

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2018 - 2019**



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

**South High School**

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**Jeffrey Creamer**

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.

## **Worcester Public School Transition Plan for Assisting Preschool Children**

Worcester Public Schools support a transition plan for assisting preschool children to school-wide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into school-wide Title I programs.

## 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
Jeffrey Creamer	Principal	Sept 19 2018
Michael Brennan	Assistant Principal	Oct 17 2018
Angela Dyer	Assistant Principal	Nov 14 2018
Kellie Moulin	Assistant Principal	Dec 12 2018
Olga Papadopolous	Assistant Principal	Jan 16 2019
Carlo DiBonaventura	Focused Instructional Coach	Feb 13 2019
Lisa Apau	Science Teacher	Mar 14 2019
Kayla Avelino	Social Studies Teacher	Apr 10 2019
Daniel Brown	Mathematics Teacher	May 15 2019
Kelsey Charron	Culinary Arts Teacher	June 12 2019
Dawn Dwyer	Special Education Teacher	
John Grady	English Department Head	
Fredrick Hetu	Physical Education Teacher	
David Jackson	Mathematics Teacher	
Barbara Jernigan	English Teacher	
Pascalina Mattioli	English Teacher	
Katie McMahan	Special Education Teacher	
Jess Zaleski	English Language Learner Teacher	

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

## 2018 Official Accountability Report - South High Community

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL South High Community (03480520)	GRADES SERVED 09, 10, 11, 12
REGION West/Central	FEDERAL DESIGNATION -

### Accountability Information

**Overall classification** Not requiring assistance or intervention

**Reason for classification**  
Partially meeting targets

Progress toward improvement targets	Accountability percentile
55% - Partially meeting targets	16

OVERALL AND SUBGROUP DATA    DETAILED DATA FOR EACH INDICATOR

### 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	-	4	4	-
	Mathematics achievement	1	4	-	4	4	-
	Science achievement	0	4	-	4	4	-
	<b>Achievement total</b>	<b>2</b>	<b>12</b>	<b>40.0</b>	<b>12</b>	<b>12</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	1	4	-
	Mathematics growth	3	4	-	0	4	-
	<b>Growth total</b>	<b>6</b>	<b>8</b>	<b>20.0</b>	<b>1</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	0	4	-	-	-	-
	Extended engagement rate	2	4	-	-	-	-
	Annual dropout rate	0	4	-	-	-	-
	<b>High school completion total</b>	<b>2</b>	<b>12</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	1	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	2	4	-	2	4	-
	Advanced coursework completion	0	4	-	-	-	-
	<b>Additional indicators total</b>	<b>2</b>	<b>8</b>	<b>10.0</b>	<b>2</b>	<b>4</b>	<b>10.0</b>
Weighted total		2.7	10.0	-	8.5	10.3	-
Percentage of possible points		27%		-	83%		-
Criterion-referenced target percentage		55%					
		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	90.6	15.6	55.3	31.7	47.9
Female	90.2	16.3	58.1	33.4	49.2
Male	91.0	14.9	52.7	30.0	46.7
Economically Disadvantaged	89.2	17.6	61.4	38.4	53.9
High Needs	89.5	17.1	59.2	36.3	51.5
LEP English language learner	89.1	17.2	53.6	34.8	47.5
Students with disabilities	87.1	21.2	72.8	48.1	63.9
African American/Black	94.0	9.9	37.1	16.3	32.2
American Indian or Alaskan Native					
Asian	95.0	8.8	30.1	9.1	25.3
Hispanic or Latino	88.2	18.9	66.3	41.2	57.9
Multi-race, non-Hispanic or Latino	87.5	20.4	65.9	48.8	61.0
White	90.2	16.5	60.7	35.1	51.3

# 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	1,385	103	7.4									11.3	8.3	4.9	4.8
Female	671	40	6.0									8.4	8.0	4.1	2.7
Male	714	63	8.8									14.1	8.5	5.7	6.7
Economically Disadvantaged	842	74	8.8									13.2	9.6	5.6	5.2
High Needs	1,059	89	8.4									13.1	9.4	4.5	5.5
LEP English language learner	429	43	10.0									17.5	10.3	6.5	1.4
Students with disabilities	302	35	11.6									8.4	14.9	8.4	16.1
African American/Black	221	10	4.5									5.7	6.7	3.5	2.0
American Indian or Alaskan Native	2														
Asian	185	7	3.8									2.6	6.4	3.6	2.2
Hispanic or Latino	627	55	8.8									15.0	7.7	5.8	5.3
Multi-race, non-Hispanic or Latino	39	8	20.5									20.0	33.3	20.0	
White	311	23	7.4									9.5	8.9	3.0	7.4

