

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Doherty Memorial High**

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**School**

**Sally Maloney**

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**Principal or Administrator**

**Maureen Binienda**

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**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. 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.

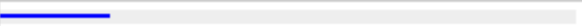
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least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


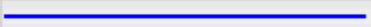

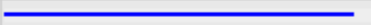







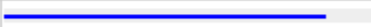



Name	Position	ILT Meeting Dates
Sally Maloney Peter Bowler	Principal Assistant Principal	August / : 25 Sept: 12
Edward Capstick John O’Malley	Assistant Principal Assistant Principal	Oct:7,17
Bernard Reese Steven Bucciaglia	Assistant Principal Social Studies Department Head	Nov:14,28
Kathleen Dailey Adriana Dine	Special Education Department Head Foreign Language Department Head	Dec:12,19
Judy Fairfull Katerina Kambosos	Guidance Department Head AVID Teacher	Jan:23,30
Barbara McKeon	MCAS Specialist	Feb:13,27
Renah Razzaq Patricia Rushton	Mathematics Department Head English Language Arts Department Head	Mar:13,27
John Staley	Science and Technology Department Head	Apr:10,24
Carolyn Waters	Focused Instructional Coach	May:8,22
Edward Whalen	AP Coordinator/Mathematics Teachers	June:5,12

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

### 2016 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	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 19	
	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 - 			<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress		
<a href="#">All students</a>			63	Did Not Meet Target
<a href="#">High needs</a>			61	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>			-	
<a href="#">ELL and Former ELL</a>			62	Did Not Meet Target
<a href="#">Students w/disabilities</a>			62	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-	
<a href="#">Asian</a>			-	
<a href="#">Afr. Amer./Black</a>			71	Did Not Meet Target
<a href="#">Hispanic/Latino</a>			56	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-	
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-	
<a href="#">White</a>			60	Did Not Meet Target

### III. Comprehensive Needs Analysis

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
<p>The student growth percentage in English Language Arts is on target for the aggregate, economically disadvantaged and African American students.</p>	<p>Aggregate Student Growth Percentage in English Language Arts (ELA) increased from to 47 % to 50.5 %( 3.5% growth)</p> <ul style="list-style-type: none"> <li>• 5.5% increase (from 45.5% to 51%) Economically Disadvantaged students</li> <li>• 8.5% increase ( from 39.5% to 48%) in Student Growth Percentage For African American/black students</li> </ul> <p>Decrease from 4.3% to 0% of African American/black students scoring in the failing performance band</p>
<p>The student growth percentage in math is above target for the English Language Learners (ELL) and Hispanic students and on target for our aggregate</p>	<p>Aggregate Student Growth Percentage in math increased from to 51 % to 55 %( 4% growth)</p> <p><u>Increase of Subgroups in math:</u></p> <ul style="list-style-type: none"> <li>• 16% increase (from 46% to 62) in Student Growth Percentage for English Language Learners and Former English Language Learners</li> <li>• 13% increase from (48%to 61%) in Student Growth Percentage Hispanic students</li> </ul>
<ul style="list-style-type: none"> <li>• Received extra credit in science toward our Progress and Performance Index (PPI)</li> <li>• Increased the percent of student scoring advanced by 10% or more in biology for the aggregate, Hispanic/Latino and African American black students</li> </ul>	<ul style="list-style-type: none"> <li>• decreasing the percent of students in the failing performance band</li> <li>• the percent of African American/black students in the failing performance band</li> <li>• increasing the percent of students scoring advanced</li> <li>• increasing the percent of African American/black students scoring advanced</li> <li>• Percent of possible points earned on all items in biology by English Language Learners (ELL) students exceeds the state-wide percent of possible points earned by 4 percent 3% decrease from 38 % to 35% of English Language</li> </ul>

	<p>Learners ( ELL students) scoring in the failing performance band in biology</p> <ul style="list-style-type: none"> <li>• 5% increase from 61% to 66% of aggregate students scoring Proficient Plus in biology</li> </ul>
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Student growth percentage in English Language Arts (ELA) subgroups is below target	<ul style="list-style-type: none"> <li>• Decrease in growth for students with disabilities from 39% to 36.5%</li> <li>• Decrease in growth for English Language Learners (ELL students) from 53% to 48.5.5%</li> <li>• Student growth for Hispanic/Latino students is below target</li> </ul>
Student growth percentage in math subgroups is below target	<ul style="list-style-type: none"> <li>• Decrease in growth for African American black students from 51% to 40 %</li> <li>• Student growth students with disabilities is below target</li> </ul>
Decrease in the percent of students scoring advanced in science	<ul style="list-style-type: none"> <li>• Percent of students in the high needs category scoring advanced from decreased 9.4% to 6.3%</li> <li>• Percent of economically disadvantaged students scoring advanced decreased from 11.1% to 6.6%</li> </ul>

