

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

South High Community School

Mrs. Diane Lynch

Principal or Administrator

Mrs. Maureen Binienda

Superintendent

Coordination and Integration of funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction/materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college/career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college/career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college/career readiness contractual service provider at our vocational-technical high school.

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: 20
Megan Weeks	Focused Instructional Coach	Oct: 18
Kellie Moulin	Assistant Principal	Nov: 15
Olga Papadopoulos	Assistant Principal	Dec: 6, 20
Michael Brennan	Assistant Principal	Jan: 17, 24
Janelle Person	Assistant Principal	Feb: 14, 28
David Jackson	Math Teacher, Grade 9	Mar: 21, 28
Kayla Avellino	History Teacher, Grades 9-11	Apr: 11, 18
Lashonda Beard	English Teacher, Grade 10	May: 16, 23
Lisa Apau	Science Teacher, Grades 11-12	June: 6
Jenn Balgie	Math Department Head, Grade 10	
Michael Eressy	History Teacher, Grade 9	
Barbara Jernigan	Resource English Teacher, Grades 9-12	
Paul Massalski	Math Teacher, Grades 11-12	
Christina Stevens	ROTC Instructor, Grades 9-12	
Patrick Williams	TV/Video Teacher, Grades 9-12	
Suzanne Wise	History Teacher, Grades 11-2	
Jessica Zaleski	ESL Teacher, Grades 9-12	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official 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	<p>Persistently low graduation rate for one or more groups Focus on Students w/disabilities -</p> <p>Low assessment participation (Less than 95%) Focus on Students w/disabilities -Economically disadvantaged -Hispanic/Latino -ELL and former ELL -High needs -All students -</p>
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	<p>24</p> <p>Lowest performing Highest performing</p>

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 2017 Data
	Less progress	More progress		
All students			67	Did Not Meet Target
High needs			68	Did Not Meet Target
Econ. Disadvantaged			-	
ELL and Former ELL			63	Did Not Meet Target
Students w/disabilities			67	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	
Asian			89	Met Target
Afr. Amer./Black			79	Met Target
Hispanic/Latino			61	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-	
Nat. Haw. or Pacif. Isl.			-	
White			63	Did Not Meet Target

III. Student Attendance and Retention

South High School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	89.7	94.1	94.6
Average # of days absent	16.7	9.8	9.3
Absent 10 or more days	54.0	36.5	33.3
Chronically Absent (10% or more)	33.3	16.9	13.5
Unexcused Absences > 9	48.4	33.8	15.8
Retention Rate	6.5	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify): *Renaissance Awards each quarter for all grades. *Student of the Month award in Grade 10.
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): *Weekly meetings with SAC and Guidance on attendance. *Tardy initiative to promote all students coming to school on time. *We identify students with whom we have a relationship with and act as “attendance mentors” for them simply by checking in and engaging in positive and supportive conversation. Administration will share the tardy report each Monday for the previous week and if we start to see a difference being made we will do the same for our chronically absent students. *Moving forward we will also be working on a way to create a shared report that all faculty will be able to access and document any conversation or check-in they have had with certain students so we can avoid overlap.

***requires action**

IV. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength	
Strength	Evidence
Grade 10 ELA MCAS Open Response Questions.	Exceeded State Average on questions 9 and 18. -0.25 on question 28 and -0.01 on question 36.
Increased SGP in both ELA and Math MCAS.	Grade 10 ELA SGP rose from 61.0 in 2016 to 62.5 in 2017, Grade 10 Math SGP rose from 57.0 in 2016 to 60.0 in 2017.
Increased Proficient and Advanced Scores on Grade 9 Biology MCAS.	Grade 9 Biology MCAS Proficient and Advanced scores rose from 46% in 2016 to 58% in 2017. Advanced scores rose from 11% to 18%, Proficient scores rose from 35% to 40%. Overall CPI rose from 76.2 in 2016 to 80.6 in 2017.
Increase in Proficient and Advanced scores for ELL and Former ELL on Grade 10 Math MCAS exam.	Grade 10 Math MCAS scores rose for this subgroup from 22% Proficient and Advanced in 2016 to 30% Proficient and Advanced in 2017.
Increase in number of students taking the SAT as well as performance on exam.	In 2014-2015, 146 students took the exam and averaged 425 in Reading and 456 in Math. In 2015-2016, 156 students took the exam, averaging 440 in Reading and 473 in Math.
Decrease in dropout rate.	Dropout rate decreased from 3.2% in 2014-2015 to 2.7% in 2015-2016.

