

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Doherty Memorial High School

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 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
Sally Maloney Peter Bowler	Principal Assistant Principal	August : 22 Sept: 16,30
Edward Capstick John O'Malley	Assistant Principal Assistant Principal	Oct: 23, 29
John Staley Sherri Blake Steven Bucciaglia	Assistant Principal English Language Arts Department Head Social Studies Department Head	Nov: 12, 25
Adriana Dine	Foreign Language Department Head	Dec:9, 16
Judy Fairfull	Guidance Department Head	Jan: 13, 27
Elizabeth Fife	Special Education Department Head	Feb: 10, 25
Stacey Hill	Science Department Head	Mar: 9, 23
Barbara McKeon	MCAS Specialist	Apr:13, 27
Renah Razzaq	Mathematics Departments Head	May: 11, 26
Carolyn Waters	Focused Instructional Coach	June: 1,8
Edward Whalen	Online Learning Coordinator/Mathematics Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Doherty Memorial High

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Doherty Memorial High (03480512)	GRADES SERVED 09,10,11,12
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Moderate progress toward targets
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Progress toward improvement targets	Accountability percentile
28% - Moderate progress toward targets	23

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	92.8	12.2	44.9	22.1	37.3
Male	93.0	11.8	43.8	21.9	36.3
Female	92.6	12.7	46.3	22.4	38.5
Economically Disadvantaged	90.1	16.5	59.7	34.3	51.8
High Needs	91.0	15.0	54.8	30.9	47.2
LEP English language learner	89.5	17.0	56.6	35.8	50.7
Students with disabilities	89.0	18.2	64.5	43.0	56.1
Hispanic or Latino	89.9	16.8	61.9	35.4	54.0
Multi-race, non-Hispanic or Latino	93.3	11.7	47.0	16.7	31.8
Native Hawaiian or Pacific Islander					
White	94.2	10.0	39.6	14.8	32.2
African American/Black	93.7	10.4	31.1	18.5	25.9
American Indian or Alaskan Native					
Asian	95.5	7.7	27.2	11.7	18.4

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	1,516	38	2.5									1.9	4.6	0.8	2.6
Female	705	16	2.3									2.5	4.2	0.0	2.4
Male	810	22	2.7									1.5	4.9	1.4	2.9
Economically Disadvantaged	632	30	4.7									3.5	9.1	1.8	4.2
High Needs	880	37	4.2									3.0	7.8	1.3	4.6
LEP English language learner	281	18	6.4									3.3	13.5	3.4	2.3
Students with disabilities	230	12	5.2									6.1	1.4	3.0	13.6
African American/Black	262	10	3.8									1.9	8.7	0.0	5.5
American Indian or Alaskan Native	2														
Asian	100	1	1.0									0.0	3.7	0.0	0.0
Hispanic or Latino	484	14	2.9									0.0	5.3	2.3	4.5
Multi-race, non-Hispanic or Latino	66	0	0.0									0.0	0.0	0.0	0.0
White	602	13	2.2									4.4	3.0	0.0	1.3

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)	All students met achievement target in Science	<ul style="list-style-type: none"> • 2019 MCAS Composite Performance Index (CPI) target for Science was 86 points • Received 86.5 CPI points, 0.5 points above the target. • This is also a 3 point increase from our 2018 achievement of 83.5
Growth (ELA, Math, Science)	High growth in Math for aggregate and 3 subgroups	<ul style="list-style-type: none"> • All student 2019 mean SGP was 50.2 • Asian student subgroup 2019 mean SGP was 59.3 • African American/Black subgroup 2019 mean SGP was 53.1 • White subgroup 2019 mean SGP was 50.9
Discipline	Decrease in the number of students in the aggregate incurring discipline infractions	<ul style="list-style-type: none"> • Decrease in the percent of students in the aggregate disciplined from 17% in 2016-2017 to 11% in 2017-2018 , a 6% decrease
Chronic Absenteeism and Attendance	Decrease in absenteeism of Asian students	<ul style="list-style-type: none"> • Decrease in chronic absenteeism rate from 11.8% to 11.7,% a 0.1 % decrease
Advanced Coursework	Increase in the percent of Hispanic/Latino students engaged in advanced coursework	<ul style="list-style-type: none"> • Percent of Hispanic/Latino students engaged in advanced coursework increased from 39.3% to 42 % , a 2.7% increase, to earn improved below target rating
Graduation and Dropout Rate	<ul style="list-style-type: none"> • Exceeded 2018 target for dropout rate • Decreased annual dropout rate in 3 subgroups 	<ul style="list-style-type: none"> • 2018 dropout rate for students with disabilities went from 2.3% to 2 % representing a 0.3% decrease and decreased the rate by 0.5 % from 2017 rate of 2.5

