meeting time	ILT members	Sample scaffolded Units.	Time for sharing and Reflection.
Provide AP classes with extra time and with review books so as to increase performance on AP tests.	Yearly	Principal, District	Review Attendance	Money for books and Extra instructional time.

III. Action Plan

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools' graduates will successfully complete high school coursework that prepares them both for college and career. Student Achievement Goal #5: Safe and Secure Schools
School SMARTe Goal	**The number of school suspensions will drop 30% from 29 in the 2014-2015 school year to 20 in the 2015-2016 school year.**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** The faculty of University Park Campus School will use Response to Intervention to keep track of student concerns and interventions that have been implemented. Communication and cooperation between teachers and support staff will assist in preventing suspensions in all grades at University Park. University Park faculty will continue to differentiate instruction to ensure that all students remain engaged in academics. Advisory will be reconfigured to appeal more to student interests. Adjustment Counselor will work with 7th and 8th grade students on, "Non-Violent Communication." These courses will be implemented periodically throughout the school year. Identify the common reasons why students are suspended and ways to support students within the classroom. Determine the most frequently suspended students and provide support structures to encourage their access to the regular curriculum. Analyze the suspensions for trends in time of day, teacher, class or other characteristics to properly support students and teachers. Conduct regular "culture" building activities so students become vested members of the school. Utilize Peer Mediation Program with assistance by The Center for Non Violent Solutions.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	A committee will work over the summer to reconfigure advisory so it appeals more to the interests of ALL students. Advisory will be modeled after the "perspectives" of a liberal arts university and students will be required to take an advisory course in each "perspective" before leaving University Park. This change will ensure that students are participating in academic, community service, mind/body/soul and arts enrichment throughout their time at University Park. This new advisory is an effort to build on the cooperative community and culture that already exists at University Park. The ILT will work on putting together a RTI database in 365 in order to keep track of student needs and interventions. PLCs will focus on motivation and engagement across all grades and content areas. ILT will support the use of the six instructional strategies to ensure high levels of student engagement in all classes. The Principal and FIC will find time in middle school schedule to allow for "Non-Violent Communication" instruction, taught by the Adjustment and Guidance Counselor. The ILT will analyze the suspension data and provide feedback to teachers to find trends; they will work together to problem-solve and create solutions for issues that arise.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Advisory course offerings, RTI database, Faculty Training in non-violent conflict resolution.	**Data Source:** Number of school suspensions at end of 2015-2016 school year, school culture surveys, products of advisory groups.

Action Steps – School SMARTe Goal

School SMARTe Goal 5: The number of school suspensions will drop 30% from 29 in the 2014-2015 school year to 20 in the 2015-2016 school year.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Provide professional learning on Response to Intervention (RTI) and Professional Learning Communities (PLCS)	August-October	FIC, ILT, and PLC Facilitators	Protocols, Models and Examples of RTI, Group exercises, PLC Agendas.	Time for collaboration, Protocols.
Participate in PLCs focused on engagement and Motivation. Students who are motivated and engaged In school are less likely to have social/behavioral Issues that result in suspensions. PLCs will read Scholarly articles and experiment with various Motivational strategies in their own classrooms.	Bi-weekly August-June	FIC, PLC Facilitators	Protocols, agendas, Group discussions, Data analysis.	Time for PLCs to meet, Resources on motivation and engagement.
Utilize Peer Mediation Program (PMP). Common Planning time will be used to refer students to the PMP as well as creating culture and team building exercises for students.	At the end of each term	ILT Principal Adjustment Counselor	ILT agenda	Advisory Program
Parent meetings will be used when students show a propensity for class disruptions.	Aug-June when needed	Principal All Faculty	Parent meeting calendar	Time to meet with parents, communication information.
ILT meetings will review suspensions to determine specific needs for professional development	Third Wed of every month	ILT Principal	Accommodations	Time for ILT to meet, data
Faculty will be educated on "Non-Violent Communication" at Wednesday Faculty Meetings	First 2 Weds Meeting of year	ILT Adjustment Counselor	Meeting Agenda	Workshop Materials
All middle school students will be exposed to "Non-Violent Communication." Adjustment Counselor will facilitate classes periodically throughout the year.	Sept-June	ILT Adjustment Counselor	Student Work	Non-Violent Communication class materials

III. Action Plan

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools' graduates will successfully complete high school coursework that prepares them both for college and career. Student Achievement Goal #6: Family/Community Engagement
School SMARTe Goal 6:	University Park Campus School will host a College Awareness Night for students and their families during the 2015-2016 school year.
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** In order to host College Awareness night in 2015-2016 University Park will use various forms of technology to communicate to families about the event. University Park will also utilize many community partnerships in order to facilitate this event. In order to maximum attendance at this event, University Park will work together with the Parent Advisory Council to reach out to families of students in their sophomore and junior year and encourage them to come. University Park will use the "Connect-Ed" system to call homes, they will also use student e-mails to provide information about the event. Parent Council members will be available to translate on the night of the event so that language is not a barrier for attendance. Partnerships and relationships with local colleges and universities will provide speakers and panel members for this event. Organizations such as "Bottomline" and "Bruce Wells Scholars Program" will also be represented at this event. The College Awareness night will also serve as a place to introduce parents to "Naviance" and provide a training on the different features of this college application tool.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The ILT will work closely with the Principal, FIC and Parent Council to plan this event. The target time frame for this event would be March of 2016. In the months leading up to this event meetings would be held to discuss planning responsibilities. The Guidance Counselor will contact colleges and secure speakers/panel members as well as representatives from other college prep organizations. ILT will ensure that translators will be at the event and agendas are created.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Parent Council Meetings, ILT Planning Meetings, Agendas from meetings, Community/Family Attendance at event	**Data Source:** Student Attendance at event, Student "Naviance" account use for college planning and applications

Action Steps – School SMARTe Goal

School SMARTe Goal 6: **University Park Campus School will host a College Awareness Night for students and their families during the 2015-2016 school year.**

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
ILT initial meeting to discuss College Awareness Night, include Parent Council. Discuss goals and desired outcomes of event.	September Meeting	FIC, Principal, ILT, Parent Council	Group discussion, Brainstorming, Delegation of Responsibilities	Meeting Time
Contact Community Partners and secure speakers and Panel members, translators, etc.	October-January	FIC, ILT,	E-mails, phone Calls	Communication
Plan information session on "Naviance" for parents, Work with city technology liaison.	February	FIC, WPS Technology liaison	Review of Technology Resources, creation of resource sheet for parents/students	Time to meet with liaison, Appropriate technology
Reach out to parents/families and encourage Attendance at event. Use multiple avenues of Communication such as; Connect-Ed, e-mails, flyer, Parent Council meeting.	January-March	FIC, ILT, Principal, Parent Council	Connect-Ed, E-mails	Connect-Ed, E-mail Technology
Host College Awareness Night at University Park Campus School	March	FIC, Principal, ILT, Parent Council	Information Session, Info Panels, Technology Training	Family/Community Attendance, Technology, Facility to host event.

III. Action Plan

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools' graduates will successfully complete high school coursework that prepares them both for college and career. Student Achievement Goal #7: Communication
School SMARTe Goal	**100% of University Park Campus School Students will utilize the Worcester Public Schools student portal.**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** University Park Campus School will use the best practice of incorporating technology to improve communication between students/families and the school. All University Park Campus School students will set up and receive training on how to use their new Worcester Public Schools Portal. Students in grades 7 through 12 will be provided time in school to access account and a teacher will review the various uses of the Portal. Teachers who are providing instruction on Worcester Public Schools portal will allow time for questions and will individually check in with each student to make sure they understand how to use the Portal. Students needing additional assistance can arrange time to stay after school with teacher. ELL tutor and Special Education teacher will be present during instruction in order to ensure that all students access the curriculum.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT members will implement these strategies by providing time for students to receive instruction on Worcester Public Schools Portal. ILT will also ensure that all students are signed into the portal for the first time and have received training before January 1, 2016. ILT will utilize student e-mails for communication about upcoming school events. ILT will ensure that all faculty at University Park receive training on using the new 365 platform.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: University Park Faculty attendance at 365 training, UPCS faculty utilizing student e-mails for class communication.	**Data Source:** All UPCS students signed into Worcester Public Schools Portal, E-mail communication with class/teacher, Use of "Naviance" for college preparation/application, Attendance at WPS Portal training

Action Steps – School SMARTe Goal

School SMARTe Goal 7: **100% of University Park Campus School Students will utilize the Worcester Public Schools student portal.**

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
ILT initial meeting to discuss signing students on to Worcester Public Schools Portal.	September Meeting	FIC, Principal, ILT,	Group discussion, Brainstorming, Delegation of Responsibilities	Meeting Time
Train University Park staff on how to use portal and How to sign students up.	October	FIC, ILT, WPS Technology Liasion	Group Instruction, Use of technology	Meeting Time, Technology
Create schedule to get students signed on and trained On how to use portal. Include ELL tutors and Special Education teacher.	November-December	FIC, ILT, Principal, All teachers	Review of Technology Resources, Scheduling	Appropriate technology, Use of computer lab, Schedule
Ensure all students have logged onto Portal and use e-mail to communicate with classes.	January-June	FIC, ILT, Principal, All Teachers	E-mail, WPS Portal	E-mail, Naviance Technology

Worcester Public Schools Professional Learning Plan (PLP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	University Park Campus	Daniel St. Louis	

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	How to increase motivation and engagement for all students in every subject.	All faculty	• Qualitative Data from faculty meeting. • Peaked interest in topic from last year's book club selections and discussions. • Low AP scores.
2	How to increase formal writing skills.	All faculty	• Feedback from university professors where our students take college classes demonstrates need to increase formal writing skills. • Feedback from former students regarding most difficult college assignments and adjustments. • Faculty meeting discussion
3	How to increase study skills in all grades and subjects	All faculty	• Low AP scores • Qualitative and quantitative data discussed at faculty meetings. • Feedback from students about average time dedicated to studying for tests/quizzes.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Begin Professional Learning Communities for all faculty members (3 PLCs in the school) *Bi-Weekly, August-September.*	Provide Professional Learning on what is a PLC, protocols, norms, etc.
	PLCs begin the year with focus on motivation and engagement, read and discuss scholarly articles. *Bi-Weekly, Mid-September-Mid-November.*	Reading of scholarly articles, discussion of articles using protocols.
	Re-design "Advisory" block to make it more motivational and engaging for students. *Re-design completed over summer 2015, implement in 2015-2016 school year.*	Implement re-designed version of "Advisory" and provide opportunity for students to give feedback at the end of the year.
2	ELA teachers meet with Clark University professors to discuss college writing expectations. *June 2015.*	ELA teachers share what they have learned from Clark University professors with the rest of UPCS faculty at meeting. *August-2015*
	ELA teachers who worked with Clark Faculty provide professional learning on modeling effective writing to all Advanced Placement Teachers. *February 2016.*	FIC will assist in coaching AP teachers on modeling writing. Formal student writing will be analyzed at faculty meeting. Lesson study will be done in ELA classroom.
3	PLCs will read scholarly articles about building study skills in students. *November 2015*	Reading of scholarly articles, discussion of articles using protocols.
	PLCs will bring in samples of assessments. PLCs will brainstorm different ideas for studying for various types of assessments. Each member of the PLC will work on one study skill strategy and bring in data from the next assessment after implementing new study skill strategy. *November- December 2015.*	FIC will assist teachers in implementing study skill strategies. Analysis and discussion of results from study skill implementation.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Time for PLCs to meet, scholarly articles, protocols, norms, agendas.	
2	Time for ELA faculty to meet with Clark University Professors, meeting time with UPCS faculty to share information, time for ELA faculty to model effective writing to AP teachers.	
3	Time for PLCs to meet, time for PLC members to implement strategy and analyze data, scholarly articles, protocols, norms, agenda.	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Training on PLCs began in August, since then PLCs have been meeting twice a month. PLCs have read articles on motivation and engagement. University Park faculty has re-designed and implemented the new "Advisory" block.	PLCs have met regularly. Notes and agendas for these meetings are being stored on the 365 and they can be accessed by all faculty.
2	UPCS ELA teachers met with Clark Professors and came back with a wealth of information on what is required in college writing. They were able to speak with professors for many different content areas, so the information they shared with UPCS faculty was valuable for all teachers.	ELA faculty will prepare professional learning on modeling effective writing in February. ELA department is planning a lesson study around formal writing, there will be analysis of student work involved.
3	All PLC groups have read about and discussed study skills. Teachers are now in implementation and data collecting stage.	

University Park Campus School: End-of-Year Reflections & Next Steps, 2014-2015

Each year, Instructional Leadership Teams reflect on their yearly progress, as measured by adult actions and performance indicators, and recommend future actions.

