

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Burncoat Middle

School

Lisa A. Houlihan

Principal or Administrator

Maureen Binienda

Superintendent

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.

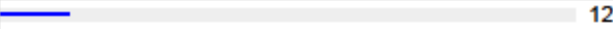
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least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

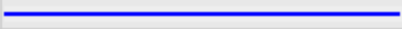
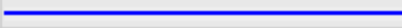
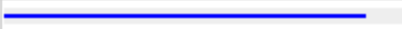

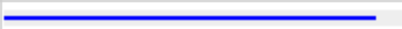
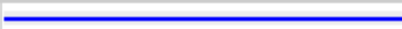
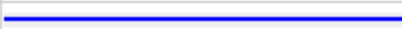
Name	Position	ILT Meeting Dates
Lisa Houlihan	Principal	Sept: 7,21
Catherine Cahill	Focused Instructional Coach	Oct: 5,19
Mary Scully/Phil King	Assistant Principal	Nov: 2,16
Nicole Brundige	ESL Teacher	Dec: 7,21
Jane McNamara	Guidance Department Head	Jan: 11,25
Michele Fournier	ELA Department Head	Feb: 8
Tracy Pobieglo	Math Department Head	Mar: 1,15,29
Steve Rapa	Science Department Head	Apr: 12,26
Darren Trotto	Social Studies Department Head	May: 10,24
Claire Swenson	Special Education Department Head	June: 7

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Burncoat Middle School

Organization Information			
District:	Worcester (03480000)	School type:	Middle School
School:	Burncoat Middle School (03480405)	Grades served:	07,08
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 3	Among lowest performing 20% of schools and subgroups Focus on Students w/disabilities -Hispanic/Latino -High needs -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 12	
	Lowest performing	Highest performing

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 - ■		View Detailed 2016 Data
	Less progress	More progress	
All students	 ■	69	Did Not Meet Target
High needs	 ■	71	Did Not Meet Target
Econ. Disadvantaged		-	
ELL and Former ELL	 ■	63	Did Not Meet Target
Students w/disabilities	 ■	61	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black	 ■	65	Did Not Meet Target
Hispanic/Latino	 ■	70	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White	 ■	70	Did Not Meet Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
School wide writing initiative using Self- Regulated Strategy Development (SRSD)	PARCC scores ELA growth went from 39%-50% Math 33%-49% Student writing samples Lesson Plans Observations and Evaluations Common Planning Time Notes Writing in science on MCAS improved 39%
Direct instruction of close reading strategies using Notice & Note	PARCC scores Benchmark Assessments Lesson Plans Observations and Evaluations
Safe learning environment	Attendance Suspension Rate PBIS
Areas of Concern	
Concern	Evidence
Deepening the SRSD practices as we go into year two	Student writing samples at least four times a year in content areas Sped Growth - ELA 35%-52% Math 37.5%-43.5% High Needs Growth – ELA 38%-50% Math 34%-49% Hispanic/Latino Growth – ELA 6-36%-52% Math 31.5%-52%
Including enrichment and magnet teachers in the school wide reading and writing initiative	Self talk evident in lessons and observations CPT Notes
Making student writing richer by infusing six traits into SRSD	Tweaking writing scales to include six traits language

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	Using ILT and Common Planning Time in both cluster and department to look at and create writing prompts, student work, teacher work and calibrating scoring to ensure implementation of SRSD school wide.
Instructional Leadership Team Implementation	Focus on sharing out data by department, emphasis on successes and challenges. We are looking at how teachers are doing by departments in terms of teaching various parts of writing process, unit plan and reinforcing certain aspects of SRSD scales that data indicates students need more support in.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Each department has a data cycle 4-5 times per year	Data Source: Needs are identified and instruction is adjusted based on student work generated by data cycle

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>Prioritized Best Practices or Strategies</p>	<p>Extending endings in student writing by stretching their thinking Detailed examination-utilizing the three “So What” questions that ties students evidence back to the thesis statement when responding to text or a prompt Peer revision-teaching students how to revise their work and give feedback to their peers with suggestions on how to improve their writing In math the detailed examination would be the explanation of the process and validation of the answer</p>
<p>Instructional Leadership Team Implementation</p>	<p>Targeted feedback of these specific practice through lesson plans, observations and team teaching of these strategies Providing teacher coverages so that teachers can observe other teachers implementing these strategies</p>
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Lesson plans and observations that are aligned to these strategies</p>	<p>Data Source: Using the SRSD scale students getting full credit on their detailed examination and endings. In math an increase in student’s ability to explain their mathematical reasoning</p>

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)

Prioritized Best Practices or Strategies	All teachers work on goal setting and next steps with all students. The SRSD scale contains a self-reflection piece that prompts students to look at their writing and set goals for next time. Use of common assessments in all math classes to reinforce mastery of skills. Co-teaching with ELA and ESL teacher to support English Learners.
Instructional Leadership Team Implementation	Students should see an increase in their focused correction area based on their self-reflection- this will be shared bi-weekly at ILT and department meetings when relevant. Math common assessment data is shared out at department CPT ILT will examine trends by content and cluster
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Lesson plans are adjusted based on common assessment data. Teacher’s lesson plans will continue to show Language objectives as well as opportunities for students to practice listening, speaking, reading and writing.	Data Source: Increase in their scaled writing scores based on their goal setting during self-reflection Students will show an increase in mastery in math skills

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)

<p>Prioritized Best Practices or Strategies</p>	<p>Expectations for teachers are explicitly communicated through weekly newsletters, CPT and emails. Expectations for students are explicitly communicated in their planners, morning announcements, Naviance and reinforced by teachers in all classes as well as through a series of speakers designed to teach efficacy to middle school students by helping them find their voice and use it in an appropriate manner. PBIS is used to support student and staff behavior.</p>
<p>Instructional Leadership Team Implementation</p>	<p>Modeling how to give appropriate feedback in a classroom as well as when a student feels uncomfortable in a social situation.</p>

School Performance Indicators and Data Sources

<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Decrease in referrals by teacher</p>	<p>Data Source: More students eligible for rewards based on targeted behaviors</p>

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Burncoat Middle School	Lisa A. Houlihan	August 2016-June 2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA –Cont W/TIDE and add Six Traits of Writing	ELA/Social Studies and Reading includes Sped	Notice and Note-Non Fiction -8 HR- PD CPT to develop prompts/scales/calibrate scoring
2	Math-Revising SRSD into scope and sequence	Math Teachers includes Sped	Mathematical Mindsets-8 HR-PD CPT to develop prompts/scales/calibrate scoring
3	Create short writes aligned to SRSD and Sci Curriculum	Science Teachers includes Sped	Notice and Note-Non Fiction -8 HR- PD CPT to develop prompts/scales/calibrate scoring

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Create scales that are include terminology from the Six Traits of Writing	Continue to share out reading strategies and data after each round of implementation as well as sharing lesson
	Create writing prompts that align with ELA Scope and Sequence	
2	Develop prompts that are aligned with scope and sequence to make implementation seamless	Continue to share out mathematical strategies
	Adjust MAP testing to incorporate a writing component to align with future testing	
3	Revise prompts and continue the Do What How To strategy	Develop quick writes to be given between larger SRSD writing prompts

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	SRSD, Six Traits, Notice and Note	Time for Google Docs/Graphing of Data/organizers
2	Mathematical Mindset/Dept created prompts	Time for Google Docs/Graphing of Data/organizers
3	Text Library resources, science journals, AVID Training	Time for Google Docs/Graphing of Data/organizers

4: Progress Summary

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