

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2018 - 2019**



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

Burncoat 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 and materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college and career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college and career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college and career readiness contractual service provider at our vocational-technical high school.

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:
Thomas Gibbons	Assistant Principal	Oct: 4, 18
Michaela Moylan	Instructional Coach	Nov: 1, 15
Heather Farrington	Math Teacher	Dec: 6
Daniel Falucci	Math Teacher	Jan: 3, 17, 31
Michael Cardin	Math Teacher	Feb: 14
Michael Thibodeau	English Teacher, Department Chair	Mar: 7, 21
Christine Abbott	Science Teacher	Apr: 4, 25
Rosa Abraham	Foreign Language	May: 9, 23
Tom Davis	Foreign Language, Department Chair	June: TBA
Jennifer O’Leary	Social Studies Teacher, Department Chair	
Ignacio Arguello	Social Studies Teacher	
Sherri Milkowski	Innovation Pathways Specialist	
Michelle Cartagena	Math Teacher	
Marie Wake	Special Education Department Chair	
Aimee Kewley	Theater Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2018 Official Accountability Report - Burncoat Senior High

06/16/18

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Burncoat Senior High (03480503)	GRADES SERVED 09,10,11,12
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Requiring assistance or intervention
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Reason for classification
In need of focused/targeted support Among the lowest performing 10% of schools

Progress toward improvement targets	Accountability percentile
70% - Partially meeting targets	9

Overall results

Progress toward improvement targets							
Indicator		All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	4	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	2	4	-	4	4	-
	Achievement total	8	12	40.0	12	12	67.5
Growth	English language arts growth	2	4	-	1	4	-
	Mathematics growth	2	4	-	1	4	-
	Growth total	4	8	20.0	2	8	22.5
High school completion	Four-year cohort graduation rate	2	4	-	-	-	-
	Extended engagement rate	2	4	-	-	-	-
	Annual dropout rate	0	4	-	-	-	-
	High school completion total	4	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	1	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	0	4	-	-	-	-
	Additional indicators total	4	8	10.0	4	4	10.0
Weighted total		5.3	10.0	-	9.0	10.3	-
Percentage of possible points		53%		-	87%		-
Criterion-referenced target percentage		70%					
		Partially meeting targets					

II. Student Attendance

Student Attendance (2017-18)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	92.5	12.5	46.2	23.0	41.3
Female	92.8	12.0	46.8	22.6	42.1
Male	92.3	13.0	45.6	23.4	40.6
Economically Disadvantaged	91.2	14.4	53.5	30.4	49.1
High Needs	91.7	13.8	49.9	28.0	45.7
LEP English language learner	90.4	15.3	51.4	34.1	46.6
Students with disabilities	90.7	15.5	54.4	33.2	49.6
African American/Black	95.1	8.3	31.5	12.2	28.6
American Indian or Alaskan Native					
Asian	96.3	6.3	24.6	8.8	19.3
Hispanic or Latino	91.2	14.4	53.6	29.8	48.3
Multi-race, non-Hispanic or Latino	93.4	11.1	48.9	14.9	44.7
White	91.7	13.9	49.4	24.5	43.7

Student Retention (2017-18)

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	1,018	38	3.7									2.4	7.4	1.9	3.1
Female	499	14	2.8									0.8	6.0	2.4	1.7
Male	519	24	4.6									3.9	8.8	1.4	4.5
Economically Disadvantaged	588	32	5.4									2.5	11.3	2.8	4.7
High Needs	740	35	4.7									3.0	9.0	2.1	4.7
LEP English language learner	281	16	5.7									5.8	11.6	1.4	1.9
Students with disabilities	233	17	7.3									4.4	12.1	4.1	8.0
African American/Black	196	3	1.5									4.2	1.9	0.0	0.0
American Indian or Alaskan Native	1														
Asian	55	1	1.8									0.0	8.3	0.0	0.0
Hispanic or Latino	408	24	5.9									2.6	11.4	2.8	7.6
Multi-race, non-Hispanic or Latino	46	2	4.3									0.0	12.5	0.0	8.3
White	312	8	2.6									1.6	5.4	2.5	0.0

State Targets:

(To be given to principals when released by DESE in November 2018)

