

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Jacob Hiatt School

Jyoti Datta

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
Jyoti Datta	Principal	Sept: 10, 24
Martha Dewar	Assistant Principal	Oct: 8, 22
Roger Clapp	Focused Instructional Coach	Nov: 19
Julie McVoid	Kindergarten Teacher	Dec: 10
Danielle Svendsen	First Grade Teacher	Jan: 14, 28
Jennifer Conlon	Second Grade Teacher	Feb: 11
Irene LaCross	Third Grade Teacher	Mar: 10
Ann Ruchala	Fourth Grade Teacher	Apr: 14
Penny Soutra	Fifth Grade Teacher	May: 12
Amanda Eldridge	Sixth Grade Teacher	June: 9
Thomas Giampapa	Intermediate TMSN	
Audra Gaul/Elena Cruz	ESL Teachers	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

FINISH MORE

2019 Official Accountability Report - Jacob Hiatt Magnet

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Jacob Hiatt Magnet (03480140)	GRADES SERVED PK,K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Meeting or exceeding targets
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Progress toward improvement targets	Accountability percentile
84% - Meeting or exceeding targets	70

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	95.9	7.1	24.5	7.7	22.8
Female	96.1	6.8	23.8	6.3	22.3
Male	95.7	7.4	25.1	9.2	23.2
Economically Disadvantaged	95.7	7.6	26.8	8.9	24.8
High Needs	95.9	7.2	26.1	8.3	24.1
LEP English language learner	95.3	8.2	27.0	10.2	25.5
Students with disabilities	94.1	9.5	37.3	19.4	35.8
African American/Black	97.4	4.5	8.9	4.1	7.3
Asian	95.6	7.5	26.7	20.0	26.7
Hispanic or Latino	95.4	8.0	30.2	7.3	27.8
Multi-race, non-Hispanic or Latino	95.9	7.3	23.5	5.9	23.5
White	94.7	9.4	37.7	15.1	37.7

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	304	3	1.0	1.6	1.8	1.9	0.0	0.0	0.0						
Female	158	3	1.9	3.7	3.6	3.0	0.0	0.0	0.0						
Male	146	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Economically Disadvantaged	155	1	0.6	0.0	4.3	0.0	0.0	0.0	0.0						
High Needs	244	2	0.8	1.9	2.3	0.0	0.0	0.0	0.0						
LEP English language learner	90	1	1.1	3.8	0.0	0.0	0.0								
Students with disabilities	26	0	0.0		0.0										
African American/Black	91	0	0.0	0.0	0.0	0.0	0.0	0.0							
Asian	9	0	0.0												
Hispanic or Latino	153	2	1.3	2.9	3.6	0.0	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	16	0	0.0												
White	35	1	2.9				0.0	0.0	0.0						

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>																																								
Achievement (ELA, Math, Science)	<p>ELA MCAS Spring 2019 All School: 59% Meeting Expectations and Exceeding Expectations (15% increase from 2018) All School: Overall SGP of 61.5 (9.1 increase from 2018)</p> <p>Grade 3: 53% Meeting Expectations and Exceeding Expectations (26% increase from 2018)</p> <p>Grade 4: 52% Meeting Expectations and Exceeding Expectations</p> <p>Grade 5: 66% Meeting Expectations and Exceeding Expectations (15% increase from 2018)</p> <p>Grade 6: 68% Meeting Expectations and Exceeding Expectations (31% increase from 2018)</p> <p>All School: Reduced in half the percentage of students who are Not Meeting Expectations</p> <p>ELA MCAS Spring 2019 Achievement Targets: Exceeded the targets set by the state for all students and all subgroups</p>	<table border="1"> <thead> <tr> <th colspan="5">ELA: MCAS Results 2019</th> </tr> <tr> <th></th> <th>NM</th> <th>PM</th> <th>ME</th> <th>EE</th> </tr> </thead> <tbody> <tr> <td>All School 2018</td> <td>6%</td> <td>50%</td> <td>40%</td> <td>4%</td> </tr> <tr> <td>All School 2019</td> <td>3%</td> <td>39%</td> <td>49%</td> <td>10%</td> </tr> <tr> <td>Grade 3 2019</td> <td>6%</td> <td>41%</td> <td>49%</td> <td>4%</td> </tr> <tr> <td>Grade 4 2019</td> <td>2%</td> <td>46%</td> <td>46%</td> <td>6%</td> </tr> <tr> <td>Grade 5 2019</td> <td>3%</td> <td>33%</td> <td>48%</td> <td>18%</td> </tr> <tr> <td>Grade 6 2019</td> <td>0%</td> <td>33%</td> <td>53%</td> <td>15%</td> </tr> </tbody> </table>	ELA: MCAS Results 2019						NM	PM	ME	EE	All School 2018	6%	50%	40%	4%	All School 2019	3%	39%	49%	10%	Grade 3 2019	6%	41%	49%	4%	Grade 4 2019	2%	46%	46%	6%	Grade 5 2019	3%	33%	48%	18%	Grade 6 2019	0%	33%	53%	15%
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Although English Language Proficiency declined significantly from 2018 based on ACCESS results, it is important to note that EL and Former EL students Exceeded Target in ELA achievement, Met Target in Math achievement, and demonstrated high growth in ELA and Math with SGP of 57.5 and 59.6 respectively.

