SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2017 - 2018

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

Roosevelt Elementary School

Kelly Williamson
Principal or Administrator

Maureen Binienda
Superintendent

I. School Instructional Leadership Team Members

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

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
		Sept: 26
Kelly Williamson	Principal	Oct: 10, 24
Sarah Hebert	Assistant Principal	Nov: 7, 21
Kara Wroblewski	Instructional Coach	Dec: 5, 19
Sara Cooney	Instructional Coach	Jan: 3, 16
Gina Robertson	Grade 6 Teacher	Feb: 6, 28
Kathy McCaffrey	Grade 4 Teacher	Mar: 6, 27
Lisa Calcagni	Grade 2 Teacher	Apr: 3, 17
Patricia Horton	Grade 1 Teacher	May: 8, 22
Maria Zinkus	K Teacher	June: 5
Beth Vargas	Grade 5 Dual Language Teacher	
Trish Gagliardi	Life Skills Teacher	
Susan Connelly	Grade 3 Teacher	

I.   Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Roosevelt

Organization Information

District:	Worcester (03480000)	School type:	Elementary School
School:	Roosevelt (03480220)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information
About the Data

Accountability and Assistance Level

No level   Students in this school participated in 2017 Next Generation MCAS tests

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:	-

2017 Assessment Participation
About the Data

Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	322	317	98	Yes	322	321	100	Yes	88	87	99	Yes
High needs	219	215	98	Yes	219	219	100	Yes	60	60	100	Yes
Econ. Disadvantaged	162	159	98	Yes	162	162	100	Yes	46	46	100	Yes
ELL and Former ELL	104	100	96	Yes	104	104	100	Yes	34	34	100	Yes
Students w/disabilities	61	57	93	No	61	61	100	Yes	14	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	10	-	-	-	10	-	-	-	3	-	-	-
Afr. Amer./Black	53	53	100	Yes	53	53	100	Yes	16	-	-	-
Hispanic/Latino	108	106	98	Yes	108	108	100	Yes	36	36	100	Yes
Multi-race, Non-Hisp./Lat.	13	-	-	-	13	-	-	-	3	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	138	136	99	Yes	138	137	99	Yes	30	29	97	Yes

III. Student Attendance and Retention

Roosevelt School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	95.2	94.1	94.6
Average # of days absent	8.2	9.8	9.3
Absent 10 or more days	32.1	36.5	33.3
Chronically Absent (10% or more)	9.3	16.9	13.5
Unexcused Absences > 9	31.8	33.8	15.8
Retention Rate	1.4	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify): ● Roosevelt attendance rates are satisfactory, so quarterly assemblies and recognition are in place to commend students who are consistently on time, as tardiness is a bigger concern.
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): ● Roosevelt adopted the Attendance HERO Program (Here, Everyday, Ready, On time). Classes keep track of days when all are on time and present, and each time the class spells Attendance Hero, they are recognized on a bulletin board in a highly visible area. Each quarter, classes who earn recognition are entered to win a class celebration, such as an ice cream party or extra recess. ● School Adjustment Counselor conducts attendance meetings with Worcester HEARS staff weekly and meets with parents of at-risk students monthly to discuss supports to improve attendance.

*requires action

IV. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength	
Strength	**Evidence**
Attendance	Roosevelt students had 95.2% attendance rate for 2016-2017. Chronically Absent Student rate was below state and district at 9.3%
Current MAP scores demonstrate strong skills going into the 2017-2018 school year.	Percentages of students in High/High-Average achievement levels. Grade 3 Reading: 58% Grade 4 Math: 57% Grade 5 Math: 58% Grade 5 Reading: 65% Grade 6 Reading: 59%
Grade 5 Science proficiency went up 10%.	2016: 30% Advanced or Proficient 2017: 40% Advanced or Proficient
Areas of Concern	
Concern	**Evidence**
Mathematics proficiency	61% of students in grades 3-6 failed to meet expectations on the 2017 MCAS 2.0 assessment.
ELA proficiency	54% of students in grades 3-6 failed to meet expectations on the 2017 MCAS 2.0 assessment.
Deficits exist in creating and maintaining a safe and supportive, trauma sensitive school environment.	Grades 4-6 Student survey results: 50% of students reported that they do not have a school-based adult to consult with regarding problems outside of school. 59% of students reported that they do not have anyone at school with whom to talk about future plans. 43% of students reported that staff are not interested in hearing what topics of interests students have.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
Aligned Mathematics Instruction: Roosevelt staff is fully implementing enVision Math curriculum, K-6.
Consistency of Reading Instruction Model: Reader's Workshop is in year 1 of implementation, K-6.
Collaborative Structures in Place: Grade levels meet in Professional Learning Communities and the Instructional LT meet on a bi-weekly basis to analyze a variety of data and make collective decisions around instructional and organizational practices.
PBIS: Roosevelt staff adhere to common expectations of behavior throughout the school and share common means of recognizing positive behaviors.

