

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

University Park Campus School

Daniel St. Louis

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

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

Equity of Access: Ensuring all students have access to high quality instruction/materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college/career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college/career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college/career readiness contractual service provider at our vocational-technical high school.

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
1) Daniel St. Louis	Principal	Sept: 13 th and 27 th
2) Kaitlin Kelley	Instructional Coach, MCAS Specialist	Oct: 11 th and 25 th
3) Lauren Colwell	School Adjustment Counselor	Nov: 8 th and 29 th
4) Michael Torrisi	Spanish Teacher	Dec: 6 th and 20 th
5) Jessica Rintoul	Science Teacher	Jan: 10 th and 24 th
6) Kevin Moylan	English Teacher	Feb: 7 th and 28 th
7) Jacquelyn Cohen	Special Education Teacher	Mar: 14 th and 28 th
8) Kyle Pahigian	Math Teacher	Apr: 11 th and 25 th
9) Jody Bird	Science Teacher	May: 9 th and 23 rd
10) Meghan Rosa	English Teacher	June: 6 th

I Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - University Pk Campus School

Organization Information			
District:	Worcester (03480000)	School type:	Middle - High School or K - 12
School:	University Pk Campus School (03480285)	Grades served:	07,08,09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

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	127	125	98	Yes	126	126	100	Yes	79	79	100	Yes	
High needs	101	99	98	Yes	100	100	100	Yes	58	58	100	Yes	
Econ. Disadvantaged	85	84	99	Yes	84	84	100	Yes	49	49	100	Yes	
ELL and Former ELL	60	58	97	Yes	60	60	100	Yes	32	32	100	Yes	
Students w/disabilities	18	-	-	-	17	-	-	-	12	-	-	-	
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	1	-	-	-	
Asian	30	29	97	Yes	30	30	100	Yes	21	21	100	Yes	
Afr. Amer./Black	13	-	-	-	13	-	-	-	9	-	-	-	
Hispanic/Latino	68	67	99	Yes	68	68	100	Yes	39	39	100	Yes	
Multi-race, Non-Hisp./Lat.	4	-	-	-	4	-	-	-	3	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	
White	11	-	-	-	10	-	-	-	6	-	-	-	

III. Student Attendance and Retention

University Park Campus School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	95.1	94.1	94.6
Average # of days absent	8.7	9.8	9.3
Absent 10 or more days	31.2	36.5	33.3
Chronically Absent (10% or more)	10.0	16.9	13.5
Unexcused Absences > 9	24.0	33.8	15.8
Retention Rate	2.4	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): Attendance will be reviewed quarterly and students with 1 absence or less per quarter will receive a homework pass from the Principal.

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): In the middle school, teachers will use Responsive Classroom strategies such as, "Morning Meeting" to increase student motivation and engagement. Support staff will have bi-weekly, "attendance meetings" to identify students who are constantly absent or tardy. Support staff will reach out to parents of students who are identified as having attendance issues.

***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
8th Grade Math scores on the 2017 Spring Administration of the MCAS exam.	<p>The data compares results from two different tests to note a trend. The 8th grade Math MCAS scores improved from the 2016 administration to the 2017 administration. In 2016, the percentage of students receiving 4's and 5's (comparable to exceeding and meeting on MCAS 2.0) on the PARCC exam was 38%. In 2017 the percentage of students receiving scores in the meeting and exceeding categories was 50%. Also, the number of students achieving scores in the lowest category (1 on PARCC and Not Meeting on MCAS 2.0) decreased from 23% in 2016 to 10% in 2017.</p> <p>In addition to improvements made from one year to the next, there was also an increase in the scores of the cohort. When the 8th grade cohort took the 2016 spring administration of the PARCC exam 33% achieved scores of 4 or 5. The percentage of students in the same cohort who achieved meeting or exceeding increased by 17% on the MCAS 2.0 Math Spring Administration.</p>
Increased Participation in Advanced Placement classes.	<p>Increased A.P. course offerings from 6 in 2011-2012 to 11 in 2017-2018. Increased participation from 57 tests taken in 2011-2012 to 126 tests taken in 2016-2017. In the 2017-2018 school year, University Park is expecting to give 157 exams</p> <p>University Park has increased its Advanced Placement course offerings from 9 courses offered in 2016-2017 to 11 courses offered in 2017-2018.</p>
Implementation and increased use of new school-wide rubrics and expectations.	<p>University Park finished the new school-wide rubrics and expectations during the 2016-2017 school year. Since their completion the University Park faculty has used them to assess student performance and compile data. This data is used to ensure that students are meeting learning targets across various grades and disciplines. The rubrics have become a critical part of PLC work as well as vertical alignment of curriculum by discipline teams.</p>

