

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Burncoat Senior High School

William Foley

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction/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/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/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/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
William Foley	Principal	Sept: 21
Thomas Gibbons	Assistant Principal	Oct: 12, 26
Michaela Moylan	Instructional Coach	Nov: 16, 30
Ann Reitzell	ELA Department Chair	Dec: 14
Mary Doyle	Math Department Chair	Jan: 11, 25
Jennifer O'Leary	Social Studies Department Chair	Feb: 8
Frances Friedman	Foreign Language Department Chair	Mar: 1, 15, 29
Thomas Davis	Foreign Language Teacher	Apr: 12
Marie Wake	Special Education Department Chair	May: 3, 17
Jackie Binkoski	Social Studies Teacher	June: TBD
Michael Thibodeau	ELA Teacher	
Dan Falcucci	Math Teacher	
Heather Farrington	Math Teacher	
Rosa Abraham	Foreign Language Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data 2017 Official 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	<p>Among lowest performing 20% of schools and subgroups Focus on Hispanic/Latino -High needs -</p> <p>Low assessment participation (Less than 95%) Focus on Students w/disabilities -Economically disadvantaged -Hispanic/Latino -ELL and former ELL -High needs -</p>	
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 2017 Data
	Less progress	More progress	
All students		66	Did Not Meet Target
High needs		61	Did Not Meet Target
Econ. Disadvantaged		-	-
ELL and Former ELL		71	Did Not Meet Target
Students w/disabilities		64	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		82	Met Target
Hispanic/Latino		65	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		48	Did Not Meet Target

III. Student Attendance and Retention

Burncoat High School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	91.3	94.1	94.6
Average # of days absent	14.4	9.8	9.3
Absent 10 or more days	52.0	36.5	33.3
Chronically Absent (10% or more)	28.1	16.9	13.5
Unexcused Absences > 9	47.2	33.8	15.8
Retention Rate	2.3	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify): Students with 0-3 absences for each quarter will be recognized. Students who have shown significant improvement in attendance will also be recognized.
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): Daily checks on attendance, collaboration between guidance, SAC and administration, close monitoring of attendance by Graduation Improvement Team.
*requires action

IV. 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
*Open response data improved for both the MCAS ELA and Biology exams.	*In 2016, BHS earned 58% of all possible Open Response points in the ELA exam compared to 60% in 2017. *In 2016, BHS earned 29% of all possible Open Response points in the Biology Exam compared to 34% in 2017. *Open response data for both ELA and Biology improved in almost every subgroup.
*ELA SGP (Student Growth Percentile) increased for several subgroups.	*Economically disadvantaged 30.5 (2016) to 37.5 (2017). *Students with disabilities 25.0 (2016) to 32.5 (2017) *High needs 30.0 (2016) to 39.0 (2017)
*Improvement in graduation rate and dropout rate.	*In 2016 the graduation rate was 81 compared to 82 in 2017. The graduation rate has improved almost 10 points in three years (the rate was 72.3 in 2013) *The dropout rate improved slightly from 2.1 in 2015 to 2.0 in 2016.
*Total number of AP exams went up and the percentage of students with qualifying scores increased.	*In 2016, BHS administered 284 AP Exams compared to 309 in 2017. *In 2017 44.8% of our AP students received qualifying scores compared to 31.1% in 2016.
Areas of Concern	
Concern	Evidence
*Open response data dropped for the MCAS Math exam.	*In 2016, BHS earned 49% of all possible Open Response points compared to 44% in 2017.
*SGPs dropped for ELL students in both the MCAS ELA and Math exam.	*ELA – 31.0 (2016) to 28.5 (2017) *Math – 54.0 (2016) to 32.0 (2016)
*The graduation rate dropped for the ELL subgroup.	*In 2016 the graduation rate was 73.5 compared to 67.5 in 2017.
*Chronic Student absenteeism	*26% of all students were considered chronically absent in SY 2016-2017.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
1. Infusion of AVID schoolwide strategies throughout grade levels and subject areas.
2. Use of Self-Regulated Strategy Development (SRSD) writing process to support students' ability to answer open response style questions as measured by formative assessments including MCAS, Advanced Placement exams and common assessments.
3. Schoolwide ALL Writes on the long block period every Friday geared to improving students' writing and ability to open response style questions.
4. Weekly Graduation Improvement Team (Leadership Team, Guidance and School Adjustment Counselors) focuses on tracking and monitoring students who are not on pace to graduate on time.
5. Use of Instructional Feedback tool to be used by Administration, Instructional Coach and Department Heads to provide teachers with actionable feedback to improve classroom instruction.

