

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2018 - 2019**



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

Worcester East Middle School

School

Dr. Rose Dawkins

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 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 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.

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept. /team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Dr. Dawkins	Principal	Sept 17, 2018
D. Coffey	Assistant Principal	Oct 22, 29
E. Dame	Focused Instructional Coach	Nov 26
D. CappELucci	Social Studies grade 8	Dec 10
M. Ciavola	Science grade 8	Jan 14, 2019
T. Martin	Special Education grades 7&8	Feb 11
M. Mason	Social Studies grade 7	Mar 11
M. Shattuck	Social Studies grade 7	Apr 8
K. Starczewski	Social Studies grade 7	May 13

Worcester East Middle School also convenes a weekly meeting of the Curriculum Instruction Team (CIT), comprising all administrators, the focused instructional coach, and department heads for ELA, Math, Social Studies, Science, and Special Education.

I. Massachusetts Department of Elementary and Secondary Education Accountability

2018 Official Accountability Report - Worcester East Middle

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Worcester East Middle (03480420)	GRADES SERVED 06,07,08
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Requiring assistance or intervention

Reason for classification
In need of focused/targeted support Among the lowest performing 10% of schools Low subgroup performance: White -Students w/disabilities

Progress toward improvement targets	Accountability percentile
25% - Partially meeting targets	5

Overall results

Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	0	4	-
	Mathematics achievement	1	4	-	2	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	1	12	60.0	2	8	67.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	4	8	20.0	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	1	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	0	4	10.0	3	4	10.0
Weighted total		1.5	9.6	-	2.6	7.6	-
Percentage of possible points		16%			34%		
Criterion-referenced target percentage		25%					
		Partially meeting targets					

II. Student Attendance

Student Attendance (2017-18)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	93.9	10.4	43.9	18.0	34.8
Female	93.9	10.5	44.8	17.3	36.2
Male	93.9	10.4	42.9	18.6	33.5
Economically Disadvantaged	93.0	11.9	50.9	21.6	41.6
High Needs	93.4	11.1	47.2	19.7	38.1
LEP English language learner	93.8	10.2	43.4	20.7	33.9
Students with disabilities	91.8	14.0	59.9	28.9	49.3
African American/Black	96.3	6.4	22.3	8.1	16.2
American Indian or Alaskan Native					
Asian	97.1	5.1	19.6	3.9	13.7
Hispanic or Latino	92.9	12.0	53.7	22.0	44.3
Multi-race, non-Hispanic or Latino	91.4	14.2	47.1	23.5	32.4
White	93.7	10.7	43.9	19.3	33.9

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %
All Students	821	10	1.2						0.0	2.1	0.6
Female	409	3	0.7						0.0	1.5	0.0
Male	412	7	1.7						0.0	2.6	1.1
Economically Disadvantaged	559	9	1.6						0.0	2.6	0.9
High Needs	676	10	1.5						0.0	2.5	0.7
LEP English language learner	216	3	1.4							2.7	0.0
Students with disabilities	138	4	2.9						0.0	3.1	3.0
African American/Black	147	2	1.4						0.0	1.4	1.8
American Indian or Alaskan Native	1										
Asian	51	0	0.0						0.0	0.0	0.0
Hispanic or Latino	420	6	1.4						0.0	2.5	0.6
Multi-race, non-Hispanic or Latino	31	0	0.0						0.0	0.0	0.0
White	171	2	1.2						0.0	2.6	0.0

State Targets:

(To be given to principals when released by DESE in November 2018)

