

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2018 - 2019**



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

Doherty 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 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 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 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: 23 Sept: 20,25
Edward Capstick John O’Malley	Assistant Principal Assistant Principal	Oct: 3, 25
John Staley Sherri Blake Steven Bucciaglia	Assistant Principal English Language Arts Department Head Social Studies Department Head	Nov: 13, 19
Kathleen Dailey Adriana Dine	Special Education Department Head Foreign Language Department Head	Dec: 10, 17
Judy Fairfull	Guidance Department Head	Jan: 14, 28
Valerie Sanchez	Science and Technology Department Head	Feb: 11, 25
Barbara McKeon	MCAS Specialist	Mar: 11, 25
Renah Razzaq	Mathematics Department Head	Apr: 8, 29
Carolyn Waters	Focused Instructional Coach	May: 13, 20
Edward Whalen	Online Learning Coordinator and Mathematics Teacher	June: 10, 17

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2018 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 Partially meeting targets

Progress toward improvement targets	Accountability percentile
23% - Partially meeting targets	22

Overall results

Progress toward improvement targets							
Indicator		All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-	0	4	-
	Mathematics achievement	0	4	-	0	4	-
	Science achievement	0	4	-	1	4	-
	Achievement total	1	12	40.0	1	12	67.5
Growth	English language arts growth	2	4	-	0	4	-
	Mathematics growth	3	4	-	0	4	-
	Growth total	5	8	20.0	0	8	22.5
High school completion	Four-year cohort graduation rate	3	4	-	-	-	-
	Extended engagement rate	2	4	-	-	-	-
	Annual dropout rate	3	4	-	-	-	-
	High school completion total	8	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	2	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	0	4	-
	Advanced coursework completion	3	4	-	-	-	-
	Additional indicators total	6	8	10.0	0	4	10.0
Weighted total		3.8	10.0	-	0.7	10.3	-
Percentage of possible points		38%		-	7%		-
Criterion-referenced target percentage		23%					
		Partially meeting targets					

II. Student Attendance

Student Attendance (2017-18)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	93.6	10.8	39.9	18.9	32.1
Female	93.7	10.5	40.3	18.3	32.6
Male	93.5	11.0	39.5	19.4	31.6
Economically Disadvantaged	91.7	13.6	51.0	28.5	42.1
High Needs	92.1	12.9	49.0	25.9	40.2
LEP English language learner	91.4	13.7	50.6	29.7	40.6
Students with disabilities	90.8	15.3	62.6	32.0	51.4
African American/Black	95.1	8.3	26.1	11.9	20.1
American Indian or Alaskan Native					
Asian	95.8	7.1	26.1	11.8	18.5
Hispanic or Latino	91.2	14.4	53.6	29.9	46.2
Multi-race, non-Hispanic or Latino	93.8	10.8	32.8	17.2	29.7
White	94.3	9.7	38.2	14.7	28.9

Student Retention (2017-18)

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	1,550	34	2.2									1.0	4.6	1.4	1.3
Female	712	5	0.7									0.6	1.0	0.0	1.1
Male	838	29	3.5									1.4	7.9	2.8	1.4
Economically Disadvantaged	690	22	3.2									2.3	6.3	1.4	1.8
High Needs	891	29	3.3									1.8	6.8	1.6	1.9
LEP English language learner	303	14	4.6									4.7	8.6	1.7	1.5
Students with disabilities	254	10	3.9									2.6	6.8	0.0	5.0
African American/Black	252	9	3.6									1.8	5.8	2.0	3.3
American Indian or Alaskan Native	4														
Asian	117	2	1.7									0.0	8.7	0.0	0.0
Hispanic or Latino	473	15	3.2									1.7	5.4	1.9	2.8
Multi-race, non-Hispanic or Latino	65	0	0.0									0.0	0.0	0.0	0.0
White	639	6	0.9									0.6	1.9	1.3	0.0

State Targets:

(To be given to principals when released by DESE in November 2018)

III. Comprehensive Needs Analysis

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

Areas of Strength	
Strength	Evidence
<ul style="list-style-type: none"> Increased performance of English Learners (EL) on both the English and Math MCAS 	<ul style="list-style-type: none"> There was a 9% increase from 44% to 53% of English Learners scoring in the proficient plus bands on the English MCAS Narrowed the proficiency gap for English Learner students in Math between the school and the state from 7.8 CPI points to 2.5 CPI points, a 5.3 point increase.
<ul style="list-style-type: none"> Narrowed the proficiency gap between the school and the state 	<p>Narrowed the Proficiency Gap</p> <ul style="list-style-type: none"> There was a 7% increase from 18% to 25 % of student in the Hispanic subgroup scoring advanced and decreased the percent of students in the Hispanic subgroup failing the English MCAS resulting 4.7 point increase in the composite performance index points (CPI) from 85 to 89.7
<ul style="list-style-type: none"> Increased the graduation rate 	<ul style="list-style-type: none"> Met target of 88.2 for four year cohort graduation rate for all students Exceeded the target of 84.2 for high needs students. Increased the graduation rate for high needs students from 80.1 percent to 84.9 percent, a 4.8 percent increase Exceeded the target of 58.9 percent for students with disabilities. Increased the graduation rate for students with disabilities from 50 percent to 79.3 percent, a 29.3 percent increase Exceeded the target of 93.2 percent for white students. Increased the graduation rate for this subgroup from 89.4% to 97.1%, a 7.7% increase
<ul style="list-style-type: none"> Annual dropout rate overall met target and exceeded target in 4 subgroups 	<p>All students went from 1.8 % to 1.6% decrease in the dropout rate</p>

