

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Burncoat High School

William Foley

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 and 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 IV A, 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 and 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 and 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 and 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, 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
Jennifer O'Leary	History Department Head	Sept: 16, 23
Marie Wake	Special Education Department Head	Oct: 28 (2 hours)
Tom Davis	World Languages Department Head	Nov: 25 (2 hours)
Heather Farrington	Math Department Head	Dec: 9 (2 hours)
Josh Delgado	Math Teacher	Jan: 13 (2 hours)
Lauren Suprenant	English Teacher	Feb: 10 (2 hours)
Dan Falcucci	Math Teacher	Mar: 9 (2 hours)
Rosa Abraham	World Language Teacher	Apr: 13 (2 hours)
Micheala Faucher Moylan	Assistant Principal	May: 11 (2 hours)
Brendan Burke- Montero	ESL Teacher	June: 8
Alison Kurkul	Special Education Teacher	
Robert Sargent	History Teacher	
Dan Stern	ESL Teacher	
Frank Kavanough	ESL Department Head	
Jackie Binkoski	History Teacher	
Lynn Henrion	English Teacher	
Christine Abbott	Science Teacher	
Tom Donington	History Teacher	
Chris Racine	Focused Instructional Coach	
Julie Cincotta	Focused Instructional Coach	
Sherri Milkowski	Pathways Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Burncoat Senior High

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Burncoat Senior High (03480503)	GRADES SERVED 09,10,11,12
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Requiring assistance or intervention
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Reason for classification
In need of focused/targeted support Among the lowest performing 10% of schools Low subgroup performance: White

Progress toward improvement targets	Accountability percentile
38% - Moderate progress toward targets	9

II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	92.5	12.7	46.7	22.0	43.0
Female	92.9	11.9	45.7	22.1	42.3
Male	92.1	13.4	47.5	22.0	43.6
Economically Disadvantaged	91.0	15.1	53.5	28.1	50.5
High Needs	91.7	14.0	49.2	25.7	46.4
LEP English language learner	91.7	13.7	51.3	27.6	50.3
Students with disabilities	90.9	15.5	47.2	29.9	44.5
African American/Black	94.8	8.8	33.2	11.8	30.8
American Indian or Alaskan Native					
Asian	96.3	6.3	18.9	5.7	17.0
Hispanic or Latino	91.1	14.8	52.8	29.9	50.2
Multi-race, non-Hispanic or Latino	91.4	15.1	59.6	30.8	53.8
White	92.5	12.9	49.2	18.4	43.6

II. Student Retention 2018-19

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	1,067	38	3.6									3.8	5.9	3.0	1.2
Female	490	14	2.9									2.7	5.6	2.2	0.9
Male	577	24	4.2									4.5	6.3	4.0	1.5
Economically Disadvantaged	594	33	5.6									6.4	8.3	3.9	2.7
High Needs	789	36	4.6									4.9	7.4	3.6	1.8
LEP English language learner	294	25	8.5									8.3	17.1	5.4	1.7
Students with disabilities	237	9	3.8									5.4	3.2	0.0	7.0
African American/Black	204	8	3.9									4.7	9.4	0.0	0.0
American Indian or Alaskan Native	3														
Asian	51	1	2.0									0.0	0.0	8.3	0.0
Hispanic or Latino	441	13	2.9									1.6	5.0	2.8	2.2
Multi-race, non-Hispanic or Latino	53	1	1.9									0.0	0.0	0.0	7.1
White	315	14	4.4									6.6	6.3	4.4	0.0

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

<i>Accountability Indicator</i>	<i>Areas of Strength</i>	
	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	No substantial improvement	Change in achievement data from 2018 to 2019 ranged from -24.5 to 0.0 in ELA, -17.9 to 3.4 in Math, and -10.2 to 5.3 in Science.
Progress Toward Attaining English Language Proficiency	Increased from 1 - 4 points	Increased by 5.3% between 2018 and 2019 and exceeded growth target.
Growth (ELA, Math, Science)	No substantial improvement.	2019 mean SGP ranged from 19.1 to 38.1 in ELA and 27.1 to 45.7 in Math.
Discipline	Emergency removals declined.	YTD emergency removals have decreased from 12 to 3 in the last year.
Chronic Absenteeism and Attendance	Drop in Chronic Absenteeism	2018 chronic absenteeism rate dropped from 23% to 22% in 2019 data overall with larger drops for high needs (-2.6%), economically disadvantaged (-2.3%), EL (-5.4%), students with disabilities (-3.3%), and white students (-6.1%).
Advanced Coursework	Improvement in Advanced Coursework	2018-2019 change was 2.8% overall with larger increases for high needs (6.4%), economically disadvantaged (7.3%), ELs (11.7%), and black (5.3%) students.
Graduation and Dropout Rate	Dropout rate declined	Dropout rate dropped from 3.0% in 2017 to 1.6% in 2018.

