

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**Doherty Memorial High School**

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**Sally Maloney**

**Principal or Administrator**

**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. 2<sup>nd</sup> 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
Sally Maloney Peter Bowler	Principal Assistant Principal	August: 24 Sept: 11
Edward Capstick John O’Malley	Assistant Principal Assistant Principal	Oct: 9, 23,30
John Staley Steven Bucciaglia	Assistant Principal Social Studies Department Head	Nov: 13, 27
Kathleen Dailey Adriana Dine	Special Education Department Head Foreign Language Department Head	Dec: 11, 18
Judy Fairfull	Guidance Department Head	Jan: 22, 29
Katerina Kambosos	Science and Technology Department Head /AVID Coordinator	Feb: 12, 26
Barbara McKeon	MCAS Specialist	Mar: 12, 26
Renah Razzaq Catherine Whalen	Mathematics Department Head English Language Arts Department Head	Apr: 9, 23
Carolyn Waters	Focused Instructional Coach	May: 14, 21
Edward Whalen	Online Learning Coordinator/Mathematics Teacher	June: 5,11

# I. Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2017 Official Accountability Data - Doherty Memorial High

Organization Information			
District:	Worcester (03480000)	School type:	High School
School:	Doherty Memorial High (03480512)	Grades served:	09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 3</b>	Among lowest performing 20% of schools Low assessment participation (Less than 95%) Focus on Students w/disabilities -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		

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 - ■		<a href="#">View Detailed 2017 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		66	Did Not Meet Target
<a href="#">High needs</a>		63	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>		-	-
<a href="#">ELL and Former ELL</a>		56	Did Not Meet Target
<a href="#">Students w/disabilities</a>		59	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	-
<a href="#">Asian</a>		82	Met Target
<a href="#">Afr. Amer./Black</a>		73	Did Not Meet Target
<a href="#">Hispanic/Latino</a>		51	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	-
<a href="#">White</a>		69	Did Not Meet Target

### III. Student Attendance and Retention

#### Doherty Memorial High School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	93.0	94.1	94.6
Average # of days absent	11.6	9.8	9.3
Absent 10 or more days	40.8	36.5	33.3
Chronically Absent (10% or more)	21.7	16.9	13.5
Unexcused Absences > 9	33.4	33.8	15.8
Retention Rate	2.3	2.0	1.3

<b>Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism</b>
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism. <ul style="list-style-type: none"> <li>● Counselors and assistant principals meet monthly to review data and implement plan to address areas of concern</li> </ul>
*Identify quarterly good attendance celebrations (please specify): <ul style="list-style-type: none"> <li>● Continue to utilize opportunities for positive feedback from multiple sources (administrators, guidance counselors, adjustment counselors, teachers)</li> </ul>
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): <ul style="list-style-type: none"> <li>● Continue to utilize opportunities for positive feedback from multiple sources (administrators, guidance counselors, adjustment counselors, teachers)</li> <li>● Continue to implement outreach to families to support good attendance. (School adjustment counselors, guidance counselors)</li> </ul>

\*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.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Narrowed the proficiency gap in English</li> <li>• Increased the percent of students with disabilities scoring in the proficient plus performance bands</li> </ul>	Narrowed the Proficiency Gap <ul style="list-style-type: none"> <li>• There was an 1.9 point increase in the composite performance index points (CPI) from 92.8 to 94.7</li> <li>• There was a 16% increase from 44% to 60% in the percentage of students with disabilities scoring proficient</li> </ul>
In Science we decreased the percent of students failing the MCAS Biology exam	Data indicated that there was an 11% decrease (from 35% to 24%) in students failing the MCAS Biology test
Increased the percent of students scoring in the proficient/advanced band by 3% on the Math  MCAS	Math scores for students in the aggregate scoring in the proficient/advance band increased from 71- 74 % in Math
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Student Growth Percentile (SGP) in English Language Arts (ELA) for subgroups is below target	<ul style="list-style-type: none"> <li>• Decrease in growth for students with disabilities from 36.5% to 22%, a 14.5% decrease</li> <li>• Decrease in growth for English Language Learners (ELs) from 41% to 18%, a 23% decrease</li> </ul>
The median Student Growth Percentile in Math for students with disabilities is below target	The median (SGP) in Math decreased by 17% from 43% to 26%
Decrease in the percent of ELL students scoring in the Proficient Plus Performance band in Math	Percent of ELL students scoring in the Proficient Plus Performance band decreased from 25% to 11%, a 14% decrease
Decrease of students in subgroup scoring in the Proficient Plus Performance band in Biology	Percent of ELL students scoring in the Proficient Plus Performance band decreased from 32% to 30%, a 2% decrease

