

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017-2018**



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

Forest Grove Middle School

Mr. Kareem Tatum

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
Kareem Tatum	Principal	September 6, 2
Michelle Quercio	Focused Instructional Coach	October 4, 18
Jason O'Connell	Social Studies Department Chair	November 1, 15
Matthew Olney	Social Studies Teacher	December 6, 20
Todd Grieb	Social Studies Teacher	January 3, 17
Carla Morocco	ELA Teacher	February 7, 28
George Combellack	Mathematics Teacher	March 7, 21
Kaitlyn Hannen	Mathematics Teacher	April 4, 25
Mark Falcone	Mathematics Teacher	May 2, 16
Kate Cupelo	Physical Education Teacher	June 6
Kimberly White	Special Education Department Chair	
Nicole Contois	Life Skills Teacher	
Mara Power	Special Education Inclusion Teacher	
Robyn Banks	Guidance Department Chair	
Jessica McDermott	Science Teacher	
Anglea Lamoureux	Science Teacher	
Kristen Richards	ELL Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official 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		
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	998	987	99	Yes	996	992	100	Yes	499	495	99	Yes
High needs	616	607	99	Yes	613	611	100	Yes	301	299	99	Yes
Econ. Disadvantaged	499	491	98	Yes	498	496	100	Yes	247	245	99	Yes
ELL and Former ELL	303	296	98	Yes	298	297	100	Yes	148	147	99	Yes
Students w/disabilities	203	196	97	Yes	204	202	99	Yes	114	113	99	Yes
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	1	-	-	-
Asian	61	61	100	Yes	61	61	100	Yes	32	31	97	Yes
Afr. Amer./Black	122	120	98	Yes	122	122	100	Yes	63	63	100	Yes
Hispanic/Latino	321	317	99	Yes	318	316	99	Yes	154	153	99	Yes
Multi-race, Non-Hisp./Lat.	51	51	100	Yes	51	51	100	Yes	28	28	100	Yes
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	442	437	99	Yes	442	440	100	Yes	221	219	99	Yes

III. 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
<p>Science, Technology & Engineering Students in grade 8 outperformed the state on: The strand Life Science, with the topic Function and Structure of Cells by 8%, the strand Technology/Engineering with the topic Materials, Tools, and Machines by 7% and 4% respectively on the Science and Technology/Engineering 2017 Legacy MCAS assessment.</p>	<p>2017 Science, Technology & Engineering Legacy MCAS Assessment</p>
<p>ELA Students in grade 7 outperformed the state on the 2017 Next Generation MCAS assessment by 1% on Standard CCRA.R5, analyzing what is emphasized in contrasting lines of a poem. Students in grade 8 outperformed the state by 1% on Standard CCRA.R5, analyzing a shift in attitude among characters by noting how specific portions of an excerpt relate to each other and to the whole. Students in grade 8 outperformed the state by 1% on Standard CCRA.R2, analyzing the development of a central idea over the course of an excerpt and commentary.</p>	<p>2017 ELA Next Generation MCAS assessment</p>
<p>Mathematics Students in grade 7 outperformed the state on the 2017 Next Generation MCAS assessment by 3% on the reporting category Geometry, Standard 7.G.2.B4, finding the area based on the dimensions of a circle in a given real-world context. Grade 7 students outperformed the state by 2% on the reporting category Ratios and Proportional Relationships, Standard 7.RP.A.2d, Determining which point on a graph represents the given meaning of the proportional relationship in a real-world context. Grade 8 students outperformed the state by 2% on the reporting category Expressions and Equations, Standard 8.EE.B.5, determining which graph represents a proportional relationship with a given unit rate.</p>	<p>2017 Mathematics Next Generation MCAS assessment</p>