Areas of Concern	
Concern	Evidence
7th Grade ELA and Math Scores on 2017 Administration of MCAS	<p>The data compares two different tests in noting the 7th grade scores on the 2017 Administration of the MCAS ELA exam decreased from the previous year's administration of the 2016 PARCC ELA exam. 19% of 7th grades received exceeding or meeting scores on the 2017 exam compared to the previous year when 45% of 7th graders received 4's and 5's on the PARCC exam.</p> <p>The 7th grade scores on the 2017 Administration of the MCAS Math exam decreased from the previous year's administration of the 2016 PARCC Math exam. 21% of 7th grades received exceeding or meeting scores on the 2017 exam compared to the previous year when 33% of 7th graders received 4's and 5's on the PARCC exam.</p>
Advanced Placement "Passing" (3 or higher) scores all subject exams	<p>The percentage of students receiving passing (3 or higher) scores on all Advanced Placement subject exams decreased from 23% in 2016 to 19% in 2017. Although University Park continues to increase course offerings and number of students taking exams, the percentage of students receiving 3's or higher decreased.</p>
The number of suspensions in 2016-2017 nearly tripled from the previous year.	<p>The number of suspensions nearly tripled from 2015-2016 when there were 16 suspensions to 2016-2017 when the number of suspensions rose to 44.</p> <p>In 2016-2017 30 different students were suspended for various offenses throughout the school year. This number represents approximately 13% of the student population at University Park.</p>

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
1) Scaffolding
2) Collaborative Group Work
3) Writing to Learn
4) Strategic Questioning
5) Classroom Talk
6) Literacy Groups
7) Numeracy Across the Curriculum
8) Use of Common Expectations and Rubrics

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)

- **PLC Groups participating in two lesson studies throughout the 2017-2018 school year.** University Park PLC groups will engage in two lesson studies. The PLC groups are arranged in groups of Math/Science, Humanities, and support services this year. Lesson Studies will focus on the use of the newly created school-wide rubrics to assess student progress toward school-wide goals particularly in the area of writing. The humanities PLC will focus their PLC work and lesson study on paragraphing and responding to open response questions. The Math/Science PLC will focus their attention on improving student's ability to synthesize information.
- **University Park Faculty will employ Response to Intervention by grade level to ensure that the needs of all learners are addressed.** During grade level meetings teachers will share data and identify learners that need specific tiered interventions. In the middle school students that are identified as struggling with reading and decoding will be recommended for the, "Just Words" program. In the high school teachers will use common assessments as well as standardized test scores to identify which students need particular interventions. Teachers will also share data on social, emotional and behavioral concerns, which will be addressed by members of the support staff.
- **Departments implement new rubrics assess and track student data across grades and disciplines.** University Park faculty will use the newly implemented school-wide rubrics and expectations to assess students on a regular basis. This information will be tracked to ensure that students are meeting desired learning targets by grade as well as ensuring that students are growing from the beginning to the end of the year with regards to their individual skills.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● ILT members will be responsible for facilitating Lesson Studies. Each PLC will plan to do two lesson studies before the end of the year. The ILT member (PLC Facilitator) in each group will ensure that there are structures in place for the members of the PLC to plan the lesson study. ILT members will ensure that each member of the PLC has their class covered during the lesson study so that they can attend. ILT members will also facilitate the use of the school-wide rubrics in conjunction with the lesson study. The ILT member will facilitate analysis of the student work during the lesson study and also any follow-up discussions about the lesson study. ● ILT members will be responsible for tracking the RTI data. Members of the ILT on each grade level team will keep data on student concerns as well as the various interventions that are put in place to help students. It will be the responsibility of ILT members to ensure that each concern is addressed with a plan and that there is follow through on the plan. This tracking system will also include dates so that concerns are addressed in a reasonable time frame. ● ILT members will be responsible for ensuring teachers in all disciplines are using school-wide rubrics to assess and track student performance. ILT members will be responsible for checking in with individual teachers to ensure that each teacher is using the school-wide rubrics to assess their students. ILT members will also ensure that teachers have an efficient way of tracking student performance on the rubric indicators. ILT members will ensure that each discipline have target goals and proficiency levels that students are expected to reach. Finally, ILT members will ensure that teachers are identifying students who are missing targets and are developing individualized plans for those students to move towards proficiency. 	
<p>School Performance Indicators and Data Sources</p>		
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>	
<p>Data Source: School-wide Expectations, School-wide Goals, School-wide analytic rubrics to measure student progress toward goals. PLC agendas. Lesson study plans, individual teacher data (tracking) on student performance, RTI tracking data, student-specific plans for addressing concerns.</p>	<p>Data Source: Student work from lesson study, Student work assessed with common rubrics, increased proficiency scores on assessments scored with school-wide rubrics, students participating in specific and individualized plans to address areas of concern.</p>	