Areas of Concern	
Concern	Evidence
Student attendance.	Attendance rate dropped from 90.0% in 2016 to 89.7% in 2017. Average number of days absent rose from 16.4 to 16.7. Percent of students absent 10 or more days increased from 52.5% to 54%. The District averaged 94.1% attendance and the State averaged 94.6% attendance.
Missed State Targets for all subgroups other than African American/Black and Asian.	Overall CPI demonstrated gaps between state targets and school performance for the majority of subgroups, inclusive of All Students, High needs, Econ. Disadvantaged, ELL and Former ELL, Students with disabilities, Hispanic/Latino and White. Performance on Grade 10 ELA Exam dipped from a CPI of 93.6 to 90.1.
Grade 10 ELA Multiple Choice scores.	Scores on the Grade 10 ELA Multiple Choice section of the MCAS exam were significantly below the state average (-10 points). Questions under the anchor standard Integration of Knowledge and ideas were the most challenging. Additionally, students struggled on questions that asked them to identify the author's purpose.
Percent of students making progress on the ACCESS exam.	29% of students tested on the 2017 ACCESS exam were identified as making progress. Additionally, participation rate for the exam was at 92%.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
1) Bellringers to begin each and every class.
2) Use of Gradual Release both daily and during the course of a unit.
3) Use of inclusive Engagement Strategies for Discourse (word sort, hot seat, cluster, tic tac toe choice board).
4) Weekly Open Response writing in all classes.
5) Productive, collaborative student group work with strategic seating.

Leadership, Shared Responsibility, and Professional Collaboration

Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration

PLC and CPT groups will meet monthly (PLC) and weekly (CPT) in order to develop discourse and engagement strategies to target all students, specifically EL and Sp.Ed. students.

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> *PLC groups have been fine tuned to be no larger than seven and include an ESL teacher as well as integrated World Language teachers. *PLC groups are taught two to three discourse and engagement strategies each month and then “live” the strategy within their groups and develop methods to implement it in their classrooms. *Grade-level CPT will include time to work on best practices that promote engagement and discourse across content areas. *CPT groups meet weekly, PLC groups meet twice monthly during Dept. Meeting and Principal’s Meeting time.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> *ILT members will serve as facilitators/leaders within CPT and PLC teams. *ILT members will present and teach discourse and engagement strategies to faculty. *ILT members will develop a survey at the mid-way point of the year and at year’s end to determine staff understanding/implementation of practices.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: PLC Notes/Agendas, CPT Notes/Agendas, Lesson Plans, Student Work Analysis.</p>	<p>Data Source: ELA MCAS data, Math MCAS data, Grade 9 Biology MCAS data, ACCESS scores, Common Assessments, AP participation and scores, SGP in ELA and Math, student attendance.</p>

Intentional Practices for Improving Instruction

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

Two instructional Rounds presented by master teachers will be offered to staff each month. These Rounds will focus on the school-wide instructional practices that we are developing, including, but not limited to: engagement strategies, increased academic discourse and developing best practices for EL and Sp.Ed. students.

**Prioritized Best Practices or Strategies
(Include differentiation to ensure access for targeted student populations)**

- *Two teachers will be identified each month to host an instructional round with a specific focus.
- *New staff members will be strongly encouraged to attend these Rounds, all other teachers will be invited as well.
- *Feedback to the teacher hosting the Round will be solicited and analyzed, suggestions for improvement will be implemented.
- *Rounds will be focused on the school-wide best practice of implementing student-centered learning that is well scaffolded for all learners.
- *Teachers will be expected to implement best practices featured in monthly PD (i.e.: Choice Boards, Hot Seat, Take One, Get One, etc.)

**Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)**

- *ILT members will host Rounds for their colleagues.
- *ILT members will help facilitate post-round discussions and offer suggestions for improved best practices.
- *ILT members will analyze results of Rounds feedback and make suggestions for future Rounds focuses.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Rounds schedule, Rounds sheets, Debrief notes, future lesson plans.

Data Source: ELA MCAS data, Math MCAS data, Grade 9 Biology MCAS data, ACCESS scores, Common Assessments, AP participation and scores, SGP in ELA and Math, student attendance.

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

Students will be identified for after school tutoring throughout the school year. These supports will include but not be limited to: all three Grade 9 academies, Grade 10 community, and all AP classes. Also, students will be provided tutoring in ELA, Math and Science MCAS subject grades and levels.

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> *Teachers will meet during CPT time and identify students in greatest need for remediation. *Teachers will confer with MCAS Coordinator to determine best times to offer sessions. *Master teachers will hold after school sessions. *Academic progress will be monitored by CPT groups and Assistant Principals. *Attendance will be tracked and monitored by FIC. *MCAS Blitz will prepare students for upcoming testing before each re-test and before the Grade 10 ELA and Math tests. *All Grade 10 students will take a full practice test prior to the ELA and Math exams. Results will be analyzed and teachers will amend curriculum accordingly.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> *Teach after school sessions. *Analyze tutoring data, looking for trends in progress, defining areas for improvement. *Recommend ways to improve sessions, determine focus for future sessions.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Attendance records, grades in classes, tutoring lesson plans.</p>	<p>Data Source: % of students failing classes, % of students achieving proficient and advanced on MCAS assessment, % of students passing AP exams.</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
South High Community School has formed a Student Council formed by four students from each grade (9-12). The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, *the student council is the voice of the student body.*