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength																					
Strength	Evidence																				
<p>Grade 6 ELA students performed above the state on essays, conventions, and knowledge of text types and purposes.</p>	<table border="1"> <thead> <tr> <th>% Poss points:</th> <th>WEMS G6</th> <th>District</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Essay Qs</td> <td>50%</td> <td>42%</td> <td>46%</td> </tr> <tr> <td>Conventions</td> <td>66%</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>Text Types</td> <td>41%</td> <td>34%</td> <td>37%</td> </tr> </tbody> </table>	% Poss points:	WEMS G6	District	State	Essay Qs	50%	42%	46%	Conventions	66%	56%	60%	Text Types	41%	34%	37%				
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<p>Increasing student perseverance and ability to solve multi-step, multi-solution problems was the focus of our PDSA work with Mass Insight last year. Grade 7 & 8 students made gains in answering constructed response and short answer Math problems.</p> <p>Grade 7 students increased growth from a median of 32 to a mean of 44.</p>	<table border="1"> <thead> <tr> <th>% Poss points:</th> <th>2017</th> <th>2018</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>G7 Const. Resp.</td> <td>17%</td> <td>25%</td> <td>+8</td> </tr> <tr> <td>G8 Const. Resp.</td> <td>20%</td> <td>29%</td> <td>+9</td> </tr> <tr> <td>G7 Short Answer</td> <td>21%</td> <td>31%</td> <td>+10</td> </tr> <tr> <td>G8 Short Answer</td> <td>28%</td> <td>37%</td> <td>+9</td> </tr> </tbody> </table>	% Poss points:	2017	2018	Diff	G7 Const. Resp.	17%	25%	+8	G8 Const. Resp.	20%	29%	+9	G7 Short Answer	21%	31%	+10	G8 Short Answer	28%	37%	+9
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<p>Grade 8 students made gains on two Science strands.</p> <p>CPI for students in the WEMS Academy of Science, Technology, and Health was just shy of 65.</p>	<table border="1"> <thead> <tr> <th>% Poss points:</th> <th>2017</th> <th>2018</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Bio. Evolution</td> <td>63%</td> <td>74%</td> <td>+11%</td> </tr> <tr> <td>Structures / Life Sci</td> <td>52%</td> <td>68%</td> <td>+16%</td> </tr> </tbody> </table>	% Poss points:	2017	2018	Difference	Bio. Evolution	63%	74%	+11%	Structures / Life Sci	52%	68%	+16%								
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Areas of Concern				
Concern	Evidence			
ELA 2018 MCAS achievement declined from 2017. Our school average achievement score is below proficiency level, and no subgroup average meets proficiency.	Data from 2018 MCAS			
	Group	Meet/Exceed	Partial	Not Meeting
	All	29%	46%	25%
	Econ Disadv	25%	45%	16%
	EL & Ever EL	24%	47%	30%
	Spec Ed	2%	98%	18%
	Achievement	2017	2018	Difference
	All	489.6	487.3	-2.3
	Econ Disadv	487.5	484.2	-3.3
	EL & Ever EL	487.1	483.8	-3.3
Spec Ed	470.5	465.6	-4.9	
STAR Reading Assessment Data Fall 2018	Data from STAR Reading Enterprise assessment given in Fall 2018 - WEMS student performance against state benchmark:			
	Grade 7: 16% meeting expectations 42% partially meeting expectations 42% not meeting expectations Grade 8: 1% exceeding expectations 15% meeting expectations 50% partially meeting expectations 35% not meeting expectations			

<p>Math</p> <p>2018 MCAS achievement overall was flat. Our school average achievement score is below proficiency level, and no subgroup average meets proficiency.</p>	<table border="1"> <thead> <tr> <th>Group</th> <th>Meet/Exceed</th> <th>Partial</th> <th>Not Meeting</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>18%</td> <td>15%</td> <td>58%</td> </tr> <tr> <td>Econ Disadv</td> <td>13%</td> <td>59%</td> <td>28%</td> </tr> <tr> <td>EL & Ever EL</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Spec Ed</td> <td>2%</td> <td>38%</td> <td>60%</td> </tr> </tbody> </table>				Group	Meet/Exceed	Partial	Not Meeting	All	18%	15%	58%	Econ Disadv	13%	59%	28%	EL & Ever EL	14%	57%	29%	Spec Ed	2%	38%	60%
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Science

Science achievement overall declined between 2017 and 2018.

