SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2017 - 2018

Delivering on High Expectations and Outstanding Results for All Students

Claremont Academy

Ricci Hall

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
Ricci Hall	Principal	Sept:11, 25
James Looney	Assistant Principal	Oct: 23
Deidre Carlson	Focused Instructional Coach	Nov: 6, 20
Kate Shepard	Team Leader/ Math/7th	Dec: 4, 18
Beth Harding	Team Leader/ History/ 8th	Jan: 15, 29
Peter Weyler	Team Leader/ ELA/ 9th and 10th	Feb: 12, 26
Ericca Lucht	Team Leader/ Science/ 11th	Mar: 12, 26
Cindy Roach	Special Ed Dept. Head	Apr: 9, 23
Lori Simpson	English as Sec Language teacher/ liaison	May: 7, 21
Kirwin Matthews	Literacy Teacher	June: 4

I.   Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Claremont Academy

Organization Information

District:	Worcester (03480000)	**School type:**	Middle - High School or K - 12
School:	Claremont Academy (03480350)	**Grades served:**	07,08,09,10,11,12
Region:	Commissioner's Districts	**Title I status:**	Non-Title I School (NT)

Accountability Information   About the Data

Accountability and Assistance Level

No level	Students in this school participated in 2017 Next Generation MCAS tests

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)

All students:	-

2017 Assessment Participation   About the Data

Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	266	265	100	Yes	265	265	100	Yes	174	174	100	Yes
High needs	237	236	100	Yes	236	236	100	Yes	155	155	100	Yes
Econ. Disadvantaged	198	197	99	Yes	197	197	100	Yes	130	130	100	Yes
ELL and Former ELL	175	174	99	Yes	174	174	100	Yes	111	111	100	Yes
Students w/disabilities	33	33	100	Yes	32	32	100	Yes	26	26	100	Yes
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	20	20	100	Yes	20	20	100	Yes	11	-	-	-
Afr. Amer./Black	25	25	100	Yes	25	25	100	Yes	16	-	-	-
Hispanic/Latino	199	198	99	Yes	198	198	100	Yes	133	133	100	Yes
Multi-race, Non-Hisp./Lat.	4	-	-	-	4	-	-	-	3	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	18	-	-	-	18	-	-	-	11	-	-	-

III. Student Attendance and Retention

Claremont Academy

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	93.4	94.1	94.6
Average # of days absent	11.0	9.8	9.3
Absent 10 or more days	38.3	36.5	33.3
Chronically Absent (10% or more)	20.8	16.9	13.5
Unexcused Absences > 9	35.5	33.8	15.8
Retention Rate	1.1	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 will be recognized in grade level assemblies and will receive homework passes and gift cards to area restaurants and businesses for perfect attendance.**
Continue review of attendance progress report with students and send home.
*School plan to promote ongoing good attendance (please specify): **During the quarterly assemblies held by all teams, students and teachers will discuss, monitor, and reflect on the attendance data including absences and tardiness. Moreover, the graduation improvement team which meets every two weeks will review SAGE reports to identify which students are accruing too many absences. This will trigger a meeting with student,call home, a home visit, court involvement (if necessary) and regular assessment meetings with students**.

*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**
Strength Math: (10th grade) Students demonstrated relative strengths in solving equations, systems of equation problems, numbers sense and problems involving square roots. This demonstrates that over the course of time, students' skills are bolstered in these areas, even though they were relative weaknesses at the middle school level.	This evidence comes from our most recent 2017 Spring MCAS data for the 10th grade. The comparison to the middle school data comes from the MCAS Next Gen. Yet, we find that students in the middle school have weak computational skills and weak skills in number sense. It is good to see that over their experiential arc at Claremont, these weakens seem to be mitigated.
Strength English: Writing Instruction. Though students enter the 7th grade with resistance to writing, by the time they take the 10th grade MCAS, they perform very close to the city and state averages with less than 10% school to state difference.	2017 MCAS grade 10 ELA data demonstrates once again a substantial improvement in writing across the time students are with us. By the time students are in 10th grade our writing standard scores are nearly on par with district and state percentages. This is particularly impressive in light of the fact that Claremont has the highest percentage of EL students in any secondary school. We also had more level 1 and 2 EL students last year than previously.
Strength Science: Overall there was an increase in numbers of multiple choice questions answered correctly (50% or higher) middle to high school.	Once again, an analysis of students' scores and growth over their middle to high school experience demonstrates that students are able to master certain content with a degree of success. By the time students take the 9th grade Biology test, their accuracy and content knowledge has increased substantially; although the content gets more complex and sophisticated.

