

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2018 - 2019**



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

**Claremont Academy**

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**Angela Plant**

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. 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.

<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Angela Plant	Principal	Sept: 24
Jim Looney	Vice Principal	Oct: 15, 22
Peter Weyler	Focused Instructional Coach	Nov: 19, 26
Deirdre Carlson	Assessment Specialist	Dec: 10
Beth Harding	7 <sup>th</sup> Grade Team Leader	Jan: 14, 28
Kate Shepard	8 <sup>th</sup> Grade Team Leader	Feb: 11, 25
Amber Pouliot	9-10 <sup>th</sup> Grade Team Leader	Mar: 11, 25
Ericca Lucht	11-12 <sup>th</sup> Grade Team Leader	Apr: 8, 22
Cindy Grasseschi Roach	Special Education Department Head	May: 6, 20
Lori Simpson	English as a Second Language Dept. Member	June: 3

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

## 2018 Official Accountability Report - Claremont Academy

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Claremont Academy (03480350)	<b>GRADES SERVED</b> 07,08,09,10,11,12
<b>REGION</b> West/Central	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b> Not requiring assistance or intervention
<b>Reason for classification</b> Partially meeting targets
<b>Progress toward improvement targets</b> 57% - Partially meeting targets
<b>Accountability percentile</b> 16

### Overall results

Progress toward improvement targets													
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	0	4	-	3	4	-	0	4	-
	Mathematics achievement	0	4	-	2	4	-	4	4	-	4	4	-
	Science achievement	1	4	-	-	-	-	3	4	-	4	4	-
	<b>Achievement total</b>	<b>1</b>	<b>12</b>	<b>60.0</b>	<b>2</b>	<b>8</b>	<b>90.0</b>	<b>10</b>	<b>12</b>	<b>40.0</b>	<b>8</b>	<b>12</b>	<b>90.0</b>
Growth	English language arts growth	2	4	-	-	-	-	3	4	-	-	-	-
	Mathematics growth	2	4	-	-	-	-	4	4	-	-	-	-
	<b>Growth total</b>	<b>4</b>	<b>8</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>8</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	0	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>12</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	<b>3</b>	<b>4</b>	<b>10.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	1	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	4	4	-	-	-	-
	<b>Additional indicators total</b>	<b>1</b>	<b>4</b>	<b>10.0</b>	<b>0</b>	<b>4</b>	<b>10.0</b>	<b>5</b>	<b>8</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>

Weighted total	1.8	9.6	-	1.8	7.6	-	7.7	10.0	-	7.6	11.2	-
Percentage of possible points	19%		-	24%		-	77%		-	68%		-
Percentage of possible points by gradespan	22%						73%					
	Weight of non-high school results:30%						Weight of high school results:70%					
Criterion-referenced target percentage	57%											
	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	93.1	11.6	41.3	20.1	36.4
Female	93.0	11.9	45.8	21.1	38.7
Male	93.2	11.3	36.9	19.2	34.1
Economically Disadvantaged	92.5	12.7	45.5	22.3	40.8
High Needs	92.8	12.1	42.9	21.8	38.3
LEP English language learner	92.4	12.5	40.1	23.7	36.6
Students with disabilities	92.2	13.0	50.7	26.1	44.9
African American/Black	93.8	10.3	46.0	14.0	36.0
Asian	96.4	6.3	25.5	10.6	23.4
Hispanic or Latino	93.1	11.6	41.2	20.9	36.5
Multi-race, non-Hispanic or Latino	94.6	7.8	12.5	25.0	12.5
White	87.0	20.8	63.9	30.6	58.3