Leadership, Shared Responsibility, and Professional Collaboration

Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration

(Focus on improving core instruction and tiered interventions systems using a variety of data)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations).</p>	<p>*Consistent use of instructional strategies including AVID and SRSD strategies across all curricula areas and grade levels that are designed specifically to improve students’ writing skills. *Weekly ALL Writes will continue to be conducted on the long period of every Friday. ALL Writes will be used to help students grow in their ability to answer open response style questions. Teachers will collaborate through Common Planning Time and Department time to calibrate grading, discuss student work and plan for instructional supports and strategies designed to address student weaknesses on open response questions.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>*Establish ALL Write schedule. *Examine ALL Write accountability sheets to suggest, plan, and support specific efforts to improve student work.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: *Department meeting agendas and minutes *ILT meeting agenda and minutes *Administration collects ALL-WRITE accountability 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 areas of concern regarding the ALL Write process and the feedback that is provided to students. *Administration and Instructional Coach regularly attend department meetings and Common Planning Time to support teachers in the development of assessments, examination of student work and the discussion of potential next steps.</p>	<p>Data Source: *Improvement of ALL-WRITE scores as measured by accountability tracking sheets. *Improvement on MCAS Open Response questions for all students on all MCAS exams and Advanced Placement exams.</p>

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 (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> * Consistent use of research based, literacy focused instructional strategies including AVID and SRSD strategies across all curricula areas and grade levels. Use of these strategies will support students’ skill development in the areas of writing, inquiry, collaboration, organization and reading. *Use of focused notetaking system and AVID style binders for all students in all subject areas. *Administration, Instructional Coach and Department Heads use of Instructional Feedback Tool to provide actionable feedback to improve classroom instruction including feedback to improve instruction for targets student populations.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> *Promote, support and monitor the use of effective strategies, notetaking system and binders throughout the school. *Collaborate with Leadership Team and Department Heads to provide support for ongoing professional learning to improve both core and student specific instruction.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: <ul style="list-style-type: none"> *Unit and Lesson plans *Student work including evidence of focused notes and AVID style binders *Instructional Feedback Tool *Formal Observations/Evaluations </p>	<p>Data Source: <ul style="list-style-type: none"> *Improvement in course grades *Improvement on ALL Writes and Common Assessments *Improvement on summative assessments including MCAS, ACCESS and AP scores </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 (Include differentiation to ensure access for targeted student populations)</p>	<ul style="list-style-type: none"> *Continued use of research based strategies, including SRSD to improve the ability of high needs subgroups specifically ELL and SWD (Students with disabilities) to answer open response questions. *Biology teachers to meet monthly with Science Liaison to examine student work and plan instruction to address targeted areas. *Provide afterschool support for targeted students in advance of the MCAS ELA, Math and Biology exams. *Provide in-school and afterschool support for students that need to take any MCAS retests. A two day “blitz” will be provided in advance of the MCAS ELA and Biology exams. Grade 10 Math teachers will conduct an approximate month long “blitz” in advance of the MCAS Math exam.
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> *Use teachers’ reflections on ALL accountability sheet to plan ways to support literacy instruction of targeted subgroups. *Assist in the planning of the MCAS “blitzes”

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none"> *Unit and Lesson plans *Student work including evidence of focused notes and AVID style binders *ALL Write Accountability sheets *Instructional Feedback Tool *Formal Observations/Evaluations *MCAS Blitz lesson plans 	<p>Data Source:</p> <ul style="list-style-type: none"> *Improvement in course grades *Improvement MCAS Open Response scores

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
 (Include differentiation to ensure access for targeted student populations)

*Administration, Guidance and School Adjustment (Gradation Improvement Team) collaborate on a weekly basis to monitor high risk students and to track their progress towards meeting graduation requirements. The Graduation Improvement Team will also work collaboratively to track chronically absent students and plan ways to support these students on an individual basis.
 *Department and Common Planning time focused on examining student work, sharing best practices and designing and implementing instruction to address high needs subgroups.
 *Resources and professional learning are provided to support faculty in fostering effective adult/student relationships and effectively addressing students' social-emotional needs.

Instructional Leadership Team Implementation
 (Explain how ILT members implement and measure school-wide strategies.)