Areas of Concern	
Concern	**Evidence**
Concern Math: Our concern in Math is related to three interrelated areas: students are presenting needing improvement in number sense and computational skills, students (particularly students for whom English is not their primary language) *often struggle with Math vocabulary*. Third, students have a hard time transitioning from classroom instruction that "sets them up" for problem-solving to a testing environment where this must occur more *individually and student initiated.*	MCAS, MAP, indicate students' weaknesses in basic computational Math. We have used MAP and PLATO Accucess to measure basic Math skills. We have found a grade wide, middle school wide problem in this area. We think this is a significant factor in the low Math scores.Grade 10 Math scores were also an area of concern. Last year's grade 10 cohort contained an increased enrollment of EPL level 1 and level 2 students. Finally, we noticed that students have become dependent on teachers starting a problem for them.
Concern English: As indicated in the Spring 2017 ELA MCAS scores (both Middle and High School Exams). We noted a pattern of concern as it pertains to *Non-Fiction texts*. Specifically students had a hard time reading non-fiction texts for understanding. Moreover, they were unable to easily make connections between two texts in a given passage.	Students have been heavily exposed to works of literature. They have had limited exposure to reading non-fiction and informational texts. They were also notably weak in being able to analyze and synthesize information when given two pieces of non-fiction text.
Concern Science: One concern was that open response scores were low in all levels. Data shows that students' abilities to produce a written response is inefficient. This information was gleaned from looking at the Spring 2017 MCAS/ BIO and 8th grade Science Exams.	English open response questions were comparatively strong, but in the area of Science students did not perform as well. This might be a result of students not having a schema and/or the confidence to answer these questions. Student Science open response in certain content areas were particularly low (i.e. Anatomy and Physiology, Genetics, and Cell Biology). This is also likely connected to the weakness in non-fiction reading, the basis upon which most of the Science knowledge is gained.

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
1. Use of Autonomy: Scheduling and school time will be used to ensure that teachers have the time and autonomy to meet in PLCs and teams to be strategic with the instruction and interventions that are necessary (TAP 1)
2. Use of Time for Processional Development and Collaboration: Teachers will meet regularly with one another with the FIC and principal attending weekly meetings with a focus on student learning and growth. (TAP 2)
3. Classroom Observation Data Use: Through Rounds, Walk-Throughs, and Lesson Studies, teachers and administrators will be using classroom data to ensure that instructional practices are aimed at student learning. This will be particularly important as we look to improve those areas which have the greatest need. (TAP 2)
4. Identifying and Addressing Student Academic Needs: Team and PLC time devoted to ensure that data is being regularly reviewed to ensure positive impact on student learning (particularly in those areas of defined weakness) (TAP 3)
5. Determining Schoolwide Student Supports: Student learning and academic performance is regularly reviewed and adjustments to interventions are made based on student need and growth. (TAP 3)
6. Adult-Student Relationships: Structures (Advisory, Mentoring, Peer-Mediation, and RJ) are in place to support relationships between adults and students and between students and students. (TAP 4)

