

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**Sullivan Middle**

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School

**Josephine Robertson**

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Principal or Administrator

**Maureen Binienda**

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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. 2<sup>nd</sup> 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
Josephine Robertson	Principal	Sept: 9-13-2017
Joanne Quist	Assistant Principal	Oct: 10-4-2017
Angela Plant	Assistant Principal	Nov: 11-1-2017
Luke Savage	Focused Instructional Coach	Dec: 12-6-2017
Kathryn Bastien	ELA Department Head	Jan: 1-3-2018
Jorge Castillo	Math Department Head	Feb: 2-7-2018
Ellen Thibodeau	Science Department Head	Mar: 3-7-2018
Dave Thompson	History Department Head	Apr: 4-4-2018
Tammie Smith	Acting Special Education Department Head	May: 5-2-2018
Patricia Ryan	Lead Teacher Goddard Scholars	June:6-6-2018
CHA 7 Teacher	Team Leader or Representative	
DAV 7 Teacher	Team Leader or Representative	
DAV 8 Teacher	Team Leader or Representative	
CMS 8A Teacher	Team Leader or Representative	
CMS 8B Teacher	Team Leader or Representative	
CMS 7/8 Teacher	Team Leader or Representative	
TLS/LS/AU	Team Leader or Representative	
Enrichment Teacher	Team Leader or Representative	

# I. Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2017 Official Accountability Data - Sullivan Middle

Organization Information			
District:	Worcester (03480000)	School type:	Middle School
School:	Sullivan Middle (03480423)	Grades served:	06,07,08
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>No level</b>	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												<a href="#">About the Data</a>
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	849	835	98	Yes	851	832	98	Yes	410	402	98	Yes
High needs	633	619	98	Yes	635	616	97	Yes	317	309	97	Yes
Econ. Disadvantaged	543	530	98	Yes	545	528	97	Yes	275	267	97	Yes
ELL and Former ELL	320	313	98	Yes	319	310	97	Yes	163	161	99	Yes
Students w/disabilities	179	171	96	Yes	181	171	94	No	104	100	96	Yes
Amer. Ind. or Alaska Nat.	2	-	-	-	2	-	-	-	1	-	-	-
Asian	97	95	98	Yes	97	96	99	Yes	40	40	100	Yes
Afr. Amer./Black	123	123	100	Yes	124	123	99	Yes	61	60	98	Yes
Hispanic/Latino	364	358	98	Yes	364	353	97	Yes	185	180	97	Yes
Multi-race, Non-Hisp./Lat.	36	35	97	Yes	36	34	94	No	12	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	227	222	98	Yes	228	224	98	Yes	111	110	99	Yes

### III. Student Attendance and Retention

#### Sullivan Middle School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.3	94.1	94.6
Average # of days absent	9.5	9.8	9.3
Absent 10 or more days	35.5	36.5	33.3
Chronically Absent (10% or more)	18.4	16.9	13.5
Unexcused Absences > 9	33.1	33.8	15.8
Retention Rate	2.0	2.0	1.3

<b>Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism</b>
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: PBIS STAR attendance awards- Monthly and Year-long
Continue review of attendance progress reports for grades 6 and up with students and send home.
*School plan to promote ongoing good attendance: - SAC monitoring of attendance and calls home - PBIS tier 2/3 support programs (Check-in-Check-out program) - Success Breakfasts - Post on bulletin the attendance reports by Academy

**\*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.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
ELA positive growth from grade 7 to grade 8	7 <sup>th</sup> grade median SGP 45 - 8 <sup>th</sup> grade median SGP 50
Enrichment and support of student multiple intelligences	Extended offerings: STEM, Music (Chorus, Band), Theater, Seminar for 8 <sup>th</sup> grader, “Just Word” for 7 <sup>th</sup> grade, 21 <sup>st</sup> Century
High growth rate for female students in ELA	School wide ELA median SGP for female students 57
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Student overall performance in Math	28% of students Meeting or Exceeding Expectations. 27% of students Not Meeting Expectations.
6 <sup>th</sup> grade growth rate in Math performance	Median SGP 26.5
Writing across disciplines	Samples of student writing

## V. Action Plan

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
<p><b>In the Humanities, the use of CUBES (Circle, Underline, Box, Evaluate, Synthesize) for self-regulation to support:</b></p> <ul style="list-style-type: none"><li>- Annotated Reading</li><li>- Writing in the Margins</li><li>- Claim, Evidence, Interpretation (CEI) writing template</li><li>- Interactive Note Books</li><li>- Academic Discourse</li></ul>
<p><b>In Math &amp; Sciences, the use of CUBES (Circle, Underline, Box, Evaluate, Solve) for self-regulation to support:</b></p> <ul style="list-style-type: none"><li>- Short answers (Open Response)</li><li>- Interactive Note Books</li><li>- Plan, Do, Study, Act (PDSA) cycles</li><li>- Problem-based Learning</li><li>- Student Collaboration</li><li>- Academic Discourse</li></ul>
<p><b>Advancement Via Individual Determination (AVID Schoolwide)</b></p> <ul style="list-style-type: none"><li>- Cornell Note Taking</li><li>- Critical Thinking &amp; Engagement<ul style="list-style-type: none"><li>- Annotated Reading</li><li>- Writing in the Margins<ul style="list-style-type: none"><li>- Summarizing</li></ul></li></ul></li><li>- Academic Discourse</li></ul>
<p><b>Questioning</b></p> <ul style="list-style-type: none"><li>- Costa's Levels of Questioning - to drive student inquiry</li><li>- Blooms Taxonomy – to support lesson planning</li></ul>

