

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2018 - 2019**



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

**North High School**

---

**Lisa Houlihan**

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. 2<sup>nd</sup> grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team’s primary role is to help lead the school’s effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school’s instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Lisa Houlihan	Principal	Sept: 6, 20
Meghan Milonopoulos	Assistant Principal	Oct: 4, 18
Catherine Cahill	Turnaround Coach	Nov: 1, 15
Claire Swenson	Special Education Department Head	Dec: 6, 20
Michele Fournier	Acting ELA Department Head	Jan: 3, 17, 31
Michael Belanger	Acting Social Studies Department Head	Feb: 14, 28
Joseph Moriarty	Social Studies Teacher	Mar: 14, 28
Daniel Stern	ESL Teacher	Apr: 11, 25
Elizabeth Fortin	Art Teacher	May: 9, 23
Roseanne Cataldo	ESL Teacher	June: 6
Cheryl Cote	ELA Teacher	
Juliamey Saraiva	School Adjustment Counselor	
Patricia Tuccillo	Special Education Teacher	
Richard Howarth	Science Department Head	
Kim Kolaczyk	Math Teacher	

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

## 2018 Official Accountability Report - North High

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> North High (03480515)	<b>GRADES SERVED</b> 09,10,11,12
<b>REGION</b> West/Central	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b> Requiring assistance or intervention
--

Reason for classification
In need of focused/targeted support Among the lowest performing 10% of schools
Low subgroup performance: White
Low participation rate: Afr. Amer./Black -Students w/disabilities -Hispanic/Latino -EL and former EL

Progress toward improvement targets	Accountability percentile
48% - Partially meeting targets	6

### 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	1	4	-	1	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	1	4	-	1	4	-
	<b>Achievement total</b>	<b>5</b>	<b>12</b>	<b>40.0</b>	<b>6</b>	<b>12</b>	<b>67.5</b>
Growth	English language arts growth	2	4	-	0	4	-
	Mathematics growth	2	4	-	0	4	-
	<b>Growth total</b>	<b>4</b>	<b>8</b>	<b>20.0</b>	<b>0</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	4	4	-	-	-	-
	Extended engagement rate	2	4	-	-	-	-
	Annual dropout rate	4	4	-	-	-	-
	<b>High school completion total</b>	<b>10</b>	<b>12</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	English language proficiency total	1	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	2	4	-	2	4	-
	Advanced coursework completion	2	4	-	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>8</b>	<b>10.0</b>	<b>2</b>	<b>4</b>	<b>10.0</b>
Weighted total		5.3	10.0	-	4.3	10.3	-
Percentage of possible points		53%		-	42%		-
Criterion-referenced target percentage		48%					
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	90.9	14.7	52.6	30.4	45.9
Female	90.5	15.4	56.2	32.1	48.9
Male	91.3	14.1	49.3	28.8	43.0
Economically Disadvantaged	89.8	16.4	57.8	35.0	50.5
High Needs	90.4	15.6	54.5	32.8	47.5
LEP English language learner	90.8	14.4	50.5	32.8	43.8
Students with disabilities	88.3	19.2	63.7	43.5	58.1
African American/Black	93.3	10.9	35.7	21.5	31.8
American Indian or Alaskan Native	85.9	18.3	33.3	33.3	33.3
Asian	95.7	7.4	27.2	8.7	19.6
Hispanic or Latino	89.5	16.8	60.4	35.9	53.4
Multi-race, non-Hispanic or Latino	88.8	18.1	62.8	46.5	55.8
White	89.9	16.0	61.1	32.0	51.8

