

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Forest Grove Middle School

Matthew Morse

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 and 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 IV A, 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 and 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 and 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 and 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 school-wide 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 school-wide 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, 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
Special Ed. ILT		
Mr. Morse	Principal	Sept:12,19,26
Mr. Thibodeau	Acting Assistant Principal	Oct:3,7,10,24
Ms. Murphy	Focused Instructional Coach	Nov:7,14,21
Mrs. Quercio	Focused Instructional Coach	Dec:5,12,19
Mrs. Alicandro	Art Teacher	Jan:2,9,16,23
Mrs. Banks	Guidance Counselor	Feb:6,13,27
Mr. Combellack	Math Teacher	Mar:5,12,19
Ms. Courtney	Sped. Chair	Apr:2,9,16,30
Mrs. Creamer	LD Teacher	May:7,14,21,28
Mr. Heenan	Social Studies Teacher	June:4,11
Mrs. Lamoureux	Science Teacher	
Mrs. Mooshian	Sped. Inclusion Teacher	
Mr. O’Connell	Social Studies Dept. Chair	
Mrs. Sbrogna	Mathematics Dept. Chair	
Mrs. White	Sped. Dept. Chair	
ILT		
Mr. Morse	Principal	
Mr. Thibodeau	Acting Assistant Principal	
Ms. Murphy	Focused Instructional Coach	
Mrs. Quercio	Focused Instructional Coach	

Mrs. Chase	EL Teacher	
Mr. Donohue	Mathematics Teacher	
Mrs. Halligan	Science Teacher	
Mr. Lavallee	ELA Teacher	
Mrs. Ledoux	ELA Teacher	
Mr. Marshall	ELA Teacher	
Ms. Morrow	Science Teacher	
Mrs. Poirier	ELA Department Chair	
Mrs. Rodriguez	Guidance Counselor	
Mrs. Servant	Science Teacher	
Mrs. Roldan	ELA Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Forest Grove Middle

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Forest Grove Middle (03480415)	GRADES SERVED 07,08
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Moderate progress toward targets
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Progress toward improvement targets	Accountability percentile
49% - Moderate progress toward targets	11

II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	95.3	8.3	31.4	10.4	25.2
Female	95.3	8.3	31.4	11.5	25.9
Male	95.3	8.2	31.5	9.4	24.4
Economically Disadvantaged	94.2	10.1	41.2	17.1	33.8
High Needs	94.8	9.0	35.5	13.6	29.4
LEP English language learner	93.8	10.3	43.0	21.5	38.4
Students with disabilities	93.2	12.0	51.6	23.4	41.7
African American/Black	96.6	5.8	19.2	6.2	17.8
American Indian or Alaskan Native					
Asian	97.2	4.8	15.5	1.7	8.6
Hispanic or Latino	94.3	10.0	41.5	16.5	33.8
Multi-race, non-Hispanic or Latino	94.7	9.4	42.2	6.7	35.6
White	95.4	8.1	28.6	8.6	21.8

II. Student Retention 2018-19

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	976	9	0.9							1.3	0.6				
Female	487	4	0.8							0.9	0.8				
Male	489	5	1.0							1.6	0.4				
Economically Disadvantaged	435	8	1.8							2.6	1.3				
High Needs	674	9	1.3							1.8	0.9				
LEP English language learner	167	5	3.0							2.6	3.4				
Students with disabilities	185	2	1.1							1.1	1.0				
African American/Black	145	2	1.4							1.4	1.3				
American Indian or Alaskan Native	2														
Asian	57	0	0.0							0.0	0.0				
Hispanic or Latino	337	4	1.2							1.9	0.6				
Multi-race, non-Hispanic or Latino	45	0	0.0							0.0	0.0				
White	390	3	0.8							1.1	0.5				

