

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2018 - 2019**



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

**Burncoat Middle School**

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**Mary Scully**

**Principal or Administrator**

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**Maureen Binienda**

**Superintendent**

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## **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. 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
Mary Scully	Principal	Sept: 9/5 and 9/19
Luke Savage	Focused Instructional Coach	Oct: 10/3; 10/17; 10/31
Philip King	Assistant Principal	Nov: 11/14 and 11/28
Margarita Baez	Assistant Principal	Dec: 12/5 and 12/12
Darrent Trotto	Social Studies Dept. Head	Jan: 01/02; 1/16; 1/30
Tracy Pobieglo	Math Dept. Head	Feb: 2/13 and 2/27
Kerry Trotto	ELA Dept. Head	Mar: 3/13 and 3/27
Marta Scarpato	Spec. Educ. Dept. Head	Apr: 4/10 and 4/24
Jane McNamara	Guidance Dept Head	May: 05/08 and 5/22
Lynn Loftus	Library/Media	June: 6/5 and 6/19
Nichole Brundige	ESL teacher	

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

## 2018 Official Accountability Report - Burncoat Middle School

FD0318C

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Burncoat Middle School (03480405)	<b>GRADES SERVED</b> 07,08
<b>REGION</b> West/Central	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b> Requiring assistance or intervention
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Reason for classification
In need of focused/targeted support Among the lowest performing 10% of schools  Low subgroup performance: White -Economically disadvantaged -High needs

Progress toward improvement targets	Accountability percentile
18% - Partially meeting targets	4

### Overall results

Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	0	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	0	4	-	-	-	-
	<b>Achievement total</b>	<b>0</b>	<b>12</b>	<b>60.0</b>	<b>2</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	1	4	-	1	4	-
	<b>Growth total</b>	<b>3</b>	<b>8</b>	<b>20.0</b>	<b>3</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	0	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	2	4	-
	Advanced coursework completion	-	-	-	-	-	-
	<b>Additional indicators total</b>	<b>0</b>	<b>4</b>	<b>10.0</b>	<b>2</b>	<b>4</b>	<b>10.0</b>
Weighted total		0.6	9.6	-	2.2	7.6	-
Percentage of possible points		6%		-	29%		-
Criterion-referenced target percentage		18%					
		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	94.9	8.8	32.0	13.1	30.2
Female	94.7	9.0	34.7	13.2	32.5
Male	95.0	8.6	29.2	12.9	28.0
Economically Disadvantaged	94.1	10.1	38.6	18.9	36.7
High Needs	94.4	9.5	35.9	16.7	34.1
LEP English language learner	94.1	10.0	41.1	16.1	36.3
Students with disabilities	93.8	10.6	40.8	18.3	38.7
African American/Black	97.1	5.0	12.9	5.9	11.9
Asian	96.6	6.0	20.8	8.3	20.8
Hispanic or Latino	93.9	10.4	41.9	15.8	38.5
Multi-race, non-Hispanic or Latino	92.5	12.4	41.7	30.6	41.7
White	95.2	8.3	28.2	10.5	27.8

# Student Retention (2017-18)

## Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %
All Students	623	5	0.8							1.2	0.3
Female	312	3	1.0							1.1	0.8
Male	311	2	0.6							1.3	0.0
Economically Disadvantaged	354	3	0.8							1.0	0.6
High Needs	424	3	0.7							0.9	0.5
LEP English language learner	117	1	0.9							0.0	1.7
Students with disabilities	140	1	0.7							1.4	0.0
African American/Black	97	0	0.0							0.0	0.0
Asian	23	0	0.0							0.0	0.0
Hispanic or Latino	263	2	0.8							1.4	0.0
Multi-race, non-Hispanic or Latino	35	1	2.9							6.3	0.0
White	205	2	1.0							0.9	1.0