# Student Retention (2017-18)

## Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	552	16	2.9	2.3	0.0	5.7	1.0	3.3	5.6
Female	273	9	3.3	5.0	0.0	8.1	2.0	0.0	6.4
Male	279	7	2.5	0.0	0.0	3.9	0.0	7.3	4.8
Economically Disadvantaged	394	12	3.0	3.2	0.0	6.1	0.0	4.7	4.8
High Needs	471	14	3.0	2.6	0.0	6.4	1.2	3.8	4.4
LEP English language learner	215	7	3.3	2.6	0.0	10.4	0.0	0.0	3.4
Students with disabilities	66	2	3.0	0.0	0.0	5.0	0.0	0.0	14.3
African American/Black	48	2	4.2		0.0	12.5	0.0	0.0	10.0
Asian	47	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hispanic or Latino	415	8	1.9	1.4	0.0	4.6	1.3	1.5	3.1
Multi-race, non-Hispanic or Latino	6	1	16.7						
White	36	5	13.9		0.0	14.3	0.0	14.3	

**State Targets:**



### 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																		
English Language Proficiency achievement improvement was strong. 38.9% of students were classified as English learners.	Student achievement grades 7-12 on the 2018 ACCESS test earned 3 of the possible 4 points																		
ELA and Math Growth was moderate.	When pooled together, the growth in ELA and Math for grades 7 through 10 earned a total of 2 of the 4 possible points in each discipline or a total of 4 of 8 points available for both ELA and Math.																		
The school's accountability ranking at the 16th percentile in the state, while not meeting staff expectations, sets a foundation for improvement with targets partially met.	The school, as a combined middle and high, has a state accountability percentile of 16 with the notation of "Not requiring assistance or intervention" based on 2018 results. Progress toward improvement targets is noted as "57% Partially meeting targets"																		
Areas of Concern																			
Concern	Evidence																		
When the middle school data is separated out, middle school is in the 6th percentile of the state. This would qualify the middle school as needing turn-around action.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Category</th> <th style="width: 35%;">Middle School</th> <th style="width: 35%;">High School</th> </tr> </thead> <tbody> <tr> <td>Achievement</td> <td>6<sup>th</sup></td> <td>6<sup>th</sup></td> </tr> <tr> <td>SGP</td> <td>21<sup>st</sup></td> <td>74<sup>th</sup></td> </tr> <tr> <td>EPL Progress</td> <td>36<sup>th</sup></td> <td>48<sup>th</sup></td> </tr> <tr> <td>Chronic Absenteeism</td> <td>28<sup>th</sup></td> <td>28<sup>th</sup></td> </tr> <tr> <td>Overall</td> <td>6<sup>th</sup></td> <td>26<sup>th</sup></td> </tr> </tbody> </table>	Category	Middle School	High School	Achievement	6 <sup>th</sup>	6 <sup>th</sup>	SGP	21 <sup>st</sup>	74 <sup>th</sup>	EPL Progress	36 <sup>th</sup>	48 <sup>th</sup>	Chronic Absenteeism	28 <sup>th</sup>	28 <sup>th</sup>	Overall	6 <sup>th</sup>	26 <sup>th</sup>
Category	Middle School	High School																	
Achievement	6 <sup>th</sup>	6 <sup>th</sup>																	
SGP	21 <sup>st</sup>	74 <sup>th</sup>																	
EPL Progress	36 <sup>th</sup>	48 <sup>th</sup>																	
Chronic Absenteeism	28 <sup>th</sup>	28 <sup>th</sup>																	
Overall	6 <sup>th</sup>	26 <sup>th</sup>																	

The 2018 middle school scores reflect achievement on the MCAS 2.0 Computer Based Test (CBT). The high school will take this version and format in spring 2019 (e.g., computer based and MCAS 2.0). Staff are concerned that the achievement level of the middle school may indicate:

- a.) a need to review alignment of instructional strategies and content to the current frameworks and standards and
- b.) middle school performance indicates a need to embed the purposeful use of technology in the classroom daily in ELA, Math, and Social Studies.