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

<i>Accountability Indicator</i>	<i>Areas of Strength</i>	
	<i>Strength</i>	<i>Evidence</i>
<p>Achievement (ELA, Math, Science)</p>	<p>Data indicates that we improved in grade 8 writing. Our students outscored the state by two points on possible points for conventions in a multi-text, nonfiction essay. Our students outscored the state by two points on idea development and three points on conventions of a narrative essay on the 2019 ELA MCAS assessment. Our Lowest Performing, High Needs, and EL subgroups Exceeded Target for the 2019 ELA MCAS. Our Students with Disabilities Met Target on the 2019 ELA MCAS assessment.</p> <p>Grade 8 scored 8% above the District out of total points on the 2019 Mathematics MCAS. Grade 7 scored 4% above the District out of total points for the 2019 Mathematics MCAS. All subgroups except for two either Met, Improved, or Exceeded Target (The Lowest Performing and EL students scored 4 out 4 for achievement) on the 2019 Mathematics MCAS assessment.</p> <p>The percent of students in the Exceeding Expectations/Advanced increased from 2 to 3 %. The percent of students in Not Meeting Expectations/Warning/ Failing, decreased from 28-17 %. The Hispanic/Latino subgroup met expectations. The grade 8 students decreased point percentages from the state from -8 in 2018, to -2 on the 2019</p>	<p>2019 ELA, Mathematics, and Science, Technology, and Engineering MCAS Assessments.</p>

	Science, Technology and Engineering MCAS assessment.																															
Growth (ELA, Math,)	<p>Grade 8 ELA students made gains in the following categories for growth:</p> <table border="1"> <tr> <td>ELA</td> <td>2018</td> <td>2019</td> </tr> <tr> <td>Very Low</td> <td>110</td> <td>85</td> </tr> <tr> <td>Low</td> <td>99</td> <td>78</td> </tr> <tr> <td>Moderate</td> <td>75</td> <td>94</td> </tr> <tr> <td>High</td> <td>74</td> <td>101</td> </tr> </table> <p>Grade 8 Mathematics students made gains in the following categories for growth:</p> <table border="1"> <tr> <td>Mathematics</td> <td>2018</td> <td>2019</td> </tr> <tr> <td>Very Low</td> <td>120</td> <td>80</td> </tr> <tr> <td>Moderate</td> <td>91</td> <td>96</td> </tr> <tr> <td>High</td> <td>70</td> <td>85</td> </tr> <tr> <td>Very High</td> <td>63</td> <td>89</td> </tr> </table>	ELA	2018	2019	Very Low	110	85	Low	99	78	Moderate	75	94	High	74	101	Mathematics	2018	2019	Very Low	120	80	Moderate	91	96	High	70	85	Very High	63	89	2019 ELA, Mathematics MCAS Assessments
ELA	2018	2019																														
Very Low	110	85																														
Low	99	78																														
Moderate	75	94																														
High	74	101																														
Mathematics	2018	2019																														
Very Low	120	80																														
Moderate	91	96																														
High	70	85																														
Very High	63	89																														
Progress Toward Attaining English Language Proficiency	The percent of students who made progress on the ACCESS assessment from 2018 to 2019 increased from 31% to 33 %.	2019 ACCESS Assessment																														
Chronic Absenteeism and Attendance	Our school received a three out of four possible points for Chronic Absenteeism for school year 2018-2019.	2018-2019 Attendance																														
Areas of Focus																																
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>																														
Achievement (ELA, Math, Science)	<p>For ELA, data indicates that grade 7 students declined in % of possible points from -5 in 2018 to -11 in 2019 on the Standard R.2.06 Author’s Purpose. The most significant gaps in subgroup outcomes are the “All Students”, “White”, and “Students with Disabilities” met their target; while the “Lowest Performing” and “EL” subgroups exceeded their target for the 2019 ELA MCAS assessment.</p> <p>For Mathematics, our aggregate in grade 7 & 8 received a 1 out of 4 for achievement; meaning no</p>	2019 ELA, Mathematics, and Science, Technology, and Engineering MCAS Assessments.																														

	<p>change. Grade 8 students had 7 questions that scored -10 or below from the state. (one question scored -23 points from the state on volume of a sphere). Grade 7 students had 20 questions that scored -10 or below from the state. Grade 7 & 8 student percentages were low in both constructed response questions (CR) and multiple select (MS). The percentage of students in Exceeding Expectations and Meeting Expectations decreased over the past 3 years.</p> <p>Subgroups: Multi-race, Non-Hisp./Lat. and White, both declined on the 2019 Mathematics MCAS assessment.</p> <p>Students in grade 8 received a zero out of 4 for achievement. This is a decline from the 2018 data where students received a 1 out of 4 for achievement. With the exception of the Hispanic/Latino subgroup, all other subgroups either declined, or had no change on the 2019 Science, Technology and Engineering MCAS assessment</p>	
Growth (ELA, Math,)	In both ELA and Mathematics, we received a two out four possible points for growth on the 2019 MCAS assessments. Our Lowest Performing subgroup also scored a two out of four possible points on the 2019 MCAS assessments.	2019 ELA, Mathematics MCAS Assessments.
Progress Toward Attaining English Language Proficiency	Our school received a two out of four possible points for our Progress Toward Attaining English Language Proficiency for the school year 2018-2019. This is a decline from the previous year's points of three out of four possible points.	2019 ACCESS Assessment
Chronic Absenteeism and Attendance	Our Lowest Performing subgroup scored a zero out of four possible points for Chronic Absenteeism for the school year 2018-2019.	2018-2019 Attendance