Benchmark Assessment System (BAS):

79% of all students ended the 2019 school year reading at or above grade level.

85% of Kindergarten students ended the 2019 school year reading at or above grade level

77% of Grade 1 ended the 2019 school year reading at or above grade level

89% of Grade 2 students ended the 2019 school year reading at or above grade level

88% of Grade 3 students ended the 2019 school year reading at or above grade level

73% of Grade 5 students ended the 2019 school year reading at or above grade level

76% of Grade 6 students ended the 2019 school year reading at or above grade level

MATH MCAS Spring 2019:

Grade 5: 53% Meeting Expectations and Exceeding Expectations

Grade 6: 71% Meeting Expectations and Exceeding Expectations (16% increase from 2018).

All School: Exceeding Expectations 7% (almost doubled from 2018 results of 4% EE)

MATH MCAS Spring 2019 Achievement Targets:

GR and Intervention groups in Grades K – 2 with optimal use of human capital and LLI resources is achieving results. Also, strong gains are noted in percentage of all students meeting or exceeding expectations on BAS.

BAS End of Year Results K – 6 (Expectations)			
	Not Meeting	Approaching	Meeting or Exceeding
2018	10%	14%	76%
2019	10%	11%	79%

MCAS Next Generation 2.0 Mathematics Results				
	NM	PM	ME	EE
All School 2018	6%	52%	38%	4%
All School 2019	6%	49%	37%	7%
Grade 5	3%	45%	48%	5%
Grade 6	0%	30%	53%	18%

	<p>All students exceeded target, four subgroups exceeded target, and three subgroups met target.</p> <p>SCIENCE MCAS Spring 2019 Achievement Targets: Grade 5: 61% Meeting and Exceeding Expectations (17% increase from 2018)</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="5" style="text-align: center;">MCAS Science Results</th> </tr> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">Warning</th> <th style="text-align: center;">Needs Imp.</th> <th style="text-align: center;">Proficient</th> <th style="text-align: center;">Advanced</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2018</td> <td style="text-align: center;">4%</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">36%</td> <td style="text-align: center;">18%</td> </tr> <tr> <td></td> <td style="text-align: center;">NM</td> <td style="text-align: center;">PM</td> <td style="text-align: center;">M</td> <td style="text-align: center;">EE</td> </tr> <tr> <td style="text-align: center;">2019</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">35%</td> <td style="text-align: center;">48%</td> <td style="text-align: center;">13%</td> </tr> </tbody> </table>	MCAS Science Results					Year	Warning	Needs Imp.	Proficient	Advanced	2018	4%	42%	36%	18%		NM	PM	M	EE	2019	5%	35%	48%	13%
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Growth (ELA, Math, Science)	<p>ELA MCAS Growth: Exceeded typical growth or high typical growth for all students and subgroups</p> <p>MATH MCAS Growth: Typical growth - high for all students and all subgroups. EL and Former EL subgroups had an SGP of 59.6</p> <p>SCIENCE MCAS Growth: Met target for two subgroups</p>	<p>ELA - Exceeded Typical Growth: All Students, Lowest Performing, Afr. American/Black, Hispanic/Latino, White ELA – Typical Growth High: High Needs, Econ. Disadvantaged, and EL and Former EL</p> <p>Math – Typical Growth High: All Students, Lowest Performing, High Needs, Econ. Disadvantaged, EL and Former EL, Afr. American/Black, Hispanic Latino, White</p> <p>Science – Met targets for two groups – High Needs and Econ. Disadvantaged</p>																									
Discipline	Overall suspension rate was 2%, which is down from 6.2% in 2017-1018.	SAGE data																									
Chronic Absenteeism and Attendance	Lowest Performing Students had an absenteeism rate of 0.0%. All students had an absentee rate of 2.7%.	Lowest Performing and African American subgroups exceeded target. All other subgroups met target.																									

