

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Arthur F. Sullivan Middle

School

Josephine Robertson

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
Kathrine Bastein	ELA Department Head	Sept: 9-14-2016
Jorge Castillo	Math Department Head	Oct: 10-5-2016
Erin Garvin	Special Education Department Head	Nov: 11-2-2016
Ellen Thibodeau	Science Department Head	Dec: 12-7-2016
David Thompson	Social Studies Department Head	Jan: 1-4-2017
Patricia Ryan	Lead Teacher Goddard Scholars	Feb: 2-1-2017
Angela Plant	Assistant Principal	Mar: 3-1-2017
Joanne Quist	Assistant Principal	Apr: 4-5-2017
Luke Savage	Focused Instructional Coach	May: 5-3-2017
Josephine Robertson	Principal	June: 6-7-2017

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Sullivan Middle

Organization Information			
District:	Worcester (03480000)	School type:	Middle School
School:	Sullivan Middle (03480423)	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 and subgroups Focus on Students w/disabilities -Hispanic/Latino -High needs -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 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		■ 56	Did Not Meet Target
High needs		■ 46	Did Not Meet Target
Econ. Disadvantaged		-	
ELL and Former ELL		■ 45	Did Not Meet Target
Students w/disabilities		■ 51	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	
Asian		■ 63	Did Not Meet Target
Afr. Amer./Black		■ 52	Did Not Meet Target
Hispanic/Latino		■ 49	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		■ 70	Did Not Meet Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
Goddard Scholar Academy Grade 8 performance in Algebra I	100% of students were Proficient or above with a SGP of 78.0
ELA pattern of growth from grade 7 to grade 8	7 th grade SGP was 32.5 and the 8 th grade SGP is 50. The second year shows a growth in overall student performance.
Asian subgroup math performance	Grade 7 CPI is 75.6 with a SGP of 55.5. Grade 8 CPI is 79.9 with a SGP of 62. This exceeds the growth of the other subgroups.
Areas of Concern	
Concern	Evidence
Student overall performance in math	Over 50% of students are underperforming in math. 32.6% of student were in Warning/Failing and 25.6% are Proficient or above.
Chronic absenteeism	SMS 14.5% absence which is 2 points higher than Middle Schools in our district
Open-Response Items	Both in Math and in ELA Sullivan students perform below the State average. ELA 7 th grade median SGP is 32.5 and 8 th grade is 50. In Math 7 th grade SGP median is 46 and 8 th grade is 45. Both groups show greatest underperformance in Open Response items.

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	Best practices include: <ul style="list-style-type: none"> - Monthly Instructional Leadership Team (ILT) meetings - Weekly Common Planning Times (CPTs) and Professional Learning Communities (PLCs) - Weekly Health and Guidance meetings
Instructional Leadership Team Implementation	School wide instructional leadership is implemented through: <ul style="list-style-type: none"> - Monthly Instructional Rounds/ peer observations and feedback - Monthly share out and discussion of instructional data - Weekly meetings to monitor student academic and behavior data
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Indicators of implementation include: <ul style="list-style-type: none"> - Lesson Plans - Meeting notes for CPTS, PLCs - AVID (Advancement Via Individual Determination) school-wide Site Team meetings 	Data Source: Student results are monitored through: <ul style="list-style-type: none"> - Measures of Academic Progress (MAP) Scores - 5 and 10 week Assessments - Looking at student work in CPTs and Department meetings

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	Instructional practices used to improve instructions include: <ul style="list-style-type: none"> - AVID Strategies: Summarizing Protocol, Annotation Protocol (underlining, writing in the margin, making connections with text, with self, with world), Cornell Note-taking, Interactive notebook - Writing using CEI (Claim-Evidence-Interpretation) methods for short answers, long compositions, reports
Instructional Leadership Team Implementation	Instructional Leadership implementation include: <ul style="list-style-type: none"> - Weekly meeting with Department Heads for development and examination for 5- and 10-week common assessments - Weekly Common Planning Time and Professional Learning Communities for looking at instructional strategies for the strengthening of students work - Additional 8-Hour Professional Development - Instructional Rounds and peer observations

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Improved instruction will be evidenced in:</p> <ul style="list-style-type: none"> - Lesson Plans based on Standards - Focused Instructional Coach weekly meeting - Evaluation and feedback to teachers - Levels of Questioning- Essential Guiding, and Leading - Well-developed Content and Language Objectives - Gradual Release model that allows for student interaction - Flexible groupings - Gradual Release model - SEI SMART Card methods 	<p>Data Source: Improved instruction will result in:</p> <ul style="list-style-type: none"> - More frequent tiered instruction in classrooms - Increased student collaboration- students working in groups for problem solving - Increased engagement in student work- writing Reading and Discourse