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 targeted support to strengthen PLC practices and ensure access for all student populations)	<p>1.2. High Expectations and Positive Regard</p> <ul style="list-style-type: none">• School administration and guidance attend the weekly ILT meetings to ensure new initiatives and school-wide practices are being consistently implemented and monitored for instruction with fidelity.• School administrators, all guidance staff, and F.I.Cs meet once per week for a Social/Emotional CPT. The focus of this meeting is to identify students who are at risk for academic, social/emotional, or attendance issues. Students are identified, plans are created and monitoring and data tracking are documented for improvements. <p>1.5. Trusting Relationships</p> <ul style="list-style-type: none">• The F.I.C.s meet once per week with the principal to monitor the implementation of all school-wide initiatives. Data analysis of the school-wide focuses is also discussed and monitored for improvement. School-wide attendance initiatives are also planned.• Instructional Coaches meet daily with new staff to collaboratively create Standards-based lesson plans that effectively incorporate our school-wide best practices and instructional focuses. Coaches meet regularly with department and clusters to analyze data and plan for targeted remediation and intervention when applicable. Coaches plan targeted professional development such as DOK and UDL that will help to increase student achievement and improve teacher pedagogy.• 61 Forest Grove staff members are mentors to 129 at risk students. Mentors provide students with a point person for any academic or social-emotional needs as well as attendance monitoring. <p>1.6. Use of Time for Professional Development and Collaboration</p> <ul style="list-style-type: none">• School administrators, guidance staff, and F.I.Cs meet with clusters to facilitate Social/Emotional common planning time (CPT). This meeting is devoted to identifying at risk students, making a plan for remediation, and tracking progress from week to week.• F.I.Cs meet with departments to facilitate common planning time (CPT) on a weekly basis. F.I.C.s ensure that our specific department focuses are being closely monitored and data tracked to show improvements. All agendas are shared via the Team Drive in Google.• Cluster teachers meet for CPT to identify students in need of academic remediation once per week. Students are placed in fluid groups for academic remediation depending on their

	<p>specific need. Clusters also utilize that time for planning cluster events and meeting with parents/guardians.</p> <ul style="list-style-type: none"> • Instructional coaches facilitate new teacher rounds to gain teacher expertise and best practices to implement in their classes.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The special education ILT meets twice per month to examine existing school-wide practices to improve core instruction. The special education ILT focuses specifically on the existing Turnaround Practice 3 student-specific supports to create proactive supports for all students, especially the SWD population. The ILT works on strengthening the co-teaching model in all inclusion classes.</p> <p>The ILT meets twice per month to analyze current data and to examine existing school-wide practices to improve core instruction, specifically in the area of high and low stakes writing, with a focus on multi-text, nonfiction essay writing using the SRSD writing program. The ILT closely monitors content-area data for improvements.</p>
<p>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: School administration, guidance, and F.I.C. will meet weekly with content-area teachers to ensure school-wide best practices are being implemented with fidelity. ILT notes and CPT agendas are housed in the Google Drive.</p> <p>ILT members will ensure that clusters and departments are implementing high and low stakes writing in every classroom, every day.</p> <p>Cluster and department CPT agendas shared via Team Drive, interim reports, report cards, school-wide writing samples.</p>	<p>Data Source: Increased academic performance, particularly in the area of high and low stakes writing and multi-text writing using the SRSD writing program. Pre, mid, and post writing assessments in all ELA and social studies classes.</p> <p>Increased academic performance, particularly in the area of high and low stakes writing and multi-text writing using the SRSD writing program.</p> <p>Increased academic performance, particularly in the area of high and low stakes writing and multi-text writing using the SRSD writing program.</p>

IV. B. Action Plan

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 targeted support to ensure access for all student populations including EL and students with disabilities)

2.4. Classroom Observation Data Use

- Administration, department chairs, and F.I.Cs conduct classroom observations using the citywide, middle school observation tool to enhance constructive, teacher-specific feedback. They closely monitor the areas of focus: Dimension 1: Targeted Academic Goal and Skills, Dimension 2: Effective Use of Time, Dimension 3: Student Cognition and DOK.
- Instructional coaches, the principal, and department chairs meet once per week to analyze walkthrough data and to identify specific teacher or school-wide action steps or coaching needed to improve the implementation of best practices and school-wide initiatives.