Group	Meet/Exceed	Partial	Not Meeting
All	13%	49%	38%
Econ Disadv	10%	45%	45%
EL & Ever EL	8%	46%	46%
Spec Ed	0%	25%	75%

Achievement	2017	2018	Difference
All	55.5	50.9	-4.6
Econ Disadv.	53	46.2	-6.8
Ever EL	52.4	44.7	-7.7

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 differentiation to ensure access for targeted student populations and PLC practices)	<p>1.4 Monitoring Implementation and School Progress: School leaders are actively engaged in monitoring implementation of our school-wide intentional practices for improving instruction (see 2.1. Instructional Expectations under IV.B Action Plan, below).</p> <ul style="list-style-type: none">● Department Heads collect data on and provide feedback on evidence of our school-wide intentional practices for improving instruction in weekly teacher lesson plans.● Department Heads, Administration, and FIC collect data on and provide feedback on evidence of our school-wide intentional practices for improving instruction in classroom check-in visits.● Check-in visit data is shared through school site each week.● Professional Learning Communities (PLCs) collect and review student work and data from MCAS, STAR assessments, and common assessments.● Data from common assessments is posted in PLC meeting room for review by PLCs, CIT, and ILT. <p>1.6. Use of Time for Professional Development and Collaboration: The schedule includes adequate time for professional development opportunities and collaboration for most teachers.</p> <ul style="list-style-type: none">● Teachers of each core subject collaborate with grade level colleagues in PLCs weekly during the school day and monthly during Department Meetings as scheduled by the district.● Monthly Staff meetings are used primarily for Professional Development around best practices.● Positive Behavioral Intervention System (PBIS) Targeted Team meets weekly. <p>1.7. Communication With Staff: Formal structures and opportunities are in place to foster staff input into school decisions and initiatives and are used effectively to build relationships and two-way communication across staff and school teams.</p>

	<ul style="list-style-type: none"> ● Teachers from each team meet weekly with their Administrator, our School Adjustment Counselor, and a Guidance Counselor. ● The principal and FIC share information with and solicit feedback from the staff through a school site, updated weekly.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Monitoring Implementation and School Progress:</p> <ul style="list-style-type: none"> ● Data on evidence of our best practices in lesson plans is shared and analyzed at Curriculum Instructional Team (CIT) meetings. ● Data on evidence of our best practices in classroom check-in visits is shared and analyzed at CIT and ILT meetings. ● CIT and ILT review MCAS, STAR assessment, and common assessment data <p>Use of Time for Professional Development and Collaboration:</p> <ul style="list-style-type: none"> ● The CIT meets weekly during the school day. ● The ILT meets monthly after school. ● The Culture Committee, a subcommittee of the ILT, meets bi-weekly after school. <p>Communication With Staff:</p> <ul style="list-style-type: none"> ● The principal meets weekly with the CIT and monthly with the ILT. ● ILT members meet monthly to act as liaisons for issues of concern to the staff at large.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Meeting agendas and notes (ILT, CIT, PLC, Team, Staff) ● Lesson Plans and Best Practice in Lesson Plan Data ● Classroom Observations and Best Practices Classroom Check-in Data 	<p>Data Sources:</p> <ul style="list-style-type: none"> ● Student work ● MCAS data ● Star assessment data ● Common assessment data