		<i>Areas of Focus</i>																								
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>																								
Achievement (ELA, Math, Science)	<p>ELA MCAS Spring 2019</p> <p>Grade 3: 41% of students Partially Meeting Expectations and 6% of students Not Meeting Expectations</p> <p>Grade 4: 46% of students Partially Meeting Expectations and 2% of students Not Meeting Expectations</p> <p>English Language Proficiency: 69.4% made progress towards ELP as compared with 84.9% in 2018. This is a decline of 15.5%</p> <p>MATH Spring 2019</p> <p>Grade 3: 63% of students are PM or NM Expectations</p> <p>Grade 4: 74% of students are PM or NM Expectations</p> <p>SCIENCE Spring 2019 Grade 5: 35% of students PM and 5% NM Expectations</p>	<table border="1"> <thead> <tr> <th colspan="5">MCAS Next Generation 2.0 ELA Results</th> </tr> <tr> <th></th> <th>NM</th> <th>PM</th> <th>ME</th> <th>EE</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>6%</td> <td>41%</td> <td>49%</td> <td>4%</td> </tr> <tr> <td>Grade 4</td> <td>2%</td> <td>46%</td> <td>46%</td> <td>6%</td> </tr> </tbody> </table>					MCAS Next Generation 2.0 ELA Results						NM	PM	ME	EE	Grade 3	6%	41%	49%	4%	Grade 4	2%	46%	46%	6%
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<p>While some students demonstrated solid growth in their ACCESS scores, it is to be noted that the decline in school results was primarily owing to first grade ACCESS results. The speaking scores in first grade dropped significantly among a majority of the students who were tested. Many students also showed a drop in their writing scores. However, listening and reading scores improved significantly for a majority of the students.</p>																										
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Growth (ELA, Math, Science)	<p>MATH MCAS Growth: While all students and all subgroups made Typical Growth – High, the mean SGP for all students of 56.0 indicates a drop of 7.7 points from 2018.</p> <p>SCIENCE MCAS Growth: All students Improved Below Target. They increased from 83.3 in Spring 2018 to 83.8 in Spring 2019, but did not meet the target set at 85.5</p>	
Discipline	No areas of concern based on data	
Chronic Absenteeism and Attendance	No areas of concern based on data	

IV. A. 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>The Instructional Leadership Team reflects on the progress made in the turnaround practice areas and reviews the Accountability Plan to determine areas of strength and opportunities for growth and improvement. Through a model of inclusive practice, shared responsibility, and collaboration, school-wide priorities are established.</p> <p>Our aim is to strengthen core instruction in content areas. Areas of focus include the following:</p> <ol style="list-style-type: none">1.) Adopt Pre-Kindergarten through Grade 6 Core Values for Literacy Education (crafted Fall 2019). Utilize Balanced Literacy in all classrooms with a reading and writing workshop approach using the resources of Fountas and Pinnell Classroom in grades K-2, CIA Units of Study and SRSD in grades 3 – 6, Lucy Calkins Writing Workshop, Literacy Continuum Fountas and Pinnell Grades PK-6, and the Benchmark Assessment System.2.) Math instruction informed by Guiding Principles and Standards for Mathematical Practice in the Frameworks, problem based learning with resources of enVision Math 2.0, and resources from Greg Tang workshops.3.) STEM instruction during Enrichment block, during the extended eighth hour of the school day, during art integration blocks, as well as integration of Project Lead the Way. <p>CPT, Staff Meetings, and PLCs are framed to support school-wide goals. District professional offerings and support of Liaisons is put in place for ELA, Math, and Science. The instructional framework of the Literacy block and tiered intervention supports student learning. Administrators will observe instructional delivery models in classrooms and provide actionable feedback.</p> <p><u>Performance Goal for All School:</u> Meet the goals set forth in the Worcester Strategic Plan including:</p> <ul style="list-style-type: none">• Meet targets set by State for achievement and growth for all students as well as sub groups. <p><u>School Based Targets:</u></p> <ul style="list-style-type: none">• 85% of Students Meeting or Exceeding Expectations on BAS• 50% of Students Meeting or Exceeding Expectations on MATH MCAS• 60% of Students Meeting or Exceeding Expectations on ELA MCAS• Reduction in percentage of students Not Meeting Expectations in Math and ELA MCAS

