

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Worcester East Middle
School

Dr. Rose Dawkins
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
Dr. Dawkins	Principal	Sept: 7, 21
S Bussing	Assistant Principal	Oct: 5, 19
B Wells	Assistant Principal	Nov: 2, 16
E Dame	Focused Instructional Coach	Dec: 7, 21
Dr. L Geitz	Science Department Head (DH)	Jan: 11, 25
I Lito	Math DH	Feb: 8
D Coffey	ELA DH	Mar: 1, 15, 29
A Khatri	Spec Ed DH	Apr: 12
A Walsh	SS DH	May: 3, 17, 31
		June: 7

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official 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		
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	787	774	98	Yes	787	782	99	Yes	360	357	99	Yes
High needs	687	674	98	Yes	686	681	99	Yes	314	311	99	Yes
Econ. Disadvantaged	577	566	98	Yes	577	572	99	Yes	262	259	99	Yes
ELL and Former ELL	364	357	98	Yes	363	360	99	Yes	165	164	99	Yes
Students w/disabilities	150	146	97	Yes	150	149	99	Yes	70	70	100	Yes
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	63	62	98	Yes	63	63	100	Yes	34	33	97	Yes
Afr. Amer./Black	150	148	99	Yes	148	148	100	Yes	79	79	100	Yes
Hispanic/Latino	372	364	98	Yes	373	369	99	Yes	158	157	99	Yes
Multi-race, Non-Hisp./Lat.	33	33	100	Yes	33	33	100	Yes	18	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	169	167	99	Yes	169	168	99	Yes	71	70	99	Yes

III. Student Attendance and Retention

Worcester East Middle School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.4	94.1	94.6
Average # of days absent	9.3	9.8	9.3
Absent 10 or more days	37.1	36.5	33.3
Chronically Absent (10% or more)	16.4	16.9	13.5
Unexcused Absences > 9	30.6	33.8	15.8
Retention Rate	1.6	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: <ul style="list-style-type: none"> ● School Adjustment Counselors and Principal meet regularly to review actions taken for students with chronic absenteeism.
Identify quarterly good attendance celebrations (please specify): <ul style="list-style-type: none"> ● Each team recognizes students with perfect attendance at quarterly award celebration.
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): <ul style="list-style-type: none"> ● Staff recognizes and rewards students who have perfect attendance with a token to be used in a prize drawing at lunch each Friday. ● Staff raises awareness of the importance of attendance through a school-wide poster contest. ● Counseling staff identifies students with high levels of absenteeism and develops an intervention plan for each individual student. A plan might include meeting with students and parents, working with outside agencies, etc. ● Principal reminds parents about the importance of good attendance in all Connect-Ed calls. ● Counseling staff recognizes and rewards students with perfect attendance for the year each June.

*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
On balance, students made gains in ELA, with grade 6 students leading the way.	ELA SGP for the whole school was 53, and ELA SGP for grade 6 students was 63.0.
Student writing remains solid, with narrative writing a relative strength for seventh grade students.	Overall, student writing scores for grade 6 were slightly above the state, and for grades 7 and 8 were only slightly below the state. 53% of our seventh grade students earned 3 or 4 (out of 4) idea points on the narrative writing task.
Sixty percent of the students in our Academy have had three years of aligned Science instruction plus Applied Science Lab, contributing toward improved achievement in our Academy Science scores.	CPI for students in the WEMS Academy of Science, Technology, and Health was just shy of 72.