Goal 1: Middle school proficiency in math will increase for all students. The median SGP for the cohort of seventh grade moving to eighth grade will increase from 33 to 50 in the Spring 2014 math PARCC administration.	
What worked well?	**University Park continued its commitment to Numeracy Across the Curriculum throughout the 2014-2015 school year. In the two days before the beginning of the school teachers heard from their peers about various ways that numeracy was being incorporated into subjects other than mathematics. Teachers then spent time working with other members of their department looking through curriculum maps and finding places to integrate more numeracy. These lessons in numeracy were designed to be authentic and fit easily into the pre-existing curriculum. At various times throughout the year, teachers would share out how they were incorporating numeracy into their classes to the rest of their department. University Park math teachers made themselves readily available to other teachers who were trying to incorporate numeracy into their lessons, there were many informal meetings between teachers in order to accomplish this goal.** **University Park continued to offer after school help for students in mathematics. Throughout the year at least one high school and one middle school math teacher stayed after school to help students struggling with mathematics for at an hour a day. Massachusetts School of Pharmacy and Health Studies (MCPHS) were in school throughout the year, they spent time in math and science classes as well as after school. Using data from MAPS teachers were able to use MCPHS volunteers to provide one-on-one assistance to students who needed additional help.** **During the 2014-2015 school year University Park continued to provide both math and numeracy classes to middle school students. Numeracy class provides extra time for students to be working on their skills and establish a strong mathematic base before moving on to more challenging classes in high school.**

What improvements are needed?	**At this point, the test scores from the 2015 administration of the PARCC exam are uncertain. There is no real way of determining if UPCS has achieved its goal without these scores being available.** **Even without the scores available, University Park will make efforts to improve scores on mathematics exams in all grades. University Park will increase the use of diagnostic tests (MAPS) to inform instruction of math, especially in the middle school. This year, there is a new platform for the MAPS testing. Students in grade 7, 8 and 9 will take the MAPS in the beginning of October. The Focused Instructional Coach/MAPS Testing Administrator will ensure that the results of this exam are used to inform instruction. Meeting time will be dedicated to looking at results and identifying areas of high need. Math teachers will develop plans for students or groups of students who need targeted help.**
What are our next steps?	• **The schedule at University Park has been changed to allow for longer blocks in the middle school. Teachers requested this change in order to allow students more time during the day to continue longer projects and assignments.** • **University Park is dedicated to continuing working on numeracy across the curriculum. The Focused Instructional Coach will visit classes and report out ways in which teachers of subjects other than math are integrating math skills into their daily lessons. The Instructional Coach will share strategies out during department and team meetings.** • **This year, University Park will complete the first round of MAPS testing by the beginning of October. The Focused Instructional Coach will use meeting time within the next three weeks to allow teachers to go over scores and look for students who will need extra helps and interventions.** • **University Park is running a new Middle School PLC (Professional Learning Community). One of the topics of this PLC is motivation and engagement strategies. Teachers in this PLC will read articles and discuss ways to implement new motivation and engagement strategies into their classrooms. The Middle School PLC will also take a look at assessments and study skills. Teachers will be encouraged to find new ways to teach study skills in the classroom.**

Goal 2: The percentage of students in the 7th grade cohort moving to 8th achieving advanced or proficient on ELA MCAS will go up from 57% to 70% in the 2015 administration of the PARCC ELA exam.	
What worked well?	**University Park continued its best practice strategy of, "Literacy Across the Curriculum." Teachers are University Park continue to teach ELA skills across all disciplines. During the two staff development days prior to the start of the 2014-2015 school year, math and science teachers spent time presenting different ways they implement literacy in class. At meetings throughout the year there was time assigned for teachers to share with their grade level teams what they were doing to promote literacy in their class.** **One of the middle school teachers continued to operate a Middle School Book Club that met afterschool. This group was open to any interested middle school student and attendance at this club averaged over 18 students every meeting.** **The English department conducted a lesson study last year. This lesson study was prepared by all the members of the English faculty. The lesson study gave teachers a chance to work within their department to plan a lesson. Working together to plan a lesson helped English teachers better understand what is expected of students at each grade level.** **The English department worked with professors at Clark University to understand their expectations for what good college writing looks like. With these expectations in mind, the English department began to work backwards, from senior year to seventh grade, to ensure that their curriculum maps, rubrics and overall writing expectations were aligned to ensure that students leaving UPCS would have the skills they need to succeed in college.**
What improvements are needed?	**University Park ELA teachers need to continue their work on curriculum maps to ensure that skills are aligned to achieve desired grade-level results. Time will need to be made for this planning and alignment; this should be facilitated by the Focused Instructional Coach.** **University Park Campus School teachers will need to continue their work on Literacy Across the Curriculum. All teachers in every discipline must be able to provide examples of assignments they are giving and rubrics they are using to assess content-specific writing within their classrooms.**

What are our next steps?	• **University Park teachers have decided that they will work on ELA skills across the curriculum by planning interdisciplinary units together. The Middle School PLC will work throughout the year to plan an interdisciplinary unit that they will carry out in the month of April. This unit will include a specific lesson that will incorporate a lesson study. Teachers will work collaboratively in PLC time to accomplish this task.** • **University Park Campus School teachers will use ELA MAPS scores to identify areas where students or groups of students need targeted interventions. MAPS tests will be given out the first week in October and the Focused Instructional Coach will establish meeting time for teachers to analyze data and plan interventions and focus instruction according to results.** • **University Park is running a new Middle School PLC (Professional Learning Community). One of the topics of this PLC is motivation and engagement strategies. Teachers in this PLC will read articles and discuss ways to implement new motivation and engagement strategies into their classrooms. The Middle School PLC will also take a look at assessments and study skills. Teachers will be encouraged to find new ways to teach study skills in the classroom.**

Goal 3: All 7th and 8th grade students will show growth in science. The percentage of middle school students achieving advanced and proficient scores on the Science and Engineering MCAS exam will rise from 24% last year to 35% in the 2015 administration of the exam.	
What worked well?	**The results of the 2015 administration of the MCAS Science and Engineering exam remained steady at 22% Proficient. There was a decrease in the number of students in the warning category, with only 24% in the warning category in 2015 compared to 26% in 2014 and 31% in 2013.** **As a school, University Park continues to try and increase the number of proficient and advanced scores on the MCAS by focusing on strategies such as Writing to Learn and Numeracy Across the Curriculum, these practices directly affect the scores of MCAS tests by providing students with the skills to read and decode the complex questions found on the 8th grade MCAS science exam.** **Interns from the Massachusetts College of Pharmacy and Health Studies provided assistance in science classes during the 2014-2015 school year. This one-on-one assistance for students who were struggling to understand concepts helped reduce the number of percentage of students in the warning category.** **The University Park Campus School Robotics team was established and about 15 middle school students participated during the 2014-2015 school year. The Robotics team encouraged members to act as engineers and create robots to participate in multiple competitions.**
What improvements are needed?	**As a school, University Park must continue to work towards more proficient and advanced scores on the MCAS science administrations. University Park science teachers will continue to look at their curriculum maps in order to identify and focus on areas where gaps exist, this will be facilitated by the Focused Instructional Coach.** **University Park science teachers will try to improve the coverage of content throughout the year that may improve scores on this exam. As a school, University Park will continue to improve these scores and specifically focus on decreasing the number of, "0's" on open response questions. Overall, there is still much room to grow in this area and we will continue to look for methods of increasing our proficiency in science.**

What are our next steps?	• **During the Professional Development day in October, teachers will receive training on using standards-based assessments and reflections. This types of assessments encourages teachers and students to look closely at which content and strands are mastering and those that need further study.** • **University Park staff will use data from previous years testing to inform where there may be gaps in student knowledge of the science curriculum. Science teachers will use this information to inform there teaching and focus on content coverage. The Focused Instructional Coach will work together will science faculty to ensure there is time to analyze this data.** • **The Middle School PLC will focus on motivation and engagement strategies this year. This PLC will work to enact new strategies that may help increase overall performance in classes and on larger exams and tests.** • **The University Park staff will also continue to focus on study skills this year. This will help students become confident test takers on all exams, including science examinations.**

Goal 4: The number of AP qualifying scores in the social science classes AP Human Geography, AP United States History and AP United States Government and Politics will double to 22% in the 2015 Administration of the exams.	
What worked well?	**Unfortunately, University Park Campus School did not achieve its goal of increasing the number of qualifying scores on AP Human Geography, AP United States History and AP United States Government and Politics to 22%. Student performance on these exams remained consistent with the previous year's results. The 2014-2015 school year was riddled with snow days, which led to many interruptions to instruction of these classes.** **University Park continues to increase the number of students enrolled in Advanced Placement classes. All students at University Park are eligible to take these courses despite past performance or GPA.**

What improvements are needed?	University Park will continue to work and improve the number of qualifying scores on AP exams. The faculty at University Park recognizes the importance of these exams, as a qualifying score could earn students college credit. Students at University Park need to work on test-taking strategies. Many of the students at University Park who take an AP class (specifically AP Human Geography) are enrolled for the first time. AP exams are different than other high-stakes exams that students take because they are timed. Teachers of AP classes need to provide AP students with experience taking timed exams. University Park Campus faculty will work to improve study skills across all grades and disciplines. This study skill work will benefit students when they move on to take AP classes. AP teachers need to re-work instructional strategies in order to increase the rigor of class to better prepare students for exam. Focused Instructional Coach will need to check in on the new strategies that are implemented.
What are our next steps?	• Focused Instructional Coach will consult with teachers of AP at other schools who are achieving higher scores on exams. Instructional Coach will bring back information they learn from these teachers and share it during meeting time with AP teachers at University Park. • AP teachers at University Park will actively look for Professional Development to attend in order to help achieve higher scores on exams. AP teachers should attend at least one professional development session before winter break. • PLCs will meet to research and discuss motivation and engagement strategies. These various strategies will be shared throughout the faculty. AP teachers will be encouraged to adopt specific strategies in an effort to increase motivation in difficult AP classes. Increased assessment of study skills across grade levels will better prepare students for entering AP courses. • All AP students will take at least 2 timed practice exams before the real test date. Students will receive feedback within 1 week of the practice exam. The students will reflect on their tests and identify strands of weaknesses and establish a plan to improve weaknesses with teacher. This process will be facilitated by the Focused Instructional Coach.

Goal 5: The number of school suspensions will decrease by 20%.	
What worked well?	**Although the total number of suspensions at University Park did increase in the 2014-2015 school year from 22 to 29, UPCS did make some improvements because the total number of out of school suspensions decreased by 11% in the 2014-2015 school year. The total number of students suspended represented just 6% of University Park Campus School's total population. Also, data demonstrates that the majority (86%) of the suspensions at University Park occur in grades 7, 8 and 9. The fact that students are not being suspended as frequently in the upper grades is a testament to their civic and social growth while at University Park.** **Over the course of the 2014-2014 school year University Park Campus School enacted multiple behavior plans for students who had already been suspended. Once these behavior plans were enacted and followed these students were significantly less likely to be suspended again.** **The Middle School team assigned a faculty "check-in person" to any middle school students who had gotten into trouble and could be considered at-risk for suspension, this worked to help prevent many students from committing infractions that could get them suspended. Also, the Middle School team began the practice of holding, "Student-Centered Meetings." These meetings brought together the teachers, students and guardians to discuss issues that the teachers were concerned over. Students were responsible for conducting the meeting and establishing a plan to help them get on track, teachers and guardians were responsible for tracking the student's progress.**
What improvements are needed?	**University Park Campus School is committed to continuing to decrease the number of suspensions throughout the school year. Overall, University Park would like to see the number of in and out of school suspensions decrease; there is a specific emphasis on decreasing suspension numbers in grades 7, 8 and 9.** **University Park faculty would like to see an increase in participation in extracurricular activities. Faculty will continue to encourage students to become members of clubs and teams. All students and teachers at University Park must be trained in Non-Violent Communication from the guidance staff.**

What are our next steps?	• **Middle School team will work to expand the use of Student Led Meetings and customized behavior intervention plans in order stop student behavior issues before they lead to suspensions.** • **PLC teams will focus on motivation and engagement across all grades and disciplines. Data proves that students who are more engaged in school activities are less likely to misbehave and act out in school.** • **University Park will begin to use their new "Advisory" format. Students will have the opportunity to select advisories based on their own interests. University Park faculty is hopeful this will lead to increased student engagement.** • **Middle School students and teachers will receive training on Non-Violent Communication within the first 3 months of school.**

SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2015 - 2016

Delivering on High Expectations and Outstanding
Results for All Students

Worcester Technical High School

School

Mr. Kyle Brenner

Principal or Administrator

Dr. Marco Rodrigues

Interim 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 SMARTe 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
Kyle Brenner	Principal	Sept: 9/17/15, 9/30/15
Francis Mann	Director of Career & Technical Education, Acting	Oct: 10/16/15, 10/30/15
Michelle Phenix	Assistant Principal	Nov: 11/18/15, 11/30/15
Siobhan Petrella	Assistant Principal	Dec: 12/9/15, 12/22/15
Drew Weymouth	Assistant Principal	Jan: 1/13/16, 1/27/16
Brian Potter	Assistant Principal	Feb: 2/10/16, 2/26/16
Heather Courtney	Guidance Department Head	Mar:3/9/16, 3/23/16
Sean Lynch	Math Department Head	Apr: 4/6/16, 4/27/16
Jocelyn Coughlin	Science Department Head	May: 5/11/16, 5/25/16
Beth Dowd	Special Education Department Head	June: 6/8/16, TBD
Michael Metivier	Social Studies Department Head	
Teresa Leland-Sullivan	English Department Head	
Stephanie Stockwell	MCAS Specialist	
Laurie Denis	Focused Instructional Coach	

II. Comprehensive Needs Analysis (Good News, Urgent Statements)

Complete this summary of strengths and concerns after you have completed a thorough data analysis.