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)

- **Employ the best practice of using, “Literacy Groups”** This best practice strategy ensures that all University Park Campus School students are able to interact with a variety of texts across all grades and disciplines. Literacy groups provide students with a collaborative structure for understanding a variety of texts and engaging in a higher level of discourse. Group roles traditionally drive literacy groups by giving each student a role to play and a defined purpose within the group. The specific roles or discussion guidelines may vary for different content areas, lengths of texts, or student level of sophistication using this strategy, but the purpose of literacy groups is to raise student engagement with texts.
- **Employ the best practice, “Collaborative Group Work”** This best practice strategy ensures that all University Park students are able to work together to achieve a common goal. University Park recognizes that working together with other students is a skill that needs to be developed and this skill is critical to success in both college and the work force. Collaborative group work will be scaffolded so that middle school students are using roles to help them engage in group work and meet goals and upper level high school classes are able to accomplish group goals without roles. The Focused Instructional Coach will help teachers work collaborative group work into lessons and provide necessary tools for making this strategy successful in all grades and disciplines.
- **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. 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.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● ILT members will be responsible for ensuring that best practices for improving instruction are being used regularly and appropriately in the classroom. The Focused Instructional Coach will serve as a resource for faculty members who are implementing best practice strategies. FIC will work with teachers in both individual and group settings to discuss how these strategies can be worked into lesson plans and how they can be adapted for various grade levels and disciplines. PLC Facilitators (members of the ILT) will ensure that all PLC groups participate in a Lesson Study. The lesson studies should incorporate the University Park’s best practices. The ILT will monitor and assess the data for grouping assignments using reading and Math levels based on MAPS, MCAS and PARCC scores. The ILT will assist with the after school extra help sessions so as to best improve the reading, writing and language skills of all students. The FIC will emphasize working with subjects that have demonstrated the highest areas of need based on MCAS scores. These areas include middle school Math and middle school Science. The ILT will provide relevant Professional Development for implementing school-wide best practice strategies.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Lesson plans, class observations, teachers tests/ quizzes, PLC agendas, Lesson-study plans, After-School teacher schedule, Professional Learning agendas, Middle School team meeting agendas, Responsive Classroom morning meeting plans.</p>	<p>Data Source: Student work (high and low stakes) writing pieces, completed rubrics, ELA/Math MCAS, MCAS 2.0 and PARCC scores. Formative and summative assessments from various classes. Cumulative pieces such as Gateway Projects in 8th, 10th and 12th grades.</p>

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)

