

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2016 - 2017**



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

Burncoat Senior High

School

William P. Foley

Principal or Administrator

Maureen Binienda

Superintendent

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 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
William Foley	Principal	Sept: 15, 29
Thomas Gibbons	Assistant Principal	Oct:13, 27
Michaela Moylan	Focused Instructional Coach	Nov: 10
Ann Reitzell	ELA Department Head	Dec:1, 15
Mary Doyle	Math Department Head	Jan:12, 26
Frances Friedman	Foreign Language Department Head	Feb: 9
Jennifer O’Leary	Social Studies Department Head	Mar: 2, 16, 30
Marie Wake	Special Education Department Hear	Apr: 13
Jackie Binkoski	Social Studies Teacher	May: 4, 18
Thomas Davis	Foreign Language Teacher	June: TBA
Christine Abbott	Science Teacher	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Burncoat Senior High

Organization Information			
District:	Worcester (03480000)	School type:	High School
School:	Burncoat Senior High (03480503)	Grades served:	09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 3	Among lowest performing 20% of schools and subgroups Focus on Hispanic/Latino -High needs -	
	Persistently low graduation rate for one or more groups Focus on Students w/disabilities -	
	Low assessment participation (Less than 95%) Focus on Students w/disabilities -Economically disadvantaged -Hispanic/Latino -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			View Detailed 2016 Data
	Less progress	More progress		
All students		■	67	Did Not Meet Target
High needs		■	56	Did Not Meet Target
Econ. Disadvantaged			-	
ELL and Former ELL		■	67	Did Not Meet Target
Students w/disabilities		■	60	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	
Asian			-	
Afr. Amer./Black		■	84	Met Target
Hispanic/Latino		■	65	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-	

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
*The Student Growth Percentile (SGP) for all students improved for the MCAS Math exam. The students with disabilities subgroup also showed growth in their SGPs.	*SGP for all students on the Massachusetts Comprehensive Assessment System (MCAS) Math test increased from 44.0 to 52.0. The SGP for students with disabilities increased from 44.0 to 50.0.
*The dropout rate decreased.	*Dropout rate decreased by 0.8 from 2014 to 2015. The dropout rate for all subgroups was listed as either on target or above target.
*Members of the faculty have received high quality professional learning through participation in the Advancement Via Individual Determination (AVID) Schoolwide pilot since November of 2014 and through the Self-Regulated Strategy Development (SRSD) professional learning offered in October 2016.	*Implementation of AVID Schoolwide best practices and the SRSD writing process.
Areas of Concern	
Concern	Evidence
*Performance on MCAS Open Response questions in all subject areas.	*73% of students averaged two (2) or above on MCAS English Language Arts (ELA) exam. *51% of students averaged two (2) or above on MCAS Math exam. *23% of students averaged two (2) or above on MCAS Biology exam.
*Students with disabilities (SWD) performance on MCAS exams.	*47% of SWD scored Advanced/Proficient on the ELA exam. The SGP for this subgroup was 25.0 *14% of SWD scored Advanced/Proficient on the MCAS Math exam. The SGP for this subgroup was 50.0 *16% of SWD scored Advanced/Proficient on the MCAS Biology exam.
*English Language Learner (ELL) student performance on MCAS exams.	*44% of ELL students scored Advanced/Proficient on the MCAS ELA exam. The SGP for this subgroup was 31.0. *12% of ELL students scored Advanced/Proficient on the MCAS Math exam. The SGP for this subgroup was 54.0. *26% of ELL students scored Advanced/Proficient on the MCAS Biology exam.

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.	<ul style="list-style-type: none"> *Teachers work collaboratively by department and grade level to develop course alike assessments of writing to be administered during ALL-WRITES (ALL-WRITES will be conducted during the double period every Friday in ALL classes) *Teachers will work in a similar collaborative structure to calibrate scoring and examine student work. Teachers will also examine student work through grade level time dedicated out of professional development hours. *Teachers work collaboratively by department and grade level to discuss student’s strengths and weaknesses. Furthermore, teachers will discuss the implementation of specific instructional strategies and targeted feedback to target identified areas of need.
Instructional Leadership Team Implementation	<ul style="list-style-type: none"> *Established ALL-WRITE schedule *Examination of data from ALL-WRITES with a specific focus on ELL and SWD. ILT will offer suggestions to address areas of need in an ongoing effort to improve student performance.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> *Department meeting agendas and minutes *ILT meeting agenda and minutes *Administration collects ALL-WRITE summary sheets to ensure that they are taking place on a consistent basis. The principal gives targeted feedback to each instructor. *Administration, Instructional Coach and Department Heads work with teachers on as needed basis to address area of concern regarding the ALL Write process and the feedback that is provided to students. *Administration and Instructional Coach regularly attend department meetings and Professional Learning time to support teachers in the development of assessments, examination of student work and the discussion of potential next steps in both a general and specific way. *Intensive tracking of ELL and SWD scores on ALL-WRITES 	Data Source: <ul style="list-style-type: none"> *Improvement of ALL-WRITE scores as measured by Accountability tracking sheets *Improvement of ALL-WRITE scores for ELL and SWD as tracked on an individual basis *Improvement on MCAS Open Response questions for all students on all MCAS exams.