**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.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
More than 50% of Grade 7 and grade 8 ELA non-high needs students Met or Exceeded Expectations on 2018 MCAS. Reading and Language domains are stronger than Writing.	61% Met or Exceeded Expectations 57 % Met or Exceeded Expectations % of Possible points in Reading 62% (7th) 55%(8th) % of Possible points in Language 58% (7th) 54%(8th)
More than 50% of Grade 7-8 Math non-high needs students Met or Exceeded Expectations.	51% of 7th and 8th grade students Met or Exceeded Expectations 54% of 7th grade students Met or Exceeded Expectations 47% of 8th grade students Met or Exceeded Expectations
Achievement on selected response question types were stronger across all disciplines with Science being the strongest.	38% of possible points on Selected Response items in 7th Math 48% of possible points on Selected Response items in 8th Math 62% of possible points on Selected Response items in 7th ELA 54% of possible points on Selected Response items in 8th ELA 59% of possible points on multiple choice response in 8th Science
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
The achievement of our EL students' needs to increase. We must identify strategies that address this specific subgroup and implement them across disciplines to improve student outcomes on assessments.	2% of ELs Met or Exceeded Expectations on 2018 7&8th ELA MCAS 2% of ELs Met or Exceeded Expectations on 2018 7th Math MCAS 0% of ELs Met or Exceeded Expectations on 2018 8th Math MCAS 0% of ELs scored Proficient or Advanced on 2018 8th STE MCAS
The achievement of our Students With Disabilities needs to increase. We must identify strategies that address this specific subgroup and implement them across disciplines to improve student outcomes on assessments.	6% of SWD Met or Exceeded Expectations on 2018 7th ELA MCAS 2% of SWD Met or Exceeded Expectations on 2018 8th ELA MCAS 2% of SWD Met or Exceeded Expectations on 2018 7th Math MCAS 2% of SWD Met or Exceeded Expectations on 2018 8th Math MCAS 2% of SWD scored Proficient or Advanced on 2018 8th STE MCAS



<p>The achievement of our Economically Disadvantaged students needs to increase across all disciplines. We need to strengthen core instruction and expectations to raise student performance.</p>	<p>21% of Economically Disadvantaged students Met or Exceeded Expectations on 2018 7th ELA MCAS  19% of Economically Disadvantaged students Met or Exceeded Expectations on 2018 8th ELA MCAS  16% of Economically Disadvantaged students Met or Exceeded Expectations on 2018 7th Math MCAS  10% of Economically Disadvantaged students Met or Exceeded Expectations on 2018 8th Math MCAS  7% of Economically Disadvantaged students scored Proficient or Advanced on 2018 8th STE MCAS</p>
<p>[Attendance] % of Chronically Absent Students has increased significantly despite a minimal decrease in the Attendance Rate from 95.0 to 94.9</p>	<p>[Attendance] Increase from 8.7% [2017] to 12.3% [2018]of Chronically Absent students</p>

## IV. A. 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> (Include differentiation to ensure access for targeted student populations and PLC practices)	<ol style="list-style-type: none"> <li>1) Using ILT and Professional Learning Community time in both cluster and department to communicate high expectations and positive regard.               <ol style="list-style-type: none"> <li>a) Department Heads and Administrators will participate in additional leadership PLC to support data cycle implementation and monitoring best practices. (*writing prompts using SRSD in all major content areas and common assessments in Math *looking at student work, looking at teacher work and calibrating scoring *strengthen the use of Notice and Note strategies for reading)</li> <li>b) School Leaders will communicate the resultant high expectations and positive regard from this time through weekly bulletins, a coach’s site of resources, department and cluster meetings and through focused professional development.</li> </ol> </li> <li>2) School leaders will use a targeted rubric to monitor school turnaround efforts and communicate progress and challenges to staff.</li> <li>3) Administration will create opportunities in the schedule for peer observation and collaboration time.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	The ILT will focus on sharing out SRSD data by department with an emphasis on successes and challenges. School leaders analyze how teachers are doing in each department in terms of teaching various parts of the writing process (i.e. topic introduction, important details, detailed examinations, ending) and reinforcing certain aspects of SRSD scoring scales (dependent on content areas) that data indicates students need more support in.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Department heads and administrators will monitor lesson plans and common assessment results and provide targeted feedback. Administrators will use an observation tool that targets identified areas of priority “Student Cognition” and “Effective Use of Time”. Each department has a data cycle 4 times per year in which they analyze SRSD High Tide writing. PLC agendas and minutes	<b>Data Source:</b> Student work, including common assessments and high and low TIDE SRSD responses, will be reviewed and analyzed in both cluster and department PLCs. Common Assessment data STAR testing results in the Fall, Winter, and Spring will be monitored and analyzed. MCAS scores

