**SCHOOL ACCOUNTABILITY PLAN**

# Worcester Public Schools
# 2016 - 2017

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

## Worcester Arts Magnet

**School**

## Mary Ellen Scanlon

**Principal or Administrator**

## Maureen Binienda

**Superintendent**

**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.

# I. School Instructional Leadership Team Members

| Name | Position | Sub Committee Position | ILT Meeting Dates |
|---|---|---|---|
| Mary Ellen Scanlon | Acting Principal | Co-Facilitator | |
| Debra Mantyla | Focused Instructional Coach | Co-Facilitator | Sep. 19,26 |
| Anne Lang | Kindergarten Teacher | Chair: SRSD Pre-K-Kindergarten Cohort | |
| Lisa Regele | Grade 1 Teacher | Chair: SRSD Grade 1 Cohort | Oct. 17,24 |
| Nancy-Anne Driscoll | Grade 2 Teacher | Chair: SRSD Grade 2 Cohort | |
| Amy Benoit | Grade 3 Teacher | Chair: SRSD Grade 3 Cohort | Nov. 7,21 |
| Michelle Maloney | Grade 4 Teacher | Chair: SRSD Grade 4 Cohort | |
| Kristy DeSimone | Grade 5 Teacher | Chair: SRSD Grade 5 Cohort | Dec. 5 |
| Colleen Dyer | Grade 6 Teacher | Chair: SRSD Grade 6 Cohort | |
| Sandra Jenoski | Grade 1 Teacher | Chair: Reading Pre-K-2 | Jan. 9,30 |
| Kate Bissett | Literacy Specialist | Chair: Reading 3-6 | |
| Amy Arlabosse | Kindergarten Teacher | Reading | Feb. 6 |
| Melissa Palumbo | Grade 2 Teacher | Reading | |
| Lisa Hicks | ELL Teacher | Reading | Mar 6,13 |
| Christine Pugliese Savage | Theatre Specialist | Reading | |
| Dee Dee Naughton | Learning Disabilities Specialist | Reading | April 3,24 |
| Christine McSherry | Grade 3 Teacher | Chair: Math | |
| Kyle Manuel | Grade 6 Teacher | Math | May 1,15 |

| | | | |
|---|---|---|---|
| Kathleen Johnson | Learning Disabilities Specialist | Math | |
| Ann Grilla | Grade 4 Teacher | Jun 5 | June 5 |
| Brie Goldberg | Grade 2 Teacher | Math | |
| Marissa Skeates | Grade 1 Teacher | Math | |
| Rachel Kodra | SPED Teacher/Asst. Principal | Chair: STEAM Science, Technology, Engineering, Arts, Math | |
| Michael Walden | Visual Arts Specialist | STEAM | |
| Melissa Peters | Grade 5 Teacher | STEAM | |
| Jessica Felicetti | Pre-K Teacher | STEAM | |
| Chysanthe Manuel | Music Specialist | STEAM | |
| Sean Lane | Physical Education Teacher | STEAM | |

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

## 2016 Accountability Data - Worcester Arts Magnet School

| Organization Information | | | |
|---|---|---|---|
| **District:** | Worcester (03480000) | **School type:** | Elementary School |
| **School:** | Worcester Arts Magnet School (03480225) | **Grades served:** | PK,K,01,02,03,04,05,06 |
| **Region:** | Commissioner's Districts | **Title I status:** | Title I School (SW) |

| Accountability Information | About the Data |
|---|---|
| **Accountability and Assistance Level** | |
| **Level 1** | **Meeting gap narrowing goals** |
| **This school's overall performance relative to other schools in same school type (School percentiles: 1-99)** | |
| **All students:** | Lowest performing — Highest performing: 79 |

**This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)**

| Student Group (Click group to view subgroup data) | On Target = 75 or higher (Less progress — More progress) | View Detailed 2016 Data |
|---|---|---|
| All students | 100 | Met Target |
| High needs | 95 | Met Target |
| Econ. Disadvantaged | | - |
| ELL and Former ELL | 100 | Met Target |
| Students w/disabilities | | - |
| Amer. Ind. or Alaska Nat. | | - |
| Asian | | - |
| Afr. Amer./Black | | - |
| Hispanic/Latino | 100 | Met Target |
| Multi-race, Non-Hisp./Lat. | | - |
| Nat. Haw. or Pacif. Isl. | | - |
| White | 99 | Met Target |