IV. B. Action Plan

Intentional Practices for Improving Instruction <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations including EL and students with disabilities)	<p>2.1. Instructional Expectations: Specific or precise expectations for teachers, classroom practices are consistently communicated, understood by staff and faculty, and monitored throughout the school year.</p> <ul style="list-style-type: none">• Each lesson will address a standards-based learning objective, engage students in collaboration around a higher order thinking task up to one half of each class, and embed language acquisition expectations and supports for our EL, Special Education, and economically disadvantaged populations. <p>2.3. Classroom Observation Data Use: Formal strategies and collaboration strategies, processes, and protocols are used to identify actions to address action individual students' academic needs.</p> <ul style="list-style-type: none">• Math and Science PLCs will use the Plan-Do-Study-Act (PDSA) cycle of process improvement to improve student achievement on their respective areas of concern (<u>Math</u>: increase student ability to analyze and solve multi-step application problems; <u>Science</u>: increase student ability to master Science concepts). <p>2.7. Structures for Instructional Improvement: Structures, practices, and use of resources to support data-driven instruction, the use of research-based instructional strategies, and differentiation are in place and implemented.</p> <ul style="list-style-type: none">• ELA and SS PLCs increase student ability to read complex text and write text-based analytical essays through close reading and SRSD writing strategies

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Instructional Expectations</p> <ul style="list-style-type: none"> ● CIT members provide lesson plan and classroom check-in feedback focused on teacher’s planning and execution of a standards-based learning objective, student engagement in collaboration around a higher order thinking task at least one half of each class, and embedded language acquisition supports for our EL, Special Education, and economically disadvantaged populations. <p>Classroom Observation Data Use</p> <ul style="list-style-type: none"> ● CIT members collaborate with district liaisons, Mass Insight, and colleagues in the Gateway to College Success Network to provide support for classroom implementation of PDSA cycles. <p>Structures for Instructional Improvement:</p> <ul style="list-style-type: none"> ● CIT members collaborate with district liaisons and SRSD trainers to arrange training and support for classroom teachers implementing SRSD. 	
<p>School Performance Indicators and Data Sources</p>		
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>	
<p>Data Source:</p> <ul style="list-style-type: none"> ● Meeting agenda and notes (ILT, CIT, PLC, Team, Staff) ● Lesson Plans and Lesson Plan Feedback ● Formal Observations ● Classroom Check-in Data ● Teacher evaluations 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Common Reading Assessments ● SRSD data ● Common Math Assessments ● Star assessment data ● Exit Slips on Science content mastery 	

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (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 differentiation to ensure access for targeted student populations including bottom 25%)	<p>3.1 General Academic Interventions and Enrichment: Specific, research-based interventions and enrichment experiences are defined and planned and regularly provided.</p> <ul style="list-style-type: none">● Students who are in need of additional support in ELA or Math are enrolled in either a Reading or Numeracy class. These classes are scheduled quarterly, allowing us the option of moving students from one discipline to another based on need.● At the end of each marking period, teams will identify a small number of students at high risk of failure based on student work and district assessments. Each team will develop a Student Improvement Plan for extra support including a team mentor, targeted academic goals, and a specific after school support program. The school will reach out to parents/guardians for their help in supporting their child’s academic progress. <p>3.5 Academic Interventions for English Language Learners: Specific, research-based interventions for English language learners are defined and planned and regularly provided.</p> <ul style="list-style-type: none">● Lesson plans include intentional strategies (i.e. vocabulary supports, sentence starters) to support EL acquisition of language and content.● Teachers collect data on EL performance on weekly or bi-weekly content and skill assessments. <p>3.6 Academic Interventions for Students With Disabilities: All students with disabilities experience research-based academic interventions appropriate for their specific needs. These supports are implemented systematically in the school.</p>

	<ul style="list-style-type: none"> ● Each Special Education Inclusion student is enrolled in a study skills course to support content and skill acquisition of core subjects. ● Teachers collect data on Special Education Inclusion student performance on weekly or bi-weekly content and skill assessments.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>General Academic Interventions and Enrichment:</p> <ul style="list-style-type: none"> ● Each quarter after interim grades are submitted, the ILT will review recommendations of team teachers to move students to appropriate support classes (Reading, Numeracy) for the upcoming quarter. ● The ILT will monitor the attendance of and improvement by students in our targeted student help program. <p>Academic Interventions for English Language Learners:</p> <ul style="list-style-type: none"> ● CIT will review lesson plans for EL strategies. ● CIT will monitor EL student progress on weekly/bi-weekly content and skill assessments. <p>Academic Interventions for Students With Disabilities:</p> <ul style="list-style-type: none"> ● CIT will monitor Special Education Inclusion student progress on weekly/bi-weekly content and skill assessments.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Meeting notes and agenda (ILT, CIT, PLC, and CPT) ● Targeted Help Program Records ● Teacher evaluations ● Formal Observations and Feedback notes ● Lesson plan feedback 	<p>Data Source:</p> <ul style="list-style-type: none"> ● Student work ● Interim grades ● EL and IEP student performance data from weekly or bi-weekly content and skill assessments ● Star assessment data