Acronyms/terms used in the School Accountability Plan

**ACCESS for ELLs-** Assessing Comprehension and Communication in English State-to-State for English Language Learners

**Accuplacer-** comprehensive, integrated system of sophisticated computer-adaptive placement assessments, diagnostics, and remediation support designed to evaluate and strengthen students' skills in reading, writing, and mathematics. Delivering results immediately and accurately, ACCUPLACER helps answer the challenges of accurate placement and remediation.

**AP-** Advanced Placement

**AVID-** Advancement Via Individual Determination

**DHS SCORES-** Focus Statement: **D**ecode –read the question carefully, **H**ighlight the tasks and terms, **S**top-what is being asked? ~**S**tart to answer the question, **C**ompile evidence and information, **O**rganize your thoughts on paper, **R**espond thoughtfully in writing, **E**dit and review your work, **S**coring higher equals success

**ELA-** English Language Arts

**EL-** English Learners

**ILT-** Instructional Leadership Team

**MAP-** Measures of Academic Progress

**MCAS-** Massachusetts Comprehensive Assessment System

**PLATO-**Programmed Logic for Automatic Teaching

**PPI-** Progress and Performance Index

**PLC-** Professional Learning Community

**PSAT-** Preliminary Scholastic Aptitude Test

**SAT-** Scholastic Aptitude Test

## V. Action Plan

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
<ul style="list-style-type: none"><li>● Incorporate DHS SCORES (Student friendly focus and strategy to be used to read critically and respond thoughtfully in writing) to support writing in all content areas</li></ul>
<ul style="list-style-type: none"><li>● Referencing of daily agenda and learning objectives during the course of lessons to support student ownership of learning</li></ul>
<ul style="list-style-type: none"><li>● Engage in data analysis from a variety of data sources used to monitor student performance and guide instructional practice</li></ul>
<ul style="list-style-type: none"><li>● Incorporate SEI strategies in all classes across the curriculum to support all learners to access the curriculum</li></ul>
<ul style="list-style-type: none"><li>● Utilize three tiered instruction (“Core + More and more”) strategies and interventions such as double-dose of support classes in core academic subjects, Massachusetts Comprehensive Assessment System (MCAS) support classes, Academic Literacy, Senior Seminar, PLATO and MCAS boot camps</li></ul>
<ul style="list-style-type: none"><li>● Use of instructional strategies that utilize the gradual release model in order to support student ownership of learning</li></ul>



### Leadership, Shared Responsibility, and Professional Collaboration

*Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration*  
(Focus on improving core instruction and tiered interventions systems using a variety of data)