Areas of Strength	
Strength	**Evidence**
WTHS is a National Blue Ribbon School	U.S. Department of Education
WTHS is a Level 1 school for meeting gap narrowing goals.	MCAS data: School Results by Subgroup and 2015 Accountability data (DESE)
WTHS has met all student group targets.	MCAS data: School Results by Subgroup and 2015 Accountability data (DESE)
Worcester Technical High School saw a large increase in the number of students scoring advanced on the 2015 ELA MCAS. Forty-six percent of students scored in advanced in 2015, an increase from 24% in 2014 and 33% in 2013. Ninety-six percent of students scored proficient or higher on the ELA MCAS, an increase from 92% in 2014. Three subgroups saw an improvement: Students with disabilities increased from 63% advanced/proficient in 2014 to 79% advanced/proficient in 2015, English Language Learner students increased from 72% advanced/proficient in 2014 to 82% in 2015, and Hispanic students increased from 89% to 95% advanced/proficient from 2014 to 2015. ELA Median SGP aggregate 62, an increase from 59 in 2014, low income 61, an increase from 56 in 2014, Hispanic 65, an increase from 47 in 2014, and High Needs 62.5, an increase from 57 in 2014.	MCAS data: School Results by Subgroup
Worcester Technical High School saw a large increase in the number of students scoring advanced on the 2015 Math MCAS. Fifty-three percent of students scored into the advanced performance level in 2015, an increase from 39% the previous year, which surpasses the district 35% of students scoring advanced in 2015. Math Median SGP saw a large increase from 60 in 2014 to 68 in 2015. Number of students scoring advanced/proficient increased from 76% in 2014 to 80% in 2015. On the mathematics MCAS, the Hispanic subgroups saw an increase from 68% advanced/proficient in 2014 to 76% advanced/proficient in 2015. The economically disadvantaged subgroup increased from 73% in 2014 to 78% in 2015, and ELL from 35% in 2014 to 58% in 2015.	MCAS data: School Results by Subgroup and 2015 Accountability data (DESE)

Math Median SGP aggregate 68, an increase from 60, low income 71, an increase from 61, special education 53.5, an increase from 44, African American/Black 68, an increase from 64, Hispanic 69, an increase from 55, and High Needs 69, an increase from 61	
Student attendance rates at Worcester Technical High School for 2014-2015: Average attendance rate 95.8%, Average days absent 7.3, chronically absent 8.6%.	School Profile Indicators Attendance Data – DESE website
Grade 9 Biology MCAS pass rate remained the same at 95%. Students scoring proficient or advanced remained constant at 66%.	MCAS data: School Results (DESE)
Areas of Concern	
Concern	**Evidence**
80% of students scored proficient or higher on the math MCAS, representing a 4% increase from the previous year, but below our goal of 84%.	MCAS data: School Results by Subgroup (DESE)
Grade 9 Biology MCAS results as a whole remained constant. Subgroups saw a decrease in achievement level: Economically disadvantaged decreased from 66% advanced/proficient in 2014 to 63% in 2015, ELL students went from 44% in 2014 to 39% in 2015. African American and Hispanic subgroups both decreased by 3 percentage points. Students with disabilities decreased from 30% advanced/proficient in 2014 to 20% in 2015.	MCAS data: School Results by Subgroup (DESE)

III. Action Plan

Worcester Public Schools Strategic Goal	Worcester Public Schools will implement strategies that result in high student achievement.
School SMARTe Goal	**96% of students will score at or above proficient level on the 2016 ELA MCAS**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** • Teachers will continue to introduce new open response strategies paying specific attention to the differences between nonfiction/fiction prompts. • Teachers will model open response questions paying specific attention to embedding quotes and not citing quotes. • Instructors will help students interpret the prompt and help students build topic development provide more depth when writing long compositions • Students will be encouraged to focus on quality, not necessarily quantity, by incorporating academic language, literary devices and creating paragraphs that have 8-12 sentences per paragraph. • The ELA department is focusing on argumentative essays increasing the number from one per year to one per quarter. • The ELA Special Education teacher loops 9th and 10th grade students The ELA department will collaborate with the Special Education teachers on professional development. In inclusion classes, ELA and Special Education teachers will pinpoint areas to assist students transitioning from resource room to inclusion to successfully mainstream the students.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The ILT team will ensure the implementation of these strategies through classroom observations, review of lesson plans, analysis of MCAS data to target specific areas of weakness and review student exemplars as a group.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Lesson plans, student exemplars, MCAS item analysis, student Writing portfolio	Data from common assessments, WTHS writing portfolio.
Data Source:MCAS	Data Source: common assessment

IV. Action Steps – School SMARTe Goal

School SMARTe Goal: **96% of students will score at or above proficient level on the 2016 ELA MCAS.**

Best Practice or Strategy: Adherence to and quarterly review of WTHS student writing portfolios

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Quarterly writing portfolio checks and monitor of Common Core Curriculum map grades 9-12.	**Quarterly**	ELA and SPED ELA faculty	Writing portfolio	Professional development
Continue to highlight the differences between non-fiction and fiction passages.	**Sept-May**	All academic and technical faculty	Lesson plans	Older MCAS data & AP exams
Continue to Scaffold ORQ methodology to incorporate more paraphrasing and embedded quotes into student writing to minimize "speed bumps"	**Oct - May**	ELA faculty	Lesson plans	Professional Development
Continue to use DESE student work samples, fiction/non-fiction excerpt bank with multiple choice and open response questions as well as long composition prompts.	**Nov-May**	ELA faculty	Lesson plans	Document reader
Direct instruction of process-writing with multiple revisions based on student, peer, and teacher review that promote quality rather than quantity.	**Oct-May**	Academic faculty	WTHS writing portfolio	• Process writing • Graphic organizers • Self and Peer Review Sheets
Junior honors teachers are collaborating on pre-AP curriculum to increase the number of seniors taking either AP Literature or AP Language. (Our goal is 60% of junior honors students to take AP ELA class senior year)	**Oct-May**	Junior Honor Teachers	Course Enrollment	Common Planning Time
Continued use of constructed responses in WTHS writing portfolio in preparation for PARCC.	**Sept**	ELA faculty	Writing portfolio	Department Meeting
Sharing of lessons across grade levels and interdepartmental to the Social Studies department.	**Sept-June**	ELA and Social Studies department	Lesson Plans	none

Sharing of best practices for improving the quality and quantity of student writing.	**Aug - June**	ELA Faculty/Special Education	ELA Department Meetings	Department Meeting
Classroom supports for ELL students	**Aug-June**	ELL Teacher SEI Certified Teachers	Lesson plans Classroom observations	ELL support personnel
Grade 9 and 10 students identified for AVID participate in Strategies for Success and weekly classroom tutoring. Grade 11 students work with AVID instructor on SAT strategies.	**Aug-June**	AVID Instructor	AVID materials and tutors. Lesson plans	AVID tutors
Grade 9 and 10 students scoring in Failing/Needs Improvement on 8th grade MCAS scheduled for MCAS Academic Support After School tutoring.	**January – March**	MCAS Specialist, MCAS After school teacher and site administrator	MCAS after school attendance	Academic Support Grant
Social studies department will use a common rubric to correct open response questions and CEI to ensure consistent grades and feedback is provided to students in all grade levels.	**Aug – June**	Social Studies department	Department meetings	Department Meetings

III. Action Plan

Worcester Public Schools Strategic Goal	Worcester Public Schools will implement strategies that result in high student achievement.
School SMARTe Goal	**The median SGP will be at or higher than 68 on the 2016 Mathematics MCAS exam**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** Through use of 8th grade math MCAS data and practice 10th grade MCAS exams, targeted areas for student growth will be focused on in each class. Math teachers will model open response questions focusing on Common Core content.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The ILT team will ensure the implementation of these strategies through classroom observations, review of lesson plans, analysis of MCAS data to target specific areas of weakness and review student notebooks as a group.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Lesson plans, student exemplars, MCAS item analysis, Assistments data Student notebooks Data Source: MCAS	Data from common assessments, packet practice, Assistments reports
	Data Source: common assessment

IV. Action Steps – School SMARTe Goal

School SMARTe Goal: **The median SGP will be at or higher than 68 on the 2016 Mathematics MCAS exam**

Best Practice or Strategy: Through use of 8th grade math MCAS data and practice 10th grade MCAS exams, targeted areas for student growth will be focused on in each class. Math teachers will model open response questions focusing on Common Core content.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
9th, 10th and 11th grade teachers will follow Common Core Curriculum Map created by city	2015-2016 school year	9th/10th/11th grade Math teachers	Curriculum map Lesson plans	Professional development
Through the use of assistments, teachers will focus on improving identified student weaknesses and review previously taught content. Math teachers will provide coaching for resource math teachers to understand and use assistments with the special education students.	2015-2016 year	All math teachers Special Education teachers	Assistment data	Assistments
Teachers will model strategies to effectively answer open response questions with their classes, especially questions that focus on real-world applications of topics covered.	2015-2016 school year	All math teachers Special education teachers	Student Exemplars	Professional development
Teachers will encourage their students to participate in the afterschool MCAS academic support program.	September 2015-May 2016	All math teachers	enrollment	Academic Support grant
Technical faculty will continue to review embedded math strands and incorporate their use in project based learning.	2015-2016 school year	Technical teachers Focused Instructional Coach	Lesson plans Student projects	Professional development MA Technical standards Crosswalk documents
Teachers will implement bell-ringers and activators that are focused on real-world applications of topic	2015-2016 school year	All math teachers Special education teachers	Lesson plans	Professional development

Classroom teachers will monitor the progress of ELL students in their classes and inform ELL teacher of any student who is falling behind.	2015-16	All math teachers Special education Teachers ELL Teacher	Gradebook	ELL teacher
Provide additional supports in inclusion classes. Team teaching in targeted college level classes to ensure provision of accommodations to students with special needs.	2015-2016 school year	Inclusion teachers	Special education Delivery of service Guidelines	IAs or SPED teachers

III. Action Plan

Worcester Public Schools Strategic Goal	Worcester Public Schools will implement strategies that result in high student achievement.
School SMARTe Goal	**70% of grade 9 students will score proficient or higher on the 2015 Biology MCAS.**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** The science department will use a variety of test taking strategies and focus on open response questions. Biology teachers will do labs with all students as Biology classes are fully included.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The instructional leadership team will ensure the implementation of these strategies through classroom observations and review of lesson plans.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: lesson plans, observation notes	**Data Source:** data from common assessments, lab reports, notebooks

SCIENCE
IV. Action Steps – School SMARTe Goal

School SMARTe Goal: **70 % of grade 9 students will score proficient or higher on the 2015 Biology MCAS.**

Best Practice or Strategy: Teach students to preview open response/multiple choice Science MCAS questions prior to reading passage.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
WTHS Science faculty will use common planning time and departmental meetings to analyze previous MCAS exams and item analysis.	Sept - June	All department members	Meeting agendas	None
Based on the analysis of previous MCAS exams the science faculty will determine what strands/topics need in depth review for the current 9th grade students.	Sept - Oct	All department members	Analysis	MCAS item analysis
The Science curriculum map and mid-year assessment will be adjusted to reflect MCAS analysis.	Oct - Nov	Department Head	Curriculum Map	MCAS item analysis
Science faculty will use best practices, modeling, and collaboration to determine best practices. As a group individual teacher item analysis will be analyzed to see teacher strengths that should be modeled.	Sept - May	All department Members	Multiple choice and open response questions.	MCAS multiple choice and open response questions. Teacher Class Item Analysis
All grade nine students are fully included in classrooms as there is no resource biology class	Sept-June	All department members	Class schedule	None

III. Action Plan

Worcester Public Schools Strategic Goal	The Worcester Public Schools will create a welcoming, safe and secure school environment for students, their families, educators and community members.
School SMARTe Goal	**100% of students in grades 9-12 will participate in a rigorous safety review and pass a written and performance safety test to ensure proper use of equipment and handling of materials. This will be completed in technical areas as well as science laboratories. Laboratory safety will be reviewed at each monthly department meeting.**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** Safety reviews are based on national standards, SDS (Global Harmonization Project), manufacturer's recommendations and UL Standards. This is updated quarterly and upon receipt of new machinery or materials.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Vocational director, science department head and technical department heads along with the ILT will observe and document safety procedures in the technical areas and labs. Vocational competency checklists will be reviewed quarterly.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Lesson plans, record of safety contracts, observations Data Source: Lesson Plans and Safety Records, Sign in sheets from In-service Global Harmonization /SDS training on 10/11/13	Data Source: Vocational competencies checklist, lab reports where students write safety standards written to show comprehension Data Source: Lab reports and competencies checklist

IV. Action Steps – School SMARTe Goal - SAFE AND SECURE SCHOOLS

School SMARTe Goal: 100% of students in grades 9-12 will participate in a rigorous safety review and pass a written and performance safety test to ensure proper use of equipment and handling of materials.

