

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Claremont Academy

School

Ricci Hall

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.

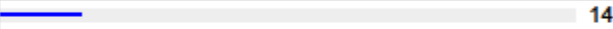
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least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

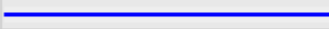
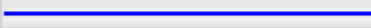


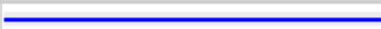
Name	Position	ILT Meeting Dates
Ricci Hall	Principal	Sept: 9/12 and 9/26
Jim Looney	Asst. Principal	Oct: 10/17 and 10/31
Dee Carlson	Grade 11 Team Leader	Nov: 11/14 and 11/28
Pete Weyler	Grade 9/10 Team Leader	Dec: 12/12 and 12/19
Kate Shepard	Grade 8 Team Leader	Jan: 1/9 and 1/23
Beth Harding	Grade 7 Team Leader	Feb: 2/13 and 2/27
Cindy Grasseschi-Roach	Special Ed Dept Chair	Mar: 3/13 and 3/27
Lori Simpson	EL Teacher	Apr: 4/10 and 4/24
Jess Coleman	Guidance Counselor	May: 5/8 and 5/22
		June: 6/5

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Claremont Academy

Organization Information			
District:	Worcester (03480000)	School type:	Middle-High School or K-12
School:	Claremont Academy (03480350)	Grades served:	07,08,09,10,11,12
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 ELL and former ELL -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 14	
	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		■	57 Did Not Meet Target
High needs		■	65 Did Not Meet Target
Econ. Disadvantaged			-
ELL and Former ELL		■	63 Did Not Meet Target
Students w/disabilities		■	66 Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino		■	66 Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White			-

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
Claremont saw vast improvements in most areas of ELA MCAS performance on statewide testing.	A thorough analysis of grade 10 proficiency scores saw proficiency rates increase from 78-85%. This improvement represented an SGP of 66.
PARCC saw similar increases in ELA.	Overall proficiency rate in 8 th grade PARCC of 33% which exceeded our target.
Claremont surpassed its goal of getting 55% of the 10 th graders to achieve proficiency or higher in the MCAS math exam. This year we saw a proficiency rate of 65%.	10 th grade Math proficiency rates went from 55% in the previous year to 65% in this last year. This represented a SGP of 69
PARCC scores in both grade 7 and 8 also demonstrated improvements.	Looking back at SAP written in 2015, and evidence gathered from Edwin Analytics. We met the goal of getting 15% of our students to score level 4 or 5 in grade 7. We fell just short of our goal in grade 8 math, 13% instead of 14% as hoped.
The high school biology scores indicated that we met our overall goal of proficiency and advanced scores.	End of year report data, MCAS and PARCC data. We targeted 38%, this year's scores had Claremont's proficiency rate at 47%. Grade 8 science scores did see an increase from 3% to 7% in proficiency from last year's scores.
Claremont Academy was able to achieve our goals in the area of improving student culture and reducing the number of suspended students and suspendable events by 6%.	End of year report data indicated that we went from 79 suspensions to 37 in 2015-2016
Claremont saw an increase in parent events and contacts from the previous year. There was a 10% increase in both frequency and participation of parental and community involvement.	Through Parent's Night, Know Your School Night, Financial Aid Night, College Awareness Night, Honor's Breakfast (twice), and English as a Second Language classes, we have seen wonderful growth and participation. Parent contacts for parent meetings have grown by teams as well.
In MCAS Proficiency GAP Narrowing in all subject areas (MATH, ELA and Science) Claremont was either improving or on target for all subgroups except in Math for students with disabilities.	All areas demonstrated improvement with the highest in Economically Disadvantaged students with a 6.1 change in ELA, a 3.9 change in Math, and a 5.0 change in Science.