**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)*

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p>Best practices include:</p> <ul style="list-style-type: none"> <li>- Monthly Instructional Leadership Team (ILT) meetings</li> <li>- Weekly Admin meetings, Common Planning Times (CPTs) and Professional Learning Communities (PLCs), Health and Guidance meetings (H&amp;G), meeting with Focused Instructional Coach (FIC), Department Head meetings</li> <li>- Bi-Monthly Positive Behavioral Interventions and Supports (PBIS) meetings</li> <li>- Monthly meetings with Wrap-Around Coordinator (WAC)</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>School wide instructional leadership is implemented through:</p> <ul style="list-style-type: none"> <li>- Monthly PL opportunities tied to instruction</li> <li>- 5 and 10 week assessment reports</li> <li>-</li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Indicators of implementation include:</p> <ul style="list-style-type: none"> <li>- Lesson Plans (Professional Collaboration)</li> <li>- Agendas and minutes for CPTs, PLCs, H&amp;G, ILT</li> <li>- AVID (Advancement Via Individual Determination) school-wide Site Team meetings</li> </ul>	<p><b>Data Source:</b> Data Source: Student results are monitored through:</p> <ul style="list-style-type: none"> <li>- Measures of Academic Progress (MAP) scores</li> <li>- 5 and 10-week common assessments</li> <li>- Looking at student work in CPTs and department PLCs</li> </ul>



**Intentional Practices for Improving Instruction**

*Employing intentional practices for improving teacher-specific and student-responsive instruction*

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p>Practices used to improve instruction include:</p> <ul style="list-style-type: none"> <li>- AVID strategies: Summarizing Protocol, Annotation Protocol (underlining, writing in the margins, making connections with text, with self, with world), Cornell Note-taking, Interactive Notebooks, academic discourse</li> <li>- Writing using CEI (Claim-Evidence-Interpretation) method for short answers, essays, and reports</li> <li>- Math Plan-Do-Study-Act cycles (PDSA) &amp; New Lesson Plan Format</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Instructional Leadership implementation include:</p> <ul style="list-style-type: none"> <li>- Weekly meeting with Department Heads for development and examination of 5 and 10 week common assessments</li> <li>- Weekly CPT and PLC for looking at instructional strategies for the strengthening of student work</li> <li>- Voluntary Instructional Rounds/Peer observations</li> </ul>
<p align="center"><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> Improved instruction will be evidenced in:</p> <ul style="list-style-type: none"> <li>- Lesson Plans based on Standards</li> <li>- Focused Instructional Coach (FIC) weekly meeting</li> <li>- Evaluation and Feedback to teachers</li> <li>- Levels of Questioning –Essential, Guiding, and Leading</li> <li>- Well-developed Content and Language Objectives</li> <li>- Gradual Release model that allows for student interaction</li> <li>- Flexible groupings</li> <li>- SEI SMART Card methods</li> <li>- PDSA cycles (Math)</li> </ul>	<p><b>Data Source:</b> Improved instruction will result in:</p> <ul style="list-style-type: none"> <li>- More frequent tiered instruction in classrooms</li> <li>- Increased student collaboration- students working in groups for problem solving</li> <li>- Increased engagement and performance in student work – reading, writing, and discourse</li> </ul>

**Providing Student-Specific Supports and Instruction to All Students**

*Providing student-specific supports and interventions informed by data and the identification of student-specific needs*  
 (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)

<p><b>Prioritized Best Practices or Strategies</b>                  (Include differentiation to ensure access for targeted student populations)</p>	<p>Student specific supports include:</p> <ul style="list-style-type: none"> <li>- Differentiated lessons- inclusion of all modalities in instruction</li> <li>- SEI supports and scaffolds to meet limited English speakers (using SEI SMART CARD indicators)</li> <li>- Formative assessment for ongoing checking for understanding</li> <li>- Flexible groupings- student interaction with peers and content on their levels</li> <li>- Daily Check-in-Check-out (CICO) for students showing risk behaviors</li> </ul>
<p><b>Instructional Leadership Team Implementation</b>                  (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The Instructional Leadership Team (ILT) implements student-specific support by:</p> <ul style="list-style-type: none"> <li>- Teacher collaboration on instructional strategies</li> <li>- Looking at student work (LASW) at department PLCs and team CPTs</li> <li>- Classroom visits to share/observe effective instructional strategies</li> <li>- Demonstration of strategies through video, clinics, workshops</li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b>                      Student-specific supports will include:</p> <ul style="list-style-type: none"> <li>- Development of rigorous, reliable Common 5- and 10-week assessments</li> <li>- Well-structured Standards-based Lesson Plans</li> <li>- Observations and timely feedback</li> <li>- Positive teacher-student interactions</li> </ul>	<p><b>Data Source:</b>                      Student support will be evidenced by:</p> <ul style="list-style-type: none"> <li>- Increased student engagement</li> <li>- Improved 5 and 10 week assessment performance</li> <li>- Higher quality student work in notebooks and portfolios</li> <li>- Improved scores in MAP, MCAS</li> <li>- Increased positive classroom behaviors</li> </ul>