	<ul style="list-style-type: none"> EL and Former EL students graduation rate increased 	<ul style="list-style-type: none"> 2018 dropout rate for Asian students was 0%, exceeding target of 1% 2018 dropout rate for African American/Black students was 0.4%, exceeding target of 1.8% Increase in four year cohort graduate rate for EL and Former EL students from 75.5% in 2017 to 79.2% in 2018, a 3.5% increase
Progress toward attaining English Language Proficiency	<ul style="list-style-type: none"> EL and Former EL students graduation rate increased 	<ul style="list-style-type: none"> Increase in four year cohort graduate rate for EL and Former EL students from 75.5% in 2017 to 79.2% in 2018, a 3.5% increase
Areas of Focus		
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	<ul style="list-style-type: none"> Decline in achievement in ELA for Students with Disabilities and EL and Former EL students Decline in achievement in Math for Students with Disabilities 	<ul style="list-style-type: none"> Decrease in CPI points from 81 points to 75 points in ELA for students with disabilities, a 6 point decrease Decrease in CPI points from 85.3 points to 82.4 points in ELA for EL students, a 2.9 point decrease Decrease in CPI points from 57.5 points to 54.2 points in Math for Students with disabilities, a 3.3 point decrease
Growth (ELA, Math, Science)	<ul style="list-style-type: none"> Low growth in Math for Students with disabilities Very low growth in ELA for Students with disabilities 	<ul style="list-style-type: none"> Students with disabilities mean SGP in Math was 33.8 Students with disabilities mean SGP in ELA was 26.7
Discipline	Increase in the percent of student discipline days missed for students in the aggregate	<ul style="list-style-type: none"> Percent of 8 to 10 student discipline days missed increased from 0.9 % in 2016-2017 to 1.4% in 2017-2018, a 0.5% increase
Chronic Absenteeism and Attendance	Percent of chronic absenteeism increased	<ul style="list-style-type: none"> Aggregate absenteeism increased from 18.9 % in 2018 to 22.1% in 2019, a 3.2% increase

	(attendance declined) in aggregate and in multiple subgroups	<ul style="list-style-type: none"> Absenteeism for Students with disabilities increased from 32% in 2018 to 43% in 2019, a 11% increase
Advanced Coursework	Decrease in the percent of students in the aggregate and multiple subgroups engaged in advanced coursework	<ul style="list-style-type: none"> Percent of students in the aggregate engaged in advanced coursework decreased from 61.2 % to 60.1 % , a 1.1 % decrease Percent of Students with disabilities engaged in advanced coursework decreased from 25.5% to 17.7 % , a 7.8 % decrease
Graduation and Dropout Rate	Increase in annual dropout rate for Hispanic/Latino and EL/Former EL subgroups	<ul style="list-style-type: none"> 2018 dropout rate for Hispanic/Latino students increased from 3.1% to 3.4% , a 0.3% increase 2018 dropout rate for EL/Former EL students increased from 4.3% to 5.3% , a 1% increase
Progress toward attaining English Language Proficiency	<ul style="list-style-type: none"> Decrease in the percent of students scoring in the bridging or reaching proficiency level on the ACCESS test from grade 9 2018 to grade 10 2019 	<ul style="list-style-type: none"> 2018 grade 9 students overall scores indicate that 7% of the EL students' scored in the bridging or reaching proficiency level 2019 grade 10 students' overall scores indicate that 0% of the EL students scored in the bridging or reaching proficiency level, a 7% decrease

