

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

South High Community
School

Mrs. Diane Lynch
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
Diane Lynch	Principal	Sept: 9/19
Janelle Person	Assistant Principal	Oct: 10/12
Kellie Moulin	Assistant Principal	Nov: 11/9, 11/30
Michael Brennan	Assistant Principal	Dec: 12/7
Olga Papadopoulos	Assistant Principal	
Megan Weeks	Focus Instructional Coach	
Katherine McMahon	Special Education Teacher	Jan: 1/11
David Jackson	Math Teacher	Feb: 2/8
Lashonda Beard	English Teacher	Mar: 3/15
Lisa Apau	Science Teacher	Apr: 4/12
Kayla Avellino	Social Studies Teacher	May: 5/10
Janet Vignaly	Math Teacher	June: 6/7
Mark Robson	English Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - South High Community

Organization Information			
District:	Worcester (03480000)	School type:	High School
School:	South High Community (03480520)	Grades served:	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	Persistently low graduation rate for one or more groups Focus on Students w/disabilities -	
	Low assessment participation (Less than 95%) Focus on Students w/disabilities -Hispanic/Latino -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		23
	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		75	Met Target
High needs		76	Met Target
Econ. Disadvantaged		-	-
ELL and Former ELL		72	Did Not Meet Target
Students w/disabilities		78	Met Target
Amer. Ind. or Alaska Nat.		-	-
Asian		87	Met Target
Afr. Amer./Black		78	Met Target
Hispanic/Latino		76	Met 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
English Language Arts (ELA) MCAS Overall Passing Rate (Advanced or Proficient)	84% 2016 vs. 79% 2015, 76% 2014, 78% 2013. This shows a 5% growth over last year and a 6% growth since 2013. (Source: DESE Report card, year-by-year data analysis).
Grade 9 Biology Growth Rate (Advanced or Proficient)	78% passing 2016 51% at proficient or advanced. 78% passing 2015 45% at proficient or advanced. 78% passing in 2014, 41% at proficient or advanced. Growth is being shown at the percent of proficient and advanced. (Source: Edwin Report PE 405).
Student Growth Percentile (SGP) for English Learners (EL) and Hispanic Students in Math and English Language Arts (ELA)	Overall Median SGP 61 in ELA, ELL SGP 72 in ELA. 39% of ELL students at “Very High” growth distribution in 2016 vs 30% in 2015 in ELA. Overall Median SGP in Math 57, SGP ELL 58. 29% of ELL students at “Very High” growth distribution level vs. 25% of non-ELL students. Students are showing strong and consistent growth across the board. (Source: Edwin Report PE 404 and GR402).
Areas of Concern	
Concern	Evidence
Overall attendance	2015-2106 attendance rate at 90% vs 94.6% for the overall district. Rate was flat compared with 2014-205 and decreased from 90.8 in 2013-2014. (Source: DESE Report card “Student Attendance and Retention”).
Flat MCAS Math CPI	2016 CPI of 78.4, 2015 76.9, 2014 78.3. Average CPI in District is 79.6, in the Commonwealth of Massachusetts is 89.7. Stronger growth needs to be shown. (Source: EDWIN Report PE 405).
White students not meeting targets	White students reached a “70” on Accountability data. 2016 SGP in ELA is 54 although overall SGP is 61. 2016 Math SGP is 55, overall SGP is 57. This is a subgroup that needs stronger, targeted interventions. (Source: 2016 Accountability Data and Edwin report PE 405).

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> Through the implementation of Professional Learning Communities (PLC) and Common Planning Time (CPT) groups, all staff will effectively analyze student work in order to target instructional practices that will promote literacy for all students.	
Prioritized Best Practices or Strategies	<ul style="list-style-type: none"> * Professional Learning Communities (PLC) groups have been restructured to fit the needs of horizontal alignment (smaller, more targeted to needs of ELA and Mathematics). * PLC groups have been presented with 3 protocols and must choose 1 to use in order to perform analysis of student work * Grade level Common Planning Time (CPT) will work to compare student work across disciplines and identify best practices that lead to student growth.
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> * ILT members will help develop student work protocol. * ILT members will act as leaders within CPT and PLC meetings. * ILT members will present uncovered best practices at PD meetings.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: PLC Notes, Lesson Plans, Student Work Analysis	Data Source: ELA MCAS data, Math MCAS data, ACCESS scores, SGP, AP scores, Common Assessments

Intentional Practices for Improving Instruction

Employing intentional practices for improving teacher-specific and student-responsive instruction

All teachers will commit to a number of common, specific instructional practices that promote Disciplinary Literacy. Specifically, Social Studies is promoting Contextualization and Corroboration. Science is promoting the CLEVR strategy of Claim Evidence Reason for problem solving. ELA is promoting close reading.