Best Practice or Strategy: Presentation of materials in a variety of formats

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Students will participate in a safety review during related theory/exploratory and science classes.	September	Technical faculty Science faculty	Lesson plans	National safety standards and equipment operation manuals
Students will be presented with a variety of materials where they then will explain both orally and in writing and demonstrate proper use of material and equipment	Sept-June	Technical faculty Science faculty	Lesson plans	National safety standards and equipment operation manuals
Students and parents will be required to acknowledge safety requirements and potential hazards of technical program.	Sept-June	Technical faculty Science faculty	Student Contracts	National safety standards and equipment operation manuals
Continue to increase the number of OSHA 10 certified trainers in the WTHS faculty	Sept-June	Technical faculty	Enrollment	National safety standards
Every technical area has a required uniform standard pertaining to safety. If students violate uniform policies, they will be sent to in house suspension where they will be required complete a written review of safety and uniform policies.	Sept-June	Technical faculty	Observations	National safety standards and equipment operation manuals
All students will participate in safety testing and training and show knowledge through written response.	Sept-Feb	Technical faculty	Exemplars	Safety tests
All students will be safety trained in OSHA 10 or other industry safety standard.	Sept – June	Technical faculty	Lesson plans	National safety standards
Students will complete written laboratory reports to demonstrate knowledge of safety standards.	Sept-June	Science faculty	Lab reports	Lab reports
Continue to update the web-based chemical inventory within science laboratories, Web and Programming Development students will provide teacher professional development on its use. Web base chemical inventory will be launched of Office Technology.	November	Science Department Head Office Technology	Web-based inventory	Office Technology

Conduct an EPA audit of WTHS chemical storage and disposal procedures and implement recommendations.	Sept – Oct	Science faculty	Safety audit records	Chemical storage and disposal assistance
Review and document safety procedures for Coordinated Plan Review	October – February	Technical Faculty	Department plans	National safety standards and equipment operation manuals

Action Plan

Worcester Public Schools Strategic Goal	Worcester Public Schools will develop a formal communication system in order to better transfer information on effective practices and needs.
School SMARTe Goal	**WTHS will continue to employ various communication strategies quarterly to effectively inform commur partners and 100% of families of important career and college information and events, school business, news and accountability plan.**
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	Use of various media to communicate WTHS school focus, news and information.
	Differentiation to ensure access for targeted student populations
	Communication is presented in seven different languages and interpretive services are used at public events.
Leadership Team Implementation (Explain how Data Teams implement and measure school-wide strategies.)	ILT will ensure timely communication of school news and information to families and community.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Newsletter, Guidance Quarterly, Guidance Website and Calendar, Talent Search, Data Source: ConnectEd, Guidance Quarterly, Guidance Website and Calendar, Newsletter	Career and College placement Data Source: Career and College placement %'s

Action Steps – School SMARTe Goal

School SMARTe Goal: WTHS will employ various communication strategies to effectively inform community partners and 100% of families of important school business, news and accountability plan.

Best Practice or Strategy: Communication is presented in seven languages and various media.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Host Freshman Jumpstart to acclimate incoming freshman with WTHS.	August	Assistant Principal	Attendance	Teacher stipend Student t-shirts Guest speakers
Promote parent/guardian use of portal at Know Your School Night and 8th grade Open House. Recruit technical students to staff a table at these events to assist families and partners to access and navigate the portal page.	October 21 & November 12	Guidance Department & Student Volunteers	Attendance	None
WTHS will publish Guidance Page, in print and on the school website, which will feature information and articles pertaining to the school focus and STEM innovation plan. The Guidance Page will serve as a means to disseminate information pertaining to the school's implementation of Naviance academic and career planning software. The guidance department will establish a twitter account, a guidance website, and calendar to keep families informed of relevant academic events, dates and deadlines.	Sept-June	Administration Guidance Dept. Head Faculty	Publication and dissemination	Graphics Dept.
Tradewinds (school newspaper) created by students will include articles and updates on the school focus, STEM ECCHS, and the accountability plan.	Sept-June	Tradewinds Advisor and Editor Administration Graphics students	School newspaper	Graphics Dept.
WTHS grade 12 senior capstone project will enter year three with a focus on community projects.	November-May	Technical Instructors	Senior projects posted on techhigh.us	Examples of Capstone projects.
Use of ConnectEd to contact parents/guardians to inform families of school focus, STEM ECCHS plan, and school news.	Sept-June	Administration	ConnectEd	WPS

WTHS Portal Page will include information on the STEM ECCHS plan and the school accountability plan with updated data as collected	Nov-June	Administration	Number of site visits	Telecommunication and Information Services faculty and students
Naviance is used to communicate with students and their parents. We want to explore adding advisory board members to Naviance so they receive the same communications.	Sept – June	Guidance	Naviance	Naviance
Teachers will share with families their course syllabus, classroom expectations and the school focus at Know Your School Night. Administration will meet with grade 9 families to explain the exploratory scheduling and technical area selection process to families. All families will receive a WPS college handbook.	October 21, 2015	Administration Faculty	Power point presentations Family participation	Use of technology
AP and AVID students attended Career and College Fair.	October	AP coordinator AVID teacher	Student participation	Bus fees
WTHS will host an AP recruitment night for families of grade 10 and 11 students.	April	AP lead teacher AP teachers Guidance Administration AP Coordinator	AP enrollment Family participation	MMSI
WTHS will host an 8th grade Open House for potential students and families allowing them to tour the 24 technical programs, receive information on the academic curriculum (including AP) and inform them of the schools mission, focus, STEM ECCHS plan, and instructional philosophy.	November 12, 2015	Administration Faculty and Staff students	Family participation Number of applications	Graphics Dept. US Mail ConnectEd
WTHS will host a freshman family reception night for incoming 9th grade students and families.	June	Administration Guidance	Family participation	US Mail
WTHS will host a financial aid night for grade 11 and 12 students to assist with the financial aid application process.	November	Guidance Administration Talent Search Coordinator	Family participation	FAFSA forms College handbook

WTHS will host student of the semester, athletic and senior awards to celebrate the achievement of academic and technical students.	January, May and June	Administration Guidance Academic and Technical Department heads Coaches	Awards list Family participation Scholarships	Certificates scholarships
11th and 12th graders will be given an opportunity, free of charge, to take Accuplacer at WTHS through QCC.	October 2015 March, April, May 2016	Guidance Counselors	Accuplacer	QCC
A quarterly letter will be sent out updating the general advisory board on school wide successes and opportunities for businesses to partner with our school	Sept - June	General Advisory Board Director	Quarterly Letter	Board members contact information
Families of students participating in the WTHS Science & Technology Engineering Fair will be invited to view the projects and the awards ceremony.	March - May	Science teacher Jackie Kalisz	Science Fair invitations	US Mail

III. Action Plan

Worcester Public Schools Strategic Goal	Worcester Public Schools will foster high levels of family and community engagement, commitment and partnership.
School SMARTe Goal	WTHS will enter year 4 of the WTHS STEM Early Career College Plan by increasing the number of participants at school sponsored events and increase the number of STEM partnerships with two and four year universities and STEM local businesses and industry in order to actively engage parents and community members in the WTHS STEM ECCHS.
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	**Differentiation to ensure access for targeted student populations** General Advisory Chair, Technical Director, Technical Program Advisory Chair, Co-op coordinator, Focused Instructional Coach and technical instructors from the 23 technical programs will recruit and refer representatives from STEM identified local businesses and industry to support STEM career and technical activities. Guidance Counselors, and talent search will collaborate with academic and technical department heads to submit copies of curriculum and syllabi to local two and four year STEM programs at colleges for potential articulation agreements as well as other high school and college connections. This will assist in supporting the WTHS STEM Early Career and College High School Plan. Every effort shall be made to include opportunities to first year college goers and other under-represented students.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT, technical director, department heads, and guidance, including co-op, AVID, and talent search will coordinate, conduct, and review and identify all STEM events, activities, and opportunities to ensure all WTHS students become career and college ready.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: agendas, attendance at school events, articulation Agreements	Data Source: College acceptance rates

IV. Action Steps – School SMARTe Goal FAMILY AND COMMUNITY ENGAGEMENT

School SMARTe Goal: **WTHS will enter year 4 of the WTHS STEM Early Career College Plan by increasing the number of participants school sponsored events and increase the number of STEM partnerships with two and four year universities and ! local businesses and industry in order to actively engage parents and community members in the WTHS STEM ECCHS.**

Best Practice or Strategy: General Advisory Chair, Technical Director, Technical Program Advisory Chair, Co-op coordinator and technical instructors from the 23 technical programs will recruit and refer representatives from STEM identified local businesses and industry to support STEM career and technical activities. Guidance Counselors, and talent search will collaborate with academic and technical department heads to submit copies of STEM curriculum and syllabi to local two and four year colleges for potential articulation agreements as well as other STEM high school and college connections. This will assist in supporting the WTHS STEM Early Career and College High School Plan.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Weekly college (academic and technical) visits for seniors at WTHS.	Sep-Nov	Linda Graham Guidance	Attendance	
All 11th and 12th grade students will write a cover letter and create a resume to submit to potential employers for internship or co-op opportunities that will be reviewed by volunteers from General Advisory Board.	Sept-Nov	Technical instructors Co-Op Coordinator	Student resume and cover letter	Rubrics
WTHS will enter year three of the grade 12 senior Capstone Project.	Nov-May	Academic and Technical Faculty	Senior projects	As needed
Students will write a reflection paper about their vocational experience as it relates to their post graduate plans.	April-May	SPED faculty ELA faculty	Reviewed and scored by ELA faculty	WPS writing portfolio
Students will journal about their co-op and internship experience quarterly to be submitted to local businesses and industry advocates expressing our appreciation for their role i student success and growth.	Sept-June	Technical instructors Co-Op coordinator	Reviewed and scored quarterly	Journals
Technical students will read technical journals and respond to critical thinking questions weekly	Sept-June	Technical instructor	Reviewed weekly	Rubrics, technical jour
Cooperative education coordinator will meet with potential STEM partners from business, industry, and higher education	Sept-June	Co-op coordinator	Reported to ILT quarterly	Use of Technology

Local industry and business partners will present a career seminar to students focusing on interview skills, resume building, and the use of social media to grade 11 and 12 students.	Nov - March	Co-op coordinator	Agenda	Guests speakers
Director of Vocational Education and Principal will meet with local college presidents to increase awareness of STEM student need and to develop STEM opportunities including articulation agreements, field trips, guest speakers, and grant partners.	Sept-June	Director of Vocational Education and Principal	Reported to ILT quarterly	Use of Technology
Focused Instruction Coach will meet with all technical instructors to update scope and sequence to align with the new technical frameworks.	Oct – June	Coach, technical faculty, Vocational Director	Technical Frameworks	As needed

Worcester Public Schools Professional Learning Plan (PLP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Worcester Technical High School	Kyle Brenner	August 24 – June 9

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Through the NEASC committees staff will ensure documentation, curriculum, and facility are adequate to meet the 11 NEASC standards: mission and purpose, planning and evaluation, organization and governance, academic program, faculty, students, library and other information resources physical and technological resources, financial resources, public disclosure, and integrity.	Entire faculty	By going through the NEASC accreditation process, staff will review our practices for high student achievement, safe and secure schools, high levels of family and community engagement, and ensure a wide range of effective communication systems.
2	100% of graduates will complete coursework to prepare them for college and career	Entire faculty	Foster levels of high student achievement in academic and technical areas
3	Provide student specific supports and instruction to all	Entire Faculty	Foster levels of high student achievement in academic and technical areas and high levels of family and community engagement.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	8/25 – NEASC Committees – start to write summaries	
	10/9 – NEASC Committees – writing summaries	
	12/1 - ½ day – NEASC Committees	
	12/15 - ½ day – NEASC Committees	
	1/26 - ½ day – NEASC Committees	
	4/5 - ½ day – Prepare for NEASC Visit	
2	March 9, 2016 - ½ day – Motivational Speaker Event, Anthony Robles at Hanover Theater	
	ILT & Monthly Department Meetings – sharing of best practices, common assessments, DDMs,	
3	ILT & Monthly Department Meetings – MCAS item analysis, sharing of best practices, common assessments, DDMs	

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Half school days for students	
2	Commitment of funds from anonymous donor, data	
3	Assessment data	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Worcester Technical High School End-of-Year Reflections & Next Steps, 2014-2015

Each year, Instructional Leadership Teams reflect on their yearly progress, as measured by adult actions and performance indicators, and recommend future actions.