<i>Accountability Indicator</i>	<i>Areas of Focus</i>	
	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Across the board decline.	Change in achievement data from 2018 to 2019 ranged from -24.5 to 0.0 in ELA, -17.9 to 3.4 in Math, and -10.2 to 5.3 in science.
Progress Toward Attaining English Language Proficiency	More work still needs to be done	Some students did not achieve great gains in 2019.
Growth (ELA, Math, Science)	Dropped in ELA for all and ELA and Math for lowest 25%	In ELA, overall drop was 3.5% and the lowest performing student achievement dropped by 24.5%. In Math, the lowest performing student achievement dropped 17.9%.
Discipline	Number and percentage of suspensions increased.	2017-18 suspensions went up by 24 in 2018-19. Percentage of students suspended increased from 8.2% to 10.8% over the same time period.
Chronic Absenteeism and Attendance	Lowest performing group increased	Chronic absenteeism in lowest performing student group increased 16%.
Advanced Coursework	Students with disabilities declined	Students with disabilities' rate of advanced coursework complete decreased by 8.4%.
Graduation and Dropout Rate	4 year and extended graduation rate declined	4-year graduation rate declined by 1.6% from 2017 to 2018 and the extended engagement rate dropped from 89.1% in 2016 to 88.9% in 2017.

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> (Focus on improving core instruction and tiered intervention systems using a variety of data)	
Prioritized Best Practices or Strategies (Include targeted support to strengthen PLC practices and ensure access for all student populations)	<p>1.3 Support for School Turnaround Process: Teachers will collaborate through Professional Learning Communities and Department time to develop common assessments. Teachers will monitor student progress through STAR testing and common assessment responses. Teachers will also calibrate grading and discuss student work and plan for instructional supports and strategies based on ongoing data analysis.</p> <p>1.4 Trusting Relationships: Trusting relationships are fostered between the leadership team and staff during professional development time, staff meetings, PLC time, as well as through observational feedback. As a result teachers are open to collaboration and feedback to facilitate improvement of instructional practice and student learning.</p> <p>1.6 Communication with Staff: Communication with staff is achieved through various means including Google Classroom, Remind app, Faculty Bulletin, BHS Handbook, PLCs, observational follow-ups, principal’s workshops the first day of school, announcements, and email</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> *Examine STAR and MCAS data, Common Assessment accountability sheets to suggest, plan, and implement specific efforts to increase student achievement. *Leadership team will utilize turnaround rubrics *ILT will continue to develop the BHS handbook *ILT members will participate in instructional rounds to monitor use of best practices. *Will continue to communicate information with staff
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: *Department meeting agendas and minutes *ILT meeting agenda and minutes *Observations and Instructional Feedback tool will provide data on the use of best practices and evidence of rigorous, student centered lessons.	Data Source: *Common Assessment scores as measured by accountability tracking sheets *Standardized test scores *STAR data and MCAS essay question scores including informative, argumentative and narrative.

*Common Assessment data will be collected on Google Sheets and will be shared with Department Heads. The department head gives targeted feedback to each instructor.

*STAR and MCAS data

*Administration, Instructional Coaches and Department Heads work with teachers on as needed basis to address areas of concern regarding the Common Assessment- writing process and the feedback that is provided to students.

*The Administration and Instructional Coaches regularly attends department meetings and Professional Learning Communities to support teachers in the development of assessments, examination of student work and the discussion of potential next steps.