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength	
Strength	Evidence
*The Composite Performance Index (CPI) for all students in all Massachusetts Comprehensive Assessment System (MCAS) subject areas increased from 2017 to 2018.	*English Language Arts (ELA) 2018 CPI was 92.9 compared to 90.0 in 2017. *Math 2018 CPI was 79.0 compared to 75.9 in 2017. *Science 2018 CPI was 80.4 compared to 80.0 in 2017.
*Chronic Absenteeism	*The 2018 chronic absenteeism rate was 23.0% compared to 26.4% in 2017. In 2018, Burncoat High School (BHS), exceeded the state target of 24.0.
*Suspension Rate	*In 2016-2017 there were 235 suspensions. In 2017-2018 the number of suspensions dropped to 110.
Areas of Concern	
Concern	Evidence
*Low Student Growth Percentiles (SGPs) in MCAS ELA and Math.	*All of the student subgroups SGPs in ELA were below the state target of 50.0. The mean SGP for all students was 42.6. *All of student subgroups SGPs in Math were below the state target of 50.0 with the exception of African American/Black students and White students. The mean SGP for all students was 49.7.
*Drop-out rate	*The 2018 dropout rate was 3.0 compared to 2.0 in 2017.
*Low participation in Advanced Coursework	*In 2018, 52.7% of grade 11 and 12 students successfully completed advanced coursework compared to 58.2% in 2017. The 2018 rate fell short of our target of 64.3%.

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 (Include differentiation to ensure access for targeted student populations and PLC practices)	<p><u>Turnaround Practice 1.3</u> Weekly All Writes will continue to be conducted on the long period of every Friday. Grade 9 and 10 teachers will be expected to design tasks that reflect questions in standardized tests including MCAS. Teachers will collaborate through Common Planning Time and Department time to monitor student progress, calibrate grading, discuss student work and plan for instructional supports and strategies designed to address student weaknesses on open response questions.</p> <p><u>Turnaround Practice 1.4</u> Consistent and deepened use of instructional strategies including AVID and SRSD strategies across all curriculum areas and grade levels that are designed specifically to improve students' literacy skills. There will be a focus on rigor across all departments. Strategies will include the use of complex texts, higher order questioning and giving students multiple opportunities to show mastery of concepts and skills. Administration, Department Heads and the Instructional Coach will monitor through lesson plans and classroom visits.</p> <p><u>Turnaround Practice 1.6</u> The master schedule provides opportunities for several teams to meet on a consistent basis. There are five (5) PLC (Grade 9 ELA and History, Grade 10 ELA and History, Grade 9 Science, Grade 9/10 Math and Performing Arts) groups that meet on a two week rotating schedule. There is also a Graduation Improvement Team (Administration, Guidance, and School Adjustment). There are also plans to institute a Language Acquisition Team to monitor the academic progress of EL students. Furthermore, the Leadership Team (Principal, Assistant Principals and Instructional Coach) will begin meeting weekly to monitor progress.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>*Examine All Write accountability sheets to suggest, plan, and implement specific efforts to increase student achievement.</p> <p>*ILT will pilot instructional rounds to monitor use of best practices.</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source:</p> <ul style="list-style-type: none">*Department meeting agendas and minutes*ILT meeting agenda and minutes*Observations and Instructional Feedback tool will provide data on the use of best practices and evidence of rigorous, student centered lessons.*Department heads collect All Write accountability sheets to ensure that they are taking place on a consistent basis. The department head 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.*The Administration and Instructional Coach regularly attends 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>Data Source:</p> <ul style="list-style-type: none">*All Write scores as measured by accountability tracking sheets*Standardized test scores*MCAS essay question scores including informative, argumentative and narrative.

IV. B Action Plan

Intentional Practices for Improving Instruction <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations including EL and students with disabilities)	<p><u>Turnaround Practice 2.1</u> The administration, Instructional Coach and Department Heads regularly communicate Burncoat’s instructional expectations which is centered on the consistent use of research based, literacy focused instructional practices including AVID and SRSD strategies across all curricular areas and grade levels. Regular use of these practices will support students’ skills development in the areas of writing, inquiry, collaboration, organization and reading.</p> <p><u>Turnaround Practice 2.4</u> Administration, Instructional Coach and Department Heads will use Instructional Feedback Tool to provide actionable feedback to improve classroom instruction including feedback to improve instruction for targeted student populations.</p> <p><u>Turnaround Practice 2.5</u> Department heads will review All Write reflection sheets and student performance on Common Assessments for their department members. Department Heads will provide actionable feedback to teachers to improve planning and instruction. This data will also be used by the Leadership Team and ILT to make decisions regarding school-wide practices.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> *Promote, support and monitor the use of effective, research based strategies that support student learning at all levels. *Collaborate with Leadership Team and Department Heads to provide support for ongoing professional learning to improve both core and student specific instruction. *Collaborate with Leadership Team, Department Heads and Guidance to develop processes relative to student scheduling.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: *Unit and Lesson plans *Student work *Instructional Feedback Tool *Formal Observations and Evaluations	Data Source: *Course grades *All Writes and common assessments *Summative assessments including MCAS, ACCESS and AP scores