<b>Meeting or Exceeding Expectations</b>					
<b>MCAS Legacy unless noted.</b>	<b>MCAS All</b>	<b>PARCC 7&amp;8</b>		<b>MCAS 2.0 -7&amp;8</b>	<b>MCAS 2.0-7&amp;8 CBT</b>
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Claremont Gr 7 ELA	33%	24%	27%	28%	14%
Claremont Gr 7 Math	5%	11%	15%	14%	17%
Claremont Gr 8 ELA	57%	23%	33%	29%	30%
Claremont Gr 8 Math	9%	9%	13%	14%	12%
Claremont Gr 10 ELA	65%	78%	85%	78%	79%
Claremont Gr 10 Math	47%	51%	65%	32%	53%
<b>Science Legacy MCAS</b>	-	-	-	-	-
Claremont Gr 8 Science	15%	3%	7%	9%	5%
Claremont Gr 10 Science	18%	35%	47%	28%	31%

Claremont's qualitative and quantitative data in the BARR report for graduation and persistence do not align.

Barr Report (fall/winter 18-19)

Claremont Academy qualitative data and quantitative data are not in alignment. We have the highest number of EWIS of the three high schools visited but higher graduation rate.

Students without EWIS do not enroll in post-secondary education or have a post-secondary plan. This suggests students are not advised in the development of a post-secondary plan.

## 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)	1.4. Monitoring Implementation and School Progress  The administrative team will work collaboratively and calibrate to provide timely focused feedback to teachers on a regular basis.  Administration will work collaboratively with PLCs to implement data cycles and a “looking at student work” protocol” that tracks student growth
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	Monthly ILT meetings will review PLC agendas to monitor implementation of data cycles and the “looking at student work” protocol.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Sources:</b> Feedback on lesson plans Walk through data Teachpoint observations PLC agendas and minutes	<b>Data Sources:</b> Student results monitored through: Renaissance STAR Assessment scores quarterly Formative assessment or graded student work weekly/biweekly

## 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)	<b>2.1. Instructional Expectations</b>  Re-establish agreed on classroom structures and routines (ex, discrete lesson objective, language objective, criteria for success)  Plan bell-to-bell scaffolded lessons  Embed SEI strategies in lessons across all disciplines  Embed purposeful technology use in daily lessons (ex., close reading online with note taker, responding online to readings through class blog, solving Math problems with a note taker including a calculation check)
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school- wide strategies.)	ILT team will use first Wednesday meetings to review, discuss and model best practices, and will provide implementation support and feedback between staff meetings.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> Lesson plans Classroom walkthroughs, observations, rounds Staff meeting agendas and minutes	<b>Data Source:</b> Annual ACCESS scores STAR assessment scores quarterly Formative assessments and grades

## 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%)	<b>3.5. Academic Interventions for students in the bottom 25%</b> <ul style="list-style-type: none"> <li>• Provide individualized supports for access to content.</li> <li>• Leverage afterschool weekly support through parent contact, personal invitations and encouragement.</li> <li>• Employ goal setting at the class teacher-student level with support from guidance for monitoring.</li> </ul>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	SSP team will review students' progress individually to ensure plans and actions are supportive and impactful to improving student engagement and success.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> Lesson plans SSP meeting minutes Individuals SSP's with updates Goal setting sheets Parent/guardian contact	<b>Data Source:</b> Daily attendance Attendance after school by teacher/class Grades Observed levels of engagement

## IV. D. Action Plan

<p><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)</p>	
<p><b>Prioritized Best Practices or Strategies</b>            (Include differentiation to ensure access for targeted student populations)</p>	<p><b>4.1. School-wide Behavioral Expectations</b></p> <ul style="list-style-type: none"> <li>• Collaboratively re- establish and implement universal SEL strategies that support the development of a positive and productive learning environment.</li> <li>• Record discipline in a timely way in line with district and state expectations</li> <li>• Provide regular and meaningful recognition of students who employ/take on the identified SEL strategies (ex. facilitating restorative justice circles, leadership roles, improved attendance, meeting academic goals)</li> </ul>
<p><b>Instructional Leadership Team Implementation</b>            (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT will: a. work with staff and students to message the expectations and plan celebrations/recognitions to further develop a respectful climate for students and staff and b. SAGE discipline will be analyzed by the team monthly with action steps to be identified, implemented, and re-evaluated in the subsequent month.</p>
<p><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b>            Monthly SAGE discipline data            Teacher-generated office referrals            Interim and quarterly grades</p>	<p><b>Data Source:</b>            Classroom walkthroughs focused on student indicators and ownership of learning            Monthly attendance data</p>