Goal: 94% of students will score at or above proficient level on the 2015 ELA MCAS. **Goal Met 96% of students scored proficient or above on the 2015 ELA MCAS**	
What worked well?	Worcester Technical High School saw a large increase in the number of students scoring advanced on the 2015 ELA MCAS. Forty-six percent of students scored in advanced in 2015, an increase from 24% in 2014 and 33% in 2013. Worcester Technical High School students earned 71% of the open response points and 76% of the writing prompt points, surpassing the state average of 61% and 69% respectively. Median SGP for the following subgroups was within DESE suggested growth parameters: students with disabilities was 51, ELL was 60, and low income was 61.
What improvements are needed?	Worcester Technical High School will focus on the English Language Learner and students with disabilities subgroups to improve the percentage of students scoring in advanced. Only four percent of students with disabilities and five percent of English Language Learner students scored advanced. Worcester Technical High School students earned 77% of total multiple choice points which was higher than the district earning 69% of total multiple choice points but lower than the state average of 80% of the multiple choice points.

What are our next steps?	Grade 9 and grade 10 ELA teachers will continue to use a pre and post test for all students. These test will provide valuable real time data for teachers to adapt instruction, as necessary. The ELA department adopted the DDM for grades 9 and 10 to improve concentration in developing argumentative essays. In the writing portfolio, we increased the requirement for argumentative essays from 1 per year to 1 per quarter. Worcester Technical High School is continuing the two new ELA initiatives on prefixes/suffixes and grammar. Lesson plan templates are all designed to address common core standards and teachers are using curriculum maps to track standards. The ELA department is looking to expand SAT preparation for students.

Goal: 85% of students will score at or above the proficient level on the 2015 Mathematics MCAS **Goal not met. 80% of students scored at or above the proficient level on the 2015 Math MCAS**	
What worked well?	Although the goal was not met, 53% of students scored into the advanced performance level, an increase from 39% the previous year, which surpasses the district 35% of students scoring advanced in 2015. Although the goal was not met, the median student growth percentile was 68, a large increase from 60, the previous year. Worcester Technical High School students received 76% of multiple choice points which met the state percentage and 69% of short answer points surpassing the state percentage of 68%.
What improvements are needed?	Worcester Technical High School students earned 58% of total open response points, while the state received 60% of total open response points. The previous year in 2014, students earned 58% of total open response points, remaining the same. However, the gap between school and the state was narrowed as the previous year there was a difference of 4 percentage points. We need to focus on special education students as our non-special education population scored 89% proficient or higher. The students with disabilities subgroup scored 27% proficient or higher.

What are our next steps?	The math department will refocus on increasing students' ability to earn a 3 or a 4 on open response questions. Teachers will assign at least 2 open response questions per week in Algebra I, Geometry and sophomore Algebra 2 classes, which will be documented through lesson plan submittal to the department head. At professional development days, special education teachers will join the math department meetings to review best practices. Through the use of assistments, teachers will focus on improving identified student weaknesses and review previously taught content. Math teachers will provide coaching for resource math teachers to understand and use assistments with the special education students.

Goal:
100% of students in grades 9-12 will participate in a rigorous safety review and pass a written and performance safety test to ensure proper use of equipment and handling of materials. This will be completed in technical areas as well as science laboratories.

What worked well?

The number of student accidents in technical programs decreased from 43 in 2012-13 to 26 in 2013-14 but had 27 in 2014-15. All technical programs incorporate Strand 1 Safety and Health Knowledge Skills of the Vocational Technical Education Framework.

Incorporated strand 1 (see below) into Grade 9 exploratory schedule.

1.A.01	Demonstrate appropriate health and safety practices based on the specific occupational area.
1.A.01.01	Identify, describe and demonstrate the effective use of Safety Data Sheets (SDS).
1.A.01.02	Read and interpret chemical, product and equipment labels to determine appropriate health and safety considerations.
1.A.01.03	Identify, describe and demonstrate personal, shop and job site safety practices and procedures.
1.A.01.04	Demonstrate safe dress and use of relevant safety gear, personal protective equipment (PPE) and ergonomics, e.g., wrist rests, adjustable workspaces, equipment, gloves, proper footwear, earplugs, eye protection and breathing apparatus.
1.A.01.05	Demonstrate appropriate safe body mechanics, including appropriate lifting techniques and ergonomics.
1.A.01.06	Locate emergency equipment, first aid kit, SDS information directories and emergency action/response plan/escape routes in your lab, shop and classroom, including labels and signage that follow OSHA Hazard Communication Program (HAZCOM), eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches and emergency exits.
1.A.01.07	Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop and classroom, e.g., the OSHA Lockout/Tagout Program (LOTO).

The science department had safety trainings at each of their monthly department meetings. In addition, students in science classes watch a movie, sign a contract that they watched the movie, sign additional contracts for safety expectations and take a test on safety procedures.

Shops, such as welding, celebrated milestones of days without student accidents with pizza parties.

What improvements are needed?	Continue to increase the number of technical teachers trained and certified to teach in OSHA 10 general industry/construction card.
What are our next steps?	Continue to increase the number of technical teachers trained and certified to teach in OSHA 10 general industry/construction card. Continue to have monthly safety meetings at science department meetings. We will analyze data to recognize trends in academies/shops to implement safety strategies to reduce/eliminate student accidents.

Goal: WTHS will employ various communication strategies to effectively inform community partners and 100% of families of important school business, news and accountability plan.	
What worked well?	Guidance quarterly was mailed to all parents and partners last year. The school newspaper, Tradewinds, had 4 editions during school year 2014-15. WTHS hosted a College Fair in Fall 2014 and had 29 higher education institutions in attendance. Worcester Tech also hosted a successful financial aid night for students and parents in March 2015. The Worcester Technical High School school accountability plan and the STEM early career and college plan are posted on the WTHS portal page. WTHS hosted its first job fair in spring 2015 with 20 employers. General advisory meetings were held twice per year. Know Your School Night had over 1,000 people in attendance.
What improvements are needed?	Increase the number of parents accessing the WTHS portal page. Continue to post daily school announcements and update WTHS portal page as needed.
What are our next steps?	Promote parent/guardian use of portal at Know Your School Night and 8th grade Open House. Recruit technical students to staff a table at these events to assist families and partners to access and navigate the portal page. A financial aid night will be held November 2015 for students and families. Naviance will be used to communicate with students and their parents. We want to explore adding advisory board members to Naviance so they receive the same communications. Continue to publish Guidance Quarterly and Tradewinds newspaper.

Goal: WTHS will enter phase II of the WTHS STEM Early Career College Plan by increasing the number of participants at school sponsored events and increase the number of STEM partnerships with two and four year universities and STEM local businesses and industry in order to actively engage parents and community members in the WTHS STEM ECCHS.	
What worked well?	Worcester Technical High School spring general advisory meeting had over 350 participants representing parents, higher education and business/industry. WTHS hosted many successful events during the school year: • Parent student financial aid night • 8th grade Open House • Know Your School Night • Freshmen Family Welcome Reception • Senior Awards • AP Awareness Night • College Fair • Liz Murray motivational event • Senator Elizabeth Warren visit • The first annual Mustang raffle • UMASS Medical Students mentoring Biotechnology students • Hosting local, national and international visitors to promote partnerships and awareness of vocational education • National Honor Society and Student Council promote community service
What improvements are needed?	Increase the number of dual enrollment opportunities between 2 and 4 year colleges. Increase the rigor of laboratory sciences

What are our next steps?	The administration team and department heads will work with technical programs to develop dual enrollment opportunities. In addition, we will work to strengthen our advisory partnerships.

Wake-Up Math is a program developed by the faculty at Forest Grove Middle School. Each day during the morning homeroom period, students work on a math problem. The student responses are then collected and submitted to the cluster math teachers who review the problem with students. Math teachers at Forest Grove acknowledge students on a weekly basis based on their responses. The school year starts with review material and the problems get more challenging as the school year progresses.

ITEM: gb #5-84

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Tuesday, May 17, 2016

ITEM: Mr. O'Connell/Mr. Foley/Mr. Monfredo/Miss Biancheria (March 11, 2015)

To review the Massachusetts Department of Elementary and Secondary Education report entitled, "Elm Park Community School Level 4/School Redesign Grant (SRG) Monitoring Site Visit" which took place December 4-5, 2014 and to consider the "Strengths" and "Areas for Improvement" detailed in it.

PRIOR ACTION:

3-19-15 - Ms. Novick made the following motion:
Request that the item be filed.
On a roll call of 1-6 (yea-Ms. Novick), the motion was defeated.
It was moved and voice voted to refer the item to the Standing Committee on Accountability and Student Achievement.

BACKUP:

Annex A (17 pages) contains a copy of the Elm Park Community School Level 4/ School Redesign Grant Monitoring Site Visit report.
Annex B (4 pages) contains a copy of a letter from the Principal at Elm Park dated May 10, 2016, a summary of the 2015-16 Lexia Core 5 data and some First in Math charts.

ELEMENTARY & SECONDARY
EDUCATION

Elm Park Community School
Level 4 / School Redesign Grant (SRG)
Monitoring Site Visit

December 4-5, 2014

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

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ELEMENTARY & SECONDARY
EDUCATION

This document was prepared on behalf of the Division of Accountability, Partnership, and Assistance of the Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
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About the Level 4 Monitoring Site Visit Process

The purpose of the Monitoring Site Visit (MSV) is to provide Level 4 schools and School Redesign Grant (SRG) recipients with formative feedback in support of turnaround efforts. The MSV will help districts and schools understand where turnaround implementation is successful or lagging, as well as how future plans can be improved.

The MSV process is designed around the 11 Essential Conditions for School Effectiveness (Essential Conditions). The Essential Conditions were developed in 2009 and voted into regulation by the Massachusetts Board of Elementary and Secondary Education in 2010 to represent a research- and practice-based consensus of practices for effective schools. The Essential Conditions are central to ESE's systems for accountability and assistance. The MSV focuses on the following Essential Conditions: Effective District Systems for School Support and Intervention; Effective School Leadership; Aligned Curriculum; Effective Instruction; Student Assessment; Tiered Instruction and Adequate Learning Time; and Student Social, Emotional, and Health Needs. The remaining Essential Conditions will be examined only when relevant to a school's turnaround efforts.

The MSV utilizes multiple sources of evidence (documents, interviews, classroom visits) to understand the progress the school has made toward implementing plans for school turnaround. Over the course of the visit, evidence is collected and analyzed by a team composed of educators and consultants to the Massachusetts Department of Elementary and Secondary Education. The final product of the MSV is a written report, documenting the team's findings (strengths and areas for improvement) regarding current school implementation of turnaround initiatives.

Strengths:	Strengths are used to identify programs, practices and operations that are working well and supporting effective school turnaround implementation. Strengths identified by the site team are based on evidence collected during the visit.
Areas for Improvement:	Areas for improvement identify practices and operations that may need attention to better serve students and/or school turnaround implementation. Areas for improvement identified by the site visit team are based on evidence collected during the visit.

Essential Condition 2: Effective School Leadership

Strengths

The principal is beginning to create a focus on teaching and learning.

- The principal has developed a multi-faceted approach to instructional improvement. Leaders and teachers reported that the school has identified specific expectations to support school improvement efforts: explicit lesson plans; the use of formative assessments to inform lesson planning; weekly professional learning community (PLC) meetings; and teacher/student conferences. Leaders stated (and review of lesson plans confirmed) that lesson plans present standards, lesson objectives, essential questions, and formative assessments. Leaders explained that teachers have begun to use the Worcester Public Schools' Framework for High Quality Teachers and Learning (HQTL) to guide their planning. Review of the HQTL indicated that this tool identifies expectations for classroom organization, instructional design and delivery, and student learning. Further, leaders and teachers reported (and the instructional coach confirmed) that teachers meet weekly in grade level PLC groups with the instructional coach to discuss and plan instruction. Finally, leaders reported (and teachers and students confirmed) that teachers hold conferences with students at least twice a year to discuss their progress and to set learning goals. Leaders explained that student conferences help teachers target individual student needs and build relationships between students and teachers. Review of guiding documents for student conferences demonstrated that teachers are encouraged to use reflective questioning techniques. For example, suggested discussion topics include the student's best effort for the assignment, what students did well, what students will do differently, and topics students would like to learn more about this year.
- There are avenues of support to help professionals in the school improve their abilities. Leaders reported that school staff include an instructional coach who oversees and supports curriculum and instruction. According to leaders, the coach leads weekly grade level meetings, creates a monthly instructional newsletter, provides guiding documents, and models instructional techniques in classrooms. Review of the monthly instructional newsletter indicated that the coach creates this resource to reinforce instructional priorities. For example, the November newsletter focused on student discourse and featured an article, *Speaking Volumes,* to encourage teachers to incorporate "...productive student talk to help a classroom move from good to great." In addition, teachers reported that they are able to attend district professional development (PD), as well as professional opportunities outside the district, and that the district communicates weekly opportunities via email and website postings. Further, leaders stated that the principal, assistant principal, and instructional coach participate in classroom walkthroughs and provide verbal and written feedback. Leaders and teachers reported that following a classroom visit, the coach provides feedback with suggestions for improvement in an e-mail, followed by an individual discussion.

Areas for Improvement

The school has not yet developed an instructional leadership team (ILT) that has sufficient authority to make decisions and communicate effectively with staff.

