

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**North High**

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School

**Lisa Dyer**

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Principal or Administrator

**Maureen Binienda**

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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. 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
Lisa Dyer	Principal	Sept: 9/14, 9/22, 9/30
Kareem Tatum	Assistant Principal	Oct: 10/12, 10/20, 10/28
Bruce O’Connell	Assistant Principal	Nov: 11/7, 11/16, 11/29
Elizabeth Lupafya	Assistant Principal	Dec: 12/7, 12/15, 12/23
John Creamer	Assistant Principal	Jan: 1/10/, 1/19, 1/27
Sherri Blake	English Dept. Head	Feb: 2/6, 2/14
Casey Duva	Math Dept. Head	Mar: 3/1, 3/9, 3/17, 3/27
Michael Belanger	Social Studies Dept. Head	Apr: 4/4, 4/12, 4/28
Richard Howarth	Science Dept. Head	May: 5/8, 5/16, 5/24
Catherine Ricci	ESL Dept. Head	June: 6/2, 6/13
Luz Mendez	Foreign Language Dept. Head	
Kraig Krikorian	SPED Dept. Head	
Meghan Milonopoulos	Lead teacher for safety and accountability	
Juliamy Saraiva	School Adjustment Counselor	
Phyllis Goldstein	Focused Instructional Coach	
Neil Lucey	MCAS Specialist	
Suzanne Mallaghan	Guidance Dept. Head	

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

### 2016 Accountability Data - North High

Organization Information			
District:	Worcester (03480000)	School type:	High School
School:	North High (03480515)	Grades served:	09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
Level 3	Among lowest performing 20% of schools and subgroups Focus on White -Students w/disabilities -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 Hispanic/Latino -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		3
	Lowest performing	Highest performing

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 - ■			<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress		
<a href="#">All students</a>		■	63	Did Not Meet Target
<a href="#">High needs</a>		■	59	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>			-	
<a href="#">ELL and Former ELL</a>		■	62	Did Not Meet Target
<a href="#">Students w/disabilities</a>		■	60	Did Not Meet Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-	
<a href="#">Asian</a>			-	
<a href="#">Afr. Amer./Black</a>		■	73	Did Not Meet Target
<a href="#">Hispanic/Latino</a>		■	62	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-	

### **III. Comprehensive Needs Analysis**

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
Classroom Expectations are Reading, Writing, Speaking, Listening in every class every day	ELA CPI increase from 87.1 to 89.2 resulting in on target rating in closing the proficiency gap for all students. ELLs and former ELL's, Asian, African American and Hispanic students are above target.
Structures for Restorative Circles focus on Social, Emotional Learning and help develop positive relationships, empathy and compassion	# of Suspensions + conflicts significantly reduced 2013-2014 =726 2014-2015 = 268 2015-2016 = 170
Graduation Improvement: structures and programs put in place that increase the number of students graduating.	All Students 4 year grad rate 2011=55% 2013=65% 2014=71% 2015=77.6 % SPED Students 2011= 35% 2013=47.7% 2014=59.3% 2015=66%
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
Mathematics - Low Student Growth – Low Proficiency Rates	All students are on target for student growth (improved growth 64% to 70.1%) however, students with disabilities, Hispanic and white students remain below target.
Science - Low Proficiency Rates	Improved proficiency for all student subgroups (66.8 to 72.2) other than white students who declined 73.4 % to 67.8%.
Graduation Rate	Improvement still needed Ex. ELL 2011= 50% 2013=65.4% 2014=73.2% 2015 72.6%

## 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>	<b>Common Planning Time: grades 9 + 10, STEP, Resource, STB, ILT, ELL Team, Graduation Improvement Team, Community Coalition, Dept. Meetings.</b>  <b>Common assessments are in development and teams will look at student work using critical friend's protocols (peer feedback). Decisions will be made on tools and strategies that will be adopted whole school.</b>
<b>Instructional Leadership Team Implementation</b>	<b>Meetings are data driven and focus on identifying weaknesses and implementing and monitoring cohesive improvement strategies. Always have an agenda with expected outcomes and end meetings with action items and persons responsible. All ILT members do classroom visits to follow up on implementation and provide feedback to teachers.</b>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source: agendas, data requests, observations</b>	<b>Data Source: student work and progress on formative and summative exams.</b>

**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><b>Prioritized Best Practices or Strategies</b></p>	<ul style="list-style-type: none"> <li>• <b>3 adopted literacy practices:</b></li> <li>• <b>8 Strategies good readers use across the curriculum (this is a metacognitive approach to reading that teachers model such as : Previewing text, Making connections, asking questions, distinguishing key ideas, activating prior knowledge, visualizing, drawing inferences and using fix-up strategies.</b></li> <li>• <b>Productive talk (ex. Socratic Seminar, literature circles, debate, cooperative learning)</b></li> <li>• <b>Write to learn (ex. Admit/Exit slips, Cornell notes, Write arounds, sentence frames)</b></li> </ul>
<p><b>Instructional Leadership Team Implementation</b></p>	<p><b>ALL PD has focused on the above practices and are being linked to the RETELL strategies on the SMART card. Unit plan template has been redesigned to allow teachers to explicitly state which of the above literacy practices they will use daily and which instructional strategy they will use (ex. Productive Talk through Socratic Seminar). ILT will implement and monitor by checking unit plans, classroom visits as well as content and language objectives and essential questions posted on the board. PLCs will look at student work to ensure growth through implementation of these strategies. Dept Heads and APs will provide teacher feedback and make recommendations for FIC support when appropriate.</b></p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source: Unit Plans, posted content and language objectives, observations, looking at student work</b></p>	<p><b>Data Source: active learning and engagement visible during classes. Quarterly report cards. Student work.</b></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)