## 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. Check daily attendance in SAGE and make phone calls for 2 consecutive days absent without a reason</li> <li>2. Review monthly chronic absenteeism with building based team: Health and Guidance team</li> <li>3. Identify quarterly good attendance celebrations: Building wide raffle for most improved attendance. Continue 5- week review of attendance progress reports with student’s grades 7 and up and send home letters updating attendance data. Host a celebratory breakfast for perfect attendance students.</li> <li>4. School plan to promote ongoing good attendance: Communicate attendance expectations with families and students, implement full integration of Swipe attendance program, establish “lunch bunch” for struggling students as a support</li> <li>5. Re-establish AIM meetings to improve student attendance prior to filing CRA/ADF’s</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>• The Health and Guidance Team will meet once a week on Thursday mornings to review data and progress with individual students. The team will make plans for additional interventions and identify additional resources based on data analysis, teacher reports, and consultation with guardians.</li> <li>• The ILT will meet twice a month to plan and monitor success of quarterly attendance celebration (#3) and attendance awareness/monitoring (#5).</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Notes from meetings of the Health and Guidance Team and the ILT, data collection from SAC’s regarding home visits and AIM meetings	<b>Data Source:</b> School Rates of Attendance and Tardiness, 5-week goal setting/attendance, student feedback from student celebration sessions. 5-week attendance progress reports (grades 7-12) Interim and quarterly grades

## IV. F. Action Plan

<b>High School Graduation Rate Improvement</b> <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>	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations) <i>Please limit to no more than three.</i>	<b>Improved Post-Secondary Outcomes for Students:</b> 1. Secure opportunities for all students to view, visit and discuss college and career pathways. 2. Structured use of Naviance grades 7-12. 3. Development, monitoring and quarterly updating of individualized post-secondary plans for all students grades, 9-12 in advisory.
<b>Graduation Rate Improvement Team</b> (Explain how team members support, monitor and measure school- wide strategies.)	Grade level and discipline teams will review monitor and take action to respond to student’s plans and related needs. ILT will coordinate with guidance to schedule college and career speakers during advisory.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Graduation data Persistence data	<b>Data Source:</b> Annual MCAC results Annual grade 12 admissions/post-secondary career data



## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Claremont Academy	Angela Plant	8/27/18 - 6/10/19

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Administration will support English teachers to engage students in critical thinking as they read multiple texts and write in three different genres: persuasive, expository, and narrative	ELA Teachers	Significant time will need to be devoted to preparing students to meet the expectations of the updated ELA standards and responding to reading on computers.
2	Administration will support Math teachers to use a variety of tools to address gaps in skills and to present opportunities to accelerate progress through extension.	Math Teachers	Our students continue to demonstrate significant gaps in their skillsets in Math. Problem solving, computation accuracy and online strategies will need to be explicitly taught across the strands.
3	Administration will support Science teachers to use exploration to engage students in developing standards based content and concept.	Science Teachers	Student engagement in Science classes, as evidenced by observations, is uneven.