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <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)	
<b>Prioritized Best Practices or Strategies</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for cross-curricular sharing of best practices such as DHS SCORES, to disciplinary literacy and writing for all students.</li> <li>• 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) Decode –Read the question carefully, Highlight the tasks and terms, Stop-What is being asked?~ Start to answer the question, Compile evidence and information, Organize your thoughts on paper, Respond thoughtfully in writing, Edit and review your work, Scoring higher equals success</li> <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 Literary, 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>
<b>Instructional Leadership Team Implementation</b>	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.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b> The ILT will monitor the success by reviewing multiple sources of data such as agendas, exit slips, and participating in classroom observations.	<b>STUDENT RESULTS INDICATOR</b> The ILT will work with each department to review multiple sources of student data.
<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	<b>Data Source:</b> MCAS data MAP data Common assessments Student portfolios

**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></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 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></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.</p>

**School Performance Indicators and Data Sources**

<p><b>ADULT IMPLEMENTATION INDICATOR</b> The ILT will monitor the success of this goal by reviewing multiple sources of data such as agendas, exit slips, and participating in classroom observations.</p>	<p><b>STUDENT RESULTS INDICATOR</b> The ILT will work with each department to review multiple sources of student data.</p>
<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)

**Prioritized Best Practices or Strategies**

- 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.
- 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.
- 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 Literary classes, Senior Seminar, Advanced Placement and MCAS boot camps

**Instructional Leadership Team Implementation**

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.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**  
 The ILT will monitor the success by reviewing multiple sources of data such as agendas, exit slips, and participating in classroom observations.

**STUDENT RESULTS INDICATOR**  
 The ILT will work with each department to review multiple sources of student data.

**Data Source:**  
 Department meeting agendas  
 Faculty meeting agendas  
 Shared student work samples  
 Classroom visits  
 Observations  
 Lesson Plans  
 Exit slips from professional development activities

**Data Source:**  
 AP data  
 PSAT data  
 MCAS data  
 MAP data  
 Common assessments  
 Student portfolios



**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**

- Engage in frequent trainings, drills and information session and workshops that promote a safe and healthy school environment for students, staff, family members and community members.
- 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.
- 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

**Instructional Leadership Team Implementation**

- The ILT will monitor how the school implements safety protocols, review feedback forms, and work with faculty to support efforts to increase student achievement.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**  
 The ILT will monitor the continued and increased use of safety protocols within the school.

**STUDENT RESULTS INDICATOR**  
 The ILT and administration will monitor the student adherence to safety procedures, review student feedback and achievement data

**Data Source:**  
 Sign in/Sign out books  
 Hall passes  
 Emergency procedure drills  
 Emergency procedure training records  
 Feedback forms  
 Participation/sign ion sheets  
 Meeting agendas

**Data Source:**  
 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

## V. 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 2016- June2017

### 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	According to the 2016 MCAS data, the percent of students scoring a 2 or higher on open response was 81 % in ELA, 60% in math, and 40% in biology.
2	Support mathematic/numeracy skills to identify needs and plan instruction and targeted interventions to engage all learners	Math/Special Education/ELL	According to the 2016 MCAS data, we are making some improvements in mathematics. Progress toward narrowing proficiency gaps in mathematics has improved but remains below target in our subgroups.
3	Support 2016 science technology and engineering curriculum framework standards and disciplinary literacy skills	Science/Special Education/ELL	According to the 2016 MCAS data, we are making some improvements in science. In order to continue to make progress toward narrowing proficiency gaps in science we need to focus on disciplinary literacy with our subgroups.

## 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 and the exchange of successful strategies
	Incorporate AVID strategies to support disciplinary literacy	Workshops, collegial classroom visits and the exchange of successful strategies
2	Provide opportunities for teachers to meet by course to review student work and to plan instruction to meet student needs as identifies by the data	Course level work groups
	Provide opportunities to review student data and Early Warning Indicators	Workshops on understanding and using data to support student learning
3	Provide opportunities to review student data and Early Warning Indicators	Workshops on understanding and using data to support student learning
	Correlate current science standards to Next Generation Science Standards	Course level work groups

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