Areas of Concern	
Concern	Evidence
Performance on both the Language and the Reading Anchor Standards indicates that grade 7 and 8 students struggled with interpreting text.	In tasks requiring analysis or inferencing, grade 7 and 8 students performed below the state by 10 or more points (Language: G7 -11, G8 -10; Reading: G7 -14, G8 -11).
Students struggled with critical thinking in Math.	Growth: According to our Next Gen MCAS scores, Math growth declined, from 43 in 2016 to 33 in 2017.
Students in our parent school are not making gains in Science achievement.	Science performance remains flat. Although Academy students performed slightly better than last year, increasing from CPI of 70.0 to 71.7, CPI of students in the parent school dropped slightly, from 48.5 to 47.3.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)	
Focus: Engaging students in critical thinking and problem solving	
Best Practice: Academic Discourse	
Best Practice: Academic Writing	
Best Practice: Timely Feedback	
Core Practice for Mindfulness	
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 (Include differentiation to ensure access for targeted student populations)	<ul style="list-style-type: none"> ● Grade/department level Professional Learning Communities (PLCs) will adopt the Plan-Do-Study-Act (PDSA) cycle of process improvement, beginning with Math. In these, we will make incremental changes to our practice, reflect, and reevaluate every 2-3 weeks. ● As part of the PDSA cycle, PLCs will create and administer common formative assessments weekly ● As part of the PDSA cycle, PLCs will analyze student work to identify challenges and inform instruction
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● The ILT will meet bi-monthly to establish academic policy for the school by analyzing data, reviewing and selecting best practices, and identifying how to support and improve teacher performance. ● ILT members will take leadership roles in Common Planning Time (CPT) and PLC meetings. ● ILT members will identify colleagues who can present effective strategies and practices at PLC and Staff meetings.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> ● Meeting notes (ILT, PLC, Staff) ● Lesson Plans ● Classroom Observations 	Data Sources: <ul style="list-style-type: none"> ● Student work from weekly common formative assessments ● Teacher “small data” and reflections after each PDSA cycle ● Data from quarterly common assessments

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)

- Professional Learning will continue on our school focus of engaging students in critical thinking and problem solving.
- The Math PLC will focus PDSA cycles on student ability to solve multi-step problems independently.
- ELA, SS, and Science PLCs will focus PDSA cycles on incorporating critical reading strategies such as Do/What prompt analysis and Depth of Knowledge (DOK) Level 3 tasks

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

- ILT will meet every other week to support one another in developing successful approaches to collaboration in their respective PLCs, discuss observed practices, and identify staff in need of support.
- ILT members will take leadership roles in the PDSA cycles of their respective departments.
- ILT members will open their classrooms for visits from colleagues and encourage colleagues to visit one another.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

- Data Source:**
- Meeting notes (ILT, PLC, Staff)
 - Lesson Plans
 - Classroom Observations

- Data Source:**
- Student work from weekly common formative assessments
 - Teacher “small data” and reflections after each PDSA cycle
 - Data from quarterly 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)

- Teachers include supports for English Language Learners and Special Education students on every lesson plan.
- Every five weeks, teachers identify struggling students, send notices to parents, and pair each struggling student with a teacher advisor.
- In PDSA cycles, teachers analyze work from a targeted subset of students to determine impact and inform subsequent instruction.

Instructional Leadership Team Implementation
 (Explain how ILT members implement and measure school-wide strategies.)

- ILT members will share exemplar lesson plans that include supports for English Language Learners and Special Education students.
- ILT members will offer to mentor teachers who need to strengthen supports for English Language Learners and Special Education students.
- ILT members will lead PLCs in identifying opportunities for improvement in instructional practice based on student work analysis.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

- Data Source:**
- Meeting notes (ILT, PLC, Staff)
 - Lesson Plans
 - Classroom Observations

- Data Source:**
- Student work from weekly common formative assessments
 - Teacher “small data” and reflections after each PDSA cycle
 - Data from quarterly common assessments
 - Student interim and quarterly grades

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)

Instructional Leadership Team Implementation
 (Explain how ILT members implement and measure school-wide strategies.)