In MCAS ELA Growth, Claremont was above target in all subgroups.	ELA growth demonstrated significant improvement toward our target goals in all areas. Growth toward our target improved by 25.5 pts on average.
In MCAS Math Growth, Claremont was on target in the subgroups of “All students” “high needs students” and “Hispanic/Latino”	Math growth demonstrated improvement toward our target goals, in all areas except one. Growth toward our target improved by 7.5 pts on average.
Claremont’s 5-Year Graduation Rate was either on target or above target in all subgroups	Staying in contact with students and supporting language development has been key to increasing our 5-yr graduation rate rising from 81.3 to 93.7.
Areas of Concern	
Concern	Evidence
Numeracy Scores and Numeracy abilities are low in all levels Middle School Struggle/ scores are not where they need to be. Math reasoning was particularly low in the middle school	93% of students did not meet or partially met the standard in Middle school Math reasoning on PARCC.
CPI scores in almost all categories are still below target.	ELA scores are improved and closer to target, while Math scores continue to improve (except for students with disabilities) but again, not reaching the target levels.
Allowing time for students to acquire the language (5-7 years) for students to learn the language and develop CALPS to the point of taking and passing MCAS for graduation.	Over the past 4 years, EPL 1 and 2 students at Claremont, 44% of those students fail the ELA, and 56% of those students fail the Math. The need for academic language development is key.

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	<ol style="list-style-type: none"> 1. Instructional Leadership Team (ILT): Claremont will utilize a strong ILT process to ensure that team leaders and instructional leaders have a coherent message throughout the school. The meetings will revolve around best practices and will continually assess the implementation of our instructional framework and practices. 2. Team and Professional Learning Community (PLC) organization: Teams of teachers will meet three times a week. Two of these meetings will be team meetings where teachers will discuss items relevant to students and student needs. At least once a week, the team will meet as a learning community where student learning, instruction and common assessments will be reviewed and discussed. In addition, teachers will work on developing lessons with one another, hosting teachers to observe practice, and reviewing student work samples. 3. Faculty Council (monthly meetings): Once a month, the principal will meet with a volunteer group of faculty members who will provide feedback and insight into the workings of the school and the teams. 4. Professional Development (PD) focused on vertical and curricular alignment: Our monthly PD will revolve around strong vertical and horizontal alignment using Claremont’s Innovation School College, Career, and Civic Readiness Continuum. The PD will work to provide opportunities to demonstrate student learning through coherent practices.
Instructional Leadership Team Implementation	Regular meetings around data with ILT, ILT involvement in PD, Team Meetings at least 2 times a week led by ILT members and administrative presence, PLCs once a week with coach present ILT members focus PD on vertical alignment Measured by team meetings agendas, data on rounds and collaborative teacher practices, PD agendas and outcomes. Walk throughs and official observations.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Team Meetings, ILT meetings, Student Support Team meetings, Department meetings, Round sheets and Looking at Student Work protocols. Through all data sources, professional development is then structured to further support the adult culture and practices within the building.	Data Source: Looking at Student Work/Common Reflections and Assessments Because of the team structure, meeting twice a week over student issues and once a week around practice, authentic student work is viewed, discussed while practices are refined during class through team observation (round).

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

- 1. Professional Learning Practices: Rounds, Collaborative Lesson Plans (CLP), Looking at Student Work (LASW):** To ensure that instruction is responsive to the needs of specific students, we are using three professional learning practices with all PLCs this year. This includes the use of Rounds, where fellow team members attend classes of their colleagues to focus on student learning questions and practice. This process usually follows a Collaborative Lesson Plan where teachers work together to create a lesson or unit of study that is meant to deepen student thinking and knowledge. Finally, teachers use a strong protocol to review student work and assessment results from the unit and lessons to ensure that students are making progress towards proficiency in various subject areas. These processes will be embedded in all PLCs and will occur regularly throughout the school year. Results from assessments will target interventions to students who need it.
- 2. Powerful Teaching and Learning Strategies focused to achieve the characteristics of College, Career, and Civic readiness:** Teachers will utilize, with fidelity, our five teaching and learning strategies that are research-based and proven to ensure student growth. Recent research is also clear that this level of instructional coherence ensures that students will learn deeper, faster, and long term; this will ensure more students make it to proficiency.
- 3. Common Reflections and Assessments to focus on student outcomes (soon to be connected through Naviance).** We will use a series of common assessments and reflections that are tied to our College, Career, and Civic readiness work that will determine if students are in fact moving along the continuum towards proficiency. We will also use data analysis and item analysis of MCAS/ PARCC tasks to determine what areas of the curriculum need to be improved and bolstered and which areas are strong. These decisions will drive the common assessments in hopes of finding students who are off-track sooner and making the necessary adjustment to classroom instruction.