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	Student specific supports include: <ul style="list-style-type: none"> - Tiered Instruction - Differentiated lessons- inclusion of all modalities in instruction - Flexible groupings- student interaction with peers and content on their levels - SEI supports and scaffolds to meet limited English speakers - Daily Check-in-Check-out (CICO) for all students showing at risk behaviors - Formative assessment for ongoing checking for understanding
Instructional Leadership Team Implementation	The Instructional Leadership Team (ILT) implements student-specific support by: <ul style="list-style-type: none"> - Teacher collaboration on instructional strategies - Monitoring student work at Common Planning Time and Department level meetings - Classroom visits to share/observe effective instructional strategies - Demonstration of strategies through videos, clinics, workshops

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Student-specific supports will include: <ul style="list-style-type: none"> - Development of rigorous, reliable Common 5- and 10-week assessment - Well-structured Lesson Plans - Observations and feedback - Positive teacher-student interactions. 	Data Source: Student support will be evidenced by: <ul style="list-style-type: none"> - Increased student engagement - Improved 5- and 10-week common assessment grades - Higher quality student work in notebooks and portfolios - Improve scores in MAP, MCAS - Increased positive classroom behaviors

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	Best practices for implementing a safe and collegial atmosphere include: <ul style="list-style-type: none"> - Positive Behavior Intervention System (PBIS): Recognition of STAR. students on a weekly, monthly, quarterly basis - Extended Advisory 3 times per week for building social-emotional awareness - Once a week meeting in CPT to create Student Support Programs (SSP) where needed, parent conferencing, Wrap-Around-Coordinator (WAC) supports
Instructional Leadership Team Implementation	ILT involvement in creating a safe, respectful and collegial climate will include: <ul style="list-style-type: none"> - Monthly meetings of the Social and Instructional Leadership Team. - Weekly meeting so the Health and Guidance Team - Engagement of the Wrap-around Coordinator with identified at-risk students.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Establishment of a safe, respectful and collegial climate will be evidenced through:</p> <ul style="list-style-type: none"> - Decreased office referrals - Attendance at school sponsored events- Family and Community events - Teacher of the month recognition events - PBIS records 	<p>Data Source: Establishment of a safe, respectful and collegial climate will be evidenced through:</p> <ul style="list-style-type: none"> - Improved student attendance in school - Lowered suspension rates - Increased number of students in STAR of the Week and STAR of the month recognition - Increased number of student in Success Breakfast

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Arthur F. Sullivan Middle School	Josephine A Robertson	August 2016 – June 2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Math- Strengthen application of annotation skills in interpreting word problems. Deepening abstract reasoning through concrete methods.	Math, Inclusion teachers, and English as a Second Language (ESL) Teachers	5 & 10-week Common Assessments Observations/Evaluations Lesson Plans
2	ELA- Increase Rigor in instruction in all classrooms using reading, & writing strategies, e.g., annotation and summarizing.	Regular education and Special Education, and ESL teachers	5 & 10-week Common Assessments Observations/ Evaluations Lesson Plans
3	Science- Open Response Writing, research. Analyzing and interpreting data.	Science, Inclusion, ESL Teachers	5 & 10-week Common Assessments MCAS

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	8-Hour PDs	Products from each 2-hour session will be used in following classes and feedback will be provided in the following meeting.
	Training in use of practical math strategies, manipulatives	
2	Monthly Department Meetings	Teachers in each department will collaborate on planning and implementation of units and assessments.
	<ul style="list-style-type: none"> - Reading and writing strategies - Developing writing prompts, sharing effective practices on student collaboration in writing and reading 	
3	<ul style="list-style-type: none"> - 8-Hour Professional Development - Weekly PLCs - Sharing of scientific methods of inquiry - Collection of lab. experiments appropriate for middle school 	Teachers will engage in text-based discussions of practices and strategies which will be observed during peer observation or rounds. Follow-up PLC meetings will be used for evaluation of effectiveness. As a collaborative team next-steps planning will follow.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Workshops in the use of: Internet sources, Khan Academy, PLATO, Moodle News ELA, work packets, and videos. Workshops in use of manipulatives, interactive materials.	Teacher willingness to try new strategies. Strong department leadership to ensure consistent implementation.
2	Workshops to develop analysis of student work and data-driven instruction. Introduction of Primary source materials, fiction and non-fiction writings to align with Standards.	Teacher engagement in after-school study and willingness to experiment with new ideas.
3	Develop protocols for effective use of instruction time and materials. Create a list of Lab. experiments and supplies for Standards-aligned instruction.	Willingness to examine and implement new ideas/strategies in the light of personal experience. Teacher comfort with peer observations and feedback.

4: Progress Summary

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