**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)

- Best practices for implementing a safe and collegial atmosphere include:
- Positive Behavior Interventions and Supports (PBIS): Recognition of STAR (Safe, Tenacious, Accountable, Respectful) students on a weekly, monthly, and quarterly basis for academics, attendance, and conduct
  - Once a week meetings in CPT with guidance counselors to create Student Support Programs (SSP) where needed, parent conferencing.
  - Wrap-Around-Coordinator (WAC) supports for social-emotional needs
  - Teacher and Staff Member of the month recognition
  - Staff Quarterly Survey – check on implementation of best practices & morale

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

- ILT involvement in creating a safe, respectful, and collegial climate will include:
- Monthly meetings of the Social and Instructional Leadership Team
  - Weekly meeting of the Health and Guidance Team
  - Engagement of the Wrap around Coordinator (WAC) with identified at-risk students.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**  
 Establishment of safe, respectful and collegial climate will be enhanced through:

- Decreased office referrals
- Attendance at school sponsored events- Family and Community events
- Teacher of the month recognition
- PBIS records for conduct and attendance

**Data Source:**  
 Establishment of a safe, respectful, and collegial climate will be evidenced through:

- Improved student attendance in school
- Lowered suspension rates
- Increased number of students in STAR of the week and STAR of the month recognition
- Increased number of students attending STAR events and Success Breakfasts
- Improved conduct rating

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Dr. Arthur F. Sullivan Middle School	Josephine Robertson	August 2017- June 2018

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	CUBES as a self-regulation strategy to increase student academic engagement, student ownership through student collaboration and inquiry using a common language.	Math, Inclusion teachers, and English as a Second Language (ESL) Teachers	10-week Common Assessments Observation and Evaluation New format Lesson Plans PDSA cycles- Plans, Student reflection, Teacher reflection, Student work
2	CUBES as a self-regulation strategy to strengthen a structured approach to learning, increase student ownership, support common language, maintain rigorous instruction in all classrooms using strong reading & writing strategies	ELA and all other classroom teachers	10-week Common Assessments Observation and Evaluation Standards-based Lesson Plans Student work Daily classroom discourse
3	Open Response writing, individual and group research, and project-based lessons	Science, Inclusion, and ESL Teachers	10- week Common Assessments MCAS Standards-based Lesson Plans Lab reports Science exhibits

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	August and October Professional Learning days on Math curriculum and practice with Dr. Chen	Teacher weekly collaboration and share-out of implementation
	Ongoing PDSA cycles supported at weekly department meetings	
2	Monthly Department Meetings and Monthly Principal Meetings	Teachers in departments will collaborate on planning and implementing units, lessons, and assessments
	Weekly ELA PLCs -Teachers will develop writing prompts, share effective practices and collaboration on developing a structured approach to writing and reading in all classes - Develop the CEI based on the AVID left/right template	Collaboration in weekly Department meetings on implementation of agreed-on writing & reading structures and practices
3	-Weekly Science PLCs - Sharing of scientific methods of inquiry - Developing a structure for student research based on the AVID left/right template Collection of lab experiments appropriate for middle school	Collaborate in weekly Department meetings on implementation of the agreed-on structures and practices.

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Internet sources for workshop materials, Khan Academy, Mass Insight PDSA material- more technology (Chromebooks)	Teacher willingness to try new strategies. Strong Department leadership to ensure consistent implementation
2	Exemplars of units and the relevant assessments. Primary source materials to support units. Fiction and non-fiction articles. Critical Thinking and Engagement strategies. CUBES. More technology (Chromebooks)	The even distribution of these resources to all teachers. The acceptance and use of new resources for student and teacher research
3	Scientific personnel and Protocols for effective use of materials and time. Lab supplies.	AbbVie Partnership for lab work <sup>369</sup>

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	- PDSA cycles are in place. Teachers are planning together and are examining their practice and resulting student work	
2	- ELA teachers are implementing the CUBES as a guide for in-depth student work in Reading and Writing - CEI template is in use for daily writing in the ELA classrooms and as a source for full-length essays	
3	Science teachers are using annotation for scientific study and research to strengthen student approach to research.	