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 interventions 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)	<ul style="list-style-type: none"> • Provide opportunities for cross curricular sharing of best practices such as DHS SCORES, incorporating SRSD, to support disciplinary literacy and writing for all students. <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) <u>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</u></p> <ul style="list-style-type: none"> • 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, Grade 9 and Grade 10 Seminar, Senior Seminar, PLATO, after-school and Saturday tutoring/supports in ELA, Math, and biology, MCAS boot camps <p>Engage in frequent review of data from multiple sources (MCAS, STAR, ACCESS, PSAT/SAT, AP, common assessments and classroom assessment) to monitor student progress and to adjust instruction accordingly.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>Instructional Leadership Team (ILT) members will monitor MCAS, STAR, PSAT/SAT, ACCESS, 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, PLC collaboration, and instructional strategies to meet student needs.</p>

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

ADULT IMPLEMENTATION INDICATOR

Data Source:

Department meeting agendas
PLC planning
Faculty meeting agendas
Shared student work samples
Classroom visits
Observations
Lesson Plans
Exit slips from professional learning activities

STUDENT RESULTS INDICATOR

Data Source:

MCAS data
STAR data
ACCESS data
PSAT/SAT data
AP data
SRSD data
Common assessments
Student portfolios

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)	<ul style="list-style-type: none"> • Plan/implement targeted instruction to identify students as indicated by the Early Warning Indicator System and other formal/informal assessments • 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 • Engage in collegial classroom visits/peer observations to share successful instructional strategies that support the identified need of students • Participate in PLCs to share instructional strategies that support the identified needs of students
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT members will monitor MCAS, STAR and ACCESS 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.
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 Faculty meeting agendas Shared student work samples Classroom visits Observations Lesson Plans Exit slips from professional development activities PLC Presentations	Data Source: MCAS data STAR data ACCESS data Common assessments Student goal setting portfolios

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%)	<ul style="list-style-type: none"> • Engage in the frequent review of data (MCAS, SRSD, STAR, ACCESS, PSAT/SAT, AP, and 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/those not meeting targets 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 Literacy classes, Senior Seminar, Advanced Placement and MCAS boot camps
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT members will monitor MCAS, STAR, PSAT, ACCESS 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.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Data Source: Department meeting agendas Faculty meeting agendas Shared student work samples Classroom visits Observations Lesson Plans PLC presentations Exit slips from professional development activities	Data Source: AP data PSAT data MCAS data STAR data ACCESS data SRSD data Common assessments Student work

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)

- Maintain the Welcoming Schools Committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations.
- Disseminate information to stakeholders and gather feedback
 - Engage in frequent opportunities to collaborate with teachers, students, and parents and collect feedback from faculty, students, and parents regarding the success of programs and supports and use feedback to plan additional interventions, activities and programs.
 - Communicate with staff utilizing a variety of methods including weekly bulletins, emails, collaborative conversations, and faculty, department, and ILT meetings
 - Families/Community:
 - Disseminate information to families using a variety of methods including ConnectEd, emails, mailings, and phone calls to foster school-to-home/home-to-school collaboration and share information to maintain a safe and respectful school climate
 - Partner with families to provide workshops to promote school-to-home collaboration and support students: ninth grade parent orientation, mid-year parent support workshop (parent of ninth and tenth grade students) college planning/financial aid workshop series, eighth grade parent planning meeting, Know Your School Night, Open House
 - Partner with our families and community members to expand Career Day program to include a wide of range guest speakers reflective of our community and its workforce
- 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 and 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 (Explain how ILT members implement and measure school-wide strategies.)	The ILT will monitor how the school implements safety protocols, review feedback forms, and work with faculty to support efforts to increase student achievement.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Sign in/Sign out books Hall passes Emergency procedure drills Emergency procedure training records Feedback forms Participation/sign in 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, STAR, ACCESS, PSAT, AP, common assessments Student participation in events Data Source:

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)	<ul style="list-style-type: none"> • Meet monthly with school attendance team to review chronic absenteeism and plan interventions and recognitions/celebrations: <ul style="list-style-type: none"> ○ Check daily attendance in SAGE and make phone call for 2 consecutive days absent. ○ Partner with adjustment counselors at monthly meetings and professional learning sessions to share information with faculty about attendance and social emotional learning strategies to support students at multiple professional learning sessions ○ Partner with multiple stakeholders (adjustment counselors, assistant principals, teachers, students, and parents’ group/Booster Club) to promote good attendance through recognition program/activities such as recognizing homerooms with the highest monthly attendance percentages • Promote good attendance with student and foster student ownership of their attendance: <ul style="list-style-type: none"> ○ Review attendance on grade reports with students and continue to have students create and monitor their personal attendance goals every 5 weeks ○ Engage students in learning activities as part of the grade 9 Jumpstart program that promote good attendance • Partner with families through outreach and home visits to address attendance issues <ul style="list-style-type: none"> ○ Partner with families to promote good attendance and share successful strategies to support students’ good attendance ○ Share attendance information and promote positive attendance with parents at grade 9 parent Orientation, the Grade 9 and 10 mid-year Parent workshop, Open House, and at Site Council meetings.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>The Assistant Principals, guidance counselors and school adjustment counselors will monitor daily attendance bulletin and meet monthly to monitor attendance and engage in outreach to families via phone calls and home visits to identify and rectify the issues.</p>

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

ADULT IMPLEMENTATION INDICATOR

Data Source:

Daily attendance bulletin

Meeting agendas

Outreach logs

STUDENT RESULTS INDICATOR

Data Source:

Daily attendance bulletin

Student goal setting forms

Attendance on interim and quarterly grade reports

Student learning activities/responses

IV.F. Action Plan

High School Graduation Rate and Persistence	
<p><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></p>	
<p>Prioritized Best Practices or Strategies (Include targeted support to strengthen all student populations)</p>	<ul style="list-style-type: none"> • 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, Grade 9 and 10 College and Career Readiness seminars, Senior Seminar, PLATO, after school tutoring/supports for ELs, and MCAS boot camps • Engage in frequent review of data from multiple sources (MCAS, STAR, ACCESS, PSAT/SAT, AP, common assessments and classroom assessment) to monitor student progress and to adjust instruction accordingly. • 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.
<p>Graduation Rate and Persistence (Explain how team members support, monitor and measure school- wide strategies.)</p>	<p>The Graduation Rate Improvement Team will monitor student attendance and achievement, review progress of participants in the “Adopt-A-Student” program, review feedback forms, and work with faculty to support efforts to increase student achievement.</p>

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

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Graduation Data Graduation Rate Improvement Team agendas Student Transcripts Department meeting agendas Faculty meeting agendas Shared student work samples Classroom visits Observations Lesson Plans Exit slips from professional development activities Adopt-A-Student logs/feedback</p>	<p>Data Source: MCAS data STAR data ACCESS data PSAT/SAT data AP data Common assessments Student goal setting portfolios Adopt-A-Student goals/feedback</p>

III. 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	Doherty Memorial High School	Sally Maloney	August 2019- June 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Support critical reading and writing across content areas to engage all learners	<ul style="list-style-type: none"> • SRSD Training/support ELA teachers, Special Education teachers and EL teachers • Provide SRSD training to content area teachers in order to support critical reading and writing across content areas
2	Support culturally and linguistically diverse students	<ul style="list-style-type: none"> • Engage staff in a book study incorporating the text <i>Utilizing Understanding by Design in the Culturally and Linguistically Diverse Classroom</i> • Provide SRSD training to EL teachers to support EL student’s writing skills in all content areas
3	Support social-emotional needs of all learners	<ul style="list-style-type: none"> • Adjustment counselors will facilitate professional learning sessions to share information about social-emotional learning with staff in order to support all learners