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT members, across grade level teams and vertical teams will work closely with the leadership and FIC to focus on data analysis, to dig deeper and determine impact of school-wide priorities. In addition to improvement targets for all students, emphasis will be placed on examining sub-group student data and their movement forward to the next higher level of performance. ILT will support leadership in assessing what is working well and what mid-way adjustments are needed based on work samples and student progress. ILT will play a role in planning professional development to support school-based goals.	
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?		
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR	
Data Source: Master schedule for intervention and enrichment, Formative assessments, rubrics, student work, sampling over time, lesson plans, CPT/ grade level meetings, data wall, PLCs with focused framework, staff meetings, exemplars, walk-throughs with feedback, teacher evaluation-feedback identifying indicators from evaluation rubric and HQTL, and District Liaison support.	Data Source: STAR Reading and Math assessments and growth targets, MCAS, Data walls, goal setting with students, BAS, work samples, results of progress monitoring and formative assessments, ACCESS, Progress towards IEP goals, end of topic assessments.	

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)

School-wide priorities are established and shared with all staff at the beginning of the year. In Fall 2019, school-wide Core Values for Literacy Education were established with input from all staff. A fully developed set of school-wide best practices include “student look fors” and “teacher look fors.” Additionally, there is continuing effort across the school to balance whole group and small group instruction, making learning more interactive and weaving in numerous opportunities for student discourse and application of skills. Deep learning is promoted through active engagement, collaboration, and technology integration/supports. Teachers continue to hone their pedagogical skills to provide multiple means of engagement, representation, and expression. The ATLAS platform is leveraged to inform pacing of instruction and to access resources.

Metacognition: “Awareness and understanding of one’s own thought processes,” overarches best practices and instruction in all areas of academic and social/emotional growth. The **SMART** card is leveraged to improve instruction and incorporate best practices for all students including English Language Learners.

Our approach is systematic and it comprises of differentiated and high quality instruction that is driven by data analysis and aligned with sub-group and individual student needs. The emphasis is to refine and broaden collection and use of student data, as well as increase our ability to critically examine work samples using rubrics and student work analysis protocols to inform instructional responses.

ELA:

- Balanced Literacy grades Pre-K through grade six with coherence and common language through the Literacy Continuum (Structured Literacy Intervention in K-2)
- Webb’s Domain Depth of Knowledge with Question Stems, Turn and Talk Stems
- Vocabulary development and acquisition

Math:

- enVision Math 2.0, Greg Tang Math – with consistent use of experiential hands-on learning, and attention to Guiding Principles and Standards for Mathematical Practice

	<ul style="list-style-type: none"> • Problem based learning, addressing student misconceptions, and higher order thinking • Content area vocabulary and strategies for explicit vocabulary instruction • Explore/pilot ST Math in key grades – visual learning platform to equip students to “tackle unfamiliar Math problems and build conceptual understanding.” <p><u>Science:</u></p> <ul style="list-style-type: none"> • Hands-on learning, higher order thinking, leveraging STEM including Robotics, STEM Week challenge, and Project Lead the Way • Regularly blocked times for Science including the Expanded Learning Time 8th hour • Content area vocabulary and strategies for explicit vocabulary instruction • Address challenge areas uncovered through our careful analysis of MCAS results
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The Instructional Leadership Team will act as representatives for grade level feedback regarding: Alignment of Common Core for ELA, Math, and Science Standards, data, planning, student work, and professional learning. A focus on school-wide priorities will be monitored by administration and FIC throughout the school, inclusive of frequent classroom observations and teacher-specific feedback. Further, Administration will monitor best practices and provide constructive and helpful feedback to teachers to strengthen implementation of these observed practices. Some members of ILT will visit an in-district school to observe ST Math implementation and its impact on student achievement.</p>

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

ADULT IMPLEMENTATION INDICATOR

Data Source:
Progress monitoring, Formative and summative assessments, rubrics, student work, sampling over time to align instruction, lesson plans, ILT Meetings, CPT/ grade level meetings, data wall/sheets, PLCs with focused framework, staff meetings, exemplars, Fountas and Pinnell Continuum of Literacy Learning, enVision Math 2.0, Greg Tang, Google suite/classroom, teacher evaluation-feedback identifying indicators from evaluation rubric and HQTL, and District Liaison support.