2.6. Student Assessment Data Use (for classroom instruction)

- F.I.Cs use data collected through CPT meetings, classroom observations, and teacher discussion to plan professional development and teacher-specific coaching to teachers in need. Professional development is closely tied to our instructional focuses and citywide initiatives such as DOK and UDL.
- Instructional coaches meet weekly with ELA, Mathematics, Science, and social studies departments to look at students work, to score SRSD writing assessments, and to analyze common assessment data to determine if progress is being made for our high priority areas as stated in our accountability plan.

2.7. Structures for Instructional Improvement

- The principal and instructional coaches prioritize time during monthly meetings (Principal's meeting and department meetings) to allow for staff to share individual and cluster implementation best practices to improve instruction, particularly the gradual release of responsibility in all classes to ensure that all students, especially our SWD and EL's are accessing the curriculum and staff is meeting their diverse needs.

Grade 7 & 8 will take turns hosting a "best practice fair" during a Principal's meeting.

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> • The special education ILT meets twice per month to monitor the implementation of the tiered intervention system and to create additional supports for tiered intervention. • The ILT meets to monitor the implementation of school-wide best practices, particularly the gradual release of responsibility as to meet the needs of all learners, especially the SWD and EL populations.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Clusters and departments meet weekly to monitor student progress and utilize existing Turnaround and best practices to meet the needs of all of their students.</p> <p>Data from all walkthroughs</p>	<p>Data Source: Increased academic performance as shown in interims, report cards, progress on STAR assessments, classroom observations, and teacher reports and meetings.</p>

IV. C. Action Plan

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). (Specifically address students not meeting targets)

Prioritized Best Practices or Strategies
(Include targeted support to ensure access for all student populations including lowest 25%)

3.1 General Academic Interventions

- Leadership has given teachers the autonomy and flexibility to adapt and modify classroom time and interventions to meet student-specific needs. Clusters are given the autonomy to modify the existing schedule to implement tiered interventions to specific students.
- The school uses a variety of assessments: content-area common assessments, citywide pre and post assessments, STAR and MCAS assessments to determine student's specific academic needs and providing them with interventions in direct response to those needs.
- The allocation of staff and resources has increased the schools' ability to effectively identify and respond to the needs of our Lowest Performing subgroup by creating an on-going intervention support system.

3.3 Systematic Determination of Student Interventions

- Continued implementation and monitoring the effectiveness of the Turnaround Practice 3 student-specific supports including:
 - ✓ The Tiered Intervention Plan Document
 - ✓ The Parent/Guardian/Teachers/Student Support Document for parent/guardian meetings
 - ✓ The Parental/Guardian Communication Document
 - ✓ The CPT Cluster Agendas and Departmental Agenda Documents shared in Team Drive

3.6 Academic Supports for Students with Disabilities

- The implementation of the tiered intervention system for the SSP process and for struggling students via the Polk Elementary School PBIS Intervention system. Staff utilizes our current Turnaround Practice 3 documents for student-specific support on a daily basis. Staff utilizes the tiered intervention system (Polk Elementary School) for SSP referrals and students in need of specific support and intervention. Clusters utilize the data tracking sheets that accompany the tiered intervention system to identify areas of improvement, or to identify a new intervention to implement and track.

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>The ILT will monitor and assess the effectiveness of the existing student support documents and practices to create additional supports for all students.</p> <p>The Sped. ILT will monitor the implementation of the new, tiered intervention system for the SSP process and for struggling students to ensure it is used with fidelity school-wide.</p>
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Cluster and Departmental CPT agendas housed in the Team Drive Guidance documentation of the support documents for parent/guardian meetings.	Data Source: The data will show an increased student achievement as seen on interim reports, report cards, STAR and MCAS data.