VI. Action Steps

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)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	1. **Instructional Leadership Team (ILT):** Claremont will utilize a strong ILT process to ensure that team leaders and instructional leaders have a coherent message throughout the school. The meetings will revolve around best practices and will continually assess the implementation of our instructional framework and practices. 2. **Team and Professional Learning Community (PLC) organization:** Teams of teachers will meet three times a week. One of these meetings will be a team meeting where teachers will discuss items relevant to students and student needs. At least twice a week, the team will meet as a learning community where student learning, instruction and common assessments will be reviewed and discussed. In addition, teachers will work on developing lessons with one another, hosting teachers to observe practice, and reviewing student work samples. The PLC will focus on instruction that bolsters the identified areas of weakness in Math, ELA and Science. 3. **Professional Development (PD) focused on vertical and curricular alignment:** Our monthly PD will revolve around strong vertical and horizontal alignment using Claremont's Innovation School College, Career, and Civic Readiness Continuum. The PD will work to provide opportunities to demonstrate student learning through coherent practices. This PD will also ensure that each department is addressing the areas of concern noted above in each of the MCAS subject areas.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Regular meetings around data with ILT, ILT involvement in PD, Team Meetings at least 2 times a week led by ILT members and administrative presence, PLCs once a week with coach present ILT members focus PD on vertical alignment Measured by team meetings agendas, data on rounds and collaborative teacher practices, PD agendas and outcomes Walk-throughs and official observations
School Performance Indicators and Data Sources	

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Team Meetings, ILT meetings, Student Support Team meetings, department meetings, round sheets and "Looking at Student Work" protocols. Through all data sources, professional development is then structured to further support the adult culture and practices within the building.	**Data Source:** "Looking at Student Work" (e.g.) Common Reflections and Assessments Because of the team structure, (meeting twice a week over student issues and once a week around practice), authentic student work is viewed and discussed while practices are refined during class through team observation (rounds).

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)

| **Prioritized Best Practices or Strategies**
(Include differentiation to ensure access for targeted student populations) | 1. **Professional Learning Practices: Rounds, Collaborative Lesson Plans (CLP), "Looking at Student Work" (LASW):** To ensure that instruction is responsive to the needs of specific students, we are using three professional learning practices with all PLCs this year. This includes the use of rounds, where fellow team members attend classes of their colleagues to focus on student learning questions and practice. This process usually follows a Collaborative Lesson Plan (CLP) where teachers work together to create a lesson or unit of study that is meant to deepen student thinking and knowledge. Finally, teachers use a strong protocol to review student work and assessment results from the unit and lessons to ensure that students are making progress towards proficiency in various subject areas. These processes will be embedded in all PLCs and will occur regularly throughout the school year. Results from assessments will target interventions to students who need it. All of these PLC activities will be focused on addressing the areas of concern in both Math, ELA, and Science.
2. **Powerful Teaching and Learning Strategies focused to achieve the characteristics of College, Career, and Civic Readiness:** Teachers will utilize, with fidelity, our five teaching and learning strategies that are research-based and proven to ensure student growth. Recent research is also clear that this level of instructional coherence ensures that students will learn deeper, faster, and long term. This will ensure more students make it to proficiency. We will also find ways to incorporate more reading of non-fiction texts into all subject areas. In this regard, students will need to make connections between multiple texts and conduct analysis and synthesis of the main ideas.
3. **Common Reflections and Assessments to focus on student outcomes:** We will use a series of common assessments and reflections that are tied to our College, Career, and Civic Readiness work that will determine if students are in fact moving along the continuum towards proficiency. We will also use data analysis and item analysis of MCAS Next Gen tasks to determine what areas of the curriculum need to be improved and bolstered and which areas are strong. These decisions will drive the common assessments in hopes of finding students who are off-track sooner and making the necessary adjustment to classroom instruction. Moreover, teachers and students will give/receive critical feedback as it relates to the schoolwide concerns in Math, ELA, and Science. |
| **Instructional Leadership Team Implementation**
(Explain how ILT members | **ILT membership in PLCs for rounds, CLPs, and LASW:** ILT members are represented in all of the PLCs where this work happens. The Focused Instructional Coach is also a member of these weekly meeting groups. That way the ILT knows exactly what is being discussed and reviewed at the CLP |