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p><b>A. Data Dive on 2018 ELA MCAS Results:</b> Teachers will meet and analyze those results to understand the challenges and identify areas on which to focus instruction.</p> <p><b>B. Data Dive on 2018-2019 ELA and Math STAR Results Quarterly</b></p> <p><b>C. PLC focus on the Next-Gen MCAS test design in ELA and Math:</b> PLC's for teachers in grades 7-10 will devote significant time in the fall to examining the purposeful embedding of technology in daily lessons aligned to the standards. This instruction will focus on critical thought, as well as significant practice with digital and related note takers</p> <p><b>D. 21<sup>st</sup> Century After-School Program:</b> Instruction and homework help will be provided four days a week after school and during select Saturdays.</p>	<p><b>Rounds and/or Looking At Student Work:</b> ELA and history teachers will host rounds focused on topics related to implementation of a scaffolded lesson and the reading and writing standards.</p>
2	<p><b>A. Data Dive on 2018 Mathematics MCAS Results:</b> Teachers will meet and analyze those results to understand the challenges and identify areas on which to focus instruction.</p> <p><b>B. Double Dosing Numeracy in grades 7-9 (tiered support):</b> All students in grades 7-9 are receiving some degree of extra support or extension in Math. 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.</p> <p><b>C. Renaissance Star Math Assessments and Accelerated Math 2.0:</b> These digital tools will be utilized with Chromebooks and iPads to individualize remedial and accelerated Math instruction. This will occur chiefly in middle school and 9<sup>th</sup> grade numeracy classes, but they</p>	<p><b>Rounds:</b> Teachers will host rounds focused on implementation of a scaffolded, standards based lesson and methods to address skill gaps and accelerate student growth,</p>

	<p>will also be used occasionally in regular Math classes for the 7-9<sup>th</sup> grades. The Assessment Specialist, Instructional Coach and teacher leaders will work to train staff, provide the necessary supports and meet to reflect and make improvements.</p> <p><b>E. 21<sup>st</sup> Century After-School Program:</b> Tutoring and homework help will be provided four days a week after school and during select Saturdays.</p>	
3	<p><b>A. Data Dive on 2018 Science MCAS Results:</b> Teachers will meet and analyze those results to understand the challenges and identify areas on which to focus instruction.</p> <p><b>B. Science Teachers Observations of Colleagues:</b> Science teachers will observe each other and share investigative protocols.</p> <p><b>C. Co-Planning with Focused Instructional Coach:</b> The new Science teacher will co-plan and co-teach at least one unit with the focused instructional coach.</p> <p><b>D. 21<sup>st</sup> Century After-School Program:</b> Tutoring and homework help will be provided four days a week after school, and biology instruction will be provided during select Saturdays.</p>	<p><b>Discussions:</b> Teachers will discuss student engagement with the focused instructional coach.</p> <p><b>Rounds:</b> Teachers will host rounds focused on investigative protocols based in the standards.</p>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Meeting Time, Team Leaders, Focused Instructional Coach, 21 <sup>st</sup> Century After School Personnel and Funding	Financial Support to allow language development to occur throughout the year.
2	Chromebooks, Renaissance Programs, Assessment Specialist, PLC's, 21 <sup>st</sup> Century After School Personnel and Funding	
3	Focused Instructional Coach, PLC's, 21 <sup>st</sup> Century After School Personnel and Funding	

#### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>	Data Dives took place on the first day of Professional Development, and PLC's have taken time to take and discuss the Next-Gen MCAS. The 21 <sup>st</sup> Century after school program is up and running.	Looking At Student Work protocols in the months to come should shed light on the success of our plan. MCAS scores, of course, will ultimately be a significant measure of achievement.
<b>2</b>	Data Dives took place on the first day of Professional Development, and several teachers have collaborated with each other and the Assessment Specialist to implement Stars Testing and Advanced Math 2.0. PLC's have taken time to take and discuss the Next-Gen MCAS, and the 21 <sup>st</sup> Century after school program is up and running.	Stars testing scores and Looking At Student Work protocols in the months to come should shed light on the success of our plan. MCAS scores, of course, will ultimately be a significant measure of achievement.
<b>3</b>	Data Dives took place on the first day of Professional Development, and PLC's have taken time to take and discuss the Next-Gen MCAS. The 21 <sup>st</sup> Century after school program is up and running.	Observations by the Instructional Coach, and Looking At Student Work protocols in the months to come should shed light on the success of our plan. MCAS scores, of course, will ultimately be a significant measure of achievement.