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students). (Specifically address students not meeting target)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations including bottom 25%)	<p><u>Turnaround Practice 3.4</u> Students in need of additional support are identified by classroom teachers and through various school based teams including Graduation Improvement and the Language Acquisition Team. House office meetings between the Assistant Principal, Guidance Counselor and School Adjustment Counselor are held on a weekly basis to discuss all aspects of student progress. Through this collaboration students are identified on an individual basis for interventions and enrichments. Progress is monitored through the House Office teams.</p> <p><u>Turnaround Practice 3.5</u> Teachers will consistently use the SEI SmartCard and RETELL strategies to plan and deliver effective instruction to EL students. Department and Common Planning meetings, especially for Math and Science will focus on the effective use of these strategies.</p> <p><u>Turnaround Practice 3.6</u> Continued use of research based strategies, including SRSD to improve the ability of high needs subgroups specifically SWD (Students with disabilities) to answer open response questions. Department and Common Planning meetings will focus on the use of these strategies.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> *Plan and facilitate professional learning on the use of the SEI SmartCard. *The ILT will collaborate with the leadership team, guidance and department heads to creating scheduling processes to ensure that students are appropriately placed in classes.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> *Unit and Lesson plans *Department Meeting agendas and minutes *Common Planning agendas and minutes *Student work *All Write Accountability sheets *Instructional Feedback Tool *Formal Observations and Evaluations 	Data Source: <ul style="list-style-type: none"> *Course grades *MCAS, STAR, ACCESS and Advanced Placement Scores *Common assessment scores *All write scores

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a welcoming school through a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	<p>1. Principal’s weekly communication to staff Weekly faculty bulletin to staff is posted to Burncoat High School Google Classroom. Announcements are also posted to Google Classroom.</p> <p>2. Universal tier 1, SEL building strategy Implementation of grade level support meetings that include Administration, Guidance, School Adjustment, teachers, families and the student. Plans are developed on a student by student basis to ensure that the student is successful and is on track to graduate on time.</p> <p><u>(Turnaround Practice 4.3)</u> High need students are identified and recruited to attend after school programming that supports academic achievement and success on all of the MCAS subject area tests.</p> <p><u>Turnaround Practice 4.5</u> 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. The Graduation Improvement Team will also work collaboratively to track chronically absent students and plan ways to support these students on an individual basis. Assistant principals, guidance and school adjustment counselors meet weekly in individual house offices to monitor their respective caseloads.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<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: *Graduation Improvement Team minutes and agendas *ILT meeting agendas and minutes *Faculty bulletins *Faculty and/or department meeting's agenda and minutes</p>	<p>Data Source: *Graduation Rate *Dropout Rate *Attendance rate *Number of classroom referrals *Suspension rate *Student survey results</p>

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system to regularly review the impact of interventions with students).	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	<ul style="list-style-type: none"> *Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason *Chronically absent students are monitored through Graduation Improvement Team and house office teams. School Adjustment Counselors conduct meetings and home visits to plan and implement interventions. A dedicated School Adjustment Counselor will monitor attendance of students that are at alternative program locations and plan interventions for chronically absent students. *Continue 5 week review of attendance progress reports with student’s grades 4 and up and send home.
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> *ILT will receive regular updates on our chronic absenteeism rate using data reports including monthly baseline data.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: <ul style="list-style-type: none"> *Graduation Improvement Team agendas and minutes *School Adjustment Counselors logs and attendance records *Tardiness rate (provided through SWIPE system) 	Data Source: <ul style="list-style-type: none"> *Student attendance rate *Number of tardies