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"><li>● Provide opportunities for cross-curricular sharing of best practices such as DHS SCORES, to support disciplinary literacy and writing for all students.</li></ul> <p>DHS <i>SCORES</i>: Differentiation strategy to assist all students to read critically and respond thoughtfully in writing (supports the school’s Focus Statement) (DHS SCORES is the school’s Focus Statement) <b>Decode</b> –read the question carefully, <b>Highlight</b> the tasks and terms, <b>Stop</b>-what is being asked?~ <b>Start</b> to answer the question, <b>Compile</b> evidence and information, <b>Organize</b> your thoughts on paper, <b>Respond</b> thoughtfully in writing, <b>Edit</b> and review your work, <b>Scoring</b> higher equals success</p> <ul style="list-style-type: none"><li>● Utilize three tiered instruction (“Core + More and more”) strategies and interventions such as double-dose of support classes in core academic subjects, Massachusetts Comprehensive Assessment System (MCAS) support classes, Academic Literacy, Senior Seminar, PLATO and MCAS boot camps</li><li>● Engage in frequent review of data from multiple sources (MCAS, MAP, ACCESS, PSAT/SAT, AP, common assessments and classroom assessment) to monitor student progress and to adjust instruction accordingly.</li></ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school- wide strategies.)</p>	<p>Instructional Leadership Team (ILT) members will monitor MCAS, MAP, PSAT/SAT and Advanced Placement (AP) data and review common assessment data to look for areas of student growth and student need and to adjust professional development and instructional strategies to meet student needs. The ILT members will collaborate with professional learning communities (PLCs) during faculty meetings, department meetings, and other designated/scheduled times to facilitate data review and to engage in the planning for and review of common assessments. They will model and facilitate looking at student work in PLCs and engage in classroom observations of instructional strategies and provide feedback to support professional collaboration and meeting the needs of all learners</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Department meeting agendas Faculty meeting agendas Shared student work samples Classroom visits Observations Lesson Plans Exit slips from professional development activities</p>	<p><b>Data Source:</b> MCAS data MAP data Common assessments Student portfolios</p>

**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><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> <li>● Plan/implement targeted instruction to identify students as indicated by the Early Warning Indicator System and other formal/informal assessments</li> <li>● Utilize three tiered instruction (“Core + More and more”) strategies and interventions such as double-dose of support classes in core academic subjects, MCAS support classes, Academic Literacy, Senior Seminar, PLATO, and MCAS boot camps and the use of Advancement Via Individual Determination (AVID) and Advanced Placement (AP) strategies</li> <li>● Engage in collegial classroom visits/peer observations to share successful instructional strategies that support the identified need of students</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT members will monitor MCAS and MAP data and review common assessment data to look for areas of student growth and student need and to adjust professional development and instructional strategies to meet student needs. The ILT members will collaborate with professional learning communities (PLCs) during faculty meetings, department meetings, and other designated/scheduled times to facilitate reviews of common assessments and looking at student work and will engage in classroom visits to observe instruction, model instructional strategies, and facilitate PLCs to plan instruction to meet student needs.</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b>                      Department meeting agendas                      Faculty meeting agendas                      Shared student work samples                      Classroom visits                      Observations                      Lesson Plans                      Exit slips from professional development activities</p>	<p><b>Data Source:</b>                      MCAS data                      MAP data                      Common assessments                      Student goal setting portfolios</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)

<p><b>Prioritized Best Practices or Strategies</b>                  (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> <li>● Engage in the frequent review of data (MCAS, MAP, ACCESS, PSAT/SAT, AP, Accuplacer, common assessments, classroom assessments) to plan and adjust targeted instruction to support all learners.</li> <li>● Utilize the “Adopt-a-Student” program to provide targeted, tiered support and mentoring to assist at-risk students and support students to engage in goal setting activities every five weeks to review their personal data, plan their next steps to support success and to engage in student ownership of learning.</li> <li>● Utilize three tiered instruction (“Core + More and more”) strategies and interventions such as double-dose of support classes in core academic subjects, MCAS support classes, Academic Literacy classes, Senior Seminar, Advanced Placement and MCAS boot camps</li> </ul>
<p><b>Instructional Leadership Team Implementation</b>                  (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT members will monitor MCAS, MAP, PSAT and AP data and review common assessment data to look for areas of student growth and student need and to adjust professional development and instructional strategies to meet student needs. ILT members will support PLCs to plan and administer common assessments, look at student work and plan and provide targeted instruction to meet the needs of all learners. They will model strategies for looking at student work, engage in classroom observations, and provide targeted feedback to support student-specific instruction and supports for all learners. The ILT will also facilitate the Adopt-A-Student program and monitor student progress through this mentoring program.</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b>                      Department meeting agendas                      Faculty meeting agendas                      Shared student work samples                      Classroom visits                      Observations                      Lesson Plans                      Exit slips from professional development activities</p>	<p><b>Data Source:</b>                      AP data                      PSAT data                      MCAS data                      MAP data                      Common assessments                      Student portfolios</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)*