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a welcoming school through 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 practices that target new and incoming students)	Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. The school counselors and stakeholders provide effective social-emotional resources and supports for students in need of specific support. A climate of positive, professional relationships between staff and leadership has been established fostering for a positive, collective effort to increase family engagement and student achievement throughout the school. Staff are empowered to create new family engagement initiatives and activities throughout the school. 4.1 Safe and Supportive Learning Environments <ul style="list-style-type: none">• Forest Grove’s 11 school-wide procedures have been firmly established and are reviewed and updated accordingly.• School-wide behavioral expectations have been firmly established. School-wide academic expectations have been firmly established and reviewed to students accordingly. Posters display our expectations to further reinforce. 4.2 Adult-Student Relationships <ul style="list-style-type: none">• The school has established procedures for identifying and employing additional social/emotional supports- Cluster social/emotional CPT and principal’s social/emotional CPT.• Guidance staff teaches Growth Mindset lessons and Naviance lessons in content area classes that reinforce social-emotional competencies that are aligned with our school goals. 4.5 Family and Community Engagement <ul style="list-style-type: none">• Forest Grove will host Multicultural Night for staff, students, and families in November. We will host Family Paint Night for staff, students, and families throughout the school year.• Forest Grove created a new Student Council this fall. Students from each cluster are represented and meet once to twice per month to discuss new initiatives, upcoming events, and changes/updates to existing school items. The students also participate in monthly community service projects during non-school hours.

	<ul style="list-style-type: none"> • Forest Grove’s Technology Night allows for student and parents/guardians to be trained on how to access specific online resources at home. They learn how to access the student portal, Naviance, and other platforms being used throughout the school, such as Google Classroom, Google Gradebook, Accelerated Math, BrainPop, Edulastic, PBSLearningMedia.org, Quizzes, Kahoot, and other academic platforms.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>The ILT will be informed of the Student Council notes and updates via Mrs. Mooshian’s notes from the meetings. ILT will support the Student Council and any new initiatives that come from the student meetings.</p> <p>The ILT will communicate all new school-wide initiatives and events to their cluster or department staff.</p>
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Mrs. Mooshian’s notes from the Student Council ILT notes sent to staff and housed in Google Classroom Attendance for after-school events	Data Source: Increased student participation in extra-curricular activities Increased attendance for students

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations)	<p>Check daily attendance in SAGE and make phone call for two consecutive days absent. Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance.</p> <p>School-wide attendance challenges, Perfect Attendance Certificates, Recognition of improved attendance at assemblies</p> <p>Attendance Monitoring</p> <ul style="list-style-type: none"> - Accurate attendance by teachers in homeroom - Teachers monitor attendance bulletin and communicate with input clerk to correct errors - School adjustment counselor monitors attendance bulletin to identify students chronically absent and/or students absent for consecutive days - Daily ConnectED Calls to parents of absent students - Individualized phone calls/home visits to parent(s) - Assignment of school mentors for positive reinforcement - Addressing barriers by referring families to community agencies for counseling, housing resources, medical providers, etc. - Conference with parent/counselor/administration - Collaboration with outside providers already in place - Individual student check ins - Student tracking own attendance
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>The ILT will monitor the school-wide attendance initiatives and work to create new initiatives that will increase student attendance.</p> <p>The principal's Social/Emotional team will closely monitor student attendance and make a plan for support of students who at risk for attendance.</p>

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

Data Source:

Daily attendance.
Weekly and monthly attendance challenges.

STUDENT RESULTS INDICATOR

Data Source:

Increased attendance rate school-wide
Increased academic performance on interims, report cards, and standardized assessments

V. Worcester Public Schools Professional Learning Plan
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. Matthew Morse	

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	ELA: To increase students’ writing skills, particularly in the area of multi-text writing using the SRSD model.	Quarterly narrative and multi-text “all write” prompts using the SRSD writing model. Additionally, the social studies department will continue textual-based, nonfiction open response prompts using primary and secondary sources. There will be a school-wide initiative to increase high and low stakes writing in all subjects, every day. Bell work and exit slips will be at least two sentences in length.
2	Mathematics: To increase students’ ability to complete solve constructed response prompts and selected response Math problems.	There will be a common assessment at the end of each unit to monitor the improvement of students’ ability to solve constructed response prompts and selected response Math problems. Teachers will implement Accelerated Math into their weekly lessons to target specific skills for each student.
3	Science: To increase students’ ability to answer constructed responses using CER. To continue to assess students’ growth utilizing developed unit plans and common assessments.	Continued monthly common assessment prompts on citing textual evidence in a nonfiction text.