**Prioritized Best Practices or Strategies**

- **AVID (for the student ‘in the middle’ to prepare for more advanced courses and college preparedness)**
- **Numeracy (for most grade 9 students to close learning gaps and solidify basic math skills)**
- **Academic Literacy (to increase reading comprehension)**
- **MCAS Prep (individualized based on item analysis)**
- **Study skills for Special Education students (with a focus on math skills)**
- **PLATO (used for assessment, remediation through Advanced Placement)**
- **Accuplacer Prep (to prepare for dual enrollment)**
- **After-School Programming for academic support and enrichment**

**Instructional Leadership Team Implementation**

**Multiple data sources must be used to identify students needing additional supports in order to schedule appropriate interventions during the school day.**

**Student progress in intervention classes must be monitored by guidance counselors and SPED students’ liaisons through progress monitoring.**

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source: master schedule, interim and quarterly report cards, evidence of growth**

**Data Source: MCAS scores, report cards, student work, common assessments.  
Attendance after school**

**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**

- **Established School Wide Behavioral Matrix (The matrix contains both teacher and student expected behaviors at different times and places throughout the day. The matrix establishes a community responsibility in keeping our school safe and respectful. Components are reviewed for students in the daily announcements and teachers have floor mtgs to discuss implementation and necessary improvement or gaps in implementation))**
- **Common Planning Time (North has built a collegial climate by creating multiple opportunities for teachers to look at data, plan together and look at student work to increase student learning)**
- **Restorative Circles (Adopted from Suffolk University, Circles allow for student voice around important social/emotional topics to help build respectful behavior, compassion for others and empathy leading to a safe, respectful and collegial climate for all members of the North High Community.)**

**Instructional Leadership Team Implementation**

**Assemblies, intercom, circle observations, behavior matrix hanging in every classroom, scheduled restorative circles, monitor number of referrals and suspensions, interactions between student to student and adult to student and student to adult, quarterly award ceremonies, classroom observations**

**Collegiality of floor meetings to review implementation of behavior matrix, Common planning time efficacy, development of common assessments, attendance of staff and students at out of school activities.**

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source: Number of written referrals, CPT agendas w/action steps**

**Data Source: Number of suspensions, attendance numbers**



## V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	North High School	Lisa C Dyer	8/25/16-6/12/17

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	82% Advanced and Proficient in ELA	Grade 9 and 10 cross-curricular core academic teams, FIC	Students need to engage more with non-fiction complex text. Open response and topic development in composition writing needed. / MCAS results
2	58% Proficient and Advanced in Math	Grades 9 & 10 math and teachers schoolwide, FIC, science liaison	Low performance on MCAS and student work indicate lack of mathematical fluency.
3	55% Proficient and Advanced in Biology	Grade 9 Biology teachers dept. head	Low performance on MCAS and MCAS failure rates.

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	ELA - Looking closely at data and sending message of urgency.	Looked closer at data to include standards and specific teacher results leading to prescription.
	Continued focus on 3 key literacy strategies for instructional improvement.	Non-fiction Fridays, combined ELA and social studies dept. mtgs to calibrate writing expectations
2	MATH - w/new dept. head Looked closer at data to include standards and specific teacher results leading to prescription.	Math across the curriculum, visuals to support classrooms, schoolwide math., test corrections
3	Science – Looked closely at MCAS data	Consistency in grading policy, common assessments and common labs, Biology CPT w/ FIC and science liaison

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	New York Times App – Common Lit, Previous MCAS, 10 <sup>th</sup> grade Social studies teachers and liaison	Critical Literary Theory, Use of Active learning and Engagement Strategies text and PD, Smart Card
2	MCAS data, data from schoolwide math, math problems from MCAS and SAT, math teachers	Common assessments, Student Centered classrooms, Use of Active Learning and Engagement strategies, CPT
3	Science liaison, Dept. Head, FIC. Common labs, common grading policy, after school support	Cross school visits, test corrections

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	4 hours of training on critical literary theory with enthusiastic responses. Still looking for appropriate and effective graphic organizer for writing. compositions	ELA dept. mtgs have focused on implementation of critical literary theory. Currently exploring a variety of graphic organizers.
2	Reached 10 weeks of schoolwide math – analysis w/DH and FIC in progress	Creation of a 10 <sup>th</sup> grade CPT to look deeper at data and plan interventions. Identifying level of individual support needed .each student.
3	Liaison has been mtg with DH, FIC and created plan for CPT which has begun.	Lesson plans include visual learning strategies in order to develop student’s ability to respond effectively to open responses.