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| outlinelogo | Massachusetts Accountability Report Card*A continuous improvement document for school counseling outcomes* *M.A.R.C. Junior* |
|  | McKay Arts Academy 67 Rindge Road Phone: 978-665-3187 Fitchburg, MA 01420 Fax: 978-665-3523 Grade Levels: Pre-K – 8 Enrollment: 684 Interim Associate Dean/Principal: Lourdes Ramirez  |

Administrator’s Comments

 Our mission here at McKay Arts Academy is to promote success in all disciplines and for our students to progress socially and emotionally as well. We achieve this through Common Core curriculum as well as standards based art integrated projects. We want our students to feel confident, creative, safe, and welcome in our school community.

 Our Student Support Personnel Team works tirelessly to assure that our students are finding both academic and social/emotional success. We meet weekly to discuss our at-risk population and any other issues that may arise in our building. We are proud of the proactive social skills curriculum being implemented in our classrooms and we plan to continue this work to help our youth become the most kind and productive citizens they can be.

Lourdes Ramirez

Interim Associate Dean/Principal

Student Results

McKay Arts Academy puts great importance on providing a safe and inclusive learning environment for all students. In order for our students to build character and self-confidence, we need to instill in them positive academic and social leadership skills from day one. To assist our students in becoming creative problem-solvers and responsible, productive citizens, we start with lessons as simple as being a good friend and classmate, and knowing when it is important to report something, and when it is just tattling.

The “Tattling vs. Real Reporting” lesson will be carried out in all three of our first grade regular education and inclusion classrooms, in hopes of reducing the high rates of interruption caused by unnecessary tattling in all three grade one classrooms, as reported by classroom teachers, specialists, and cafeteria staff.

To implement this social skills lesson, we created a fun and interactive lesson plan that could be completed in one class period. During the lesson, students learned the difference between “tattling” and “real reporting” and the operational definitions for each concept. The activity provided students with real life examples to help them understand how to make the right choices in the future when it comes to evaluating if they were tattling or reporting.

We employed simple, multiple choice pre-test and post-test questions as our tool to assess the effectiveness of our lesson. Additionally, we took note of how many correct and incorrect answers were given throughout the course of the game. The results of the pre- and post-tests for each homeroom are represented below:

After implementing the lesson and assessing data from the entire first grade, there was an average increase in knowledge of 30.53% from the pre- to post-test results. Overall test scores went from an average of 2.2 to 2.86. We were pleased to observe that test scores for both the pre- and post-tests were very similar across the homerooms, especially due to the difference in regular education and inclusion classrooms (our inclusion classroom is “Homeroom 2”). Our grade 1 inclusion room includes eight students on Individualized Education Plans, as well as ELL students. We were optimistic that this lesson was simple enough for all developmental levels participating. The activity was interactive, team based, and offered plenty of opportunity for individualized instruction.

We also wanted to collect data in order to assure that our lesson was able to reach our English Language Learners to the same degree as our Native English Speakers. Out of 64 total first graders included in this lesson, 11 are officially considered to be ELL. The results Pre- and Post-Test data by English language fluency are shown below:

 We are pleased to report that our results showed that ELL students had incredibly similar Pre- and Post-Test scores compared to Non-ELL peers. In fact, the average Pre-Test score for ELL students was .19 points higher than Non-ELL students. We sincerely hope that this is due to our careful effort to develop clear and concise operational definitions, a simple and collaborative activity, as well as a bold visual aid to assist students in their decision making. As a highly culturally diverse community, it is paramount to assure our success in reaching our English Language Learners academically, socially, and emotionally.

Focus for Improvement

1. Continue to implement a comprehensive social skills curriculum in the elementary grades in order to build strong character, self-esteem, and a welcoming community for all students.
2. Decrease the amount of unnecessary tattling by grade 1 students and continue to enforce the strategies taught in this lesson.
3. Decrease the amount of office referrals for grade 1 students. This will hopefully come as a result of students’ increased ability to self-manage smaller issues.

Student Support Personnel Team

***Mission Statement***

*At McKay Arts Academy, the Common Core curriculum is infused with standards based arts integrated projects to foster expression and creativity in all students. All staff members in partnership with parents and community collaborate to provide students appropriate resources to achieve success in all disciplines, and to progress socially and emotionally.*

This Student Support Personnel Team engages in positive and frequent collaboration with teachers, support staff, and administrators in order to ensure student success and positive social development.

Our Student Support Personnel Team meets weekly to go over student issues and concerns throughout our Pre-K – 8th grade community. We keep a record each week of our meeting topics, as well points of discussion and the actions we plan to take to improve each issue. Weekly topics include, but are not limited to: behavior issues, safety concerns, physical and mental health concerns, legal issues, community resources, testing and data collection, and staff concerns. We do our best to address any and all issues in order to help students and staff reach their fullest potential as members of this school community. Our team members include:

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| **Staff Name** | **Position** |
| Lourdes Ramirez, M. Ed, BSW | Interim Principal |
| Tess Mayer, M. Ed | Principal Coach |
| Marion Guererra, M. Ed | Principal Coach |
| Rebecca Leyva, M. Ed | SPSA |
| Elisa Mandes, MSW, LICSW | E.S. Counselor |
| Anthony Semidey, MS | M.S. Counselor |
| Pierina Murray, RN | School Nurse |
| Emma Porell, BS | Counseling Intern |
| Jessica Cutroni, BA | Graduate Assistant |