## III. Comprehensive Needs Analysis

<table>
<tr><th colspan="2">Areas of Strength</th></tr>
<tr><th>Strength</th><th>Evidence</th></tr>
<tr><td>Target goals for narrowing proficiency gaps were met/exceeded by all reported subgroups in ELA.</td><td>
<table>
<tr><th>ELA</th><th>Composite Performance Indicator 2016</th><th>Composite Performance Indicator 2016 Target</th><th>Target Rating</th></tr>
<tr><td>All</td><td>96.5</td><td>95.5</td><td>Above</td></tr>
<tr><td>High Needs</td><td>93.5</td><td>93.2</td><td>On</td></tr>
<tr><td>Economically Disadvantaged</td><td>93.8</td><td>92.4</td><td>Above</td></tr>
<tr><td>Hispanic</td><td>91.2</td><td>94.2</td><td>On</td></tr>
<tr><td>ELL</td><td>94.9</td><td>92.1</td><td>Above</td></tr>
<tr><td>White</td><td>97.9</td><td>95.9</td><td>Above</td></tr>
</table>
</td></tr>
<tr><td>Target goals for narrowing proficiency gaps were met/exceeded by all reported subgroups in Math.</td><td>
<table>
<tr><th>Math</th><th>Composite Performance Indicator 2016</th><th>Composite Performance Indicator 2016 Target</th><th>Target Rating</th></tr>
<tr><td>All</td><td>94.5</td><td>92.3</td><td>Above</td></tr>
<tr><td>High Needs</td><td>91.6</td><td>87.3</td><td>Above</td></tr>
<tr><td>Economically Disadvantaged</td><td>91.8</td><td>90.7</td><td>On</td></tr>
<tr><td>Hispanic</td><td>94.1</td><td>90.3</td><td>Above</td></tr>
<tr><td>ELL</td><td>91.7</td><td>84.3</td><td>Above</td></tr>
<tr><td>White</td><td>95.0</td><td>94.2</td><td>Above</td></tr>
</table>
</td></tr>
<tr><td>Teacher’s use of formative assessments improved.</td><td>Monthly submissions of student work with analysis and increased student proficiency.
<table>
<tr><td>PARCC</td><td>2015</td><td>2016</td></tr>
<tr><td>ELA</td><td>85%</td><td>87%</td></tr>
<tr><td>Math</td><td>79%</td><td>81%</td></tr>
</table>
</td></tr>
<tr><th colspan="2">Areas of Concern</th></tr>
<tr><th>Concern</th><th>Evidence</th></tr>
<tr><td>Increased and consistent student science achievement.</td><td>Grade 5 science achievement dropped significantly. Gap narrowing goals were not met in science.</td></tr>
<tr><td>A significant drop in growth shows the need to increase growth in Math across performance levels.</td><td>All growth was below the moderate growth level at 38.5% and is a -14 decline from 2015.</td></tr>
<tr><td>A decline in growth shows the need to increase student growth in ELA across performance levels.</td><td>All growth was moderate at 44% and is a -12 decline from 2015.</td></tr>
</table>

# IV. Action Plan

| **Leadership, Shared Responsibility, and Professional Collaboration**<br>*Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration*<br>(Focus on improving core instruction and tiered interventions systems using a variety of data) | |
|---|---|
| **Prioritized Best Practices or Strategies** | 1. The leadership team will develop schedules that allow for adequate time for professional collaboration including data analysis and instructional planning for the implementation of the Self-Regulated Strategy Development (SRSD) writing approach.<br>2. The leadership team will expand Self-Regulated Strategy Development (SRSD) prompts to include topics in science across all grade levels.<br>3 .The leadership team will collect a vertical slice of student work to gauge the level of demand required for proficiency at each grade level and they will make recommendations to grade level teams wherever necessary. |
| **Instructional Leadership Team Implementation** | The Instructional Leadership Team will meet bi-monthly in focused subgroups to review assessment processes, administer assessments, and interpret and respond to student growth with explicit next steps. |
| **School Performance Indicators and Data Sources** | |
| **ADULT IMPLEMENTATION INDICATOR** | **STUDENT RESULTS INDICATOR** |
| **Data Source:** Planning time notes; Science writing prompts and scoring rubrics; Analysis of vertical slice of student work on science writing | **Data Source:** The main source of student data for this indicator will be the student work that results from the science writing prompts. Grade 5 MCAS science and ELA scores for grades 3-6 |

| **Intentional Practices for Improving Instruction**<br>*Employing intentional practices for improving teacher-specific and student-responsive instruction*<br>(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** | 1. Teachers utilize formative assessments regularly to inform differentiated instructional needs.<br>2. Teachers give targeted, timely feedback (verbal and written) that students will incorporate into their goals.<br>3. Teachers require use of Self-Regulated Strategy Development (SRSD) strategies in written responses. |
| **Instructional Leadership Team Implementation** | The ILT Reading Subgroup will meet bi-monthly to review assessment processes, administer assessments, and interpret and respond to student growth with explicit next steps. The SRSD writing subgroup will meet bi-monthly to review pre and post genre assessments for growth and support staff implementation of formative assessment practices in relation to student results**.** |
| **School Performance Indicators and Data Sources** | |
| **ADULT IMPLEMENTATION INDICATOR** | **STUDENT RESULTS INDICATOR** |
| **Data Source:** Fountas and Pinnell Benchmark Assessment; Formative assessments; Student work with targeted, timely, comments; Class sets of scored writing in response to reading; Lesson plans with a discreet student learning objective; Grade level meeting minutes in conjunction with the use of standards based units. | Data Source: Benchmark Assessment scores increasing; Improved scores on pre, mid and post written response assessments across genres; Students' writing scores in relation to writing goals; MCAS ELA 2017growth; Reading Measures of Academic Progress (MAP) 2017 growth. |