IV. D. Action Plan

<p>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)</p>	
<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>4.1. School wide Behavior Plan: The school wide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations.</p> <ul style="list-style-type: none"> ● Each week has a specific focus from our STAR expectations (Show Respect, Take Responsibility, Act Appropriately, and come to school Ready to Learn). Focus is communicated both on PBIS meeting notes and on school site. Starbucks awarded for meeting expectations are redeemable at our school store and at special PBOS events scheduled throughout the year. <p>4.4 Wraparound Services and External Partners: Leaders and staff are aware of the needs of families to support education through wraparound services (e.g., health, housing referrals) and provide these resources to families, as needed.</p> <ul style="list-style-type: none"> ● We offer a select group of girls a weekly class, Girls Promoting Safety, which promotes resilience, self-advocacy, and social skills; we offer a select group of boys a similar program after school (ENLACE). ● Tier 3 students will receive weekly or as often as needed support from one of the following: Worcester HEARS clinician, SAC, and our STEP clinician <p>4.5 Family and Community Engagement: The school makes family and community engagement a priority</p> <ul style="list-style-type: none"> ● Events are planned throughout the year to engage our students’ families. School-wide activities and events include Know Your School Night, Monthly Site Council Meetings, Paint and Pasta Night, ENLACE Family Dinner Night, Quarterly Awards, Spree Day, Academic Presentations Night for our Academy of Science, Technology, and Health, Winter Art Showcase, Spring Art Showcase, Team Newsletters, Principal’s Welcome to WEMS letter, Principal’s End of School Newsletter, ConnectEd Communications, After-school Sports

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	School wide Behavior Plan: <ul style="list-style-type: none"> ● ILT monitors attendance and discipline data of all students Wraparound Services and External Partners: <ul style="list-style-type: none"> ● ILT monitors attendance and discipline data on Tier 3 students Family and Community Engagement: <ul style="list-style-type: none"> ● ILT Monitors attendance of family events 	
School Performance Indicators and Data Sources		
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR	
Data Source: <ul style="list-style-type: none"> ● Meeting notes (ILT, Staff) ● Principal's Newsletter 	Data Source: <ul style="list-style-type: none"> ● Attendance data ● SAGE discipline data ● School event data 	

IV.E. Action Plan

Reducing Chronic Absenteeism	
<p><i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system to regularly review the impact of interventions with students).</p>	
<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> ● Our School Adjustment Counselors check daily attendance in SAGE and make phone calls after two or three consecutive days absent without a reason. ● Each week, our Targeted Team (comprising all guidance and clinical staff) reviews all chronically absent student data and creates targeted intervention plans. ● School plan to promote ongoing good attendance: <ul style="list-style-type: none"> ○ Teachers recognize perfect attendance students each Friday with reward tickets ○ Reward tickets can be entered into a prize drawing each Friday to reward perfect attendance students ○ Students with perfect attendance are recognized with a certificate in quarterly award celebrations by each team
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> ● The ILT reviews monthly chronic absenteeism reports ● The ILT may identify and promote additional ideas to improve attendance throughout the school year.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> ● Targeted Team meeting notes ● Team meeting notes 	<p>Data Source:</p> <ul style="list-style-type: none"> ● attendance records

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Worcester East Middle School	Dr. Dawkins	Aug 2018 -June 2019

