

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Worcester Arts Magnet
School

Mary Ellen Scanlon

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.

Worcester Public School Transition Plan for Assisting Preschool Children

Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.

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
Lisa Regele	Grade 1 Teacher	Sept: 9-13-17 and 9-27-17
Sandra Jenoski	Grade 1 Teacher	Oct: 10-11-17 and 11-25-17
Brianna Goldberg	Grade 2 Teacher	Nov: 11-8-17 and 11-29-17
Amy Benoit	Grade 3 Teacher	Dec: 12-13-17
Michelle Maloney	Grade 4 Teacher	Jan: 1-10-17 and 1-24-17
Colleen Dyer	Grade 6 Teacher	Feb: 2-14-17 and 2-28-17
Debra Mantyla	Focused Instructional Coach	Mar: 3-14-17 and 3-28-17
Christine McSherry	Acting Assistant Principal	Apr: 4-11-17 and 4-25-17
Mary Ellen Scanlon	Acting Principal	May: 5-9-17 and 5-23-17
		June: 6-13-17

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Worcester Arts Magnet School

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Worcester Arts Magnet School (03480225)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

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	192	192	100	Yes	192	192	100	Yes	43	43	100	Yes
High needs	91	91	100	Yes	91	91	100	Yes	15	-	-	-
Econ. Disadvantaged	61	61	100	Yes	61	61	100	Yes	8	-	-	-
ELL and Former ELL	40	40	100	Yes	40	40	100	Yes	6	-	-	-
Students w/disabilities	20	20	100	Yes	20	20	100	Yes	6	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	7	-	-	-	7	-	-	-	1	-	-	-
Afr. Amer./Black	29	29	100	Yes	29	29	100	Yes	6	-	-	-
Hispanic/Latino	36	36	100	Yes	36	36	100	Yes	10	-	-	-
Multi-race, Non-Hisp./Lat.	16	-	-	-	16	-	-	-	1	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	104	104	100	Yes	104	104	100	Yes	25	25	100	Yes

III. Student Attendance and Retention

Worcester Arts Magnet School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	96.8	94.1	94.6
Average # of days absent	5.4	9.8	9.3
Absent 10 or more days	15.6	36.5	33.3
Chronically Absent (10% or more)	4.5	16.9	13.5
Unexcused Absences > 9	15.1	33.8	15.8
Retention Rate	3.1	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.

Quarterly good attendance celebrations: Students with perfect attendance will be recognized at a school assembly each quarter. They will receive a perfect attendance certificate and wristband.

Continue review of attendance progress reports for grades 4 and up with students and send home.

School plan to promote ongoing good attendance: A school-wide display in the main hallway highlights classes with perfect attendance for each day. The class that has the most days of perfect attendance will receive an extra recess at the end of the month.

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
Self-Regulated Strategy Development (SRSD) and Close Reading strategies are used across the curriculum and contribute to high achievement.	78% of students met or exceeded expectations on ELA MCAS 2.0. 17% of students exceeded expectations. 22% of students partially met expectations. There were no students scoring in the not meeting expectations category. Students performed extremely well on the ELA MCAS 2.0. WAMS is ranked 9 th in the state for ELA.
Standards-based teaching of Math and Science using a hands-on, minds on approach and variety of research based resources.	75% of students met or exceeded expectations on Math MCAS 2.0. 16% of students exceeded expectations. 24% of students partially met expectations with only 1% of students not meeting expectations. Students performed extremely well on the Math MCAS 2.0. WAMS is ranked 15 th in the state for Math. 79% of students met or exceeded expectations on Science MCAS. 38% of students scored advanced. There were no students scoring in the warning category. This is a great improvement from the prior year. WAMS is ranked 21 st in the state for Science.
Teachers consistently administer and analyze formative assessments to provide students with feedback concerning their learning progress.	Weekly submissions of student work with analysis are used to differentiate instruction that is reflected in daily lesson planning.

Areas of Concern	
Concern	Evidence
Continue to have sustainability with high performance in Science across all subgroups.	50% of High Needs students scored needs improvement on Science MCAS.
Meeting the needs of all students by increasing proficiency in Math across all subgroups.	Only 48% of High Needs students met or exceeded expectations on Math MCAS.
Meeting the needs of all students by increasing proficiency in ELA across all subgroups.	Only 44% of Students with Disabilities met expectations on ELA MCAS.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
Teachers utilize formative assessments regularly to inform differentiated instructional needs.
Teachers give targeted, timely feedback (verbal and written) that students will incorporate into their goals.
Teachers require use of Self-Regulated Strategy Development (SRSD) strategies in written responses.
Teachers utilize a hands on/minds on inquiry approach (manipulatives, cooperative learning strategies).
Teachers ask higher order questions to scaffold student use of metacognitive strategies in Mathematics problem solving and Science problem solving.
Teachers facilitate academically productive talk.