## IV. B. Action Plan

<b>Intentional Practices for Improving Instruction</b> <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)	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations including EL and students with disabilities)	<ol style="list-style-type: none"> <li>1) Instructional Expectations - Explicitly communicated to teachers [admin]               <ol style="list-style-type: none"> <li>a) Language objectives are expected to be present and explicitly communicated to all students in all classes.</li> <li>b) Common Language of SRSD mnemonics and strategies (TIDE, Think-alouds, Group Writes, Self-Talk, etc.) are also expected in all content classes.)</li> <li>c) Close Reading strategies from <u>Notice &amp; Note</u> (fiction and nonfiction) are expected to be implemented and evident in all classes across the school, including enrichment</li> </ol> </li> <li>2) Data driven decision making               <ol style="list-style-type: none"> <li>a) Standards Based Do-Nows for Common Assessments in Math.</li> <li>b) Use Looking at Student Work (LASW) and Looking at Teacher Work (LATW) protocols during department and cluster PLCs to identify areas of concern and reteach or change strategies after immediate analysis.</li> </ol> </li> <li>3) Supporting ELs and SWDs               <ol style="list-style-type: none"> <li>a) Administrators will collaborate with district EL and SWD staff to support content teachers to improve core instruction for ELs and SWD.</li> </ol> </li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	The ILT [department head members] will give targeted feedback of these specific practices through lesson plans and observations. Evaluators will share out school wide data from observation tool. Sharing out feedback and updates from department and cluster PLCs as they pertain to best practices.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> Department heads and administrators will monitor lesson plans and common assessment results and give targeted feedback on each. Administrators will use an observation tool that targets identified area of priority including “Student Cognition” and “Effective use of Time.”	<b>Data Source:</b> Common Assessment Data Student writing samples Student work, including common assessments and high and low TIDE SRSD responses, will be reviewed and analyzed in PLCs. STAR testing results in the Fall, Winter, and Spring will be monitored and analyzed. MCAS scores

## IV. C. Action Plan

<b>Providing Student-Specific Supports and Instruction to All Students</b> <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 targets)	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations including bottom 25%)	<ol style="list-style-type: none"> <li>1) Goal setting               <ol style="list-style-type: none"> <li>a) All teachers will work on goal setting around academics, attendance and high school planning with students as dictated by their individual needs.</li> <li>b) The SRSD scale contains a self-reflection piece that prompts students to look at their writing and set goals for next time.</li> </ol> </li> <li>2) Literacy               <ol style="list-style-type: none"> <li>a) Teachers identify Focused Correction Areas and Six Traits Writing connected to SRSD scoring scale for individual students based on in-class writing assignments and formative assessments in ELA classes.</li> <li>b) The lowest performing students are scheduled into Reading classes (and re-distributed as identified) based on need according to MCAS and STAR data.</li> </ol> </li> <li>3) Targeting bottom 25%               <ol style="list-style-type: none"> <li>a) Shorter (LowTIDE) data cycles will be implemented to inform instruction.</li> <li>b) Schedule allows PLCs to include Special Education Teachers. Teachers collaborate to scaffold and differentiate lessons, assignments, and assessments.</li> <li>c) Administrators will collaborate with district EL coaches to support teachers and improve core instruction for ELs</li> </ol> </li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school- wide strategies.)	<p>The ILT will set dates and expectations for quarterly goal setting.</p> <p>Department heads will report out agreed upon next steps and changes in instructional practices based on the data discussions and student work analyses in PLCs.</p> <p>The ILT will examine trends by content and cluster.</p>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> Department heads and administrators will monitor lesson plans and common assessment results and give targeted feedback on each. Administrators will use an observation tool that targets identified area of priority including “Student Cognition” and “Effective use of Time”	<b>Data Source:</b> Student work, including common assessments and high and low TIDE SRSD responses, will be reviewed and analyzed in PLCs. STAR testing results in the Fall, Winter, and Spring will be monitored and analyzed.