- The ILT is not consistent in its work and purpose. Leaders reported that the ILT configuration is new this year and stated that the principal asked for teachers to volunteer to serve as members. Teachers explained that the ILT was recreated this year with six members – two volunteers and four invited by the principal. Further, teachers stated that, this year, the ILT meets weekly on Thursday from 3:00 p.m. until 4:00 p.m., and have since extended to a 5:00 p.m. end time; they felt the extra time was needed if they were to have sufficient time to work on projects assigned by the principal. In a focus group, when asked to describe the role of the ILT, teachers were unclear. Some stated that the ILT does not do leadership work and, instead, operates more like a think tank; others stated that its role is to process ideas for the administration. Teachers also reported that the purpose of the ILT changes when leadership changes. ILT members also stated (and leaders confirmed) that current tasks of the ILT include researching Partnership for Assessment of Readiness for College and Careers (PARCC) questions and identifying instructional resources in support of PARCC-level of questioning, although they acknowledged that they had specific plans for implementation. Further, a review of documents showed inconsistency in the development of weekly agendas and recording minutes. Specifically, minutes are most often kept by the instructional coach who disseminates them to the group; however, documents provided to the site visit team for review did not confirm the frequency of meetings reported.
- The ILT does not function in a decision-making capacity. Leaders and teachers reported that the ILT discusses instructional topics and works on tasks, such as identifying instructional resources, but does not make decisions. Teachers stated that, while faculty members are encouraged to come to the ILT with questions or concerns, they have not yet done so. Teachers also stated that the instructional coach records meeting minutes and distributes these to staff. Review of ILT minutes confirmed that the ILT discusses instructional topics such as common assessments, teacher resources, and student conferencing. Furthermore, ILT minutes available for review specified discussion items and questions for further exploration, but did not include evidence of any ILT decisions.

Essential Condition 3: Aligned Curriculum

Strengths

The site visit team did not find strengths related to Aligned Curriculum that rose to the level of a finding.

Areas for Improvement

While teachers are provided with curriculum maps aligned to state frameworks, there is inconsistent implementation of the curriculum.

- The district and school supply teachers with curriculum maps to guide instruction. Teachers reported that the district website provides online curriculum maps with scope and sequence for planning. Teachers explained that these documents are aligned to the Common Core State Standards. Review of the online scope and sequence documents demonstrated that this resource allows teachers to view instructional standards organized by grade level and content area, and sequenced in five-week intervals. In addition to the granular view of curriculum, this resource also provides a year-at-a-glance view. Further, leaders and teachers reported that the instructional coach facilitates discussions during PLC meetings regarding horizontal alignment and lesson planning. Leaders and teachers also stated that teachers use the HQTL and Standards of Effective Teaching Practice Crosswalk to guide instructional planning.
- Implementation of the curricula is inconsistent across grade levels and subjects. Teachers reported that the school schedule does not provide time for collaboration among special educators, teachers of English Language Learner (ELL) students and general education teachers to plan accommodations and curriculum modifications to meet student needs. Similarly, teachers stated that the schedule does not provide time for teachers to collaborate to plan vertical alignment of content. In addition, leaders and teachers reported on a lack of curricular cohesiveness caused by the lack of adopted programs for English language arts (ELA) and mathematics, as well as the associated lack of common materials. However, teachers reported (and leaders confirmed) that the district is piloting the *Go Math* program.

Essential Condition 4: Effective Instruction

Strengths

The school has begun to build and support a common expectation for lesson structure.

- The principal has identified lesson plan expectations. Leaders reported (and teachers confirmed) that the principal has identified common expectations for lesson plans, including content objectives, language objectives, standards, essential questions, and assessments. Review of lesson plans demonstrated that, although teachers use different format and templates for plans, the majority of lesson plans met the expectations. For example, a sample lesson plan included: an essential question (What do you learn by reading a text closely?); a content objective (The student will be able to identify evidence that supports particular points of a story); a language objective (Write an interesting beginning for a fictional story); an assessment (What makes a good beginning?); and standards. Further, the site visit team observed these components during classroom visits. In 65 percent of observed classrooms (n=23), the learning objective was communicated to students.
- The school has adopted a PLC format for all grade level team collaborative meetings. Leaders reported (and teachers confirmed) that teachers meet once a week in grade level PLC teams. Leaders stated that the school structure was built around PLC times. Leaders and teachers reported that the instructional coach leads and supports the PLC teams by planning and facilitating meetings and PD. Leaders reported (and teachers confirmed) that PLC meeting agendas are structured to provide opportunities for grade level collaboration through PD and support for school improvement initiatives, such as lesson planning, formative assessments, and student conferencing. Specifically, the instructional coach stated that PLC meetings are structured to encourage grade level collaboration and to provide specific support for consistent lesson planning, use of formative assessments, and student conferencing. More specifically, leaders stated that the instructional coach leads book studies and uses discussion protocols to guide collaborative conversations. For example, review of PLC notes and minutes demonstrated that the instructional coach facilitated book studies regarding *Mosaic of Thought* (by Ellen Oliver Keene, Susan Zimmermann, and Thomas Newkirk) and *Teach Like a Champion* (by Doug Lemov); also, teachers spoke of using the "Save the Last Word for Me" protocol.

Areas for Improvement

School staff do not consistently employ high-quality, effective instructional techniques.

- The school lacks a common understanding of effective instruction. While the school has established expectations for lesson structure, there is a lack of clarity regarding instructional strategies and priorities in that structure. When asked for examples of common expectations for effective instruction, leaders and some teachers referenced lesson plans and the Common Core State Standards but, beyond these, did not provide consistent responses. Teachers indicated that their instructional efforts are limited by the lack of common programs and materials. Leaders and teachers stated that there are no officially-adopted programs for ELA and mathematics and, therefore, no common instructional materials. As noted above, leaders reported that the district is piloting *Go Math* this year. Further, leaders reported that the instructional coach is in the process of working with teachers to identify best practices with regard to instruction.

- Instruction does not reflect high expectations for all students. During classroom observations, the site visit team noted limited use of instructional practices that engaged students and provided opportunities for students to talk and work together. In 22 percent of classrooms visited, students used various means, orally or in writing, to represent their ideas or thinking. In these classrooms, teachers provided opportunities for students to explain their answers orally or to solve problems in writing. In most classrooms, students had limited opportunities to demonstrate their understanding of instruction. For example, in several classrooms, students worked individually on assignments that required brief responses with no explanations of reasoning or solutions. Additionally, in some observed lessons, teachers used minimal wait time and often answered their own questions. In 35 percent of observed classrooms, students were engaged in structures that advanced their thinking. In these classrooms, students participated in turn-and-talk, buddy buzz structures, or paired learning activities. In 26 percent of observed classrooms, students inquired, explored, or solved problems together in small groups or pairs. For example, students played reading games in small groups. In most classrooms visited, students worked individually and did not have opportunities to engage together in activities that required discussion.

Essential Condition 5: Student Assessment

Strengths

The site visit team did not find strengths related to Student Assessment that rose to the level of a finding.

Areas for Improvement

Although the school administers a range of assessments, it has not yet developed schoolwide practices around the analysis and use of data.

- The school does not regularly analyze assessment data to identify promising practices and student needs. Leaders reported (and teachers confirmed) that the school administers the following assessments in ELA and mathematics: the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year for kindergarten and grade 1; Fundations in grades K-3, Fountas & Pinnell Benchmark Assessment System in grades K-6 three times a year; and the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessment in grades 2-6 three times per year. However, when asked about the analysis of assessment data, leaders referenced charts in a meeting room displaying grade level Massachusetts Comprehensive Assessment System (MCAS) performance for 2012-14. Review of agendas and minutes of grade level PLC meetings did not reveal any meetings devoted to analysis of assessments. Similarly, review of ILT minutes demonstrated preliminary discussions about topics, such as the PARCC and the development of common assessments, but no action items related to analysis of assessments.
- There is an inconsistent use of assessment results to guide instructional decisions. Leaders reported (and teachers confirmed) that teachers administer Fundations assessments and use Fundations program test trackers to inform re-teaching plans. Leaders reported (and review of ILT minutes confirmed) that the ILT has discussed formative assessments and plans to support teacher development and use of formative assessments. Classroom observations confirmed that there is inconsistent use of formative assessments. In 48 percent of observed classrooms, teachers used at least one informal assessment aligned with the lesson objective to check for understanding. In these classrooms, teachers used thumb tools and cold-call questioning to check for understanding. In most classrooms, teachers did not use informal assessments to monitor student progress during the lesson. In 35 percent of observed classrooms, teachers adjusted instruction based on on-the-spot or informal assessments. In these classes, teachers monitored student work for understanding, provided feedback to students, or retaught areas of misunderstanding. For example, in one classroom, the teacher pulled students together for a mini-lesson on solving mathematical word problems. However, in most classrooms, teachers did not check for understanding during the lesson and, therefore, did not adjust instruction in response. In 30 percent of observed classrooms, students received feedback in relation to learning goals. For example, while circulating throughout the classroom, the teacher stopped to let students know how they were progressing. In another class, the teacher provided constant feedback regarding student responses in a game format. However, in most classrooms, teachers did not provide feedback related to the learning objective. In 39 percent of observed classrooms, students revised work based on feedback. For example, in one classroom, the teacher checked student work, made suggestions, and students made corrections. In most classrooms, students did not have the opportunity to revise or improve their work; they did not receive feedback from the teacher regarding their progress toward

the objective. For example, in one observed lesson, most students worked independently on mathematics problems with no feedback regarding their work, while the teacher engaged with a small group of students. Additionally, leaders reported (and teacher focus groups confirmed) that – despite a review of scores and implications at the start of the school year – teachers lacked knowledge of the impact of MCAS results, as well as how to use the data to guide planning for re-teaching of key concepts.

Essential Condition 8: Tiered Instruction and Adequate Learning Time

Strengths

The site visit team did not find strengths related to Tiered Instruction and Adequate Learning time that rose to the level of a finding.

Areas for Improvement

Although the school has some elements of a tiered intervention program, instruction and supports do not meet the needs of all learners.

- Students not yet on track for proficiency in core subjects lack interventions and supports in the general education setting. In focus groups, teachers reported that the school has begun to discuss Response to Intervention (RtI), but has not yet received training in this area. Leaders stated that the school currently has one tutor who provides Tier 1 intervention from 12:30 p.m. until 2:30 p.m. in grade 2 classrooms, and also provides Tier 2 and 3 intervention after the regular school day (2:30 p.m. until 4:30 p.m.). Leaders explained that the school has identified a need for additional tutors for tiered intervention and are in the process of hiring two new tutors. According to leaders, beyond the existing tutor for grade 2, classroom teachers must provide supports for students in the general education setting. However, leaders and teachers reported that the school offers a range of specialized programs. Leaders and teachers stated that a student support process (SSP) team, including the school psychologist, adjustment counselors, assistant principal, principal and speech therapists, meets regularly to discuss and identify students needing additional support. Leaders and teachers reported that special educators collaborate with general education teachers to provide the majority of special education services in inclusive settings. Additionally, leaders and teachers reported that the school provides ELL student with a range of academic supports and interventions. According to teachers, some students receive pull-out support in the English-as-a-Second-Language (ESL) lab, while most ELL students receive push- in support in general education classrooms. Furthermore, leaders reported (and teachers confirmed) that the school offers a Structured Therapeutic Educational Placement (STEP) program – a district program – for students needing behavioral support.
- The school schedule does not provide adequate time for core instruction and targeted assistance. Leadership stated that all students enter the cafeteria at the beginning of the school day to ensure an efficient start to the day. Leaders further stated that they are working to ensure that teachers of grade K-3 begin Fundations instruction as soon as students enter the classroom. Review of schedules indicated that time devoted to core curriculum and subjects varies from class-to-class. The site visit team also noted that time management of classroom routines varied widely from class-to-class. For example, some teachers completed homework review in a few minutes, while others devoted more than 30 minutes to homework review in a particular subject. During a 30-minute homework review, students traded papers and marked other students' items right or wrong, while the teacher announced correct answers. The site visit team also noted that instructional periods did not begin and end efficiently. Further, as noted above, Tier 2 and 3 interventions take place after school. Although leaders stated that they are in the process of hiring two additional tutors who will also provide interventions from 2:30 until 4:30 p.m., they also indicated there will be no transportation provided for students engaging in after-school activities.

Essential Condition 9: Students' Social, Emotional, and Health Needs

Strengths

The school is working to develop a system of supports designed to address the social and emotional needs of the students.