Leadership, Shared Responsibility, and Professional Collaboration

*Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration
(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)

1.2 School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place

1.6 The schedule includes adequate time for professional development opportunities and collaboration for teachers. Use of time is used well to improve teaching and learning.

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

1.2 The Instructional Leadership team (ILT) meets bi monthly to develop, implement, and monitor instructional expectations.

1.6 The Instructional Leadership team (ILT) meets bi monthly to plan, deliver and monitor effectiveness of professional development.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Instructional Leadership Team notes; Grade Level Meeting notes; Staff meeting notes; Principal’s weekly memo

Data Source: observations; student work; common assessments; benchmark 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)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>2.1 Specific or precise expectations for teachers’ classroom practices are consistently communicated, understood by staff and faculty, and monitored throughout the school year.</p> <p>2.5 Building and teacher leaders consider student results on benchmark and common assessments in addition to state assessments when making decisions regarding schoolwide practices.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>2.1 The Instructional Leadership Team (ILT) meets bi-monthly to establish, communicate, and monitor expectations for classroom practices.</p> <p>2.5 The Instructional Leadership Team (ILT) meets bi-monthly to analyze formative and summative assessment data and develop next steps to address school needs for continuous improvement.</p>

School Performance Indicators and Data Sources

<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Instructional Leadership Team meeting notes; Grade Level Meeting notes; Staff Meeting notes</p>	<p>Data Source: Formative and Summative 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)

Prioritized Best Practices or Strategies
 (Include differentiation to ensure access for targeted student populations)

3.4 Leaders and teachers understand and use systems with criteria and protocols for identifying students for interventions and enrichment. (1) Staff members follow consistent rules and procedures when identifying students in need of additional assistance; (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports.

3.6 Specific, research-based interventions for students with disabilities are defined and planned and regularly provided. Student participation is systematic, and supports are aligned for students’ specific needs.

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

3.4 The Instructional Leadership Team (ILT) meets bi-monthly to analyze student assessment data and re-align intervention groups and/or resources as needed.

3.6 The Instructional Leadership Team (ILT) meets bi-monthly to review interventions and supports and ensure they are aligned to student specific needs.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Students Support Process meeting notes; Coordination Meeting notes; Analyzed formative assessments;

Data Source: Progress reports; Formative assessments

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)

4.4 Leaders and staff are aware of the needs of families to support education through wraparound services (e.g., health, housing referrals) and provide these resources to families, as needed

4.5 The school makes family engagement a priority. (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children’s progress and needs; and (5) communications with families are made available in multiple languages, as needed.

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

4.4 The Instructional Leadership Team (ILT) meets bi-monthly to plan, organize and monitor systems of supports for families.

4.5 The Instructional Leadership Team (ILT) meets bi-monthly to plan, organize and monitor activities that engage families and community members.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Coordination meeting notes; Parent Teacher Group meeting notes; School Calendar; Classroom newsletters; Principal’s weekly memo to staff; Principal’s weekly message to families; Weekly updates on website

Data Source: Student daily attendance; Participation at events

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Worcester Arts Magnet	Mary Ellen Scanlon	August 2017- June 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	By the end of the 2017-2018 school year, Grade 5 student proficiency in Science will be 90% as measured on MCAS Science.	All instructional staff	2017 Science MCAS indicates that 78% of Grade 5 Students met or exceeded expectations.
2	By the end of the 2017-2018 school year, student growth in Mathematics will be high moderate to above moderate as assessed by MCAS Mathematics (60% or greater for grades 4-6).	All instructional staff	2017 ELA MCAS indicates that only 48% of High Needs students met or exceeded expectations on Math MCAS.
3	By the end of the 2017-2018 school year, student growth in ELA will be high moderate to above moderate as assessed by MCAS ELA (60% or greater for grades 4-6).	All instructional staff	2017 Math MCAS indicates that only 44% of Students with Disabilities met expectations.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Self-Regulated Strategy Development (SRSD)	SRSD formative assessments reviewed at grade level meetings; Peer observations focused on mini –lessons
	Improving Literacy Through Science Discourse	Grade level meetings that focus on sharing the work to improve literacy through Science discourse
	5E Instructional Model	Demonstration lessons and observations
2	EnVision 2.0 training	Grade level meetings focused on lesson design
	Greg Tang Math workshop	Lessons and resources shared at grade level meetings
3	Self-Regulated Strategy Development	SRSD formative assessments reviewed at grade level meetings
	Close Reading Strategies	Peer observations