Areas of Concern	
Concern	Evidence
<p>ELA Students in grade 8 underscored the state on the 2017 Next Generation MCAS assessment by 11% on the reporting category writing, Standard CCRA.W.3 idea development.</p>	2017 ELA Next Generation MCAS assessment
<p>Mathematics Students in grade 8 underscored the state on the 2017 Next Generation MCAS assessment by 21% on the reporting category Geometry, Standard 8.G.1.A.1, Determining the measure of a given angle after rotation.</p>	2017 Mathematics Next Generation MCAS assessment
<p>Science, Technology & Engineering Students in grade 8 left 66 total (27, 26, and 13 respectively) open response answers blank on the 2017 Science and Technology/Engineering MCAS assessment.</p>	2016 Science, Technology & Engineering Legacy MCAS assessment

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 (Include differentiation to ensure access for targeted student populations)	<p>The mentor/mentee program with 184 at-risk students and 73 volunteer teachers work together to monitor student progress and ensure students’ academic, social, physical, and emotional needs are being met.</p> <p>School administrators, F.I.C. (focused instructional coach) and guidance counselors meet with clusters to facilitate CPT (common planning time), with one CPT a week focusing on the social, emotional well-being of students. The CPT agenda minutes being shared with additional staff to optimize school-wide communication of students’ status.</p> <p>The ILT (instructional leadership team), consisting of members from every discipline, including special education and ELL, plan 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 (Explain how ILT members implement and measure school-wide strategies.)	<p>The ILT collaborates with departments and clusters and developed guidelines for monitoring at-risk students.</p> <p>The ILT creates sample student-support templates for staff review and vetting, including, but not limited to, student support documents for Turnaround Practice 3.</p> <p>The ILT collaborates to continuously improve communication between departments and grades and all major stake-holders by ensuring that cluster members participate in school-wide feedback and reflection to continuously improve school-wide policies and instruction.</p>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR:	STUDENT RESULTS INDICATOR:
Data Source: 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. Increased academic performance Completed support documents shared, interims, report cards	Data Source: Increased ability to participate actively and appropriately in classroom and school-wide activities and assessments. 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 (Include differentiation to ensure access for targeted student populations)	<p>Teachers integrate school-wide essay writing template for multi-text responses in all content areas.</p> <p>Teachers integrate SWD and ELL strategies for all populations to ensure differentiation and scaffolding in lessons.</p> <p>Teachers provide peer teachers with content and pedagogical feedback in response to teacher’s targeted area of improvement or area of concern.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>The ILT monitors and discusses new strategies, particularly writing and reading comprehension strategies based on data and feedback from CPT meetings.</p> <p>The ILT monitors department-based feedback regarding implementation of new strategies, particularly multi-text essay writing and reading comprehension strategies.</p> <p>ILT collaborates with F.I.C (Focused Instructional Coach) regarding modeling and co-teaching opportunities for staff.</p>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR:	STUDENT RESULTS INDICATOR:
<p>Data Source: Cluster and departments will collaborate during CPT as to the successes and challenges of strategic implementation. Lesson plans, collaborative lesson-planning, CPT/ILT notes</p>	<p>Data Source: Increased ability for all students, particularly SWD/ELL students To effectively participate in classroom activities. Increased academic performance on summative and formative reading, comprehension and essay writing assessments. Interim grades, report cards, classwork grades, mentor notes, summative and formative assessments.</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)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>Implementation of the Turnaround Practice #3 student-specific supports as our school-wide goal, including:</p> <ul style="list-style-type: none"> ● The Tiered Intervention plan document used by clusters and sent to special ed. teachers for strategic planning ● The Parent/Teachers/Student Support document using during parent conferences to document actions steps all stakeholders will take ● The Parental Communication document used by teachers to document parent communication ● The Cluster Informational Flyer for Parent Information ● The CPT Cluster Agenda and Department Agenda documents <p>Collaborative lesson planning with the ELA and ELL departments to effectively incorporate the push-in model.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The ILT will monitor the implementation of the Turnaround documents and parent communication.</p> <p>The ILT will ensure that all documents are shared with administration, guidance, and the F.I.C.</p> <p>The ILT will monitor the effectiveness of the Turnaround documents during parent conferences with guidance and staff.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR:	STUDENT RESULTS INDICATOR:
<p>Data Source: Teachers will utilize all support documents during CPT and Share with appropriate stake-holders. ELA and ELL teachers will meet weekly to collaborate lessons, particularly to: chunk material appropriately, differentiate assessments, and chunk lessons. Department binders, lesson plans, assessments</p>	<p>Data Source: Increased academic performance Increased parental involvement Ability of Level 1 & 2 ELL students to participate in content-area classes with structural support Support documents, 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)*