**State Targets:**



### 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.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
Increased CPI in Grade 10 ELA MCAS for Lowest Performing students.	In 2017, CPI for Lowest Performing was 72.5. This rose to 79.8 in 2018.
Increased CPI in Grade 10 Mathematics MCAS for Lowest Performing students.	In 2017, CPI for Lowest Performing was 31.6. This rose to 37.5 in 2018.
Increase in Proficient and Advanced scores for EL and Former EL on Grade 10 Math MCAS exam.	In 2017, 14 % of EL students scored proficient or higher. In 2018 that increased to 16%.
Increase in number of students taking the PSAT exam.	Number of PSAT takers has increased from 1022 exams in 2016 to 1103 exams in 2017 and 1072 exams in 2018.
Access to a large number of course offerings.	97 courses are offered at the school with 17 of them being AP courses.
Substantial student services offered.	Andy's Attic for clothing, food bank, laundry facilities, and day care and parenting classes.
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Student attendance.	Attendance has continued to be an issue, consistently hovering at around 90% (2016; 90.0%, 2017; 89.7, 2018; 90.3%)
Advanced Coursework completion is low	CPI for all students was 63.0 in 2017 and dropped to 61.3 in 2018. The majority of subgroups (Economically Disadvantaged, EL, Asian, and Hispanic) declined.
Percent of students making progress on the ACCESS exam.	In 2017, 29% of students were recorded as making progress. This dropped to 12% in 2018.

## 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> (Include differentiation to ensure access for targeted student populations and PLC practices)	<ul style="list-style-type: none"> <li>• PLC groups have been redesigned to incorporate vertical teaming (for example, grouping 9<sup>th</sup> and 10<sup>th</sup> grade ELA together or grouping all Biology teachers)</li> <li>• School-based Google Trainers provide PD to teachers in the use of G-Suite tools and other software solutions that link to Google Classroom (Khan Academy, Discovery Education)</li> <li>• Creation of common assessments for ELA, Math, and Biology that are based upon item analysis (for example, parsing Math MCAS exams for common questions students score poorly on)</li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>• ILT members assist in the development of PLC agendas to strengthen best practices</li> <li>• ILT arranges flexible scheduling to allow teachers to collaborate</li> <li>• ILT members will develop and administer a survey at the midpoint and end of the year to assess effective implementation of practices (such as incorporation of synthesis)</li> <li>• ILT will discuss implementation of common rubrics linked to the standards</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> PLC Notes/Agendas, CPT Notes/Agendas, Lesson Plans, Student Work Analysis, Standard-linked rubric.	<b>Data Source:</b> ELA MCAS data, Math MCAS data, Grade 9 Biology MCAS data, ACCESS scores, Common Assessments, AP participation and scores, SGP in ELA and Math

## IV. B. Action Plan

<b>Intentional Practices for Improving Instruction</b> <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)	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations including EL and students with disabilities)	<ul style="list-style-type: none"> <li>• Initiate a co-teaching model with EL and content teachers (using the Model Biology program in Biology classes)</li> <li>• Increase student engagement through Blended Learning using G-Suite tools</li> <li>• Administration provides feedback on lesson plans with suggestions for SEI supports</li> <li>• Incorporate consistent use of teacher feedback to students that is specific, timely, and goal-oriented</li> <li>• Incorporate consistent use of grading rubrics that are directly tied to the standards</li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>• ILT will solicit volunteers to attend co-teaching Professional Development</li> <li>• ILT will create a forum for sharing of best educational practices at CPT and PLCs</li> <li>• ILT will solicit teachers with exemplar feedback protocols to share them with staff</li> <li>• ILT will plan PD that will give additional training to teachers on how to create quality rubrics that are linked to the standards</li> </ul>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> PLC Notes/Agendas, CPT Notes/Agendas, Lesson Plans, Student Work Analysis, Feedback protocols.	<b>Data Source:</b> ELA MCAS data, Math MCAS data, Grade 9 Biology MCAS data, ACCESS scores, Common Assessments, AP participation and scores, SGP in ELA and Math