implement and measure school-wide strategies.)	meetings. Similarly, ILT members are embedded within team meetings and PLCs, thus they are able to support the development of internal structures which enhance the valued practices built by the faculty.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: team meetings, PLCs and ILT meetings (sharing)	**Data Source:** Common Assessments and "Looking at Student Work", Naviance for Assessment and Reflection data Gateway rubric for student reflection and growth Students demonstrating growth in learning through instructional improvements Standardized assessment growth through MCAS, MAP and PSAT/SAT data.

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 (Include differentiation to ensure access for targeted student populations)	1. **Double dosing Numeracy and Literacy in grades 7-10 (tiered support):** All students in grades 7-10 are receiving some degree of extra support in Math and ELA. This scheduling opportunity provides more time for students who we know will need it. It also provides an opportunity to accelerate students who are ready for the next step. This summer we worked hard to ensure that these "support" classes were integrated into a student's experience and that they were connected to their regular Math or English class. These classes need to be highly structured and interventionary in nature. So, content teachers need to communicate regularly during team meetings to ensure this high level of communication. 2. **Strategic use of data from PSAT, PLATO, Khan and Accucess:** As part of the support classes we are using PLATO and Accucess in the middle school and Khan Academy in the high school to both diagnose areas of challenge and weakness and also find ways to intervene. The real strength of these computer programs allows the teacher to drill down to the exact skill or concept that a student is missing. In addition, the program is done individually on the computer so that the interventions are targeted to that particular student's need rather than an entire class. 3. **Use of a series of protocols/ schemas for answering questions in the main MCAS subject area:** To ensure that students are able to self-initiate a multistep/ multi-solution Math problem in an independent way, the Math department will incorporate a "problem-solving protocol" that will give students an algorithm to follow when they are confronted with a complex Math problem. Secondly, students will use a protocol to help answer open-response questions in Science and area of particular weakness.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school- wide strategies.)	**ILT is embedded within Teams and Departments:** As a result supports are coherently reaching all students and teachers are feeling administrative encouragement. ILT is reviewing Kahn, PLATO and Accucess data to maintain student growth. We are also ensuring that interventions are consistent and that students are making steady growth on areas of challenge particularly when they connect directly to the state and Common Core standards.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: teachers, team leaders, and ILT: We should see teacher assessments PLC and ILT agendas that demonstrate the use of protocols, common assessments, and lesson plans with embedded numeracy skills	**Data Source:** Improvements noted in PLATO, Khan Academy and Accucess results.

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)**	1. **Restorative Justice, Mentoring, Mindfulness, Peer Mediation and Advisory are supports to impact culture and climate around the social-emotional needs of students:** We have found that students need a lot of supports in terms of social-emotional needs. We have instituted a strong program to ensure students have the skills to cope with ever-increasing anxieties and tensions in the 21st Century. We have a weekly advisory meeting where students have an adult in the building to whom they connect and go to with issues or problems
	2. **Professional Learning Communities and team meetings are supports for teachers to discuss student issues, teacher concerns and instructional needs that will impact student learning:** The weekly team meetings provide opportunities for teachers to discuss concerns about students and to provide emotional supports through guidance/Adjustment Counselor. It provides a space for immediate Student Support Team, (SSP) meetings when screenings or evaluations need to be conducted.
	3. **Collaborative professional development and Innovation Schools involvement, has allowed us to work together and with three other innovation schools in finding further ways to impact student learning (WeatherBug station, Literacy and Math Initiatives), and to reach out to the community around us:** We continue to deepen our relationship with our feeder schools and the other Innovation Schools in the neighborhood to improve education from grades K-12. We also have strong relationships with Clark University, our university partner, to develop systems of support and college resources to ensure all students receive college and career-ready experiences.
	All components build together to support student culture, adult culture and a growth mindset which has been challenging to enhance.
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	The ILT has been instrumental in working with teams to design appropriate response(s) and systems for supporting the learning of appropriate behavior in our academic institution. Restorative Justice, Mentoring, Advisory, Peer Mediation all work with the structures within the school to develop a growth mindset and a culture of understanding.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**