STUDENT RESULTS INDICATOR

Data Source:
STAR Reading and Math assessments and growth targets, MCAS, Data walls, goal setting with students, BAS, work samples, results of progress monitoring and formative assessments, ACCESS, Progress towards IEP goals, end of topic assessments.

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%)

Identification of student academic needs is at the forefront of the work that is done by grade level teams and ILT through collaborative planning and professional learning communities. To ensure continued growth and progress, we examine data and determine next steps. We also examine pacing, rigor, and pedagogical practice, to ensure that we are reaching all our students and meeting them where they are in order to foster growth. There is a clear expectation of professional learning and growth for all staff as well as ensuring an experience of excellence for all our students. Further, our club/enrichment offerings during the 8th hour of the school day allow for application of skills in a creative and collaborative environment with access to technology to promote deep learning.

Intervention and enrichment supports in ELA and Math emphasize:

- Wide variety of informal and formal data to respond to learning needs
- Flexible groupings – students are reassigned as needed, research based best practices and inclusive practice for Students with Disabilities and English Language Learners
- Opportunities for students performing at higher levels to further stretch their knowledge and skills

Our school-wide STAR Expectations, is based on a multi-tiered system of support for students. There is a common language and consistent system in place for identifying students who require additional assistance for social/emotional development and/or regulation through involvement of key support staff and administration. Interventions and supports are determined and plans are put in place and carefully monitored for impact and desired results. A school-wide Student Support Team comprising of the School Adjustment Counselor, School Psychologist, Principal/Assistant Principal, and teacher(s), meet to provide interventions and supports for Tier II and Tier III students. District Behavior Specialists support our work through regularly scheduled Targeted Team Meetings to address student needs as well.

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT will examine turn-around practices and our school’s Instructional Focus as well as best practices to improve classroom instruction. Assessment instruments and progress monitoring will be used to assess individual student proficiency and needs. ILT and staff will mobilize a system of data collection and analysis to respond in adaptive ways to student specific needs. Implementation of school-wide priorities, focused professional development, and actionable feedback to teachers will be in place to strengthen intervention practices. ILT will examine the data that is collected by the STAR team to determine efficacy of systems of support.</p>
<p align="center">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: Implementation of school-wide and District research based best practices – CIA, SRSD and Fountas and Pinnell Classroom, Lucy Calkins Units of Study, Progress monitoring of sub-skills using Leveled Literacy Intervention assessments in Grades K – 2, BAS Fountas and Pinnell Continuum of Literacy Continuum – grade level expectations, Math Fact Fluency, enVision 2.0 and Greg Tang, Assessments aligned with grade level benchmarks, Explicitly modeling STAR expectations, and notes of SSP meetings.</p>	<p>Data Source: STAR Reading and Math assessments with growth targets, MCAS, Data walls, goal setting with students, BAS, work samples, ACCESS, Progress towards IEP goals, end of topic assessments. Student learning and work as evidence that they are using best practices that are included in Core and tiered instruction. STAR cards and classroom as well as school-wide data</p>

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families

Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers (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

1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations, and school-wide events and celebrations. This committee consists of administration, teacher members of the STAR team, members of Student Council in grades 4-6, PTO leadership, and School Council.
2. Principal's communication to staff via emails, newsletter and Google Classroom on a consistent basis
3. Community partnership with Clark University, Worcester Art Museum, MCPHS, and the Student Banking program with Country Bank.

Staff and administration cultivate supportive relationships among each other, with students, and with families to meet Social Emotional needs and build a positive school culture and climate. All staff is receiving training on helping students to build resilience through a series of presentations by the School Adjustment Counselor. In addition, student voice and choice is valued through the input of Student Council. There is a strong commitment to our belief statement: **We are student centered, dynamic, and collaborative.**

Family and Community Engagement are promoted through the PTO, School Council, and school staff. At least 3 – 5 school-wide events bind our school community together. These provide opportunities for parents to engage with student learning in active ways and volunteer. Staff also reaches out to families routinely to share “good news” about academic growth and learning behaviors.

Our partnership with Clark University, Massachusetts College of Pharmacy and Health Services, and the Worcester Art Museum are mutually beneficial providing mentor/mentee opportunities for adults, role models and inspiration for young students, and an enriching experience for JHMS students and families.