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Science liaison; Science songs, poems; Grade level meetings; ILT meetings; SRSD resources; ATLAS	<p>Collaborate with colleagues across grade levels to share additional resources for SRSD mini-lessons and texts for Narrative, Informational and Opinion writing.</p> <p>Provide opportunities for research articles and resources, being shared with the K-2 teachers participating in the “Improving Literacy through Science Discourse” group, to be shared with all staff.</p> <p>Collaborate with the Science liaison to provide models lessons using the 5E Inquiry-Based Instructional Model and to provide an overview of resources available on ATLAS.</p>

<p>2</p>	<p>Math manipulatives and games; Grade level meetings; ILT meetings; Greg Tang; ATLAS</p>	<p>Provide opportunities at grade level meetings for teachers to reflect on and share learning from EnVision trainings.</p> <p>Provide opportunities for new staff to learn about strategies and resources from Greg Tang and to participate in Greg Tang workshops.</p>
<p>3</p>	<p>Reading Side by Side Units; Note and Notice (fiction and non-fiction); Fountas and Pinnell Prompting Guide; SRSD resources; ATLAS</p>	<p>Sharing SRSD formative assessment tools at and across grade levels.</p> <p>Provide opportunities at grade level meetings for a review of Fountas and Pinnell Prompting Guide and Notice and Note (fiction and non-fiction). Provide opportunities for new staff to observe colleagues using these resources.</p> <p>Expand the implementation of Reading Side by Side units to include a grade 2 reading group that is reading above level. Additional Reading Side by Side unit implemented in grade 5.</p>

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<p>Teachers are designing and sharing SRSD mini-lessons at grade level meetings. Teachers are using formative assessments to plan next steps for instruction and identify students who need additional support. Formative assessments with analysis are submitted weekly.</p> <p>Teacher leaders from grades K-2 are participating in the “Improving Literacy through Science Discourse” group. One grade level meeting per month is designated to learning from the research and sharing ideas on implementation. This research is being shared with all teachers at staff meetings and through weekly memos.</p> <p>Research on the 5E Instructional Model has been shared with all staff and is reviewed at grade level meetings. Teachers are utilizing the STEAM room to provide students with hands on Science experiences. The STEAM room continues to be updated.</p>	<p>SRSD is implemented across the curriculum. Students are using SRSD strategies to read about and write about what they are learning in Science. Teachers are using analyzed formative assessments to identify the additional support individual students need as well as to plan next steps for whole group instruction.</p>

<p>2</p>	<p>All staff have participated in EnVision training. Sharing lesson design is occurring at grade level meetings. Implementation of EnVision technology resources are being discussed and supported during grade level meetings.</p> <p>Teachers are using strategies and resources from Greg Tang workshops. A teacher representative from grades 3-6 have attended a Greg Tang Math workshop. Strategies and resources that have been learned are shared at grade level meetings.</p>	<p>Teachers are using analyzed end of unit and other formative assessments to identify the additional support individual students need as well as to plan next steps for whole group instruction. Guided Math groups are fluid and flexible. Classroom teachers, ELL teacher and Special Education team work collaboratively to create a cohesive plan for instruction.</p>
<p>3</p>	<p>All teachers participate in SRSD grade level meetings across schools in the “SRSD” group. All teachers are implementing the 6-stage gradual release framework of SRSD to support students in becoming independent readers and writers.</p> <p>Teachers have hosted several SRSD lesson observations for colleagues at other schools and have shared resources and implementation of close reading strategies. Teachers have participated in peer observations to learn about and share close reading strategies and practices that are supporting students with reading comprehension.</p>	<p>Teachers are using analyzed benchmark and formative assessments to identify the additional support individual students need as well as to plan next steps for whole group instruction. Guided Reading groups are fluid and flexible. Classroom teachers, ELL teacher, literacy tutors and Special Education team work collaboratively at grade level meetings, progress meetings and team meetings to create a cohesive plan for instruction.</p>