*ILT will receive regular updates on the work and progress of the Graduation Improvement and will offer suggestions on as needed basis.
 *ILT will assist in planning and implementing professional learning on relationship building on as needed basis.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source:
 *Graduation Improvement Team minutes and agendas
 *ILT meeting agendas and minutes
 *Faculty bulletins
 *Faculty and/or department meeting's agenda and minutes
 *Common Planning Time agendas and minutes

Data Source:
 *Graduation Rate
 *Dropout Rate
 *Attendance rate
 *Student survey results

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 2017- June 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Use of AVID and SRSD strategies to improve students' ability to answer open response questions on ELA MCAS/	Grade 9 and Grade 10	*Use of these strategies will be monitored through lesson plans, classroom observations, and student work. *74% of students earned an average of two (2) or more on MCAS ELA Open Responses.
2	Use of AVID and SRSD strategies to improve students' ability to answer open response questions on Math MCAS.	Grade 9 and Grade 10	*Use of these strategies will be monitored through lesson plans, classroom observations, and student work. *44% of students earned an average of two (2) or more on MCAS Math Open Responses.
3	Use of AVID and SRSD strategies to improve students' ability to answer open response questions on the Biology MCAS Exam	Grade 9	*Use of these strategies will be monitored through lesson plans, classroom observations, and student work. *31% of students earned an average of two (2) or more on MCAS Biology Open Responses.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	*October 6 Professional Learning Day – Teachers worked in grade alike, subject alike teams to develop three common assessments to be administered in November, January and March.	*Department meeting time will be focused on calibrating scoring using a common rubric, examining student work, discussing and planning instruction to effectively address student weaknesses.
	*Grade 9 and 10 Common Planning Time with ELA and Social Studies Teachers will be held on at least a monthly basis.	*Review and analyze MCAS data from 2017 with a specific focus on student performance on open responses. *Discuss student performance on common assessments, ALL Writes and other summative assessments. *Discuss and plan cross curricula learning activities.
2	*October 6 Professional Learning Day – Teachers worked in grade alike, subject alike teams to develop three common assessments to be administered in November, January and March.	*Department meeting time will be focused on calibrating scoring using a common rubric, examining student work, discussing and planning instruction to effectively address student weaknesses.
3	*October 6 Professional Learning Day – Teachers worked in grade alike, subject alike teams to develop three common assessments to be administered in November, January and March.	*Review and analyze MCAS data from 2017 with a specific focus on student performance on open responses. *Department meeting time will be focused on calibrating scoring using a common rubric, examining student work, discussing and planning instruction to effectively address student weaknesses.
	*Monthly meeting with WPS Science Liaison	*Review and analyze MCAS data from 2017 with a specific focus on student performance on open responses. *Discuss and plan instruction to improve student performance on MCAS open response questions.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	*Individual coaching was provided to new teachers to BHS on SRSD and AVID Strategies. *Support was provided to teachers by Instructional Coach and Department Head on as needed basis.	*Access to SRSD and AVID materials *Department time *Common Planning time
2	*Individual coaching was provided to new teachers to BHS on SRSD and AVID Strategies. *Support was provided to teachers by Instructional Coach and Department Head on as needed basis.	*Access to SRSD and AVID materials *Department time *Common Planning time
3	*Individual coaching was provided to new teachers to BHS on SRSD and AVID Strategies. *Support was provided to teachers by Instructional Coach and WPS Science Liaison on as needed basis.	*Access to SRSD and AVID materials *Department time *Common Planning time

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	*Teachers have worked collaboratively to plan three common assessments to be given in grade alike, subject alike courses. *The first common assessment was administered in early November.	*Teachers worked collaboratively in their November department meetings to calibrate grading using a common rubric, examine student work and discuss next instructional steps to support students' skill development. *Some common planning time for grade 9 and 10 teams will be dedicated to deepening this discussion.
2	*Teachers have worked collaboratively to plan three common assessments to be given in grade alike, subject alike courses. *The first common assessment was administered in early November.	*Teachers worked collaboratively in their November department meetings to calibrate grading using a common rubric, examine student work and discuss next instructional steps to support students' skill development.
3	*Teachers have worked collaboratively to plan three common assessments to be given in grade alike, subject alike courses. *The first common assessment was administered in early November.	*Teachers worked collaboratively in their November department meetings to calibrate grading using a common rubric, examine student work and discuss next instructional steps to support students' skill development. *Some common planning time with WPS Science Liaison will be dedicated to deepening this discussion.