IV. B. Action Plan

Intentional Practices for Improving Instruction <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (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)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including EL and students with disabilities)	<p>2.3 Classroom Observation Data Use: Observational data will be shared with teachers based on the Classroom Instruction Tool and Rubric. This data will be discussed in one-on-one discussions with teachers, PLCs, and departments and analyzed to provide a basis for ongoing reflection and planning. Furthermore, coaches will use scripting to observe teachers and use the scripting data in feedback conversations to promote reflective practices.</p> <p>2.4 Student Assessment Data Use (for school wide decision making): Data from a wide variety of sources including MCAS, STAR, common assessments, PSAT, SAT, and AP tests will be used to reflect on student progress and to evaluate instructional programs. This analysis will be done at various levels including one-on-one with Instructional Coaches, within PLCs and departments, and in larger meetings for data pertaining to school wide programs.</p> <p>2.7 College and Career Preparation: Planning and preparation for post-secondary life is conducted through lessons on the Naviance platform led by guidance counselors. All grade 9 and 10 students take College and Career Readiness classes. Throughout their high school career, students work closely with their guidance counselors to develop and monitor post-secondary goals. College and career readiness is promoted through MCAC day, College Decision day, school-wide PSATs, and SATs. Continue to support the development and implementation of the Innovations Pathway Program.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> *Promote, support and monitor the use of effective, research based strategies that support student learning at all levels. *Collaborate with Leadership Team and Department Heads to provide support for ongoing professional learning to improve both core and student specific instruction. *Collaborate with Leadership Team, Department Heads and Guidance to develop processes relative to student scheduling.

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">*Unit and Lesson plans*Student work*Instructional Feedback Tool*Formal Observations/Evaluations*Student numbers in College/ Career classes*Participation in College/ Career events*Post graduate plans	<p>Data Source:</p> <ul style="list-style-type: none">*Course grades*Common assessments*Summative assessments including MCAS, ACCESS and AP scores*Participation in Naviance lessons, MCAC Day*Post-graduation plans

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (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). (Specifically address students not meeting targets)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including lowest 25%)	<p>3.1 Academic Enrichments: Guidance and teachers will use data to identify and schedule students for Numeracy, Academic Literacy and AVID. Data will also be used to identify students appropriate for MCAS in school and afterschool tutoring. Meeting time focused on supporting students SPED and EL.</p> <p>3.3 Teacher Training to Implement Students Interventions (academic and nonacademic): Continue to utilize PD to deliver workshop style training with Google Suite, Common Assessments, SRSD, Progressive Discipline built on Effective Relationships, ACE/Social/Emotionally sensitive classrooms, Meeting the Needs of Diverse Learners.</p> <p>3.6 Academic Supports for Students with Disabilities: Continued use of research-based strategies, including SRSD to improve the ability of high needs subgroups specifically EL and SWD (Students with disabilities) to answer open response questions. Department and Common Planning meetings will focus on the use of these strategies.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>*Facilitate Hanover teacher meetings, provide PD and support with AVID strategies and meeting the needs of all students, PLCs</p> <p>*The ILT will collaborate with the leadership team, guidance and department heads to create scheduling processes to ensure that students are appropriately placed in classes.</p>

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

Data Source:

- *Unit and Lesson plans
- *Department Meeting agendas and minutes
- *Common Planning agendas and minutes
- *Student work
- *All Write Accountability sheets
- *Instructional Feedback Tool
- *Formal Observations/Evaluations

STUDENT RESULTS INDICATOR

Data Source:

- *Course grades
- *MCAS, STAR, ACCESS and Advanced Placement Scores
- *Common assessment scores

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families

Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers (Focus on developing a welcoming school through 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
(Include practices that target new and incoming students)**

1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations.

Utilizing students who are currently members of the Superintendent's Student Advisory Committee a plan will be put in place to regularly schedule celebrations of student success and intervention actions meant to support struggling learners.

2. Principal's weekly communication to staff

Weekly faculty bulletin to staff is posted to Burncoat High School Google Classroom. Announcements are also posted to Google Classroom.

3. Universal tier 1, SEL building strategy

Implementation of grade level support meetings that include Administration, Guidance, School Adjustment, teachers, families and the student. Plans are developed on a student-by-student basis to ensure that the student is successful and is on track to graduate on time. All teachers will receive training relative to trauma informed instruction and the impact of toxic stress and anxiety on learning.