Instructional Leadership Team Implementation

ILT membership in PLCs for rounds, CLPs, and LASW: ILT members are represented in all of the PLCs where this work happens. The Focused Instructional Coach is also a member of these weekly meeting groups. That way the ILT knows exactly what is being discussed and reviewed at the CLP meetings. Similarly, ILT members are embedded within Team meetings and PLCs, thus they are able to support the development of internal structures which enhance the valued practices built by the faculty.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Team Meetings, PLCs and ILT Meetings (sharing)	Data Source: Common Assessments and Looking at Student Work – Naviance for Assessment and Reflection data. Gateway rubric for student reflection and growth.... Students demonstrating growth in learning through instructional improvements Standardized assessment growth through MCAS, MAP and PSAT/SAT data.

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>Prioritized Best Practices or Strategies</p>	<ol style="list-style-type: none"> 1. Double dosing Numeracy and Literacy in grades 7-10 (tiered support): All students in grades 7-10 are receiving some degree of extra support in math and ELA. This scheduling opportunity provides more time for students who we know will need it. It also provides an opportunity to accelerate students who are ready for the next step. This summer we worked hard to ensure that these “support” classes were integrated into a student’s experience and that they were connected to their regular math or English class. These classes need to be highly structured and interventional in nature. So, content teachers need to communicate regularly during team meetings to ensure this high level of communication. 2. Strategic use of data from MAP or PSAT: Khan, PLATO (Accucess): As part of the support classes we are using PLATO (Accucess) in the middle school and Khan Academy in the high school to both diagnose areas of challenge and weakness and also find ways to intervene. The real strength of these computer programs allows the teacher to drill down to the exact skill or concept that a student is missing. In addition, the program is done individually on the computer so that the interventions are targeted to that particular student’s need rather than an entire class. 3. Horizontal alignment of numeracy/ literacy to the ELA and Math courses taught concurrently: There needs to be high levels of connection between the numeracy and literacy classes and the content classes taken at the same grade level. This is why we have put a high priority on common planning and co-creating course maps/units where the ELA and literacy teacher work together to construct the content of the classes. This has allowed us to ensure that the prerequisite skills of the content can be pre-taught and reviewed in the literacy/numeracy class before the content teachers address that concept. We have also dedicated time this year towards vertical alignment within the department. Several PD sessions have been allocated to ensure that the various departments are working together to ensure the students’ experience is coherent and connected between grades 7 and 12.
<p>Instructional Leadership Team Implementation</p>	<p>As ILT is embedded within Teams and Departments: As a result supports are coherently reaching all students and teachers are feeling Administrative encouragement. ILT is reviewing Kahn, PLATO and Accucess data to maintain student growth. We are also ensuring that interventions are consistent and that students are making steady growth on areas of challenge particularly when they connect directly to the state and Common Core standards.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Teachers, Team Leaders, and ILT</p>	<p>Data Source: Improvements noted in PLATO, Khan Academy and Accucess results.</p>

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.

