

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Worcester East Middle

School

Rose Dawkins

Principal or Administrator

Maureen Binienda

Superintendent

I. School Leadership Teams

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)

Curriculum Instructional Team (CIT) Members shall include:

- Department Heads from each core subject and Special Education
- Focused Instructional Coach (FIC)
- Administration (Principal, Assistant Principal)

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The School Leadership Teams’ primary role is to help lead the school’s effort at supporting the improvement of teaching and learning. The Teams make 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 Teams carefully monitor student performance data regarding progress toward goals, conduct several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, the Teams meet regularly and frequently, at least twice a month.

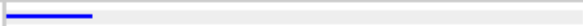
	Name	Position	Meeting Dates
ILT	Dr. Dawkins	Principal	Sept:
	Eileen Dame	Focused Instructional Coach (FIC)	Oct: 24
	John Rodriguez	Guidance	Nov: 28
	Stacy Homan	School Adjustment Councilor	Dec: 12
	S MacIntire	G7 Science – Explorers Team (Academy)	Jan: 30
	M. Shattuck	G7 SS – Scholars Team	Feb: 13
	E Chen, C Rocheleau	G7 Science, Math – Olympian Team	Mar: 13
	M Binienda (H. Fain alternate)	G7 Science (App Lab) – Voyager Team (Academy)	Apr: 10
	E Sheehan	G7&8 ELA/SS – STEP Team	May: 8
	A Williamson	G7&8 SS – Resource Team	May: 22 (in lieu of June)
	M Horan	G8 ELA – Phoenix Team	
	I Lito	G8 Math – Zenith Team and Math DH	
	C Reyes	G8 ELA – Challengers Team (Academy)	
	K Salins	Art teacher, all grades	
CIT	Dr. Dawkins	Principal	weekly
	S Bussing	Assistant Principal	
	B Wells	Assistant Principal	

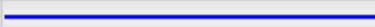
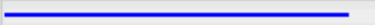




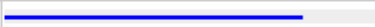
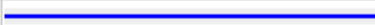
	E Dame	Focused Instructional Coach	
	Dr. L Geitz	Science DH	
	I Lito	Math DH	
	A Notaro	ELA DH	
	L Santaspago	Spec Ed DH	
	A Walsh	SS DH	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Worcester East Middle

Organization Information			
District:	Worcester (03480000)	School type:	Middle School
School:	Worcester East Middle (03480420)	Grades served:	06,07,08
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 3	Among lowest performing 20% of schools	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 15	
	Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		66	Did Not Meet Target
High needs		60	Did Not Meet Target
Econ. Disadvantaged		-	
ELL and Former ELL		64	Did Not Meet Target
Students w/disabilities		38	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	
Asian		90	Met Target
Afr. Amer./Black		62	Did Not Meet Target
Hispanic/Latino		52	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		75	Met Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
G8 ELA teachers used pre-AP strategies effectively to help move students to higher achievement.	We received extra credit PPI points for increasing the number of students in Advanced from 3.7 to 5.7 percent. Most of these were from G8, where a record 29 G8 ELA students earned an Advanced score.
The G8 Math PLC increased rigor of lessons and assessments, resulting in achievement gains.	Grade 8 achievement improved, from CPI of 59.6 in 2015 to 65.3 in 2016. Grade 8 SGP improved from median of 46 in 2015 to 50 in 2016.
Sixty percent of the students in our Academy have had three years of aligned Science instruction and the Applied Science Lab, contributing toward improved achievement in our Academy Science scores.	Students in the WEMS Academy of Science, Technology, and Health outperformed the parent school. Science CPI in the Academy was 70, more than 15 points above the next-best performing parent school team. Moreover, we received extra credit PPI points for increasing the number of students in Advanced. All of these students came from the Academy.
Areas of Concern	
Concern	Evidence
We are concerned that our decline in grade 7 ELA growth indicates a lack of rigor and high expectations. G7 ELA teachers need to raise academic expectations, increase rigor, and increase supports for our low performing students, including our special education population.	Although achievement measured by CPI increased slightly, Grade 7 ELA growth declined dramatically, from 59.0 to 46.0. ELA growth in every Grade 7 Team declined, ranging from 4 points to 18.5. Disappointingly, only one G7 ELA teacher held median growth above 50. Only 5 students earned an Advanced score. We did not significantly decrease the number of students in Warning.
We are concerned that our decline in both achievement and growth in Math in grades 6 & 7 indicates a lack of rigor and high expectations. G6&7 Math teachers need to raise academic expectations, increase rigor, and increase supports for our low performing students, including our special education population.	Both Grade 6 Math achievement and growth declined. G6 CPI declined from 60.1 in 2015 to 54.7 in 2016. Median SGP declined from 30.0 to 24.0. Both Grade 7 Math achievement and growth declined. G7 CPI declined from 55.0 in 2015 to 52.0 in 2016. Median SGP declined from 53.0 to 46.0. Math growth in all but one Grade 7 Team declined, ranging from 2 points to 14 points, resulting in only one team's holding a median SGP at or above 50.