- **University Park Campus School will utilize PLATO to address gaps in learning.** University Park Campus School intends to take advantage of the PLATO online program that allows students to work on academic areas of weakness. Students take a diagnostic evaluation and the program itself develops a “prescription” for work that a student can do to on PLATO to address areas of weakness. Students will be able to work on these “prescriptions” at times such as enrichment blocks.
- **University Park Campus School will utilize Student-Led Meetings in both middle and high school.** Middle school faculty at University Park Campus School will use student led meetings to support individual students who need specific interventions. Teachers and faculty will use common meeting time to discuss students who are struggling academically, socially and/or behaviorally. When a student is chosen for a meeting they work one on one with a teacher to fill out a pre-meeting document in which they address areas of strengths, areas of weakness and a plan for improving areas of weakness. The student leads a meeting, which includes parent(s), teachers and other faculty. At the end of the meeting teachers use what the student said to create an action plan. The student action plan is monitored by a designated member of the middle school team, and a follow up meeting can be scheduled when necessary. In addition to the middle school meetings, the guidance faculty and all teachers of juniors meet individually with each junior at the school to discuss their current status and future plans. Prior to attending their prep, a junior will fill out a sheet with their interests, possible future plans and steps they have already taken to get ready for life after high school. All the teachers present receive a copy of the questions that student filled out as well as a copy of the students’ transcript. The pep is meant to be an open and honest discussion about what the student will need in order to achieve their future goals.
- **University Park will ensure that all students in 8th Grade are set up with an upper classmen mentor.** University Park faculty has determined that members of the 8th grade class need extra attention and individualized attention from other members of the UPCS community. In an effort to help the 8th grade class assimilate further to the culture of UPCS mentorships will be established.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● ILT members will be responsible ensuring that all of these student specific supports are implemented throughout the year. An ILT member will be responsible for arranging the mentorships between 8th graders and upperclassmen. This ILT member will provide mentor training, arrange meetings between mentors and mentees and organize events to celebrate accomplishments. The Focused Instructional Coach will sit in on all middle school meetings and ensure that any student who needs a student-led meeting receives that meeting. The FIC will also arrange any coverage necessary and reach out to invite families. They will also follow up with middle school staff to ensure that action plans are working. The Guidance faculty will create the schedule for junior peps and make sure that all students have filled out the questions prior to meeting. Guidance staff will also ensure that teachers have a copy of the students' most recent transcript. The Focused Instructional Coach and two other members of the ILT attended training on the PLATO program. These three ILT members will help teachers set students up on PLATO and ensure that students take the diagnostic test. These three ILT members will present information about this program at a faculty meeting so that teachers are aware of the options that they have.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Agendas for student led meetings, Student Action Plans, Schedule for junior peps, PLATO training materials, PLATO program login/time on task information for each student, Mentor Training agenda, Calendar of events for mentors/mentees.</p>	<p>Data Source: Student Action Plans after Student Led Meeting, Reflection questions/next steps from Junior Pep, PLATO coursework and log of time on task, Mentor "Check-in" sheets, and attendance at mentor/mentee events.</p>

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)

- **University Park Campus School will employ Responsive Classroom in middle school classrooms.** UPCS middle school faculty trained on implementing Responsive Classroom in August 2017. The instructor focused on implementing techniques that would increase motivation and engagement in the middle school classroom. Examples of these strategies include running a morning meeting, assigning classroom responsibilities, utilizing a “buddy teacher,” etc.
- **University Park Campus School faculty will establish a Faculty Book Club around the topic of student discipline.** 15 members of the University Park Campus School Faculty signed up to be part of a book club around the topic of discipline. Suspensions and discipline issues rose greatly in the 2016-2017 school year and in an effort to come up with more solutions a member of the ILT suggested a book club around the topic. The book club will meet twice a month and the goal is to read at least two books as well as supplementary articles around the topic. University Park faculty is hopeful that the reading of books and scholarly articles on the topic of discipline and management will help inspire new ideas at University Park. The book club will be given time to report out at faculty meetings. The book club will start by reading the book, “Lost at School.”
- **University Park will continue using Peer Mediators and training students in Non-Violent Communication.** University Park faculty will continue to differentiate instruction to ensure that all students remain engaged in academics. Adjustment Counselor will work with 7th and 8th grade students on, “Non-Violent Communication.” These courses will be implemented periodically throughout the school year. Non-violent communication stresses the importance of communicating and using avenues other than violence to solve conflicts. Students take part in mock situations in order to model proper behaviors. Teachers are also educated on Non-Violent communication so that they can model appropriate behavior and correct students who are not acting appropriately. The Guidance staff of University Park will train a group of peer mediators to assist in diffusing conflicts within the school. These students will serve as the mediators between students that are having a conflict. The mediators will seek out help from adults when necessary.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> • Members of the ILT will be responsible for organizing these programs and implementing them throughout the year. The Instructional Coach will arrange time for the middle school team to meet weekly and plan morning meeting activities. Instructional Coach will also coordinate the continued communication between the Responsive Classroom trainer and the middle school staff. The trainer will be available for questions and help throughout the year. A member of the ILT will be responsible for arranging the schedule of the UPCS faculty book club and operating as the facilitator of those meetings. The Guidance staff (members of the ILT) will be responsible for providing the Non-Violent Communication training. They will also be in charge of training the peer mediators. Peer mediators will need to keep a log of their activity. Guidance staff will also be responsible for providing the training on non-violent communication to adults in the building. The Focused Instructional Coach is responsible for implementing the responsive classroom techniques.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Non-Violent communication class schedule, peer mediator logs, Responsive Classroom morning meeting lesson plans, middle school/high school meeting agendas, school suspension and discipline records, Book club notes, possible new discipline strategies from readings.</p>	<p>Data Source: Data on school discipline issues, peer mediator logs, increased engagement, and fewer discipline issues.</p>