- The school has some schoolwide supports and interventions to promote student engagement. Leaders and teachers reported that the school uses Positive Behavioral Interventions and Supports (PBIS) to set expectations for student behavior throughout the school. The site visit team noted posters stating behavioral expectations in classrooms and in halls. Leaders and teachers reported that the school celebrates social and emotional successes. Teachers stated (and students confirmed) that students who meet behavioral expectations are able to participate in spirit club activities and celebrations. Further, leadership reported (and the site visit team observed) that leaders created break spaces adjacent to classrooms to enable students to de-escalate with minimal disruption and loss of learning time. The site visit team observed and noted effective use of these spaces. The site visit team also observed (and leaders confirmed) that the school offers a breakfast program that is built into the morning schedule.
- The school has taken steps to increase collaboration with parents and community partners. School leaders stated (and parents confirmed) that the school has an organized parent group that meets regularly in the morning at the school and has made plans to expand and include some afternoon or evening meeting times. Additionally, school leaders reported that the Clemente Program has established a unique partnership with the school to provide an education program for parents. Specifically, the Clemente Program collaborates with area colleges to provide a six-credit program for parents at the school and also provides childcare while parents are in class. According to a Clemente representative, the program builds confidence and leadership in the community. According to leaders, this initiative also helps build bridges between families and the school. Further, all stakeholders reported that the school maintains a robust partnership with the Big Brother Big Sister (BBBS) organization. In a focus group, BBBS stated that they provide mentors for students and work with school leaders and counselors to support and encourage families. In a focus group, students mentioned "Big" as a favorite or most important part of the school. Furthermore, the school also benefits from a collaborative partnership between a representative of the American Institute of Airlines and Aeronautics, and Worcester Polytechnic Institute to support science with a focus on lunar aeronautics. A representative stated that the program supports field trips, in-class exploration and after-school programs (though school leaders noted that this collaboration has not led to gains on the science MCAS). Finally, an adult education representative stated that this partnership also supports financial literacy and workplace readiness for parents.

Areas for Improvement

Classrooms do not consistently promote learning and a predictable environment.

- There is inconsistency in classrooms and common areas around student responsibility for their own learning. A review of the Elm Park Staff, Partners, Volunteers and Faculty Handbook indicated that there are clear expectations for instructional planning and student responsibility for learning. According to the handbook, teachers are expected to "...develop high quality lesson plans and to have a relentless commitment to our instructional

focus." Additionally, the handbook states that students are expected to exhibit "...a spirit of respect for others and mutual cooperation" as essential elements of the learning environment. However, during observations of classrooms and common areas, the site visit team noted inconsistent adherence to these expectations. In some classrooms, teachers were prepared to begin instruction on time, clearly explained lesson objectives and agenda, and supported all students through transitions with a steady focus on the teaching and learning process. In these classrooms, the site visit team noted that students were ready to learn and on task. In many classrooms, teachers were not fully prepared, did not start instruction on time, did not explain lesson objectives and the agenda, and did not provide support for all students throughout the learning process. In one class, the teacher began instruction without any explanation for why students were doing the specific work or identifying the learning objective. During the lesson, students began to wander around the room and the majority of students were talking. Additionally, the site visit team noted inconsistency of monitoring of student movement in hallways. For example, some teachers escorted students and reminded them of the posted expectations, while other groups of students were not escorted.

- There is a lack of common application of the behavioral intervention system expectations. All stakeholders reported that the school has clear behavioral expectations and uses PBIS. The site visit team noted evidence of PBIS and positive expectations around the school and in classrooms. For example, the site visit team noted posters stating specific hallway, sidewalk, and dismissal expectations and the acronym CARE: caring, attitude, respect, and enthusiasm. The site visit team also noted numerous positive bulletin boards, such as "Second Grade Pride" with student work and quotations such as, "Quality is more important than quantity." In some classrooms, the site visit team observed teachers stating clear behavioral expectations and demonstrating positive and respectful relationships with students, even when reminding students of expectations. In other classrooms, the site visit team observed posters stating expectations, but teachers who did not state or reinforce the expectations. In these classrooms, some teachers tolerated disrespect and misbehavior until students needed to be removed from the room. In other classrooms, teachers and students yelled and argued, students wandered around the classrooms, and instruction was disrupted. During the visit, the school held a PBIS dance celebration. The site visit team noted that during this event, teachers and leaders did not announce or recognize positives that had been achieved to warrant the celebration.

Appendix A: Site Visit Team Members

The Monitoring Site Visit to the Elm Park Community School was conducted on December 4-5, 2014 by a team of educators and independent consultants to the Massachusetts Department of Elementary and Secondary Education.

Kim Morandi	Team leader	SchoolWorks
Sharon Hartley	Team Writer	SchoolWorks
Sean Fitzsimons	Team Member	SchoolWorks

Appendix B: Site Visit Activities and Schedule

Site Visit Activities

The following activities were conducted as part of the Level 4/School Redesign Grant (SRG) Monitoring Site Visit of the Elm Park Community School, Worcester Public Schools.

- The site visit team conducted interviews and focus groups with the following representatives from the Elm Park Community School: leaders; teachers; special educators; community partners; instructional coach; students; ILT members; social, emotional, and health staff; teachers of ELL students; and parents.
- The site visit team reviewed the following ESE documents:
  - No Child Left Behind (NCLB) School Report Card from ESE website
  - 2014 MCAS results
- The site visit team reviewed the following documents (provided by the district or school):
  - Worcester Public Schools Framework of High Quality Teaching and Learning
  - Worcester Public Schools Testing Schedule
  - Worcester Public Schools Website
  - Worcester Public Schools: Elm Park Profile
  - Sample lesson plans
  - Unit and Lesson Planning Guidance
  - PLC binder
  - Faculty meeting minutes
  - ILT minutes
  - PLC minutes and notes
  - Monthly Instructional Newsletters
  - Professional development agendas and materials
  - School schedule
  - Elm Park Staff Handbook

Site Visit Schedule

The following is the schedule for site visit of Elm Park Community School conducted from December 4-5, 2014.

Thursday	Friday
December 4 Orientation meeting with school leaders; interviews with district and school staff; classroom visits	December 5 Meeting with school leaders; interviews with school staff; interview with key school partners; classroom visits; abbreviated report out with school leaders, teachers, and district administration.

WORCESTER PUBLIC SCHOOLS

ELM PARK COMMUNITY SCHOOL
We read for meaning, we read for knowledge, we read for fun!

JOANY SANTA
PRINCIPAL
ROBERT PELCZARSKI
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May 10, 2016

Dear School Committee Members:

The Elm Park Community School Turnaround Plan in this inception year, focused on the four priority turn around practices:

1. leadership shared responsibility and professional collaboration
2. intentional practices for improving instruction
3. student specific support and instruction to all students
4. school climate and culture

We also tackled the social/emotional needs of our students during this year as all the research reveals that students need their basic needs met for safety and security before they can really engage in meaningful learning. Our community partners have assisted in providing volunteers, a food pantry, Working 4 Worcester, Clothes/Uniform Drive, mentors and college partnerships, just to name a few. We supported the development of school wide practices through a PBIS lens.

The Instructional Leadership Team developed and delivered 90 hours of professional development beginning last summer in the following major areas: English Language Arts, Mathematics and Science, but also included specific professional development programming in meeting the needs of the diverse student population. Professional development also focused on the disconnect and lack of alignment between teacher practice and student outcomes. The year started with summer professional development series but continued with the year-long major content series and multiple check-ins to assess progress and make any midcourse corrections necessary.

Professional learning community and common planning session continued during the school day where educator groups were able to receive and provide professional development to support Elm Park's Best Practices: student teacher conferences, explicit feedback oral and in writing, use of data to inform instruction and identify achievement targets, discourse and lastly alignment of teacher practice with WPS High Quality Teaching and Learning framework.

"When schools passionately and sincerely adopt the mission of ensuring high levels of learning for all students, they are driven to pursue fundamentally different questions and work in significantly different ways."- A Shift in School Culture" by Robert Eaker and Janel Keating in the Journal of Staff Development, Summer 2008 (Vol. 29, #3, p. 14-17).

All stakeholders have access to additional resources online (ELA and Math) with Lexia Core5 pilot and the First In Math on line resources. Grades 3 and 4 are currently engaged in an in school trial of the online Math Symphony program to enhance numeracy skills. Teachers focused on increasing two-way meaningful communication with families through-out the year and provided login information to all parents. Our practice of providing vacation and summer packets for students to work on at home with family support has increased over the past year. Families were offered parenting courses through Love and Logic and access to Wrap Around services.

The Leadership team has seen growth along the way through our "mile marker" assessments and are pleased with the outcomes of our internal learning walks, as well as the results of the American Institute for Research Site Visit Report. We are continuing a focused, strategic and reflective approach to Elm Park's turnaround and appreciate your support during this journey.

Sincerely,

Joany Santa
Principal

Elm Park Community School: Comparison of current proportion of students at or above grade level on the Lexia Core5 compared to the start of the 2015-16 school year by grade

		Start of school year				As of 5/10/16			
Grade	Number of Students	# Students Below Grade Level	# Students At Grade Level	# Students Above Grade Level	% At or Above Grade Level	# Students Below Grade Level	# Students At Grade Level	# Students Above Grade Level	% At or Above Grade Level
PK	6	0	6	0	100.0	0	2	4	100.0
K	79	70	9	0	11.4	6	47	26	92.4
1	72	57	15	0	20.8	15	36	21	79.2
2	74	57	17	0	23.0	32	23	19	56.8
3	64	58	6	0	9.4	32	24	8	50.0
4	57	45	12	0	21.1	34	15	8	40.4
5	56	44	10	2	21.4	31	13	12	44.6
All grades	408	331	75	2	18.9	150	160	98	63.2

Elm Park Community School: Student Performance on First in Math - Pre and Post Test Proficiency Level Distributions, All Grades

	Pre Test					Post Test				
Mathematics Content Area	Number of Students	% Fluent	% Proficient	% Emerging	% Needs Help	Number of Students	% Fluent	% Proficient	% Emerging	% Needs Help
Addition	241	17.8	12.0	8.7	61.4	204	44.1	12.7	7.4	35.8
Subtraction	105	16.2	13.3	12.4	58.1	80	53.8	16.3	2.5	27.5
Multiplication	143	21.7	11.9	11.2	55.2	111	64.9	9.9	5.4	19.8
Division	92	31.5	9.8	9.8	48.9	77	68.8	15.6	1.3	14.3

ITEM: gb #5-184

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Tuesday, May 17, 2016

ITEM: Administration (July 8, 2015)

To consider participation in the USDA Community Eligibility Program which provides free meals to all students within the Worcester Public Schools.

PRIOR ACTION:

7-23-15 - Referred to the Standing Committee on Finance and Operations. Mr. O'Connell requested that when this item is taken up at the Standing Committee level that the Administration discuss the impact of the change in income eligibility guidelines and discuss the impact on the system's application for grants.

BACKUP:

Annex A (3 pages) contains a copy of information regarding the item.

The Administration recommends that the item be filed.

PRIOR ACTION (continued)

8-18-15 - STANDING COMMITTEE ON FINANCE AND OPERATIONS
Mr. Allen provided an overview of the USDA Community Eligibility Program.
It was moved to adopt the USDA Community Eligibility Program which provides free meals to all students within the Worcester Public Schools for the 2015-16 academic year.
On a roll call of 3-0, the motion was approved.
Mr. Foley made the following motion:
Request that the Administration forward a letter to the legislative delegation outlining the impact on Worcester participating in the USDA Community Eligibility Program on the FY17 Budget.
On a roll call of 3-0, the motion was approved.
Ms. Novick made the following motion:
Refer to the Standing Committee on Accountability and Student Achievement to take a closer look at the impact on research with this change in data and metrics.
On a roll call of 3-0, the motion was approved.

8-20-15 - SCHOOL COMMITTEE MEETING - The School Committee approved the action of the Standing Committee as amended.
It was moved to adopt the USDA Community Eligibility Program which provides free meals to all students within the Worcester Public Schools for the 2015-16 academic year.
On a roll call of 7-0, the motion was approved.
It was moved to suspend the Rules of the School Committee.
On a roll call of 7-0, the motion was approved.
It was moved to reconsider the motion to adopt the USDA Community Eligibility Program which provides free meals to all students within the Worcester Public Schools for the 2015-16 academic year.
On a roll call of 0-7, the motion was defeated.
Mr. Foley made the following motion:
Request that the Administration forward a letter to the legislative delegation outlining the impact on Worcester participating in the USDA Community Eligibility Program on the FY17 Budget.
On a voice vote, the motion was approved.
Miss Biancheria made the following motion:
Request that the School Committee forward a letter to the Governor and Lieutenant Governor to state that we certainly don't view this program as a detriment in any way.
On a voice vote, the motion was approved.
Ms. Novick made the following motion:
Refer to the Standing Committee on Accountability and Student Achievement to take a closer look at the impact on research with this change in data and metrics.
On a voice vote, the motion was approved.

For many years, the Department of Elementary and Secondary Education (DESE) has collected data on the number of low income students attending each of our public elementary and secondary schools. Research clearly shows that students from lower income households typically face more learning challenges than students from more affluent households. Collecting data on students' family income helps us to direct more resources to their schools and helps us to monitor how well those schools are doing with those students.

The most commonly used metric for measuring income status has been eligibility for free or reduced price meals under the U.S. Department of Agriculture's school nutrition program. Families submit application forms documenting their household income. If the income falls below certain levels set by USDA, students in that family can then receive free or reduced price school breakfasts and lunches. Under long-standing U.S. Department of Education guidance, these students are then recorded as "low income" for purposes of educational statistics.