Leadership, Shared Responsibility, and Professional Collaboration	
Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies **(Include differentiation to ensure access for targeted student populations)**	**1.2 – High Expectations and Positive Regard** School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place. A majority of staff believe leadership, staff, and students have high expectations and demonstrate positive regard. **1.3 – Vision/Theory of Action and Buy-In** School leaders and most staff members understand the theory of action or vision driving the priorities related to turnaround efforts, are familiar with the goals and interim benchmarks used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work. A common sense of urgency and ownership for the success of all students is shared among most staff, as demonstrated through staff discourse and actions. **1.5 – Trusting Relationships** Most staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. Educators regularly share their strengths and struggles, in the spirit of helping each other continually improve their practice.
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	**1.2 – High Expectations and Positive Regard** ● Administration and Focused Instructional Coaches (FIC's) will conduct frequent, informal walkthrough observations, followed by feedback to support instructional best practices. ● Administration and FIC's will meet weekly to discuss observational feedback and make decisions for professional learning focus areas. ● My CAP (My College and Academic Plan) program will be introduced to grade 6 students. **1.3 – Vision/Theory of Action and Buy-In** ● Instructional Leadership Team (ILT) will meet bi-weekly in order to: ▪ provide input into schoolwide initiatives. ▪ collect data around schoolwide vision for Roosevelt's future. ▪ collaborate with administration to define and communicate vision to stakeholders. **1.5 – Trusting Relationships** ● Professional Learning Communities (PLC's) will meet bi-weekly and provide a safe structured environment during which FIC's, administration, and teachers are able to look critically at best practices for optimal learning outcomes. ● Staff will be encouraged to share our best practices and seek feedback around areas of struggle at staff meetings.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**

Data Source: ILT and PLC agendas, Participant feedback via surveys, Observational data	**Data Source:** Student survey responses, Common assessment data

Intentional Practices for Improving Instruction *Employing intentional practices for improving teacher-specific and student-responsive instruction* (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)	
Prioritized Best Practices or Strategies **(Include differentiation to ensure access for targeted student populations)**	**2.1 – Instructional Expectations** Specific or precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers. **2.4 – Classroom Observation Data Use** Instructional leaders conduct weekly or daily classroom observations (e.g., learning walkthroughs) focused on strengthening teachers' instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction to individual teachers and teacher teams. These data inform instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed. **2.7 – Structures for Instructional Improvement** Structures, practices, and use of resources (e.g., collaborative meeting time, coaching, supports for implementing the Massachusetts Curriculum Frameworks) to support data-driven instruction, the use of research-based instructional strategies, and differentiation are in place and consistently implemented, resulting in rigorous instruction, reflective of the shifts in cognitive demand for the Massachusetts Curriculum Frameworks, that meets the needs of each student.
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	**2.1 – Instructional Expectations** PLC meetings will consistently refer to the Massachusetts Curriculum Frameworks and priority standards when making decisions around curriculum**.** Administration and FIC's will consistently refer to Reader's Workshop and enVision structures when providing professional learning and feedback to teachers**.** **2.4 – Classroom Observation Data Use** Administration and Focused Instructional Coaches (FIC's) will conduct frequent, informal walkthrough observations, followed by feedback to support instructional best practices. PLC's and ILT will continue to meet bi-weekly to examine student learning data, instructional practices, and communicate best practices. Priority areas will include implementation of enVision Math K-6 and a literacy suite pilot with Center for Collaborative Classrooms at grades 1 and 3. **2.7 – Structures for Instructional Improvement** PLC's will refine and adhere to protocols that ensure collaborative work is focused on student learning and analysis of data to determine best practices. FIC's will conduct daily, informal observations and support teachers with research-based

	strategies as needed.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: PLC agendas, formal and informal feedback provided to teachers, common assessment data in math and literacy	**Data Source:** Informal assessments, common assessments

