

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Forest Grove Middle

School

Mr. Mark W. Williams

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.

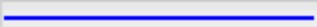
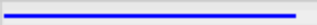

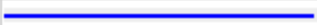
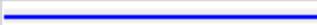
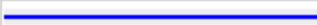

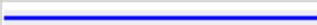
Name	Position	ILT Meeting Dates
Mark Williams	Principal	Sept: 7, 21
Michelle Quercio	Focused Instructional Coach	Oct: 5, 19
Jason O'Connell	Social Studies Department Chair	Nov: 2, 16
Robin Scarrell	Science Department Chair	Dec: 7, 21
Melissa Poirier	ELA Department Chair	Jan: 4, 18
George Combella	Mathematics Teacher	Feb: 1, 15
Kate Cupelo	Physical Education Teacher	Mar: 1, 15
Kimberly White	Special Education Department Chair	Apr: 5, 26
Nicole Contois	Life Skills Teacher	May: 3, 17
Robyn Banks	Guidance Department Chair	June: 7

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Forest Grove Middle

Organization Information			
District:	Worcester (03480000)	School type:	Middle School
School:	Forest Grove Middle (03480415)	Grades served:	07,08
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		35
	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		■	54	Did Not Meet Target
High needs		■	51	Did Not Meet Target
Econ. Disadvantaged			-	
ELL and Former ELL		■	58	Did Not Meet Target
Students w/disabilities		■	54	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	
Asian		■	59	Did Not Meet Target
Afr. Amer./Black		■	57	Did Not Meet Target
Hispanic/Latino		■	63	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-	
Nat. Haw. or Pacif. Isl.			-	
White		■	59	Did Not Meet Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
The number of students in the Warning or Failing category for the Science, Technology & Engineering MCAS assessment decreased by 7% with our targeted subgroups ELL (English Language Learners) and SWD (students with disabilities) CPI (composite performance index) increase of 6.2.	2016 Science, Technology & Engineering MCAS Assessment
The number of students in the Advanced category for the ELA PARCC assessment for the subgroups Asian and African American increased by 2.4%.	2016 ELA PARCC Assessment
The subgroup African American showed an increase in CPI of 1.6% on the 2016 Mathematics PARCC assessment.	2016 Mathematics PARCC Assessment
Areas of Concern	
Concern	Evidence
The school's targeted subgroups ELL and SWD showed a decrease in SGP (student growth percentile) of 21.5 on the ELA 2016 PARCC assessment.	2016 ELA PARCC Assessment
The school's targeted subgroups ELL and SWD showed a decrease in CPI of 10.5 on the Mathematics PARCC assessment.	2016 Mathematics Assessment
The CPI on the 2016 Science, Technology & Engineering MCAS assessment showed a decrease of 3.4 for the aggregate population with the highest decrease of 6.0 in the subgroup White.	2016 Science, Technology & Engineering

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	<p>The mentor/mentee program with 145 at-risk students and 71 volunteer teachers work together to monitor student progress and ensure students’ academic, social, physical, and emotional needs are being met.</p> <p>Cluster leaders facilitate CPT (common planning time) with the CPT agenda minutes being shared with guidance, and administration, and the F.I.C. (focused instructional coach) to optimize school-wide communication of students’ status.</p> <p>The ILT (instructional leadership team) plans professional learning based on specific feedback from the staff that reflects the school-wide data and targets our subgroups ELL and SWD.</p>
Instructional Leadership Team Implementation	<p>The ILT collaborates with departments and clusters and developed guidelines for monitoring at-risk students.</p> <p>The ILT created sample student-support templates for staff review and vetting.</p> <p>The ILT collaborates to continuously improve communication between departments and grades and all major stake-holders.</p>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR: Teachers will meet with mentees and communicate with mentee’s teachers as to progress and/or concerns. Teachers will utilize all Turnaround Practice #3 student support documents created by Forest Grove staff. Teachers will implement strategies learned from professional learning regarding ELL/SWD populations.	STUDENT RESULTS INDICATOR: Increased academic performance Increased ability to participate actively and appropriately in classroom and school-wide activities and assessments.
Data Source: OneNote, completed support documents shared, interims, report cards	Data Source: Common assessments, report cards, support documents

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

Teachers integrate research-based instructional UDL strategies for increased student engagement including, but not limited to: providing choices of seating, time for self-reflection, flexible assessments, multi-media use that will be monitored for effectiveness by students’ self-reflections and teachers’ pre and post student observation rubric.

Teachers integrate SWD and ELL strategies for all students to all populations to ensure differentiation and scaffolding in lessons.

Teachers provide peer teachers with content and pedagogical feedback in response to teacher’s targeted area of improvement or area of concern.

Instructional Leadership Team Implementation

The ILT monitors and discusses new strategies, particularly reading comprehension strategies based on feedback from CPT meetings.

Monitors department-based feedback regarding implementation of new strategies, particularly reading comprehension strategies.

ILT collaborates with F.I.C (Focused Instructional Coach) regarding modeling and co-teaching opportunities for staff.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR:
Cluster and departments will collaborate during CPT as to the successes and challenges of strategic implementation by analyzing students’ work prior to the implementation of a specific strategy as well as post-implementation of a specific strategy to measure its effectiveness.

STUDENT RESULTS INDICATOR:
Increased ability for all students, particularly SWD/ELL students To effectively participate in classroom activities as measured by the DESE’s “Performance Learning Definitions Rubric” as well as the Interactive Supports Guide.
Increased academic performance on summative and formative assessments.