We are concerned that students in our parent school are not making gains in Science achievement. Parent school Science teachers need to raise academic expectations, increase rigor, and increase supports for our low performing students, including our special education population.

Although our Academy team earned a CPI of 70.0, the inclusion teams in the parent school earned more than 15 points less.

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies	<ul style="list-style-type: none"> • The Principal and FIC will attend all grade/department PLC meetings. • Each grade/department level PLC will meet weekly, focusing on planning lessons to support struggling students and challenge high achieving students. • Each grade/department level PLC will develop common assessments to measure student achievement and identify areas of weakness.
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> • The CIT will meet weekly to establish academic policy for the school by analyzing data, reviewing and selecting best practices, and identifying how to support and improve teacher performance. • The ILT will meet monthly to foster collaboration among teachers by analyzing data to improve school climate for student learning.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> • Meeting notes (ILT, CIT, Team, Department / Grade level PLCs) in Office 365 OneNote Notebooks • Reflections on data from common assessments and subsequent action to achieve content and skill mastery where needed 	Data Source: <ul style="list-style-type: none"> • Data from common assessments • Student work from collaboratively planned lessons

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

- We will focus Professional Learning this year on grade /department level collaboration in order to develop detailed lesson plans. These will be designed to engage students in critical thinking and problem solving, and must include our Best Practices (Academic Discourse, Academic Writing, and Feedback), vocabulary instruction, scaffolding and supports for EL and special education students, and challenges for high-achieving students.
- We will develop a uniform approach to problem solving which will include a graphic organizer for students to use when attacking word and multi-step problems.
- We will expand our use of pre-AP reading strategies and employ a uniform approach to writing using graphic organizers and rubrics differentiated for each type of writing.

Instructional Leadership Team Implementation

- CIT will meet weekly to support one another in developing successful approaches to collaboration in their respective PLCs, discuss observed practices, and identify staff in need of support.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

- Data Source:**
- Lesson plans will reflect planning using the gradual release of responsibility model.
 - Lesson plans will be reviewed by department heads and administration for adherence to gradual release model.
 - Observation focus will be on adherence to gradual release model.

STUDENT RESULTS INDICATOR

- Data Source:**
- Student work on critical thinking and problem solving tasks using common tools (math problem solving organizer, organizers and rubrics for analytical writing across the curriculum, organizers and rubrics for narrative writing in ELA)
- Data from 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

Instructional Leadership Team Implementation

- Grade / Department PLCs will develop and administer common assessments every five weeks. Teachers will analyze student work and assessment data to document student performance for growth and proficiency. Teachers will discuss instructional practices, share effective strategies, and collaboratively analyze student work to inform instruction.
- Academic Support Plans will be created by each team and reevaluated every five weeks. Students who are at risk of failing will work with their teachers one extra period per week (pull from Enrichment) and/or after school until they are successful. Students will work with IXL to fill gaps in skills and content knowledge in math.
- We will schedule identified students for intensive support in reading using the Just Words program.
- The CIT will guide their PLCs in analyzing student work and developing, administering, and reviewing results of common assessments.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