| **Providing Student-Specific Supports and Instruction to All Students**<br>*Providing student-specific supports and interventions informed by data and the identification of student-specific needs*<br>(Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students) | |
|---|---|
| **Prioritized Best Practices or Strategies.**<br>. | 1. Teachers utilize a hands on/minds on inquiry approach (manipulatives, cooperative learning strategies)<br>2. Teachers utilize formative assessments regularly to inform differentiated instructional needs<br>3. Teachers ask higher order questions to scaffold student use of metacognitive strategies in mathematics problem solving and science problem solving. |
| **Instructional Leadership Team Implementation** | ILT Science and Math subcommittees will lead colleagues in bi-monthly meetings to build expertise in providing hands on/minds on inquiry experiences for students. They will review assessment processes, administer assessments and interpret and respond to student growth and explicit next steps. |

| **School Performance Indicators and Data Sources** | |
|---|---|
| **ADULT IMPLEMENTATION INDICATOR** | **STUDENT RESULTS INDICATOR** |
| **Data Source:** Formative assessments; Class sets of scored and analyzed student work; Independent problems and open responses with targeted, timely comments; Observation of higher order questioning; Lesson plans with discreet student learning objective; Grade level meeting minutes; Standards based science and math units | **Data Source:** Student work samples and related anchor papers; unit pre and post-tests; student goal sheets in response to tests; exit slips; student scores on unit administered word problems and open responses, MCAS Science and Math scores 2017 and MAP Math growth spring 2017. |

| **A Safe, Respectful, and Collegial Climate for Teachers and Students**<br>*Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers*<br>(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.** | 1. Classroom norms will reflect building norms.<br>2. Classroom norms and building norms will be enforced on a daily basis.<br>3. Individual student supports will be provided as needed to structure students for success. |
| **Instructional Leadership Team Implementation** | The ILT will track referrals monthly and track the infraction categories. This information will be disseminated to staff monthly to support the development of a mentoring program for at risk students. |

| **School Performance Indicators and Data Sources** | |
|---|---|
| **ADULT IMPLEMENTATION INDICATOR** | **STUDENT RESULTS INDICATOR** |
| Data Source: Observations, Office referrals, Suspensions, Student Support Process referrals (SSP) with disruptive behavioral concerns. | Data Source: Respectful classroom and transitional (line, lunch, recess) behavior will be observed. |

# V. Worcester Public Schools Professional Learning Plan (PLP)

| District Name | School Name | Principal Name | Plan Begin/End Dates |
|---|---|---|---|
| **Worcester Public Schools** | **Worcester Arts Magnet** | **Mary Ellen Scanlon** | **8/29/16 - 6/12/17** |

**1: Professional Learning Goals:**

| No. | Goal | Identified Group | Rationale/Sources of Evidence |
|---|---|---|---|
| **1** | By the end of the 2016-2017 school year, Grade 5 student proficiency in science will be 90% as measured on MCAS Science | All Grade 5 Students | 2016 MCAS Science proficiency fell from 67% to 52%. The target rating goal declined. |
| **2** | By the end of the 2016-2017 school year, student growth in mathematics will be high moderate to above moderate as assessed by MCAS Mathematics (60% or greater for grades 4-6) | ELL students | 2016 PARCC Math assessment indicated that math growth for ELL students declined 64% to 35%. This fell below the target growth goal. |
| **3** | By the end of the 2016-2017school year, student growth in ELA will be high moderate to above moderate as assessed by MCAS ELA (60% or greater for grades 4-6) | Hispanic/Latino Students | 2016 PARCC ELA assessment indicates that ELA growth for Hispanic/Latino students fell from 60% down to 39.5%. This fell below the target growth goal. |

## 2: Professional Learning Activities

| PL Goal No. | Initial Activities | Follow-up Activities (as appropriate) |
|---|---|---|
| 1 | The SRSD subgroup will work with science liaisons to create open response prompts across grade levels. | |
| 1 | The STEAM subgroup will develop and align an interdisciplinary approach to enhance science learning using songs and poems across grade levels. | |
| 2 | The Math subgroup will analyze formative assessments, monitor student learning and provide feedback that can be used to differentiate instruction. | |
| 3 | The Reading subgroup will monitor fluid and flexible guided reading groups across grade levels. | |
| 3 | The Reading subgroup will monitor Sheltered English Instruction (SEI) implementation across all grade levels. | |

## 3: Essential Resources

| PL Goal No. | Resources | Other Implementation Considerations |
|---|---|---|
| **1** | Science liaison; Science songs, poems; Grade level meetings; ILT meetings | |
| **2** | Math liaison; Math manipulatives and games; Grade level meetings; ILT meetings | |
| **3** | ELA liaison, Note and Notice (fiction and non-fiction), Fountas and Pinnell Prompting Guide | |

## 4: Progress Summary

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