Prioritized Best Practices or Strategies
(Include differentiation to ensure access for targeted student populations)

- *Homeroom teachers will have student council applications to give students who are interested in becoming a member.
- *These applications will be due to homeroom teachers by Friday, November 3rd.
- *A committee of administrators and teachers will choose 4 students from each grade to make up the student council, reflecting the diversity of our student population.
- *Student council will meet monthly during school.
- *Student council concerns will be heard by the Administration and ILT.
- *SHCS is committed to school wide best practices that foster our community: Andy’s Attic (volunteer opportunities), Food pantry drives, offering student tutoring, Hunger Awareness Week, connections with the Hanover Theater, UNICEF, and STAR (students together assisting refugees), Spirit Week(s) and Pep Rallies, new opportunities for teacher socials and mindfulness.

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

- *ILT members will review requests made by the Student Council.
- *Members of the ILT will serve on the committee to determine what students will make up the Student Council.
- *ILT members will promote the Student Council throughout the school and encourage students to join.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: Student Council applications, Student Council meeting agendas/minutes, Student Council approved initiatives.

Data Source: Student attendance, Student retention rate, Student dropout rate.

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	South High Community	Diane Lynch	12/1/2017-06/11/2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA – Promote student ability to synthesize multiple sources of information orally and in writing using multiple critical lenses.	ELA I-ELA IV, all students	Data analysis of the MCAS and AP Language exams demonstrate a lack of student ability to synthesize multiple sources of information. Students must gain the ability to step outside of their personal opinions and analyze sources based on the author’s purpose. Also, in keeping in line with the new ELA standards, the department is first introducing students to the Formalist and Feminist lens of critical analysis.
2	Math – Leverage use of multi-steps, multi-solution problems to increase rigor.	Algebra I, Geometry, Algebra II	In order to increase mathematical rigor and increase the number of students taking and succeeding in higher order math classes, students must be comfortable attempting and ultimately successful in completing multi-step, multi-solution problems. The proposed groups are high leverage because they either are feeder subjects for the Grade 10 MCAS (Alg I and Geo) or are the tipping point to Pre-Calculus and Calculus.
3	Science – Integrated, deliberate use of TI N’Spire grant to propel learning and analytical skills.	Biology, Chemistry and Physics	The South High Science Department has received a \$100,000 grant from the Massachusetts Life Sciences Center. This grant includes 40 new microscopes and digital cameras. All students will have access to the TI N’Spire calculator along with probes and attachments. Scientific and mathematical skills such as graphing, measuring, data collection and problem solving will be applied in all classes.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Student Centered Learning in the Content Areas.	Further teacher-led stations to promote specific engagement and discourse strategies. All departments will complete the Levels of Discourse Rubric and circle back to it throughout the school year to determine improvement strategies.
2	Inclusive techniques to engage EL students in the academic classrooms.	Monthly EL-centered best practices that will be tailored to unfolding needs. Best practices will be used in PLC groups and amended as needed to work effectively in all grades/disciplines.
3	Continuous and consistent approach to Looking at Student Work in all PLCs and Departments.	Ensuring all groups are comfortable using the LASW protocol. Checking in with groups to determine if they have begun to make improvements on lesson and assessment design based on the findings of the group.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Researched-Based practices that promote student-centered learning and engagement, principal's and department meeting time, teacher-led strategies, follow up with staff on best practices.	Study of lesson plans to see if practices are being implemented, providing additional support to staff.
2	Researched-Based practices that promote language acquisition as well as content mastery, knowledge of master-EL teachers, principals' and department meeting time.	Tailoring strategies to meet the needs of all teachers, refining strategies as year progresses to ameliorate any challenges that occur.
3	LASW protocol, PLC protocol, Common Assessments, use of past MCAS exams/questions, developing exemplars.	Training of PLC facilitators in both protocols, ensuring Department Heads are comfortable with both protocols.

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Data analysis is ongoing (ELA). Based on Grade 8 Next Gen scores and AP Language scores, the ELA team is determining next steps. Immediately, they are adjusting curriculum and practice in 9 th grade ELA. They are focused on essay and synthesis and are moving away from the open response and long comp formats. These meetings continue to be robust and will be ongoing throughout the year.	On track to meet goal by May 2018
2	PDSA cycles are ongoing in the math department. All three target areas have begun work and are seeing results. Based on student surveys of cycles 1-3, we will continue to press forward with targeted group work and will harness ways to allow students to persevere in math. We are leveraging our teacher leaders in each group and are looking to have them host rounds to showcase best practices to their colleagues.	On track to meet goal by May 2018
3	Teachers have been trained in using the new supplies and equipment. The staff continues to use the CLER rubric for analysis to support the work done both in the classroom and in the labs. Staff is looking to partner during PLCs with the math department to investigate ways to support one another with the new technology tools.	On track to meet goal by May 2018.