Data Source:
Lesson plans, collaborative lesson-planning, CPT/ILT notes, student Work, assessments, students’ self-assessment

Data Source:
Interim grades, report cards, classwork grades, mentor notes, summative and formative 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	Implementation of the Turnaround Practice #3 student-specific supports, including: <ul style="list-style-type: none"> • The Tiered Intervention plan document • The Parent/Teachers/Student Support document • The Parental Communication document • The CPT Cluster Agenda and Department Agenda documents Collaborative lesson planning with the ELA and ELL departments to effectively incorporate the push-in model.
Instructional Leadership Team Implementation	The ILT will monitor the implementation of the Turnaround documents and parent communication. The ILT will ensure that all documents are shared with administration, guidance, and the F.I.C. The ILT will monitor the effectiveness of the Turnaround documents during parent conferences with guidance and staff and Site Council

School Performance Indicators and Data Sources

<p>ADULT IMPLEMENTATION INDICATOR: Teachers will utilize all support documents during CPT and Share with appropriate stake-holders.</p> <p>During teachers’ CPT, the Tiered Intervention Plan document will be Filled out and shared with guidance, administration, and the F.I.C.</p> <p>ELA and ELL teachers will meet weekly to collaborate lessons, particularly to: chunk material appropriately, differentiate assessments, and chunk lessons.</p>	<p>STUDENT RESULTS INDICATOR: Increased academic performance on common assessments in classes that students are underperforming in as well as teachers’ observations of increased participation in daily classroom activities.</p> <p>Increased parental involvement as measured by the clusters and individual teacher Parent Communication Document as well as weekly parent logs of phone communication by all inclusion specialists. Additional steps to increase parent communication will include additional connect ed. messages reminding parents of upcoming events they are invited to and to remind them of our Forest Grove Moodle Website for up-to-date information.</p> <p>Ability of Level 1 & 2 ELL students to participate in content-area classes with structural support</p>
<p>Data Source: Department binders, lesson plans, OneNote, support documents from the Tiered Intervention Plan</p>	<p>Data Source: Support documents from the Tiered Intervention Plan, interims, report cards, ELA department agenda notes</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

Implementation of behavioral strategies and norms developed during professional learning such as Self-regulating and self-assessing behavior and the ability to transition smoothly from task to task and class to class.

Implementation of school-wide behavioral expectations established by administration

Continued collaboration of at-risk students in the mentor/mentee program

Implementation of the Girls Promoting Safety Program

Instructional Leadership Team Implementation

ILT collaborates with department chairs to monitor the implementation of consistent norms across all content areas and clusters.

ILT continually monitors the effectiveness of the mentor/mentee program and collaborates to develop additional activities for the students in the program.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR:
Teachers implement school-wide behavioral norms such as walking Students to and from lunch, walking students to the exit for dismissal, and monitoring the hallways in between classes.

Administration and staff incorporate school-wide strategies from professional learning to address the needs of at-risk students.

Teachers plan time during the school day to meet with mentees to monitor progress and address needs.

Guidance monitors the implementation of the Girls Promoting Safety Program.

STUDENT RESULTS INDICATOR:
Increased ability to monitor and self-regulate behavior in classes and routine activities as a result of teacher-taught strategies and expectations.

Increased ability to function academically, socially and emotionally from having a mentor to monitor progress.

Data Source:
Teacher referrals, conduct grades, progress reports, support documents

Data Source:
Support documents, attendance, conduct grades

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Forest Grove Middle School	Mr. Mark Williams	Sept. 16-June 17

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA To increase instructional strategies for the ELL push-in model.	ELA/ELL, Sped, and Itinerant Teachers	To provide support for the ELL Level 1 & 2s in ELA classes.
2	Mathematics To formally house all mathematics material on Moodle	Math/numeracy, Sped, Itinerant Teachers	Integration of PARCC and MCAS specific O.R (open responses) and multiple choice questions
3	Science Strategies for complex and multiple nonfiction texts	Science, Sped, And Itinerant	O.R left blank on Science, Technology, and Engineering MCAS

2: Professional Learning Activities

PL Goal No.	Initial Activities:	Follow-up Activities (as appropriate):
1	ELL/ELA ongoing professional learning and to collaborate with Celeste Mischenko regarding co-teaching models and strategies.	Peer observations of co-teaching model Continued collaboration
	Analyze “Smart Card” and build teacher strategy bank	
2	Continue to assess specific standard needs and collect assessment material for Moodle	Pilot Moodle assessments with students to determine weaknesses in test design or instruction
	Prioritize the Moodle site for student home use	

3	Participate in professional learning for complex text, ELL/SWD reading comprehension strategies Continue to practice open response questions	Continue to analyze student work for open response prompts
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	ELA Co-teaching videos (Teacher Channel), book study of co-teaching strategies/models	Instructional coach provides teachers with strategies/models co-teaching model
2	Mathematics All mathematics previously used websites, DOE, Moodle Site Moodle site	Technology coach provides support for implementation
3	Science Moodle site, common assessments, unit assessments	Works with instructional coach for strategies and modeling of strategies

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	ELA co-teaching ELA/ELL met ELL Liaison on 10/19 to form plan	Coach will meet with ELA/ELL departments to continue implementation
2	Grade 7 & 8 in progress	
3	Moodle site completed Continued support of Inclusion	