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>Implementation of behavioral strategies and norms developed during professional learning</p> <p>Implementation of school-wide behavioral expectations established by staff and supported by administration</p> <p>Continued collaboration of at-risk students in the mentor/mentee program</p> <p>Implementation of the Girls Promoting Safety Program and the Girl Scouts of America</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT collaborates with department chairs to monitor the implementation of consistent norms across all content areas and clusters.</p> <p>ILT continually monitors the effectiveness of the mentor/mentee program and collaborates to develop additional activities for the students in the program.</p>
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR:</p>	<p>STUDENT RESULTS INDICATOR:</p>
<p>Data Source: 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. Teachers and administration implement and monitor school-wide behavioral expectations: walking in the halls, lockers at appropriate times, hands to themselves, and arrive to class on time. 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 and Girls Scouts of America.</p> <p>Teacher referrals, conduct grades, progress reports, support documents</p>	<p>Data Source: Increased ability to monitor and self-regulate behavior in classes and routine activities Increased ability to function academically, socially and emotionally from having a mentor to monitor progress</p> <p>Support documents, attendance, conduct grades</p>

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. Kareem Tatum	Sept. 17-June 18

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<p>ELA To implement the school-wide, multi-text essay writing graphic implementing</p> <p>Organizer in all ELA, social studies, and science classes. To implement philosophical chairs and Socratic Seminars.</p>	ELA, Science, S.S. teachers	To provide support for all students, especially the ELL Level 1 & 2s and SWD.
2	<p>Mathematics To create games, activities, writing activities, and pre and post</p> <p>Assessments for number sense, specifically integer operations and functions</p>	Math/Numeracy teachers	To provide support and practice for all students in order of operations.
3	<p>Science To focus on breaking down multi-step open response prompts to</p> <p>Ensure that all students are answering the open response prompts.</p>	Science teachers	Number of 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	To increase academic discourse in all content areas, teachers will receive professional learning on integrating philosophical chairs, Socratic seminars, and reciprocal teaching in all subject areas.	FIC will meet with departments to model, assist, and/or observe the implementation of philosophical chairs, Socratic seminars, and reciprocal teaching.
2	Teachers will receive professional learning on Webb's Depth of Knowledge design to re-align lessons, activities, essay writing and assessments.	FIC will provide staff with exemplars of assessments and activities aligned with Webb's DOK design. FIC will work with departments to re-align assessments.
3	Teachers will receive professional learning on strategies to break down open response prompts and completing multi-step questions.	FIC will meet with the science department to provide exemplars, samples, and assessments for open response, multi-text practice.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations:
1	ELA DESE Website/Pearson Site, CommonLit.com, science and social studies online text	ELA department will work closely with the science and social studies dept. to create,
		Implement and monitor multi-text, essay writing
2	Mathematics Online platforms, C.C Mathematics Standards	Continue building the Mathematics Moodle site
3	Science Continue work on creating open response prompts to align with new Standards	Continue to work with Science Liaison in unpacking Standards

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	ELA department chair has met with sped. dept. chair to share organizer and plan for implementation.	Socratic Seminars have been modeled by staff.
2	Science dept. has practiced multiple open responses with multi-part prompts.	
3	The mathematics department continues to focus on integer of operations with pre and post assessments.	