## IV. C. Action Plan

<b>Providing Student-Specific Supports and Instruction to All Students</b> <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)	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations including bottom 25%)	<ul style="list-style-type: none"> <li>• Initiate a co-teaching model targeted at students who didn't pass the Biology MCAS</li> <li>• Provide after school Academic recovery and after school bus transportation</li> <li>• Provide MCAS tutoring sessions (also with transportation)</li> <li>• Students will take a practice ACCESS test in December</li> <li>• Massachusetts College Application Celebration in December</li> <li>• Provide PLATO to students to regain credit for courses</li> <li>• Use CPT and PLCs to monitor student growth, identify students in need of assistance, and efficacy of interventions</li> <li>• MCAS Blitz will prepare students for upcoming testing before the Grade 10 ELA and Math tests and Grade 9 Biology test</li> <li>• All Grade 10 students will take a mock MCAS exam (simulating the test conditions as well as the digital nature of the test) prior to the ELA and Math exams. Results will be analyzed and teachers will amend curriculum accordingly</li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>• Analyze MCAS and ACCESS data, looking for trends in progress, and defining areas for improvement.</li> <li>• Recommend ways to improve PD, determine focus for future PD sessions based upon teacher recommendation of student needs</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Attendance records, grades in classes, tutoring lesson plans.	<b>Data Source:</b> % of students failing classes, % of students achieving proficient and advanced on MCAS assessment, % of students passing AP exams.

## IV. D. Action Plan

<b>A Safe, Respectful, and Collegial Climate for Teachers, Students and Families</b> <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)	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)	<ul style="list-style-type: none"> <li>• <b>Principal’s weekly communication to staff in a newsletter</b></li> <li>• <b>Social-Emotional Learning supports include dedicated clinicians in STEP, social skills instruction in STEP, parenting classes, cyberbullying prevention for all students, Morning Meeting Advisory for at-risk students, PBIS for STARS Academy, Renaissance Awards and Student of the Month Ceremony for all students, and adjustment counselors available for all students.</b></li> <li>• <b>A committee of administrators and teachers will choose 4 students from each grade to make up the student council, reflecting the diversity of our student population.</b></li> <li>• <b>Student council will meet monthly during school and concerns will be heard by the Administration and ILT.</b></li> <li>• <b>Andy’s Attic and the Food Pantry used to support families in need</b></li> <li>• <b>SHCS is committed to school wide best practices that foster our community: Hunger Awareness Week with guest speakers, connections with the Hanover Theater, UNICEF, STAR (students together assisting refugees), Spirit Week(s) and Pep Rallies, Community Harvest volunteering, Farm-to-Table, Fuel up to 60, Black Student Union Family Night, Talent Show, JROTC Awards Ceremony, John and Abigail Adams Scholarship family breakfast, and new opportunities for teacher socials and mindfulness.</b></li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>• <b>ILT will review Student Council requests and implement them if possible</b></li> <li>• <b>ILT will solicit community building opportunities from staff and incorporate them (cooperative games or friendly competitions)</b></li> <li>• <b>ILT planning and facilitating family events (AP night, musical and stage performances)</b></li> <li>• <b>ILT will look for community partnerships to support school initiatives (for example, using employees from Unum to work with seniors on college readiness)</b></li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Student Council approved initiatives, Andy’s Attic and Food Pantry data logs, Parent attendance at family events, Google Calendar school events, Student Community Service Hours</p>	<p><b>Data Source:</b> Student attendance, Student retention rate, Student dropout rate, MCAS data, Community Service House log</p>

## IV.E. Action Plan

<b>Reducing Chronic Absenteeism</b> <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).	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)	<ul style="list-style-type: none"> <li>• Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason</li> <li>• Review chronic absenteeism with a building-based team on a weekly basis</li> <li>• Each grade will hosting a Renaissance Awards ceremony each quarter to celebrate good attendance</li> <li>• Create an At-Risk homeroom for students with poor attendance with an advisor that checks in with them daily</li> <li>• Create attendance incentives such as a scrumptious breakfast reward served for good attendance</li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>• ILT will develop, solicit, and review attendance incentives (for example, switching to an electronic attendance method to create a more accurate and easily updated attendance record)</li> <li>• ILT members will pilot an At-Risk homeroom program (this will combine students with attendance challenges into a single homeroom led by a strong mentor that can build positive relationships to encourage attendance)</li> </ul>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> Attendance records, class grades, parent contact log, baseline attendance data	<b>Data Source:</b> Student attendance, Student retention rate, Student dropout rate.