Turnaround Practice 4.3

High need students are identified and recruited to attend after school programming that supports academic achievement and success on all of the MCAS subject area tests.

Turnaround Practice 4.5

Administration, Guidance and School Adjustment (Graduation Improvement Team) collaborate on a weekly basis to monitor high risk students and to track their progress towards meeting graduation requirements. The Graduation Improvement Team will also work collaboratively to track chronically absent students and plan ways to support these students on an individual basis. Assistant principals, guidance and school adjustment counselors meet weekly in individual house offices to monitor their respective caseloads.

Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>*ILT will receive regular updates on the work and progress of the Graduation Improvement Team and will offer suggestions on as needed basis.</p> <p>*ILT will assist in planning and implementing professional learning on relationship building on as needed basis.</p>
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> *Graduation Improvement Team minutes and agendas *ILT meeting agendas and minutes *Faculty bulletins *Faculty and/or department meeting's agenda and minutes 	<p>Data Source:</p> <ul style="list-style-type: none"> *Graduation Rate *Dropout Rate *Attendance rate *Number of classroom referrals *Suspension rate *Student survey results

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone call for two consecutive days absent. 2. Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. <p>*Chronically absent students are monitored through Graduation Improvement Team and house office teams. School Adjustment Counselors conduct meetings and home visits to plan and implement interventions. A dedicated School Adjustment Counselor will monitor attendance of students that are at alternative program locations and plan interventions for chronically absent students.</p> <p>*Continue 5-week review of attendance progress reports</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>*ILT will receive regular updates on our chronic absenteeism rate using data reports including monthly baseline data.</p>
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: *Graduation Improvement Team agendas and minutes *School Adjustment Counselors logs and attendance records *Tardiness rate (provided through SWIPE system)	Data Source: *Student attendance rate *Number of tardies

IV.F. Action Plan

High School Graduation Rate and Persistence	
<i>Providing school level, grade level and student-specific supports informed by data and the identification of student specific needs (Focus on developing systemic processes, procedures, routines and individual supports for students goal setting and benchmarking with a regular cycle for reviewing and assessing progress and ongoing needs)</i>	
Prioritized Best Practices or Strategies (Include targeted support to strengthen all student populations)	<ul style="list-style-type: none"> *Administration, Guidance, PLATO Coordinator, and School Adjustment (Gradation Improvement Team) collaborate on a weekly basis to monitor high-risk students and to track their progress towards meeting graduation requirements. The Graduation Improvement Team will use EWIS reports to guide planning and interventions. *Meetings are regularly held with seniors who are at risk of not completing their graduation requirements. Administration, Guidance, School Adjustment (if needed) and families to establish a plan to ensure the student successfully completes all requirements. *A dedicated School Adjustment Counselor will monitor students at alternative locations to ensure they are making adequate progress towards graduation. Interventions and plans will be developed on as needed basis.
Graduation Rate and Persistence (Explain how team members support, monitor and measure school- wide strategies.)	<ul style="list-style-type: none"> *Weekly monitoring of seniors at risk for not meeting graduation requirements. *Whole group and individual plans are developed and implemented to meet the needs of all students/
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> *Graduation team agenda and minutes *Success plans 	Data Source: <ul style="list-style-type: none"> *Graduation rate *Dropout rate *Five year cohort graduation rate

**V. Worcester Public Schools Professional Learning Plan
Worcester Public Schools Professional Learning Plan (PLP)**

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Burncoat High School	William Foley	9/1/2019-6/1/2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Unified Reading and Writing process in grades 9 and 10.	Using the ESL, Science and Humanities PLCs to identify Common Language, Common Assessments and a common process for reading and writing for students to utilize. Using the common language, rubrics and the ongoing use of data from MCAS, STAR, and common assessments results teachers will plan next steps.
2	Expanded opportunity for departments to work collaboratively	The master schedule allows for an increase in the number of and frequency in which the professional learning communities meet. Faculty time has been designated to staff for common planning.
3	Meeting the needs of ALL students	Staff has been provided training on A.C.E./ Social/ Emotionally sensitive classrooms, Google Suite, SRSD, developing the BHS Why, Common Assessments, Progressive Discipline built on Effective Relationships, Meeting the Needs of Diverse Learners