## IV. D. Action Plan

<b>A Safe, Respectful, and Collegial Climate for Teachers, Students and Families</b> <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)	
<b>Prioritized Best Practices or Strategies</b> <b>(Include differentiation to ensure access for targeted student populations)</b>	<ol style="list-style-type: none"> <li>1. All staff have access to Teacher Handbook regarding explicit expectations for staff behavior and student supervision. This message is relentlessly conveyed and modeled through interactions at PLCs, faculty meetings, 1:1, emails and weekly communications to ALL staff by administrators.</li> <li>2. Positive Behavioral Strategy Interventions [PBIS] include faculty led initiatives which recognize students for being ready, being respectful, being responsible and being safe. These include whole-school and grade level assemblies to teach students safe habits and to recognize attendance, academic and social growth. [earned gotchas; Gotcha cart; school store, art contest, gotchafest] Also includes adult mentoring to at risk students. PBIS activities also include student led morning announcements; use of student agendas reinforced by teachers with students and utilized for attendance, academic and social growth to be shared with parents.</li> <li>3. SWAT initiative is SEL based, open to all students and led by SACs to have student centered dialogues which create plans that lead to improvement in school climate based on student input and action.</li> </ol>
<b>Instructional Leadership Team Implementation</b> <b>(Explain how ILT members implement and measure school-wide strategies.)</b>	ILT will provide feedback from departments and clusters regarding areas of concern around both staff behavior and student supervision. Volunteer faculty committee works on school culture, reporting back to administration areas of needed improvement.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Faculty feedback; level of active student participation in PBIS events [i.e. gotcha store, holiday cart, disciplinary reports] Events that take place [i.e. percentages of students recognized at school wide assemblies for improvement] Disaggregated data on student behaviors [hallways and classrooms] Data regarding staff and student attendance is examined daily as measure of effectiveness of school wide strategies.	<b>Data Source:</b> Daily and Monthly Attendance Reports Monthly Discipline data Grading reports by quarters [decline in student failures]

## IV.E. Action Plan

<b>Reducing Chronic Absenteeism</b> <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).	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)	<ol style="list-style-type: none"> <li>1. Relentless communication about the accuracy of reporting tardies and absences; attendance a part of every conversation all staff has with parent(s). Check daily attendance in SAGE; make phone call for 2 consecutive days absent without a reason; including using translators as necessary [SACs]. Review monthly chronic absenteeism with building based team, which includes both EL and Sp Ed staff representation.</li> <li>2. Connect EL, SWD and gen ed students to 21st Century After School program to increase their connections to school personnel, improved performance and desire to maintain good attendance.</li> <li>3. Identify quarterly attendance and achievement celebrations (please specify):                Q1 (Nov) - school wide assembly celebrating students who model consistent effort and attendance, featuring student performers; Q2 and Q3 - recognizing continued improvement of students during school wide assemblies; increasing the number of areas in which students can make progress - featuring student music, dance and theatre performers.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	ILT members will continually convey message to staff regarding boosting student attendance within their classrooms and clusters. SACs also work with administrative leadership team daily to help individual students to reduce their chronic absences by meeting with parents, making frequent phone calls, conducting home visits, meeting with home and hospital tutors and guidance to coordinate the transference and receiving of school work.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> Daily attendance Monthly system wide attendance data Disaggregated data by subgroups on student attendance	<b>Data Source:</b> Daily attendance Monthly system wide attendance data Disaggregated data by subgroups on student attendance

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Burncoat Middle School	Mary Scully	09/18 - 06/19

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Improve students' reading comprehension.	All Teachers	2018 MCAS Data
2	Improve student outcomes in Mathematics.	Math Department (SPED)	2018 MCAS Data
3	Improve open response writing in Science.	Science department (SPED)	2018 MCAS Data

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Introduce, refresh, and review close reading strategies (from Notice & Note texts)	activity sharing and modeling lessons during PD time; common lesson planning [during PLC time] Classroom observations.
2	Focus on accurate problem solving process	common assessment development lesson and activity sharing common lesson planning [during PLC time]
3	Develop and calibrate a new scientific writing rubric using the CER (Claim, Evidence, Reasoning) language model.	Develop quick writes that also align to the CER rubric (to be given between quarterly SRSD writing prompts).

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Notice and Note texts, notes, resources	Admin/FIC/staff to develop and deliver provide updated PD around specific Notice and Note strategies [i.e. Close Reading Strategies]
2	Researched best practices in middle school Math	Middle Schools Network sharing of successful practices in Math instruction;
3	research; exemplars;	PLC - transference to language pertinent to our [scientific] language needs and acclimating students to it

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Dissemination of revised SAP to staff	Communication on how we are doing with goals via weekly bulletin, ILT agendas and minutes, PLC agendas and minutes
2	Restructuring of our PLC procedures and protocols to maximize the time and quality of collaboration occurring.	Meeting Format; Ongoing Objectives - examination of how they relate directly back to the SAP; Responsibilities, Follow Up to proposed actions [by all PLC members]
3	Calibrating what is a good lesson plan, key look fors in observations; calibration of observations.	Protocols (via ILT meetings) on quality lesson plans and observations; Look Fors to include “Student Cognition” and “Effective use of Time”