- Data Source:**
- Common Assessment data reflections will be collected by DHs and reviewed by Principal and CIT
 - Academic Support Plans and Logs will be housed on our Office 365 OneNote Staff Notebook

STUDENT RESULTS INDICATOR

- Data Source:**
- Student work completed in Academic Support sessions to achieve mastery of content and skills
 - Improved achievement and growth on quarterly common assessments
 - Students in the Just Words program should improve their reading fluency and comprehension by virtue of improving their phonemic and orthographic skills.

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

- This is WEMS’ first year of whole-school participation in Worcester HEARS (Healthy Environment and Resiliency in School). All staff attended training in August. This year, our ILT will focus on opportunities to make WEMS a trauma-sensitive school.
- One grade 7 team will pilot implementation of Worcester HEARS strategies that provide students with relationship, academic, and behavioral supports. Members of this team will share experiences at ILT. ILT will make recommendations to replicate successful practices with the whole school.
- Identified WEMS staff members will attend Worcester HEARS courses during the 2016-17 school year to increase knowledge and practice of trauma-sensitive strategies.

Instructional Leadership Team Implementation

- Establishing a safe, orderly, and respectful environment in our hallways and stairwells during passing times has been identified as a priority. ILT members will work with their teams during CPT to achieve this goal.
- ILT will also respond to data from staff and make recommendations for establishing a safe, orderly, and respectful environment for students.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

- Data Source:**
- Turnaround Practice 4 work on every staff meeting agenda
 - Administration’s observation of teacher implementation of adopted practices.

STUDENT RESULTS INDICATOR

- Data Source:**
- Increase in safe and orderly hallway behavior
 - Decrease in behavior referrals
 - Increased student achievement

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Worcester East Middle School	Dr. Dawkins	Aug/March

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Our goal is to increase achievement and growth in G7 ELA through the development and delivery of rigorous lessons.	G7 ELA PLC	<p>Rationale: Grade 7 ELA growth declined dramatically, from 59.0 to 46.0. ELA growth in every Grade 7 Team declined, ranging from 4 points to 18.5. Disappointingly, only one G7 ELA teacher held median growth above 50. Only 5 students earned an Advanced score.</p> <p>Sources of Evidence of Implementation:</p> <ul style="list-style-type: none"> • Collaboratively designed lessons • Weekly lesson plans • Classroom observations • Student work • Data from quarterly common assessments

2	Our goal is to increase achievement and growth in G7 Math through the development and delivery of rigorous lessons.	G7 Math PLC	<p>Rationale: Both Grade 7 Math achievement and growth declined. G7 CPI declined from 55.0 in 2015 to 52.0 in 2016. Median SGP declined from 53.0 to 46.0. Math growth in all but one Grade 7 Team declined, ranging from 2 points to 14 points, resulting in only one team's holding a median SGP at or above 50</p> <p>Sources of Evidence of Implementation:</p> <ul style="list-style-type: none"> • Collaboratively designed lessons • Weekly lesson plans • Classroom observations • Student work • Data from quarterly common assessments.
3	Our goal is to increase achievement in the parent school in G8 Science through the development and delivery of rigorous lessons.	Science Teachers in parent school	<p>Rationale: Although our Academy team earned a CPI of 70.0, CPI in parent school teams was lower by 16-18 points.</p> <p>Sources of Evidence of Implementation:</p> <ul style="list-style-type: none"> • Collaboratively designed lessons • Weekly lesson plans • Classroom observations • Student work • Data from quarterly common assessments.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	All grade level ELA PLCs met in August to develop rigorous lesson plans and fine tune common assessments.	<p>All grade level ELA PLCs will continue to develop rigorous lesson plans with common assessments. They will design these lessons using a UbD approach, and each will incorporate:</p> <ul style="list-style-type: none"> • Our focus on engaging students in critical thinking and problem solving • Adherence to the Gradual Release of Responsibility Model • Our Best Practices (Academic Discourse, Academic Writing, Feedback) • Our deliberate and uniform approach to vocabulary instruction • Our use of graphic organizers and self-assessment rubrics for writing • Scaffolding for special education and EL students • Challenges for high achieving students
		We will develop a Professional Learning opportunity for ELA and EL teachers to collaborate on new co-teaching model.
		Three G7 ELA Teachers attended district PL: <i>Critical Literacy in the ELA Classroom</i>
		Two Reading teachers have attended <i>Just Words</i> PL to target students who struggle most with reading.
2	All grade level Math PLCs met in August to develop rigorous lesson plans with increased emphasis on application of skills and reasoning. Teachers also developed and/or fine-tuned quarterly common assessments.	<p>All grade level Math PLCs will continue to develop rigorous lesson plans with common assessments. They will design these lessons using a UbD approach, and each will incorporate:</p> <ul style="list-style-type: none"> • Our focus on engaging students in critical thinking and problem solving