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA: We will increase student ability to read complex text and write text-based analytical essays.	Group- ELA, Social Studies, Inclusion teachers	<p>Rationale: We will increase the ability of all students to read complex text and write text-based analytical essays by</p> <ol style="list-style-type: none"> designing each lesson to address a standards-based learning objective, engage students in collaboration around a higher order thinking task up to one half of each class, and embed language acquisition expectations and supports for our EL, Special Education, and economically disadvantaged populations; implementing Close Reading and SRSD strategies in all ELA and Social Studies classes. <p>Sources of Evidence of Implementation:</p> <ul style="list-style-type: none"> Lesson plans Classroom Observations Student work Data from four common text-based analytical essays scored against WEMS 22 point SRSD scale.

2	<p>Math: We will increase student ability to analyze and solve multi-step application problems.</p>	<p>Group: Math, Numeracy, and Inclusion teachers</p>	<p>Rationale: To increase student ability to analyze and solve multi-step application problems, we will</p> <ol style="list-style-type: none"> 1. designing each lesson to address a standards-based learning objective, engage students in collaboration around a higher order thinking task up to one half of each class, and embed language acquisition expectations and supports for our EL, Special Education, and economically disadvantaged populations; 2. continuously refine instructional practice informed by examination of student work using the PDSA cycle of improvement. <p>Sources of Evidence of Implementation:</p> <ul style="list-style-type: none"> ● Lesson plans ● Classroom observations ● Student work ● Data from four common multi-step application problems scored against WEMS 10 point problem solving rubric.
3	<p>Science: We will increase student ability to master Science concepts.</p>	<p>Science, App Lab, and Inclusion teachers</p>	<p>Rationale: To increase student ability to master Science concepts, we will continuously refine instructional practice informed by</p> <ol style="list-style-type: none"> 1. designing each lesson to address a standards-based learning objective, engage students in collaboration around a higher order thinking task up to one half of each class, and embed language acquisition expectations and supports for our EL, Special Education, and economically disadvantaged populations; 2. analysis of exit tickets designed to measure mastery of the day’s learning objective. <p>Sources of Evidence of Implementation:</p> <ul style="list-style-type: none"> ● Lesson plans ● Classroom observations ● Student work ● Data from weekly exit ticket data scored against our 3 point mastery rubric

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>August 15 Meeting with Instill and District Administration</p> <p>August 21 & 22 SRSD training from RI Experts at North High District</p> <p>September District support of SRSD roll-out in ELA & SS PLCs</p> <p>October 4&5 SRSD training from TN experts in building</p> <p>October District training in Close Reading training in ELA PLCs</p> <p>District EL coaching in October and November</p>	<p>District SRSD support in PLC meetings throughout the year</p> <p>District Close Reading support throughout the year</p> <p>District EL support throughout the year</p> <p>Ongoing training and coaching by FIC through PLC meetings and internal school website content</p>
2	<p>August 15 Meeting with Instill and District Administration</p> <p>Mass Insight collaboration with principal, coach, Math DH in September and October strategy meetings</p> <p>Initial Mass Insight meeting with all Math teachers during PLC</p>	<p>Mass Insight support with Math teachers during PLC meetings several times each month</p> <p>Gateway to College Success Network Meetings throughout the school year</p> <p>Mass Insight Gateway to College Success Network convening's in November and</p>
3	<p>August 15 Meeting with Instill and District Administration</p> <p>Initial Mass Insight collaboration with principal, coach, Science DH in September and October strategy meetings</p>	<p>School and district support of teachers in designing lessons that result in mastery of material</p>

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	District SRSD training from Dr. Laude and colleagues District Close Reading training from ELA Liaison District EL coaching from EL Liaison Guidance and support from Instill	Technical Support from district for data collection
2	Mass Insight collaborators Mass Insight network colleagues Support from district Math Liaison Guidance and support from Instill	Technical Support from district for data collection
3	Support from district Science Liaison Guidance and support from Instill	Technical Support from district for data collection

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		