Prioritized Best Practices or Strategies

- *Professional development surrounding Disciplinary Literacy has been ongoing and will continue to target practices.
- *Department heads have been trained in Disciplinary Literacy and are thoroughly preparing their department to enact these practices.
- *Master teachers will act as mentors to new staff demonstrating lessons and sharing techniques.

Instructional Leadership Team Implementation

- *ILT members will identify master teachers through targeted conversations and mentoring.
- *ILT members will research and identify strong resources for Disciplinary Literacy and convey these resources to the staff.
- *ILT members will be experts in the Vertical Alignment document and ensure these practices are in line with our Disciplinary Literacy initiatives.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

Data Source: Lesson plans, Department head observations, student work analysis, PLC and CPT notes, Department head meeting agendas, PD agendas.

STUDENT RESULTS INDICATOR

Data Source: ELA MCAS data, Math MCAS data, ACCESS scores, SGP, AP scores, Common Assessments

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

All teachers will develop lesson plans based upon the School-Wide vertical alignment document that outlines scaffolds for English Learners (EL) and Special Education (SpEd) students. These lesson plans will be shared in CPT and PLC time and teachers will be provided specific feedback by their peers and administration.

Prioritized Best Practices or Strategies	<p>*All staff will implement best practices regarding English Learners (EL) and Special Education (SpEd) students as outlined during PD and include them on every lesson plan.</p> <p>*Lesson plans will be reviewed weekly by department heads and monthly by Assistant Principal, targeted feedback will be given to ensure that needs of SpEd and EL students are being met.</p> <p>*During PLC and CPT time, staff will share lesson plans and collaborate on strategies to improve lessons for EL and SpEd students.</p>
Instructional Leadership Team Implementation	<p>*ILT members will share exemplar lesson plans with PLC groups.</p> <p>*ILT members will offer to mentor teachers who need to strengthen lesson planning.</p> <p>*ILT members will review effectiveness of lesson planning by January 2017 and offer suggestions for improvement.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Lesson plans, feedback by department heads, feedback by assistant principal, CPT notes, PLC notes, ILT agendas.	Data Source: EL and SpEd subgroup improvement on MCAS, ACCESS, MAP.

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

Professional development opportunities will be outlined and structured to promote the expertise of teacher-leaders in the building.

Constructive feedback will be implemented to ensure the diverse needs of all staff are met through year-long professional development opportunities.

Prioritized Best Practices or Strategies	<p>*During all day Professional Development (PD) in August and October, two hours will be devoted to teacher-led presentations on best-practices in their discipline.</p> <p>*During each Principal’s meeting, a staff member will share a best practice with staff. Also, one member of the ESL Department will share an EL best practice strategy.</p> <p>*After each session, school based surveys will be implemented to determine the effectiveness of the PD opportunity and subsequent PD will be tailored to fit the needs of staff.</p>
Instructional Leadership Team Implementation	<p>*ILT members will present at PD meetings.</p> <p>*ILT members will analyze data from survey results.</p> <p>*ILT members will promote best practices in their classrooms and departments.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Teacher evaluations, PD agendas, ILT agendas, PD surveys.	Data Source: MCAS results, ACCESS, MAP, AP scores.

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	South High Community School	Mrs. Diane Lynch	10/16-6/17

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA – Promote use of Close Reading protocols.	All students in all grades	Item analysis indicates that the questions Grade 10 MCAS students were below state averages focused on the author’s intent.
2	Math – Teacher-driven and crafted scope and sequence	All grade 10 students	Item analysis indicates that the questions Grade 10 MCAS students below the state average focused on concepts at the end of the Geometry curriculum that were not covered.
3	Science – Horizontal alignment of curriculum and best practices.	All grade 9 students	Growth in passing rates have been shown, however, passing rates are well-below state averages.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Promotion of Disciplinary Literacy on 8/24 and 10/7.	Furthering of practices during department meetings, PLC meetings and CPT meetings throughout the year.
2	Restructuring of PLC groups in order to meet the needs of staff who work with students of high-concern.	Meet with PLCs often to help determine if time is structured well and that PLCs are working towards accomplishing goals.
3	Monthly showcase of ELL strategies.	Analysis of lesson plans to find evidence of use of the presented strategies.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Thorough research in the field, videos, articles, teacher leaders.	Ensuring that goals are clear for all staff.
2	Protocols for discussion, student work analysis and lesson studies.	Promoting PLC leaders and ensuring that all members are on board.
3	ELL teachers, scholarly research, identification of best practices.	Determination if best practices are being implemented.

4: Progress Summary

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