		<ul style="list-style-type: none"> • Adherence to the Gradual Release of Responsibility Model • Our Best Practices (Academic Discourse, Academic Writing, Feedback) • Our deliberate and uniform approach to vocabulary instruction • Our use of graphic organizers for problem solving • Scaffolding for special education and EL students • Challenges for high achieving students
		G6 Math will be attending Professional Learning including, but not limited to In It to Win It: Addressing Classroom Management and Student Engagement
		WEMS, along with three other schools, has chosen math as a priority need area for work through the Mass Insight Education initiative.
3	All grade level Science PLCs met in August to develop rigorous lesson plans and fine tune common assessments.	<p>All grade level Science PLCs will continue to develop rigorous lesson plans with common assessments. They will design these lessons using a UbD approach, and each will incorporate:</p> <ul style="list-style-type: none"> • Our focus on engaging students in critical thinking and problem solving • Adherence to the Gradual Release of Responsibility Model • Our Best Practices (Academic Discourse, Academic Writing, Feedback) • Our deliberate and uniform approach to vocabulary instruction • Our use of graphic organizers for problem solving • Scaffolding for special education and EL students • Challenges for high achieving students

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	We need funding for EL and ELA teachers to collaborate after school.	Schedule time for weekly grade/department PLC meetings.
2	We need subs for when our teachers attend Professional Learning during the school day.	Schedule time for weekly grade/department PLC meetings.
3	Offerings from the Office of Curriculum and Professional Learning.	Schedule time for weekly grade/department PLC meetings.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1 ELA	<p>Administration and FIC will</p> <ul style="list-style-type: none"> Attend content PLC meetings Review teacher reflections on common assessment data and student work analysis Review Lesson Plans (administration and department heads) Observe classroom instruction 	<ul style="list-style-type: none"> Administration and FIC scheduled and attend PLC meetings Monthly meetings with individual department heads regarding observations, reflections and next steps on common assessments, and lesson submittal and feedback. Observation of instruction (monthly schedule developed and implemented)
2 Math	<p>Administration and FIC will</p> <ul style="list-style-type: none"> Attend content PLC meetings Review teacher reflections on common assessment data and student work analysis Review Lesson Plans (administration and department heads) Observe classroom instruction 	<ul style="list-style-type: none"> Administration and FIC scheduled and attend PLC meetings Monthly meetings with individual department heads regarding observations reflections and next steps on common assessments, and lesson submittal and feedback. Observation of instruction (monthly schedule developed and implemented)

3.Science	Administration and FIC will <ul style="list-style-type: none"> • Attend content PLC meetings • Review teacher reflections on common assessment data and student work analysis • Review Lesson Plans (administration and department heads) • Observe classroom instruction 	<ul style="list-style-type: none"> • Administration and FIC scheduled and attend PLC meetings • Monthly meetings with individual department heads regarding observations reflections and next steps on common assessments, and lesson submittal and feedback. • Observation of instruction (monthly schedule developed and implemented)
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