Areas of Concern	
Concern	Evidence
<ul style="list-style-type: none"> Limited number of possible points were in achievement/growth for our lowest performing students 	<ul style="list-style-type: none"> Earned 1 out of 12 (8%) in achievements and 0 out of 8 in growth and 0 out of 4 in additional indicators and in chronic absenteeism
<ul style="list-style-type: none"> Increase of special education students not earning a passing score on the Math MCAS 	<ul style="list-style-type: none"> Percent of special education students who did not earn a passing score on the Math MCAS increased from 36% to 38%, a 2% increase
<ul style="list-style-type: none"> Decrease of students scoring advanced in Math 	<ul style="list-style-type: none"> Percent of students who scored advanced in Math decreased from 51% to 42%, a 9% 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 differentiation to ensure access for targeted student populations and PLC practices)	<ul style="list-style-type: none"> • Provide opportunities for cross-curricular sharing of best practices such as DHS SCORES, to support disciplinary literacy and writing for all students. DHS SCORES: 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> • 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, Freshman Seminar Senior Freshman Seminar, 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.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Instructional Leadership Team (ILT) members will monitor MCAS, STAR, 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.

School Performance Indicators and Data Sources

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

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 differentiation to ensure access for targeted student populations including EL and students with disabilities)	<ul style="list-style-type: none"> • Plan and 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 and peer observations to share successful instructional strategies that support the identified need of students
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT members will monitor MCAS and STAR 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	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	Data Source: MCAS data STAR 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 differentiation to ensure access for targeted student populations including bottom 25%)	<ul style="list-style-type: none"> • Engage in the frequent review of data (MCAS, STAR, 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 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 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	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	Data Source: AP data PSAT data MCAS data STAR data Common assessments Student portfolios

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (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 differentiation to ensure access for targeted student populations)	<ol style="list-style-type: none"> 1. Principal’s weekly communication to staff (updates/newsletter) 2. Universal tier 1, SEI building strategy (please specify): (Add up to three action steps your school will implement related to your building focus: faculty meeting, teacher observation, parent communication, student voice and family events) <ul style="list-style-type: none"> • 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 • 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. • Partner with families to provide workshops to promote school-to-home partnership and support students: ninth grade parent orientation, mid-year parent support workshop (parent of ninth and tenth grade students) college planning and financial aid workshop series, eighth grade parent planning meeting, Know Your School Night, Open House
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.

School Performance Indicators and Data Sources

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

IV.E. Action Plan

Reducing Chronic Absenteeism	
<p><i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system to regularly review the impact of interventions with students).</p>	
<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations) <i>Please limit to no more than three.</i></p>	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason 2. Review monthly chronic absenteeism with building based team. 3. Identify quarterly good attendance celebrations (please specify): Recognize homerooms with over 95% attendance Homerooms with over 95% attendance will be entered into a raffle for a breakfast celebration 4. Continue 5 week review of attendance progress reports with students grades 4 and up and send home 5. School plan to promote ongoing good attendance (please specify): Recognize homerooms with highest attendance percentage Partner with families through outreach and home visits to address attendance issues
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The Assistant Principals and the 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>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Daily attendance bulletin Meeting agendas Outreach logs</p>	<p>Data Source: Daily attendance bulletin Student goal setting forms Daily attendance bulletin Attendance on interim and quarterly grade reports</p>

IV.F. Action Plan

High School Graduation Rate Improvement <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 differentiation to ensure access for targeted student populations)	<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, Freshman Seminar, Senior Seminar, PLATO, after school tutoring and 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.
Graduation Rate Improvement Team (Explain how team members support, monitor and measure school- wide strategies.)	<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>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Graduation Data 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 and feedback</p>	<p>Data Source: MCAS data STAR data Common assessments Student goal setting portfolios Adopt-A-Student goals and feedback</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 2018- June 2019

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 PLCs	<ul style="list-style-type: none"> Did not maximize the points earned in achievement or growth, especially with lowest performing students
2	Support Mathematic/numeracy skills to identify needs and plan instruction and targeted interventions to engage all learners	Math, Special Education and EL	<ul style="list-style-type: none"> Percent of special education students who did not earn a passing score on the Math MCAS increased from 36% to 38%, a 2% increase Percent of students who scored advanced in Math decreased from 51% to 42%, a 9% decrease
3	All PLCs need to identify and implement action steps to increase the achievement level of all students, especially the lowest performing students	All PLCs	<ul style="list-style-type: none"> Earned 1 out of 12 (8%) in achievements and 0 out of 8 in growth Limited number of possible earned points in achievement/growth for our lowest performing students Limited number of possible earned points in achievement/growth for our lowest performing students

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 and 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 and Professional Learning opportunities to increase understanding and using data to support student learning, Individual data coaching

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

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
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.