- Two cohorts of WEMS staff members are continuing Worcester HEARS (Healthy Environment and Resiliency in Schools) coursework during the 2017-18 school year and will share strategies that support social/emotional learning with staff.
- Staff will receive training in Mind Up, a program that teaches mindfulness and social/emotional learning. Students receive one lesson on mindfulness each week, and teachers lead students in the Core Practice daily.
- Identified students will participate in the Stepping In Program, which promotes strong social skills through weekly training.
- ILT members will present practices that support student relationships, motivation, and self-regulation at Staff meetings.
- ILT members will promote practices that help teachers develop and strengthen relationship with students.
- ILT members will review data from staff surveys related to school climate and Mind Up implementation.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Meeting notes (ILT, PLC, Staff) ● Classroom Observations ● Teacher Evaluations 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Decrease in behavior referrals ● Increased student achievement on common assessments and grades

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	

1: Professional Learning Goals:

No .	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase achievement and growth in ELA by including critical thinking tasks related to reading in each lesson	ELA, Reading, Social Studies, EL, and Inclusion teachers	<p>Rationale: Student performance was weak on all Reading measures. We are focusing efforts to increase student ability to interpret text and explain thinking.</p> <p>Sources of Evidence of Implementation:</p> <ul style="list-style-type: none"> ● Lesson plans – look for DOK Level 3 tasks. ● Writing tasks requiring interpretation of text at least once each week. ● Classroom observations and student work – look for evidence of student interpretation of text ● Data from quarterly common assessments
2	Increase achievement and growth in Math by improving student ability to solve multi-step problems independently	Math, Numeracy, and Inclusion teachers	<p>Rationale: Data indicates that students do not persevere in solving multi-step problems. Math PLC work, guided by Mass Insight, will be centered around engaging students in collaborative work on multi-solution problems.</p> <p>Sources of Evidence of Implementation:</p> <ul style="list-style-type: none"> ● Lesson plans – look for emphasis on analysis ● Common word problems at least once/week ● Classroom observations and student work - look for evidence of student analysis of problem ● Data from quarterly common assessments

3	Increase achievement in Science schoolwide by developing student ability to demonstrate understanding of Science concepts through writing	Science, Applied Learning Lab, and Inclusion teachers	<p>Rationale: Data indicates that students are not developing deep understanding of Science concepts.</p> <p>Sources of Evidence of Implementation:</p> <ul style="list-style-type: none"> ● Lesson plans – look for opportunities for students to cite evidence and explain reasoning ● Weekly writing tasks about Science application at least once/week ● Classroom observations and student work – look for evidence of student interpretation and application ● Data from quarterly common assessments
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● ELA and Social Studies PLCs analyzed state exemplar essays, modified essay rubric, created organizer, and committed to creating weekly opportunities for students to explain reasoning in writing. ● ELA Liaison introduced the Depth of Knowledge concept to increase critical thinking in each lesson. 	<ul style="list-style-type: none"> ● ELA and Social Studies PLCs to study applying DOK tasks to texts. ● ELA and Social Studies PLCs to continue refining strategies that support continuous improvement in student ability to interpret text.
2	<ul style="list-style-type: none"> ● Math teachers were trained in August and October in problem solving approaches that create productive struggle, spark academic discourse, value all entry points, and increase perseverance. ● Math teachers developed common methodology for problem solving, including a common rubric and a support document for student use. 	<ul style="list-style-type: none"> ● School will continue participation in the Mass Insight Gateway to College Success Initiative. ● Math PLC to continue refining strategies that support continuous improvement in student ability to engage in and persevere in solving Math problems.

3	<ul style="list-style-type: none">● Science teachers were trained in August by Ma Bio Teach and Scientists for Science to increase rigor and implement inquiry-based instruction.● Science PLCs modified assessment rubric to focus on student ability to demonstrate critical thinking through identification of relevant evidence ability to explain reasoning in writing.	<ul style="list-style-type: none">● Ma Bio Teach and Scientists for Science will provide on-site mentoring and coaching to help teachers implement rigorous inquiry-based instruction.● Science PLCs continue refining strategies that support continuous improvement in student ability to demonstrate understanding of Science concepts in new applications.
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Meeting time, professional learning resources (books, articles, videos), data, guest speakers	PLC time for teachers to study, plan, reflect, review student work, collaborate.
2	Meeting time, professional learning resources (books, articles, videos), data, guest speakers	PLC time for teachers to study, plan, reflect, review student work, collaborate.
3	Meeting time, professional learning resources (books, articles, videos), data, guest speakers	PLC time for teachers to study, plan, reflect, review student work, collaborate.

4: Progress Summary

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