Data Source: adult responses to surveys, academic mindsets and the use of teachers asking for support	**Data Source:** Suspensions, attendance, in-class culture, hallway culture, student survey

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Claremont Academy	Ricci Hall	Aug 2017-June 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Teachers will utilize a variety of supports to help students develop the confidence/strategies necessary to accurately read non-fiction prompt and plan a thorough response.	All teachers	Data indicates EL students are underperforming in Long Comp and Open Response solutions. Our English Learners averaged 8.9 points on the MCAS Composition Test, and of that number, eight students received no points due to their essay being off topic. Of those who received no points, one passed. Our average for "all students" was 14.9 points on the MCAS Composition test, a six-point differential in raw score.
2	Teachers will differentiate instruction to provide additional support for skills that have not been mastered, but also provide a schema or paradigm for more independent problem solving in Math.	Math and Numeracy Teachers	MCAS data surrounding these standards are weak: Interpreting Qualitative Data, Seeing Structure in Expressions, Statistics and Probability, Solving Real-Life with Algebraic Expressions. Our challenge remains helping students see the real-life Math tasks that further support our deficiencies. Teachers must see the necessary skills of a standard, and relate them to previously learned material in order to narrow the gap of known to uncovered standards
3	Teachers will further develop a focus on helping students construct written responses to main concepts in Science.	Science Teachers and others utilizing interactive notebooks.	Open response answers were below state and district performance level, Analysis demonstrates the need for students to express original thought and not simply responding to a prompt.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	"Looking at Student Work" with the MCAS Long Composition documents to identify where and how students are struggling and begin to develop approaches to help English Learner's and all students write better responses.	A series of small group meetings in which English Language Art teachers collaborate with teachers at higher and lower grade levels to: a) Share strategies b) Develop a more consistent academic vocabulary, and c) Collaborate in building a set of Claremont course maps that articulate meaningfully with each other.
2	Data Dive in Math standards while looking at MCAS Item Analysis to understand the gaps missing within current curricular needs	A series of small group meetings in which Math teachers collaborate with teachers at higher and lower grade levels to: a) Share strategies b) Develop a more consistent academic vocabulary, and c) Collaborate in building a set of Claremont course maps that articulate meaningfully with each other.
3	Data Dive in Science standards while looking at MCAS Item Analysis to understand the gaps missing within current curricular needs	A series of small group meetings in which Science teachers collaborate with teachers at higher and lower grade levels to: a) Share strategies b) Develop a more consistent academic vocabulary, and c) Collaborate in building a set of Claremont course maps that articulate meaningfully with each other.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Financial support to allow language development to occur throughout the year. The use of Saturday School to further support student academic and language development.	We need to ensure that we are regularly looking at student work to ensure that students are making progress in writing.
2	Technology support to allow students to experience online skill development to better prepare for upcoming standardized testing in the online domain.	Computer space and practice for the Next Gen 2.0 will need lab access, this might be difficult
3	The need for further support in building college and career readiness among our students in the use of after school programs and weekend programs.	We hope to include an extra staff person for the College and Career Readiness Coordinator

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Continue our commitment to have teachers working to improve non-fiction reading and writing	Teachers have worked in common teams and in PLCs with a focus towards supporting all students
2	Give time for the Math and Science departments to work collaboratively on problem solving techniques	Teachers continue to work on and develop these protocols. As a Math department, teachers are working coherently to utilize a similar protocol
3	The Science Department has worked as a team and PLC to develop strategies for teachers to use to develop students as thinkers and writers.	Science Department has worked diligently on this endeavor. More PD is coming ahead of this year's Science MCAS exams.