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> <li>● Engage in frequent trainings, drills and information session(s) and workshops that promote a safe and healthy school environment for students, staff, family members and community members.</li> <li>● Engage in frequent feedback from faculty, students, and parents regarding the success of programs and supports and use feedback to plan additional interventions, activities and programs.</li> <li>● Provide a variety of opportunities for students to partner with school and district staff and community members to support a safe and respectful environment in order to support student achievement</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The ILT will monitor how the school implements safety protocols, review feedback forms, and work with faculty to support efforts to increase student achievement. ILT members will model looking at student work and using the results to provide targeted instruction to meet student needs and facilitate the collegial sharing of successful strategies in PLCs, faculty meetings, department meetings, and during other professional learning opportunities.</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Sign in/Sign out books Hall passes Emergency procedure drills Emergency procedure training records Feedback forms Participation/sign ion sheets Meeting agendas</p>	<p><b>Data Source:</b> Student sign-in /sign-out books Hall passes Participation in emergency procedure drills Student feedback Multiple data sources including MCAS, MAP, PSAT, AP, common assessments</p>

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Doherty Memorial High School	Sally Maloney	August 2017- June2018

### 1: Professional Learning Goals:

No .	Goal	Identified Group	Rationale/Sources of Evidence
1	Support critical reading and responding in writing across content areas to engage all learners	All staff	<ul style="list-style-type: none"> <li>● Decrease in Student Growth Percentile for students with disabilities from 36.5% to 22%, a 14.5% decrease</li> <li>● Decrease in Student Growth Percentile for English Learners (EL) from 41% to 18%, a 23% decrease</li> </ul>
2	Support mathematic/numeracy skills to identify needs and plan instruction and targeted interventions to engage all learners	Math/Special Education/ELL	<ul style="list-style-type: none"> <li>● The median SGP in Math decreased by 17% from 43% to 26%</li> <li>● Percent of EL students scoring in the proficient plus band decreased from 25% to 11%, a 14% decrease</li> </ul>
3	Support 2016 Science Technology and Engineering curriculum framework standards and disciplinary literacy skills	Science/Special Education/ELL	<ul style="list-style-type: none"> <li>● Percent of EL students scoring in the proficient plus bands decreased from 32% to 30%, a 2% decrease</li> </ul>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Review and support the use of DHS SCORES across content areas	Workshops, collegial classroom visits, exchange of successful strategies, meeting in PLCs to review strategy, implementation and student result, individual and small group coaching sessions
	Incorporate AVID strategies to support disciplinary literacy	Workshops, collegial classroom visits, exchange of successful strategies, meeting in PLCs to review strategy, implementation and student result, individual and small group coaching sessions
2	Provide opportunities for teachers to meet by course to review student work and to plan instruction to meet student needs as identified by the data	Course level PLCs, use of common assessments to plan and guide instruction
	Provide opportunities to review student data and Early Warning Indicators	Workshops/Professional Learning opportunities to increase understanding and using data to support student learning, individual data coaching
3	Provide opportunities to review student data and Early Warning Indicators	Workshops/Professional Learning opportunities to increase understanding and using data to support student learning, individual data coaching
	Correlate current Science standards to Next Generation Science Standards	Course level PLCs, use of common assessments to plan and guide instruction

## 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Meeting time, texts (books/articles), data, guest speakers, community resources	Time to meet and engage in follow up
2	Meeting time, texts (books/articles), data, guest speakers, community resources	Time to meet and engage in follow up
3	Meeting time, texts (books/articles), data, guest speakers, community resources	Time to meet and engage in follow up

## 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
1	Examination of data by content area	Engaging in ongoing data analysis during meeting times, professional development sessions.
2	Examination of data by content area	Engaging in ongoing data analysis during meeting times, professional development sessions.
3	Examination of data by content area	Engaging in ongoing data analysis during meeting times, professional development sessions.