Providing Student-Specific Supports and Instruction to All Students	
Providing student-specific supports and interventions informed by data and the identification of student-specific needs (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)	
Prioritized Best Practices or Strategies **(Include differentiation to ensure access for targeted student populations)** *Please limit to no more than three.*	**3.2 – Teacher Training to Identify Student Needs (Academic and Nonacademic)** Most staff members are provided with training and support to ensure that they: (1) identify cues when students need additional assistance (both academic and nonacademic) and (2) respond appropriately to those cues. **3.3 – Determining Schoolwide Student Supports (Academic Supports and Enrichment)** Student learning and academic performance is regularly reviewed (at least once a month) throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year. **3.4 – Multitiered System of Support (Academic and Nonacademic)** Leaders and teachers actively use established systems with criteria and protocols for identifying students for interventions and enrichment. This system meets all of the following conditions: (1) staff members follow consistent rules and procedures when identifying students in need of additional assistance; (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; and (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports.
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	**3.2 – Teacher Training to Identify Student Needs (Academic and Nonacademic)** WorcesterHEARS staff will assess staff's current knowledge base around Trauma Sensitive Schools and practices, plan for and deliver professional development to support staff in working with traumatized children, and contribute to the process of determining schoolwide RTI practices to address social and emotional concerns. PLC's and ILT will examine assessment data, identify vertical and horizontal trends in learning, and determine effective instructional practices. **3.3 – Determining Schoolwide Student Supports (Academic Supports and Enrichment)** Student Support Process will be streamlined to ensure focus is placed on measurable goals, and research-supported interventions. Administration will review progress and interventions high-risk students at each grade level with FIC's and teachers monthly. **3.4 – Multitiered System of Support (Academic and Nonacademic)** ILT and PLC will assist administration in restructuring RTI for academic learning.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: WorceterHEARS meeting agendas, PLC and ILT agendas, RTI plan for 2018-2019	**Data Source:** Student survey data, informal and formal student assessment data, discipline data

A Safe, Respectful, and Collegial Climate for Teachers and Students	
Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers (Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)	

Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	**4.2 – Adult-Student Relationships**
	    Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. These supports are monitored actively to determine whether they are meeting the needs of the school.
	4.4 – Wraparound Services and External Partners
	    Leaders and staff share individual and mutual responsibility for building the capacity of families to support education through a systemic system of wraparound services (e.g., health, housing referrals). Leaders and staff assess the needs of students and families throughout the school year.
	4.5 – Family and Community Engagement
	    The school makes family and community engagement a priority and all of the following five conditions are met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children's progress and needs; and (5) communications with families are made available in multiple languages, as needed.

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	**4.2 – Adult-Student Relationships**
	    ILT will establish Buddy classrooms to promote a sense of community among students of all grade levels.
	    Site Council will develop a plan to create a Student Council for grades 5 and 6 for the 2018-2019 school year; community mentors will be involved in student leadership training.
	4.4 – Wraparound Services and External Partners
	    WorcesterHEARS staff will provide an informative session detailing wraparound services available and work with ILT to determine protocols around how to proceed when a concern arises.
	4.5 – Family and Community Engagement
	    Administration will use SMORE Newletters to deliver informative, bi-weekly, online newsletters to the school community that offer translation options.
	    Roosevelt will offer Worcester Institute for Parent Leadership in Education (WIPLE) to parents in the spring.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: ILT and Worcester HEARS meeting agendas, SMORE newsletters, WIPLE program syllabus and attendance data, Student Council Plan, Site Council agendas and minutes	**Data Source:** Student survey data, student participation rates for Student Council.

