SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2017 - 2018

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

Burncoat Middle School

Lisa Houlihan
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
Lisa Houlihan	Principal	Sept: 6,20
Catherine Cahill	Focused Instructional Coach	Oct: 4,18
Mary Scully/Phil King	Assistant Principal	Nov: 1,15
Nicole Brundige	ESL Teacher	Dec: 6,20
Jane McNamara	Guidance Department Head	Jan: 10,24
Michele Fournier	ELA Department Head	Feb: 7,28
Tracy Pobieglo	Math Department Head	Mar: 14,28
Steve Rapa	Science Department Head	Apr: 11
Darren Trotto	Social Studies Department Head	May: 2,16,30
Claire Swenson	Special Education Department Head	June: possible meeting if snow days

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Burncoat Middle School

Organization Information

District:	Worcester (03480000)	School type:	Middle School
School:	Burncoat Middle School (03480405)	Grades served:	07,08
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information

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

Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	551	548	99	Yes	552	550	100	Yes	263	259	98	Yes
High needs	396	393	99	Yes	397	395	99	Yes	191	187	98	Yes
Econ. Disadvantaged	324	321	99	Yes	324	322	99	Yes	155	152	98	Yes
ELL and Former ELL	169	168	99	Yes	169	168	99	Yes	82	79	96	Yes
Students w/disabilities	132	132	100	Yes	132	132	100	Yes	57	55	96	Yes
Amer. Ind. or Alaska Nat.	1	-	-	-	1	-	-	-	1	-	-	-
Asian	25	25	100	Yes	25	25	100	Yes	11	-	-	-
Afr. Amer./Black	86	86	100	Yes	87	87	100	Yes	54	52	96	Yes
Hispanic/Latino	223	222	100	Yes	223	222	100	Yes	109	107	98	Yes
Multi-race, Non-Hisp./Lat.	35	33	94	No	35	34	97	Yes	13	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	181	181	100	Yes	181	181	100	Yes	75	75	100	Yes

III. Student Attendance and Retention

Burncoat Middle School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	95.0	94.1	94.6
Average # of days absent	8.7	9.8	9.3
Absent 10 or more days	37.2	36.5	33.3
Chronically Absent (10% or more)	9.6	16.9	13.5
Unexcused Absences > 9	34.6	33.8	15.8
Retention Rate	1.8	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.
*Identify quarterly good attendance celebrations (please specify): School wide celebrations to recognize improvement and continued good attendance
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): AIMS, Letters and phone calls to parents, buyback and PBIS rewards for not being late to school at random five week intervals, perfect attendance for random intervals and the creation of an attendance bulletin board that monitors and promotes good attendance.

*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**
School wide writing initiative using **S**elf- **R**egulated **S**trategy **D**evelopment (SRSD) Science and Social Studies support ELA with informational writing; Important Information and Detailed Analysis continue to be a focus in science and Social Studies is working on Detailed Analysis related to relevant text Responding to text Math – Students are attempting more problems	MCAS SGP was 61% in gr 8 for ELA Math SGP was 40% Student writing samples Lesson Plans Observations and Evaluations **P**rofessional **L**earning **C**ommunities Students obtaining proficient on 2017 MCAS increased 4% from prior year-Science
Direct instruction of close reading strategies Pulling apart the prompt is consistently in lesson plans	MCAS 2.0 scores Lesson Plans Observations and Evaluations
Safe learning environment Routines are well established	Attendance Suspension Rate PBIS
Areas of Concern	
Concern	**Evidence**
Deepening the SRSD practices as we go into year three	Student writing samples at least four times a year in content areas Based on analysis students on average are not scoring in the mid-range of the scale
Developing inference skills	Itemized analysis from MCAS 2.0 indicates that BMS students were significantly below the state average on items that required students to make inferences
Low SGP in math due to gaps in skills across the board	Scores as reported out on the item analysis from MCAS 2.0

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
Self-Regulated Strategy Development
Close Reading
Do Now
Writing In Class Every Day
Formative Assessment