Worcester Public Schools Professional Learning Plan (PLP)

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

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	100% 4's or better on the content score of the long composition portion of 10 th grade MCAS 2.0 ELA exam. 25% of these scores will be 5 or higher.	Current 10 th Grade	3% of students achieved 5's or higher on the content score of the 2017 Spring Administration of the ELA long composition. Only 81% of students achieved 4's or higher on the content score of the 2017 Spring Administration of the ELA long composition.
2	The current 8 th grade cohort will achieve 50% meeting or exceeding expectations on the 2018 administration of the MCAS 2.0 Math exam.	Current 8 th Graders	The current 8 th grade achieved just 21% meeting or exceeding proficiency on the 2017 administration of the 7 th grade MCAS 2.0 Math exam. 64% of 7 th grade students scored in the partially meeting category and 15% of students scored in the not meeting category on the 2017 administration of the exam. Although these numbers are up significantly from the same cohort's performance on the 6 th grade exam, there is still much room for improvement.
3	Achieve a combined pass rate of 20% for AP Biology, AP Chemistry and AP Computer Science on the 2018 Administration of these Advanced Placement exams.	Students in Advanced Placement Science Classes	The overall passing rate (score of 3 or higher) on all Advanced Placement exams taken by University Park Campus School students was 19% in 2017. 0% of students achieved passing scores in the one Science course that was offered (AP Biology). This year two additional Science courses are being offered and the desired goal is 20% pass rate for all AP Science courses.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Humanities PLC group will implement lesson study around the topic of, “paragraphing.” This lesson study will focus on students ability to build strong.	PLC group will assess and score student work (using school-wide rubrics) from lesson study in order to identify areas of strength and look for areas that need improvement.
	Humanities PLC will use data from first lesson study as well as last years MCAS data to inform future PLC work. Activities may include reading scholarly articles, developing new instructional strategies for writing, etc.	FIC will work together with PLC to assess data and plan future meetings that address areas of weakness. PLC will submit meeting agendas and notes to FIC and Principal.
2	The Math department will download responses from last years MCAS exams and assess for areas of strength and weakness.	Math department will identify where in the curriculum the areas of weakness should be addressed.
	Middle school department will work within the PLC to plan lesson study that addresses area of weakness from MCAS data.	Math/Science PLC will plan lesson study and submit meeting notes, lesson study plan, and other relevant documents to Principal and FIC.
3	Math/Science PLC will plan a lesson study in the high school around the topic of synthesizing information. The goal of the PLC work this year is to increase student synthesis proficiency (on the school-wide rubrics) by one performance level. This skill and proficiency is especially important for Advanced Placement exams.	FIC and Principal will collect agendas, meeting notes and lesson plans from Math/Science PLC.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	PLC will need time to meet and to develop the lesson study. Teachers will also need time to assess the areas of strength and weakness using protocols. Teachers will need MCAS data from the previous years.	Teachers will need coverage for classes while the lesson study is taking place. FIC will assist teachers in finding resource as well as providing protocols for analysis and discussion of scholarly articles.
2	Teachers will need the MCAS responses last year printed out from Edwin. Teachers will also need time to assess the areas of strength and weakness using protocols.	Teachers will also need coverage for classes while the lesson study is taking place. FIC will assist teachers in finding resource as well as providing protocols for analysis and discussion of scholarly articles.
3	Teachers will need protocols for PLC work, they will also need time to plan. Teachers will need data from previous years MCAS exams as well as prior AP data.	Teachers will also need coverage for classes while the lesson study is taking place. Teachers may want to consult with Math department regarding this topic. FIC will assist teachers in finding resource as well as providing protocols for analysis and discussion of student work.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Humanities PLC has met and the lesson for “paragraphing” lesson study is ready to be implemented.	The FIC and Principal have seen plans for lesson study and coverage will be arranged for a January implementation date.
2	FIC and Principal gave data and available responses to Math team for assessment. Team developed a protocol for looking at the data and made a list of areas of strength and weakness.	Teachers are in the process of looking at where to insert more coverage of identified areas of weakness into curriculum. Teachers will begin working on lesson study in February.
3	Math/Science PLCs have met and analyzed data from 2017 administration of Math MCAS exam as well as results of 2017 AP exams. The Math/Science “synthesizing” lesson study is ready to go in January.	The FIC and Principal have seen plans for lesson study and coverage will be arranged for a January implementation date.