Intentional Practices for Improving Instruction

Employing intentional practices for improving teacher-specific and student-responsive instruction

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

<p>Prioritized Best Practices or Strategies (</p>	<p>*Ongoing participation and professional learning in partnership with the AVID Schoolwide Pilot project. Teachers will continue to broaden and deepen the use of AVID based strategies to support students’ skill development in the areas of writing, inquiry, collaboration, organization and reading. *Universal adoption of a focused notetaking system in all core content classes in grades 9 – 11. *Furthermore, all grade 9 – 11 students will use an AVID style binder as an organizational tool for all of their core content classes. *Adoption of SRSD practices with fidelity across grades 9 and 10.</p>
<p>Instructional Leadership Team Implementation</p>	<p>*Supports the AVID Site Team in monitoring the implementation and effectiveness of the AVID Schoolwide Pilot project through the examination of student work and data collected through lesson plans, classroom visits, AVID Schoolwide coaching visits etc. *Works with AVID Site Team to identify areas of additional professional development. *Will monitor effectiveness of SRSD through an ongoing data analysis cycle based on schoolwide ALL-WRITES.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: *Lesson plans *Classroom visits *Formal observations/evaluations *AVID Site Team agendas and minutes *ILT meeting agendas and minutes *ALL-WRITE Accountability sheets *Intensive tracking of ELL and SWD scores on ALL-WRITES</p>	<p>Data Source: *Improvement in course grades *Improvement of ALL-WRITE scores as measured by Accountability tracking sheets *Improvement of ALL-WRITE scores for ELL and SWD as tracked on an individual basis *Improvement on MCAS Open Response questions for all students on all MCAS exams.</p>

Providing Student-Specific Supports and Instruction to All Students

Providing student-specific supports and interventions informed by data and the identification of student-specific needs

(Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)

<p>Prioritized Best Practices or Strategies</p>	<p>*Implementation of SRSD practices to improve the quality of writing for high needs subgroups, specifically students with disabilities and ELL students. 2016 MCAS Open Response data showed a high area of need for these subgroups. Teachers will closely monitor their performance and growth using a pre, mid and post-test of a grade wide writing prompt.</p> <p>*MCAS subject and grade level teachers will collaborate to identify students that would benefit from using assigned modules from the online learning system, PLATO, to support their mastery of content and skills necessary to pass the MCAS.</p> <p>*Identified high needs students scheduled to take the Biology MCAS retest in February are being offered in-school tutoring.</p> <p>*Two day-long “MCAS Blitz” sessions will be offered in advance of each test. Each test taker will participate in these sessions which will focus on specific questions types and standards.</p>
<p>Instructional Leadership Team Implementation</p>	<p>*ILT will monitor the effectiveness of the implementation of SRSD practices through analysis of ALL-WRITE data.</p> <p>*ILT will identify areas of concern based on ALL-WRITE Accountability sheets and assist in planning interventions including professional development to support these areas.</p>

School Performance Indicators and Data Sources

<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source:</p> <ul style="list-style-type: none"> *Lesson plans *Classroom visits *ILT meeting agendas and minutes *ALL-WRITE Accountability sheets *Intensive tracking of ELL and SWD scores on ALL-WRITES *Department meeting agendas and minutes *PLATO reports 	<p>Data Source:</p> <ul style="list-style-type: none"> *Improvement of ALL-WRITE scores as measured by Accountability tracking sheets *Improvement on MCAS Open Response scores in all subject areas *Increase in the number of students scoring in the Advanced/Proficient range in all MCAS tests *Increase in the median SGP for SWD and ELL students in all MCAS tests

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

Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers

(Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)

Prioritized Best Practices or Strategies	<p>*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.</p> <p>*Ongoing professional learning focused on building and fostering positive and effective adult-student relationships.</p>
Instructional Leadership Team Implementation	<p>*ILT will receive regular updates on the work and progress of the Graduation Improvement 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>