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)**	Using ILT and Professional Learning Community time in both cluster and department to look at and create data cycles that include *writing prompts using SRSD in all major content areas and common assessments in math *looking at student work, look at teacher work and calibrating scoring *continue using Notice and Note strategies for reading
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	Focus on sharing out data by department, emphasis on successes and challenges. We are looking at how teachers are doing by departments in terms of teaching various parts of the writing process, unit plan and reinforcing certain aspects of SRSD scales that data indicates students need more support in. Model lessons in support of literacy skills.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Each department has a data cycle 4 times per year	**Data Source:** Needs are identified and instruction is adjusted based on student work generated by data cycle

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)**	Extending endings in student writing by stretching their thinking through the use of the idea pyramid. Detailed examination-utilizing the three "So What" questions that ties students evidence back to the thesis statement when responding to text or a prompt. Self-revision-teaching students how to revise their work using Focused Correction Areas and give feedback to their peers with suggestions on how to improve their writing. In math the detailed examination would be the explanation of the process and validation of the answer. Form study skills class with targeted group of students; focus on basic foundational skills in math that are student specific through the use of Khan Academy linked to MAP.
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	Targeted feedback of these specific practice through lesson plans, observations and team teaching of these strategies. Providing teacher coverages so that teachers can observe other teachers implementing these strategies and attend PLCs that examine data.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Lesson plans and observations that are aligned to these strategies	**Data Source:** Using the SRSD scale students getting full credit on their detailed examination and endings. In math an increase in student's ability to explain their mathematical reasoning.

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)	All teachers work on goal setting and next steps with all students. The SRSD scale contains a self-reflection piece that prompts students to look at their writing and set goals for next time. Use of common assessments in all math classes to reinforce mastery of skills. Form study skills class with targeted group of students; focus on basic foundational skills in math that are student specific based on MAP score alignment with Khan Academy. Use of sticky notes for Focused Correction Areas/Six Traits Writing connected to SRSD scale**.**
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Students should see an increase in their focused correction area based on their self-reflection-this will be shared bi-weekly at ILT and department meetings when relevant. Math common assessment data is shared out at department PLC. ILT will examine trends by content and cluster.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Math lesson plans are adjusted based on common assessment data. Teacher's lesson plans will continue to show Language objectives as well as opportunities for students to practice listening, speaking, reading and writing.	**Data Source:** Students will show an increase in mastery in math skills. Increase in their scaled writing scores based on their goal setting during self-reflection.

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)**	Expectations for teachers are explicitly communicated through weekly newsletters, PLC and emails. Expectations for students are explicitly communicated in their planners, morning announcements, and reinforced by teachers in all classes through attendance tracking and goal setting every five weeks. PBIS is used to support student and staff behavior.
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	Modeling effective feedback of academic and social expectations in the classroom through observations. Random attendance rewards as well as quarterly incentives for specific behavior designed to decrease chronic absenteeism.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Decrease in referrals by teacher and increase in student attendance	**Data Source:** More students eligible for rewards based on targeted behaviors

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Burncoat Middle School	Lisa A. Houlihan	8/2017-6/2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA –Content W/TIDE and add Six Traits of Writing	ELA/Social Studies and Reading includes Sped Teachers includes Sped	PLC to develop prompts/scales/calibrate scoring Google classroom training
2	Focus on accurate problem solving process	Math Teachers includes Sped	PLC to develop prompts/scales/calibrate scoring/ECA Charts Khan Academy and Google Classroom
3	Create Science short writes for SRSD	Science Teachers includes Sped	PLC to develop prompts/scales/calibrate scoring Google Classroom

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Create scales that are include terminology from the Six Traits of Writing and revise ELA prompts	Continue to share out reading strategies and data after each round of implementation as well as sharing lesson
2	Develop prompts that are aligned with scope and sequence to make implementation seamless	Continue to share out mathematical strategies
3	Revise prompts and continue the Do What How To strategy	Develop quick writes to be given between larger SRSD writing prompts

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	SRSD, Six Traits, Notice and Note	Time for Google Docs/Graphing of Data/organizers
2	Department created common assessments	Time for Google Docs/Graphing of Data/organizers/Khan Academy
3	Text Library resources, science journals, AVID Training	Time for Google Docs/Graphing of Data/organizers

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	First data cycle completed by end of Q1 Attendance info posted	Data in Google Docs
2		
3		