- 1. Restorative Justice, Mentoring, Mindfulness, Peer Mediation and Advisory are supports to impact culture and climate around the social-emotional needs of students:** We have found that students need a lot of supports in terms of social-emotional needs. We have instituted a strong program to ensure students have the skills to cope with ever-increasing anxieties and tensions in the 21st Century. We have a weekly advisory meeting where students have an adult in the building to whom they connect and go with issues or problems
 - 2. Professional Learning Communities and Team Meetings are supports for teachers to discuss student issues, teacher concerns and instructional needs that will impact student learning:** The weekly team meetings provide opportunities for teachers to discuss concerns about students and to provide emotional supports through guidance and our Adjustment Counselor. It allows provides a space for immediate Student Support Team meetings when screenings or evaluations need to be conducted.
 - 3. Collaborative professional development and Innovation Schools involvement, has allowed us to work together and with three other Innovation schools in finding further ways to impact student learning (WeatherBug station, Literacy and Math Initiatives), and to reach out to the community around us:** We continue to deepen our relationship with our feeder schools and the other Innovation Schools in the neighborhood to improve education from grades K-12. We also have strong relationships with Clark University, our University partner, to develop systems of support and college resources to ensure all students receive college and career-ready experiences.
- All components build together to support student culture, adult culture and a growth mindset which has been challenging to enhance.**

Instructional Leadership Team Implementation

The ILT has been instrumental in working with teams to design appropriate response and systems for supporting the learning of appropriate behavior in our academic institution. Restorative Justice, Mentoring, Advisory, Peer Mediation all work with the structures within the school to develop a growth mindset and a culture of understanding.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Adult responses to surveys, Academic Mindsets and the use of teachers asking for support

Data Source: Suspensions, Attendance, In-Class culture, Hallway culture, Student Survey

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Claremont Academy	Ricci Hall	Aug 2016-June 2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Teachers will utilize a variety of supports to help students develop the confidence and the strategies necessary to accurately read prompts, plan a thorough response and persevere in completing that response.	All teachers but particularly teachers of ELA.	Data indicates EL students are underperforming in Long Comp and Open Response solutions. Our English learners averaged 8.9 points on the MCAS Composition Test, and of that number, eight students received no points due to their essay being off topic. Of those who received no points, one passed. Our average for “all students” was 14.9 points on the MCAS Composition test, a six-point differential in raw score.
2	Teachers will differentiate instruction to provide additional support for skills that have not yet been mastered, while at the same time teaching additional content.	Math and Numeracy Teachers	MCAS data surrounding these standards are weak: Interpreting Qualitative Data, Seeing Structure in Expressions, Statistics and Probability, Solving Real-Life with Algebraic Expressions. Our challenge remains helping students see the real-life math tasks that further support our deficiencies. Teachers must see the necessary skills of a standard, and relate them to previously learned material in order to narrow the gap of known to uncovered standards
3	Teachers will further develop a focus on the process of inquiry and developing within students the mindset of a scientist.	Science Teachers and others utilizing interactive notebooks.	Open response answers were below state and district performance level, Analysis demonstrates the need for students to express original thought and not simply responding to a prompt.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Looking at Student Work with the MCAS Long Composition documents to identify where and how students are struggling and begin to develop approaches to help English Learner's and all students write better responses.	A series of small group meetings in which English Language Art teachers collaborate with teachers at higher and lower grade levels to: <ul style="list-style-type: none"> a) Share strategies b) Develop a more consistent academic vocabulary, and c) Collaborate in building a set of Claremont course maps that articulate meaningfully with each other.
2	Data Dive in Math standards while looking at MCAS Item Analysis to understand the gaps missing within current curricular needs	A series of small group meetings in which Math teachers collaborate with teachers at higher and lower grade levels to: <ul style="list-style-type: none"> a) Share strategies b) Develop a more consistent academic vocabulary, and c) Collaborate in building a set of Claremont course maps that articulate meaningfully with each other.
3	Data Dive in Science standards while looking at MCAS Item Analysis to understand the gaps missing within current curricular needs	A series of small group meetings in which Science teachers collaborate with teachers at higher and lower grade levels to: <ul style="list-style-type: none"> a) Share strategies b) Develop a more consistent academic vocabulary, and c) Collaborate in building a set of Claremont course maps that articulate meaningfully with each other.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Financial Support to allow language development to occur throughout the year. The use of Saturday School to further support student academic and language development.	
2	Technology Support to allow students to experience online skill development to better prepare for upcoming standardized testing in the online domain.	
3	The need for further support in building college and career readiness among our students in the use of after school programs and weekend programs.	

4: Progress Summary

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