School Performance Indicators and Data Sources

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 *Student survey

V. 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	August 2016-May 2017

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA- Full implementation of SRSD strategies to support students in their performance on Open Response questions.	Grade 9 and 10	*Full implementation of SRSD will be monitored through lesson plans, classroom visits/observations, and the SRSD Accountability tracking sheets. *73% of students averaged a two (2) or above on Open Response questions on the MCAS ELA exam.
2	Math – Full implementation of SRSD strategies to support students in their performance on Open Response questions.	Grade 9 and 10	*Full implementation of SRSD will be monitored through lesson plans, classroom visits/observations, and the SRSD Accountability tracking sheets. *51% of students average a two (2) or above on Open Response questions on the MCAS Math exam.
3	Science (Biology) – Full implementation of SRSD strategies to support students in their performance on Open Response questions.	Grade 9	*Full implementation of SRSD will be monitored through lesson plans, classroom visits/observations, and the SRSD Accountability tracking sheets. *23% of students averaged a two (2) or above on Open Response questions on the MCAS Biology exam. *There was a very high percentage of students that left Open Response questions blank on the MCAS Biology exam.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	October 7 th – SRSD training for all ELA, Social Studies and Foreign Language teachers.	<p>*October Department meeting – Grade 9 and 10 ELA and Social Studies teachers collaborated to pick a pre-test Open Response question.</p> <p>*November Principal’s meeting – Grade 9 and 10 ELA and Social Studies teachers will work together to calibrate scoring of pre-test.</p>
	December 12 th – Professional learning time will be dedicated to the examination of student work and development of course-alike prompts to be administered during ALL-WRITE periods. Review of ALL-WRITE data with a specific focus on the use of SRSD and AVID strategies to address identified areas of need as indicated by data analysis.	<p>*December Principal’s Meeting – Time will be dedicated to discussing the pre-test results</p> <p>*Professional collaboration and work focused on student performance on ALL-WRITES and the continued implementation of SRSD strategies will continue during departmental and faculty meeting time.</p>
2	November 14 th – SRSD professional learning	*December Principal’s Meeting – Time will be dedicated to discussing the pre-test results
	January TBA - Professional learning time will be dedicated to the examination of student work and development of course-alike prompts to be administered during ALL-WRITE periods. Review of ALL-WRITE data with a specific focus on the use of SRSD and AVID strategies to address identified areas of need as indicated by data analysis.	*Professional collaboration and work focused on student performance on ALL-WRITES and the continued implementation of SRSD strategies will continue during departmental and faculty meeting time.
3	November 14 th – SRSD professional learning	*December Principal’s Meeting – Time will be dedicated to discussing the pre-test results
	January TBA - Professional learning time will be dedicated to the examination of student work and development of course-alike prompts to be administered during ALL-WRITE periods. Review of ALL-WRITE data with a specific focus on the use of SRSD and AVID strategies to address identified areas of need as indicated by data analysis.	*Professional collaboration and work focused on student performance on ALL-WRITES and the continued implementation of SRSD strategies will continue during departmental and faculty meeting time.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	*SRSD consultants from Teaching in the Middle provided professional learning to all ELA, Social Studies and Foreign Language teachers.	*Professional learning time *Faculty meeting time *Departmental meeting time
2	*SRSD overview will be provided to Math teachers by Focused Instructional Coach.	*Professional learning time *Faculty meeting time *Departmental meeting time
3	*SRSD overview will be provided to Science teachers by Focused Instructional Coach.	*Professional learning time *Faculty meeting time *Departmental meeting time

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<p>ELA and Social Studies have worked collaboratively several times during department meetings, professional learning time, and faculty meetings to develop ALL-WRITE prompts, examine student work and calibrate grading. As the implementation of SRSD and the ALL WRITE cycle have progressed, teachers have spent more time discussing targeted feedback to give to students and what instructional steps can be taken to address areas of need.</p>	<p>*According to exit slips, teachers have reached greater levels of calibration in their assessment of student work as measured by an MCAS based rubric. *Teachers are seeing that many students are struggling with the analysis or detailed examination of evidence. *Teachers are providing targeted feedback and appropriate instruction to support this area of need.</p>
2	<p>The Math department has worked collaboratively several times during professional learning time and faculty meetings to develop ALL-WRITE prompts, examine student work and calibrate grading. As the ALL WRITE cycle has progressed, teachers have spent more time discussing targeted feedback to give to students and what instructional steps can be taken to address areas of need.</p>	<p>*According to exit slips, teachers have reached greater levels of calibration in their assessment of student work as measured by an MCAS based rubric.</p>
3	<p>*Biology teachers have worked collaboratively several times during professional learning time and faculty meetings to develop ALL-WRITE prompts, examine student work and calibrate grading. As the implementation of SRSD and the ALL WRITE cycle have progressed, teachers have spent more time discussing targeted feedback to give to students and what instructional steps can be taken to address areas of need. *Biology teachers are meeting monthly with the District Science liaison to discuss strategies to improve students' responses on Open Response.</p>	<p>*According to exit slips, teachers have reached greater levels of calibration in their assessment of student work as measured by an MCAS based rubric. *Teachers are also reporting that the number of students leaving Open Response style questions blank has decreased dramatically.</p>