Two years ago, USDA introduced the Community Eligibility Program (CEP) as an option for schools and districts with high concentrations of low income students. Under CEP, all students in the participating schools are entitled to receive free meals under the school nutrition program. This eliminates the cost and administrative burden of collecting and processing family applications, as well as the costs associated with collecting lunch fees. More importantly, CEP increases student participation in school nutrition programs, and we know that students learn better when they are not hungry. For all these reasons, DESE is encouraging eligible schools and districts to participate in CEP.

But without the availability of free and reduced price data in many of our largest districts, we faced the need to develop a new income status metric that could be used consistently across the state. This new metric, which we are calling economically disadvantaged to differentiate it from the old "low income" measure, will be used to report data from all schools and districts, not just those participating in CEP. The new measure will be based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).

Individual school districts have used the so-called "direct certification" process to access enrollment data from these programs for many years, in order to validate their free and reduced price school lunch participation. DESE will now use the same direct certification process on a statewide basis. Strict data security protocols are in place at the Executive Office of Health and Human Services to ensure that all confidential data is protected in accordance with federal and state data privacy statutes and MassIT security policies.

Because of this change in methodology, the number of "economically disadvantaged" students reported as enrolled on October 1, 2014, in most schools will be lower than the number of "low income" students reported in 2013-14 and prior years. Obviously this has nothing to do with any real changes in family income; it is simply a shift from one valid measure to another valid measure. Neither measure is "right"

or "wrong" (in fact, neither measure lines up exactly with the Census Bureau's "poverty" definition), but either can be a useful surrogate in identifying how well we are serving children at the lower end of the socioeconomic scale. It is important for users of this data to understand that enrollment percentages and achievement data for "economically disadvantaged" students cannot be directly compared to "low income" data in prior years.

How will this change affect particular district programs and activities?

The foundation budget, which is used to calculate both Chapter 70 school aid and charter school tuition rates, currently relies on free and reduced price data. FY16 will be a transition year, using FY15 free and reduced price data from non-CEP districts and a combination of FY14 free and reduced price data plus direct certification for new students in CEP districts. For FY17 and beyond, we have recommended to the Foundation Budget Review Commission that the low-income increments in the formula be increased sufficiently to offset the lower number of students in the economically disadvantaged category.

For grant programs that require poverty data for eligibility or entitlement calculations, the appropriate DESE program office will provide guidance directly to districts and schools.

School building authority reimbursement rates are also based in part on low income percentages. We are providing information to the MSBA Board and will assist them in evaluating alternatives.

Performance metrics in DESE's school and district accountability system will be updated to reflect the new measurement. DESE will provide additional guidance to districts regarding this transition.

Schools and districts that use free and reduced price eligibility for sliding scale fees or other local purposes may continue to do so. For schools participating in CEP, this may involve a combination of direct certification data and some supplemental data collection from families.

Districts will receive updated SIMS reporting instructions.

For all of us who have used free and reduced price eligibility data for a multitude of purposes over the years, the shift to a new metric will not be easy. Nevertheless, it is a necessary change so that our less affluent cities and towns can take advantage of the many benefits of USDA's Community Eligibility Program. We appreciate your patience and understanding as we work through all the details of this change.

For further information or assistance, please contact:

Rob Curtin, Director of Education Data Services, rurtin@doe.mass.edu or 781-338-3582
Jeff Wulfson, Deputy Commissioner, jwulfson@doe.mass.edu or 781-338-6500

Worcester Public Schools: Comparison of the percent of students classified as Low Incomes in 2014-15 vs. Economically Disadvantaged in 2015-16

Year	Measure	Number of Students Enrolled	Number Classified	Percent Classified
2014-15	Low Income	25,254	18,814	74.5
2015-16	Economically Disadvantaged	25,076	12,478	52.4

ITEM: gb #5-243

STANDING COMMITTEE: **ACCOUNTABILITY AND STUDENT ACHIEVEMENT**

DATE OF MEETING: Tuesday, May 17, 2016

ITEM: Mr. O'Connell/Mr. Foley/Mr. Monfredo/Miss Biancheria
(September 10, 2015)

To review the scores achieved by Worcester students in the 2015 administration of the Massachusetts Comprehensive Assessment System (MCAS) and Partnership for Assessment of Readiness for College and Careers (PARCC) examinations, at all levels.

PRIOR ACTION:

10-1-15 - Referred to the Standing Committee on Accountability and Student Achievement.

BACKUP:

Annex A (11 pages) contains a copy of information regarding the item.

The 2-year "Test Drive" of PARCC

- During the first year of the state's "test drive" of PARCC, Massachusetts districts were given the choice to administer either MCAS or PARCC to grades 3-8.
- Worcester, along with Boston and Springfield, were allowed to use a hybrid model, with the decision of which test to use being made at the school level.
- 22 schools chose to administer PARCC. 6 of these schools chose the computer-based version of the test.
- 3 high schools opted to participate in a field test of high school subject-based PARCC assessments.
- In 2015-16, PARCC is being administered in 26 schools. Those that administered PARCC last year are required to participate in PARCC this year, and an additional 4 schools opted to administer the PARCC assessment for the first time this year.

PARCC v. MCAS

- The PARCC was designed by a consortium. All decisions, from item types to accommodations, were made by a group of 22 states. (The PARCC consortium is now considerably smaller, with only 8 fully-participating member states). This differs from MCAS, which is a locally designed assessment.

- The PARCC assessment includes new Accessibility Features and Administration Accommodations that are available to *all* students (e.g., frequent breaks, small testing group, test directions clarified). This UDL style of test administration was not a part of the MCAS.

- Unlike MCAS, the PARCC assessment is timed, with an extended time accommodation available to students with disabilities and ELLs. The timing for the assessment is research-based and includes a buffer for students who may work at a slower pace.

- The PARCC was designed as a computer-based assessment. The paper-based version was made available as an alternative for students or schools who are not capable of participating in the technology enhanced version. With MCAS being a paper only test, this was an adjustment for some of our schools that chose to administer PARCC on the computer.

PARCC v. MCAS (continued)

- In contrast to the MCAS (aligned to the "old" Massachusetts Frameworks), the PARCC is aligned with the Common Core State Standards. Because of this, the assessment is more rigorous than MCAS.

- Scores for the PARCC assessment are reported out using a scaled system which is converted into categories, or performance levels, with 1 being the lowest and 5 being the highest. These levels do not correlate to MCAS proficiency levels (F/W, NI, P, A).

- Student growth percentiles (SGPs) continue to be reported with MCAS. Transitional SGPs are reported for PARCC and are computed using equipercentile linking.

Student Performance on MCAS: ELA - 2015

Grade	Number of Students	% Advanced or Proficient	% Advanced	% Proficient	% Needs Improvement	% Warning/ Failing	Median SGP
All	5758	59	15	44	28	12	52.0
3	922	38	5	33	44	18	.
4	852	46	8	38	37	17	53.0
5	803	54	14	40	32	14	56.0
6	791	63	14	49	25	12	60.0
7	381	51	3	48	35	14	30.0
8	377	61	15	46	24	14	48.5
10	1632	81	30	51	14	5	52.0

Student Performance on MCAS: Mathematics - 2015

Grade	Number of Students	% Advanced or Proficient	% Advanced	% Proficient	% Needs Improvement	% Warning/ Failing	Median SGP
All	5773	46	20	26	29	24	50.0
3	924	50	15	35	27	24	.
4	856	31	10	21	48	21	44.0
5	806	46	19	27	33	21	60.0
6	787	54	21	33	28	18	63.0
7	386	26	7	19	25	48	23.0
8	379	28	12	16	22	50	37.0
10	1635	58	35	23	23	18	53.0

Student Performance on MCAS: Science - 2015

Grade	Number of Students	% Advanced or Proficient	% Advanced	% Proficient	% Needs Improvement	% Warning/ Failing
All	4793	33	7	26	42	25
5	1713	32	8	24	43	24
8	1622	20	1	19	42	38
10	1458	49	12	37	41	10

Student Performance on PARCC: ELA/L - 2015

Grade Level	Number of Students	Level 5 – Exceeded Expectations	Level 4 – Met Expectations	Level 3 – Approached Expectations	Level 2 – Partially Met Expectations	Level 1 – Did Not Meet Expectations	Median SGP
3-8	5,823	6	34	28	19	12	51.0
3	967	3	28	22	25	22	.
4	885	5	29	32	21	12	40.0
5	843	2	33	30	23	11	49.0
6	829	5	35	34	18	9	57.0
7	1,172	12	37	25	15	11	49.0
8	1,127	9	41	27	16	8	57.0

Student Performance on PARCC: Mathematics - 2015

Grade Level	Number of Students	Level 5 – Exceeded Expectations	Level 4 – Met Expectations	Level 3 – Approached Expectations	Level 2 – Partially Met Expectations	Level 1 – Did Not Meet Expectations	Median SGP
3-8	5,810	4	25	28	28	15	47.0
3	972	4	25	25	27	19	.
4	884	3	25	27	31	15	44.0
5	844	3	20	26	32	18	42.0
6	829	2	23	33	28	14	49.0
7	1,158	3	28	33	29	7	50.0
8	1,064	6	28	22	23	21	50.0

Using Summative Assessment in the WPS

- State test data is used by the administration and by schools to evaluate performance in specific content area strands and response types at the school, classroom and individual student level.

- Edwin analytics, a state data tool, allows schools to generate various MCAS and PARCC reports

  - Most frequently, schools use the Test Item Analysis and Results by Standard reports

ELEMENTARY & SECONDARY EDUCATION

Spring 2015 MCAS District Test Item Analysis Summary
English Language Arts
All Students

District: Worcester
Grade: 03

All Students (901) **Standards:** MA 2011 Standards

Item No.	Item Type	Standard	Average Item Score			Percentage of Student Responses					Correct MC Answer	Strand	Topic
			District	State	Diff.	Blank/0	A/1	B/2	C/3	D/4			
20	MC	CCRA.L.1	62%	76%	-14	1	20	7	10	62	D	Language Anchor Standard	Conventions of Standard English
8	MC	CCRA.L.2	88%	93%	-5	0	3	5	3	88	D	Language Anchor Standard	Conventions of Standard English
24	MC	CCRA.L.2	67%	81%	-14							Language Anchor Standard	Conventions of Standard English
10	MC	CCRA.L.4	75%	87%	-12	0	5	5	75	14	C	Language Anchor Standard	Vocabulary Acquisition and Use
16	MC	CCRA.L.4	83%	87%	-4	1	83	8	4	4	A	Language Anchor Standard	Vocabulary Acquisition and Use
21	MC	CCRA.L.4	69%	85%	-16	0	14	2	69	14	C	Language Anchor Standard	Vocabulary Acquisition and Use
28	MC	CCRA.L.4	70%	85%	-15							Language Anchor Standard	Vocabulary Acquisition and Use
35	MC	CCRA.L.4	82%	90%	-8							Language Anchor Standard	Vocabulary Acquisition and Use
41	MC	CCRA.L.4	61%	75%	-14							Language Anchor Standard	Vocabulary Acquisition and Use
1	MC	CCRA.R.1	90%	94%	-4	0	9	1	90	1	C	Reading Anchor Standard	Key Ideas and Details
12	MC	CCRA.R.1	68%	78%	-10	0	16	68	3	13	B	Reading Anchor Standard	Key Ideas and Details
17	MC	CCRA.R.1	83%	91%	-8	1	11	3	2	83	D	Reading Anchor Standard	Key Ideas and Details
31	MC	CCRA.R.1	70%	81%	-11							Reading Anchor Standard	Key Ideas and Details
33	MC	CCRA.R.1	67%	76%	-9							Reading Anchor Standard	Key Ideas and Details
39	MC	CCRA.R.1	60%	71%	-11							Reading Anchor Standard	Key Ideas and Details

The Item Analysis Summary can be generated at the district or school level. Here the report is sorted by Strand and Topic. This report allows us to see gaps in mastery by strand, topic, and even item type compared to the district and state.

ELEMENTARY & SECONDARY EDUCATION

Spring 2015 MCAS District Results by Standards
English Language Arts
All Students

District: Worcester
Grade: 03

All Students (901)

Standards: MA 2011 Standards

	Possible Points	District % Correct	State % Correct	District/State Diff
English Language Arts				
All Items	48	66%	75%	-9
Question Type				
Multiple Choice	36	72%	82%	-10
Open Response	4	36%	40%	-4
Short Response	8	56%	63%	-7
Strand / Topic				
Language Anchor Standard	**9**	**73%**	**84%**	**-11**
Conventions of Standard English	3	72%	83%	-11
Vocabulary Acquisition and Use	6	73%	85%	-12
Reading Anchor Standard	**39**	**65%**	**73%**	**-8**
Craft and Structure	3	67%	77%	-10
Integration of Knowledge and Ideas	3	64%	73%	-9
Key Ideas and Details	33	65%	73%	-8

The Results by Standard report shows a quick glance at student performance at the school, district and state level, organized by standard and strand. Schools use this report to identify areas for improvement in instruction and is particularly powerful when paired with data from previous years (trends).