## IV.F. Action Plan

<b>High School Graduation Rate Improvement</b>	
<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>	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)	<ul style="list-style-type: none"> <li>• Focus on MCAS appeals</li> <li>• Incorporate PLATO into student schedules and offer after school PLATO</li> <li>• Recruit students for the Quinsigamond College Gateway Program</li> <li>• Teachers will work with students to complete Student Success Plans each quarter</li> <li>• Rearrange academically at-risk 12<sup>th</sup> graders into separate homerooms with a positive role model as an advisor</li> <li>• Create a Graduation Requirements pamphlet to be given to all students that summarizes obligations</li> <li>• Use a quarterly letter home to parents of students who are not on track for graduation</li> <li>• Use Senior assemblies to reiterate graduation requirements and provide information about resources to help meet those requirements</li> </ul>
<b>Graduation Rate Improvement Team</b> (Explain how team members support, monitor and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>• School adjustment councilors will conduct home visits and weekly attendance meetings with at-risk students</li> <li>• MCAS specialist will review MCAS scores and student data to submit appeals</li> <li>• Guidance will select students for the College Gateway Program</li> <li>• Administration will petition for volunteers to run a homeroom for at-risk 12<sup>th</sup> graders</li> <li>• ILT and teachers will complete Student Success Plans with their students</li> <li>• Guidance will create the Graduation Requirements pamphlet</li> <li>• Teachers and guidance will coordinate the sending of letters home to warn parents of students who are not on track for graduation</li> <li>• Administration and Guidance will coordinate Senior Class assemblies for disseminating graduation requirement information</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Attendance records, student academic records	<b>Data Source:</b> Graduation rate, failure rate



## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	South High Community School	Jeffrey Creamer	3 December 2018 – 12 June 2019

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA – Promote student ability to synthesize multiple sources of information orally and in writing using G-Suite tools when appropriate.	ELA I-ELA IV, all students	Data analysis of the MCAS and AP Language exams demonstrate a lack of student ability to synthesize multiple sources of information. Students must gain the ability to step outside of their personal opinions and analyze sources based on the author’s purpose. This will be done using Chromebooks where possible to assist students in being prepared for a computer based MCAS 2.0.
2	Math – Leverage use of multi-steps, multi-solution problems to increase rigor.	Algebra I, Geometry, Algebra II	In order to increase Mathematical rigor and increase the number of students taking and succeeding in higher order Math classes, students must be comfortable attempting and ultimately successful in completing multi-step, multi-solution problems. The proposed groups are high leverage because they either are feeder subjects for the Grade 10 MCAS (Algebra I and Geometry) or are the tipping point to Pre-Calculus and Calculus.
3	Science – Integrated, deliberate use of TI N’Spire grant to propel learning and analytical skills.	Biology, Chemistry and Physics	The South High Science Department has received a \$100,000 grant from the Massachusetts Life Sciences Center. This grant includes 40 new microscopes and digital cameras. All students will have access to the TI N’Spire calculator along with probes and attachments. Scientific and Mathematical skills such as graphing, measuring, data collection and problem solving will be applied in all classes.

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	G-Suite training as professional development for all teachers (including the distribution of Chromebooks)	Continue PD using G-Suite tools as supported by our school-based Google Trainer and the district Instructional Technology Coach.
2	Inclusive techniques to engage EL students in the academic classrooms.	Monthly EL-centered best practices that will be tailored to unfolding needs. Best practices will be used in PLC groups and amended as needed to work effectively in all grades and disciplines.
3	Vertically aligned PLCs to create common assessments	Checking in with groups to determine if they have begun to make improvements on lesson and assessment design based on the findings of the group

## 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Researched-Based practices that promote student-centered learning and engagement, principal's and department meeting time, teacher-led strategies, follow up with staff on best practices.	Study of lesson plans to see if practices are being implemented, providing additional support to staff.
2	Researched-Based practices that promote language acquisition as well as content mastery, knowledge of master-EL teachers, principal and department meeting time.	Tailoring strategies to meet the needs of all teachers, refining strategies as year progresses to ameliorate any challenges that occur.
3	PLC protocol, Common Assessments, use of past MCAS exams and questions, developing exemplars, Pearson MCAS 2.0 practice materials	Purposeful use of PLC and facilitator protocols, materials and agenda for PLC printed and disseminated early for feedback, Edwin Analytics training for all staff.

#### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Data analysis is ongoing (ELA). Based on Grade 8 Next Gen scores and AP Language scores, the ELA team is determining next steps. Immediately, they are adjusting curriculum and practice in 9 <sup>th</sup> and 10 <sup>th</sup> grade ELA. They are focused on essay and synthesis and are moving away from the open response and long comp formats. These meetings continue to be robust and will be ongoing throughout the year.	On track to meet goal by May 2019
2	PDSA cycles are ongoing in the Math department. All three target areas have begun work and are seeing results. Based on student surveys of the first cycle, we will continue to press forward with targeted group work and will harness ways to allow students to persevere in Math. Teachers will utilize G-suite and provide opportunities for students to practice using a simulated computer-based MCAS exam.	On track to meet goal by May 2019
3	Teachers have been trained in using the new supplies and equipment. The staff continues to use the CLER rubric for analysis to support the work done both in the classroom and in the labs. Staff is looking to partner during PLCs with the Math department to investigate ways to support one another with the new technology tools.	On track to meet goal by May 2019