IV.F. Action Plan

High School Graduation Rate Improvement	
<i>Providing school level, grade level and student-specific supports informed by data and the identification of student-specific needs (Focus on developing systemic processes, procedures, routines and individual supports for students goal setting and benchmarking with a regular cycle for reviewing and assessing progress and ongoing needs)</i>	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	<ul style="list-style-type: none"> *Administration, Guidance, PLATO Coordinator, 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 use EWIS reports to guide planning and interventions. *Meetings are regularly held with seniors who are at risk of not completing their graduation requirements. Administration, Guidance, School Adjustment (if needed) and families to establish a plan to ensure the student successfully completes all requirements. *A dedicated School Adjustment Counselor will monitor students at alternative locations to ensure they are making adequate progress towards graduation. Interventions and plans will be developed on as needed basis.
Graduation Rate Improvement Team (Explain how team members support, monitor and measure school- wide strategies.)	<ul style="list-style-type: none"> *Weekly monitoring of seniors at risk for not meeting graduation requirements. *Whole group and individual plans are developed and implemented to meet the needs of all students.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: *Graduation team agenda and minutes *Success plans	Data Source: *Graduation rate *Drop-out rate *Five year cohort graduation rate

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	9/1/2018 - 6/1/2019

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	The ELA department will focus on broadening and deepening the use of AVID and SRSD strategies.	Grades 9 and 10	*2018 Mean SGP for all students was 42.6. *All of the subgroups fell short of the state SGP target of 50.0
2	The Math department will focus on broadening and deepening the use of RETELL strategies and the SEI Smart Card to plan effective instruction for EL students.	Grades 9 -12	*CPI for EL students was 62.8. The target was 67.3. *21% of EL students scored in the Advanced/Proficient range. *2018 Mean SGP for EL students was 45.8.
3	The Science Department will focus on broadening and deepening the use of AVID and RETELL strategies to plan effective instruction for EL students. Teachers will also focus on the use of the SEI SmartCard to guide lesson planning to meet the needs of EL students.	Grades 9-12	*CPI for EL students fell from 67.9 in 2017 to 66.5 in 2018. *The 2018 CPI was short of the 71.2 target.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	*October 5th Professional Development Day - ELA department revisited the AVID critical reading strategies and committed to using them across Grade 9 and 10.	*Teachers will receive ongoing support and coaching on an as needed basis. (Ongoing)
	*ELA and Social Studies Department Head and Instructional Coach will meet with the ELA Liaison to further discuss BHS' deeper implementation of SRSD strategies. (November)	*EL, Special Education, Social Studies and Science departments will collaborate to incorporate a more uniform usage of AVID and SRSD strategies across the curriculum. (November Department Meeting and January Department Meeting)
2	*Review of EL Data and discussion of areas of concern relative to effective Math instruction of EL students (November Department meeting and CPT meetings)	
	*Sharing of best SEI strategies for EL students in Math. (Ongoing through the school year in department and CPT meetings)	*Teachers will receive ongoing support and coaching on an as needed basis. (Ongoing)
3	*Review of EL Data and discussion of areas of concern relative to effective Science instruction of EL students (November Department meeting and CPT meetings)	
	*Sharing of best SEI practices for EL students in Science. (Ongoing throughout the school year in department and CPT meetings)	*Teachers will receive ongoing support and coaching on an as needed basis. (Ongoing)

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	*Professional learning on deepening the use of SRSD strategies including student scoring and the use of scales to track student progress. *Support from ELA liaisons and other liaisons as needed	*AVID and SRSD materials *Department and Common Planning Time
2	*Professional learning on the use of SEI Smart Card to plan effective instruction for EL students.	*RETELL materials *Department and Common Planning Time
3	*Professional learning on the use of SEI Smart Card to plan effective instruction for EL students.	*RETELL and AVID materials *Department and Common Planning Time

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	*Grade 9 and 10 ELA teachers are using AVID close reading strategies to support students.	*Workshop style professional learning is being planned. Feedback from teachers will be solicited and implementation of learning will be monitored through classroom visits and observations.
2	*The Grade 9/10 Math Common Planning Team is focusing on developing a list of key terms for EL students. The team is using the standards, released questions from PARCC and Grade 8 MCAS.	*Workshop style professional learning is being planned. Feedback from teachers will be solicited and implementation of learning will be monitored through classroom visits and observations.
3	*The Grade 9 CPT has discussed the importance of using SEI strategies to support ELs.	*Workshop style professional learning is being planned. Feedback from teachers will be solicited and implementation of learning will be monitored through classroom visits and observations. *Revisited open response strategies in CPT. *Discussed the use of word walls in CPT.