Instructional Leadership Team Implementation	ILT examines the results of the Student and Teacher Surveys to determine patterns that impact School Climate and identify next steps for improvement. In keeping with the Strategic Plan for Education in Worcester, ILT will work with all staff to maintain a welcoming environment that supports students' social and emotional health and fosters collaboration and participation from families and community. ILT will support the District's effort to "proactively monitor students' well-being and academic needs to more equitably allocate resources and provide holistic support."
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Parent/teacher communication focuses on academic goals and progress. Teachers provide specific strategies and at home, activities to support learning as needed, Daily reading at home, Translations of communication in other languages and request for interpreters as needed. School hosts Instructional Rounds for Clark University MATs and the Literacy Development course is offered at JHMS by Hiatt staff. Art teacher and general education teachers work with WAM staff to develop curriculum that aligns with key exhibits at the museum and Common Core Standards.</p>	<p>Data Source: Participation in school-wide events, field trips/visits to area colleges and WAM, STAR data and rewards. Students score rubrics for clubs. Self-regulation strategies and common language.</p>

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	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone call for two consecutive days absent. 2. Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. 3. Teachers in grades four and up review quarterly attendance reports and set goals with students. Teachers also click the STAR class card when all students are present.
Instructional Leadership Team Implementation	ILT is comprised of teachers who monitor attendance in their own classrooms and discuss the importance of being on time and keeping regular attendance with families and students on an ongoing basis. They also bring concerns about tardiness and attendance to the attention of school administration and the School Adjustment Counselor. ILT examines attendance data for the school and Chronic Absenteeism targets for the school as outlined in the WPS Strategic Plan. ILT has input on rewards and celebrations for good attendance.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: School Secretary provides attendance information to SAC, Principal, and Assistant Principal so as to address concerns in a timely manner. Teachers keep the office informed as well. Parent phone calls, newsletter reminders, and SAGE data.	Data Source: Student performance in classroom, celebrations and recognition for perfect attendance – Class STAR card clicks when all students are present.

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	Jacob Hiatt Magnet School	Jyoti Datta	September 2019/June 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	<p><u>Balanced Literacy</u> Deepen teacher knowledge and become well versed in using the Literacy Continuum, Fountas and Pinnell Classroom resources, CIA, and SRSD, Lucy Calkins, and Close Reading Strategies. Grades K-2 – deeper dives in Reading Mini Lessons, Writing about Reading, and Phonics and Word Study components.</p>	<p>PLCs led by teacher leaders grades PK/K, 1st/2nd, 3rd/4th, 5th/6th.</p> <p>PK/K – dig deeper into components of balanced literacy – IRA, GR, SR, and response to reading. Better alignment and pacing of reading mini lessons. Book Study in Spring – Choice Time: How to Deepen Learning Through Inquiry and Play, PreK-2</p> <p>Grades 1-2 – Align reading mini-lessons with Writing about Reading. Use student Reading Response Journals, Fountas and Pinnell resources, and the Literacy Continuum. Deeper dives into the Phonics Word Study component of the Fountas and Pinnell Classroom.</p> <p>Grades 3 – 6 – create mini lesson for writing informed by grade level standards and utilize resources such as – SRSD, Lucy Calkins, Writing Fix, Response to reading within CIA Units of Study and Book Clubs, etc.</p>

2	<p><u>Analysis of Student Work to Inform Next Steps</u> Use a Student Work Analysis Protocol process across content areas.</p>	<p>At Common Planning Time meetings, teachers will examine student work using the protocol that has been shared out this year. Goals will include analyzing strengths and challenges in work samples and coming to a consensus about proficiency. Notice patterns and trends that emerge from student work samples to determine instructional focus and strategies that would be beneficial going forward.</p>
3	<p><u>STEM</u> Explore/pilot ST Math in key grades – visual learning platform to equip students to “tackle unfamiliar Math problems and build conceptual understanding.”</p> <p><u>Project Lead the Way</u> Expand Project Lead the Way Training for additional members of the school staff. (Nine teachers are already trained)</p>	<p>Principal and Focused Instructional Coach visited an in-district school to observe ST Math implementation. Principal and three members of ILT will attend the ST Math symposium at WPI on November 7. Explore grant opportunities to bring ST Math to the intermediate grades in the 2019-2020 school year. (Accelerated Math is also used in some grades)</p> <p>Plan for PLTW training for additional classroom teachers in late November or early December 2019.</p>