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	**Roosevelt**	**Kelly Williamson**	**August, 2017-June, 2018**

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Teachers will fully implement the enVision Math program as intended, while also addressing skill deficits due to program inexperience.	K-6	Analysis of a program's effectiveness in the first year requires adherence to the program guidelines. Skills and strategies at grade levels above Kindergarten will be assumed based on the scope and sequence of the program, thus requiring some backtracking of skill development in the first year. Sources of Evidence: ● Lesson observations ● Student work ● Common assessments ● PLC/ILT discussions
2	Teachers will implement a Reader's Workshop model for literacy instruction.	K-6	Research supports the effectiveness of a workshop model for literacy instruction. Sources of Evidence: ● Lesson observation ● Anchor charts ● Student work ● PLC/ILT discussions

3	Grade 5 teachers will create a model for incorporating more opportunities for hands-on science instruction in alignment with 2016 STE Curriculum Frameworks.	5	The Next Generation Science Standards emphasize inquiry-based science instruction that involves hands-on experimentation and explanation of concepts. Sources of Evidence: ● Lesson plans and observations ● Student lab reports ● Common assessments of concepts addressed

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Launch enVision Math program *Develop a Trauma Sensitive School Environment/Social and Emotional Learning (SEL) Supports	**enVision Launch** ● PLC discussions will revolve around take-aways and needs following each full-day professional development session. FIC's and administration will provide support as indicated. ● Quarterly assessment results will be analyzed at PLC's, and protocols for examining student work will guide identification of best practices and need for support. ● Administration will survey staff quarterly to assess implementation progress and need for supports. ● PLC's and ILT will analyze staff survey data and address areas of need. ● FIC's and administration will conduct focused, informal observations and provide targeted feedback. ● PLC's will identify gaps in skills needed to progress through units due to student inexperience with the program and work collaboratively to backfill skills as needed. **Trauma Sensitive School Environment/SEL Supports** ● Staff will participate in monthly professional development

		in the area of social and emotional learning and trauma sensitive school environments. ● Selected teachers will continue participation in WorcesterHEARS coursework and contribute to staff development. ● ILT will participate in book studies around collaborative leadership and SEL.

	Activity supports learning in all goal areas.	
2	...ofessional Learning opportunities around Reader's Workshop at bi-weekly PLC meetings. ...ot Center for Collaborative Classroom's Literacy Suite in first and third grades. Expand use of CIA Units of Study in fifth and sixth grades to incorporate all available units.	**PLC Meetings** ● Focused instructional coaches will plan PLC agendas to reflect observed or otherwise indicated needs for support, such as teacher surveys or assessment data. ● Atlas Curriculum Tool will be introduced to teachers and utilized at PLC meetings when planning units for the workshop. **CCC Literacy Suite Pilot** ● Pilot teachers, FIC's and administration will fully participate in proposed professional development, including: one full-day, on-site launch, virtual meetings throughout the year, and at least two lesson studies with a CCC consultant. ● FIC's and administration will conduct focused, informal observations and provide targeted feedback. ● Student progress will be monitored via formal and informal assessment and program will analyzed for instructional effectiveness. **CIA Expansion** ● Materials will be supplied for all CIA units for grades five and six. ● PLC's will share practices and monitor student progress. ● FIC's and administration will conduct focused, informal

		observations and provide targeted feedback. ● Student progress will be monitored via formal and informal assessment and materials will analyzed for instructional effectiveness.

3	Grade-wide, integrated science experiment afternoons for fifth grade students.	**Grade 5 Science Experiment Afternoon**s ● Teachers will meet with science coaches to plan experiments aligned to WPS science curriculum guide in September. ● Experiments will be conducted in multiple classrooms, providing opportunity for students from different classes to work together through the entire scientific process. Groups will be changed for each experiment. ● Following each experiment, PLC will reflect on the various aspects of the experiment, including combination of students, size of groups, effectiveness of materials, and areas for improvement for the following month. ● Assessments on targeted content will be analyzed to determine effectiveness. ● Grade 5 will present this model to grade 4 for possible expansion in the spring.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	**enVision Launch** ● enVision materials ● Math liaison **Trauma Sensitive Environment/SEL** ● Social-Emotional Learning in the Classroom; Ribas, Brady, and Hardin	Vertical conversations will be helpful in determining whether skill deficits that impact skill acquisition are due to inexperience with the program or deficits within the program.
2	**CCC Literacy Suite Pilot** ● CCC Literacy Suite materials ● Professional learning opportunities with CCC consultant **CIA Expansion** ● CIA units and coordinating trade book titles	
3	**Science Experiment Afternoons** ● Science liaisons ● Experiment materials	

4: Progress Summary

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