# 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	1,279	54	4.2									6.7	2.0	2.3	5.4
Female	624	24	3.8									6.4	1.4	2.8	4.1
Male	655	30	4.6									7.1	2.5	1.9	6.7
Economically Disadvantaged	856	43	5.0									8.0	2.9	2.5	6.0
High Needs	1,060	50	4.7									7.4	2.4	2.4	6.2
LEP English language learner	406	17	4.2									5.6	3.4	2.0	6.0
Students with disabilities	302	15	5.0									8.1	1.6	1.4	7.0
African American/Black	287	7	2.4									3.7	4.2	1.5	0.0
American Indian or Alaskan Native	4														
Asian	92	1	1.1									0.0	0.0	0.0	3.7
Hispanic or Latino	618	32	5.2									7.8	1.4	2.0	9.1
Multi-race, non-Hispanic or Latino	45	2	4.4									7.7	0.0	7.1	0.0
White	233	12	5.2									10.3	1.9	3.8	4.2

**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>
African American/Black students met achievement targets	76% of this subgroup met the target set, they also met all the achievement targets
Participation results continue to average a minimum of 95% for the three testing subjects	All but four subgroups were below 95% [El and Former EL-94%], [Students w/disabilities 93%] and [African American/Black and Hispanic Latino 94%]
Graduation rates continue to show improvement.	NHS has exceeded in all but two target areas. In those areas improvement was below target.
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
MCAS Data Spring 2018 (ELA, Math, Science) is below target in all subgroups CPI continues to be a concern	<p><b><u>ELA</u></b> 74% of NHS students were proficient or higher, CPI 88.2 The lowest performing subgroups were Students with Disabilities (52%) and EL Students (44%) Item analysis indicates Integration of Knowledge and Ideas in the Reading Anchor Standard is a need area (41%) as well as Text Types and Purposes (47%)</p> <p><b><u>Math</u></b> 42% of NHS students were proficient or higher; CPI 69.8 The lowest performing subgroups were Students with Disabilities (15%) and EL students Item analysis points to many areas that need to be strengthened, including Open Response (37%) and Interpreting Functions (28%)</p> <p><b><u>Science</u></b> 40% of NHS students were proficient or higher, CPI 73.7 The lowest performing students were Students with Disabilities (5%) and EL students (7%) Item analysis indicates that students need growth in topics such as Chemistry of Life, Anatomy and Physiology, and Evolution and Biodiversity</p>



<p>Open response and short answer in all subject areas tested are left blank or didn't receive credit for their response</p>	<p><b><u>ELA</u></b>  NHS students received 56% possible points on Open Response items, 9 points below the state  NHS students received 56% possible points on Writing Prompt, 12 points below the state  <b><u>Math</u></b>  NHS received 37% possible points in Open Response, 24 points below the state  <b><u>Biology</u></b>  NHS students received 32% possible points in Open Response, 17 points below the state</p>
<p>Overall 48% of students partially met targets set by the State  Hispanic and Latino Students showed overall low growth</p>	<p>23% of Hispanics are partially meeting targets and overall points for achievement growth was 0.  ELA growth showed no real improvement</p>

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
<b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations and PLC practices)	<p><b>1.6 Use of Time for Professional Development and Collaboration</b> - We created a schedule that supports grade 9 and grade 10 teams with weekly PLCs in both content based teams and cross-curricular teams. Time is focused on student achievement.</p> <p><b>1.2 High Expectations and Positive Regard</b> - School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and a concerted effort has been made to cultivate a positive school culture.</p> <p><b>1.6 Use of Time for Professional Development and Collaboration</b> - We have provided initial and ongoing training in Self-Regulated Strategy Development so that all core teachers in grades 9 &amp; 10 are using the same language around the teaching of reading and writing.</p>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<p><b>Use of Time for Professional Development and Collaboration</b>            The Coach, Principal and Department Heads will regularly attend PLC's. Minutes will be reviewed and shared out during ILT via google docs</p> <p><b>High Expectations and Positive Regard</b>            Improving school culture is the focus of our work with the Maple Innovative School Leaders Network. Monthly staff activities have been scheduled, and student activities such as pep rallies have been reintroduced. The ILT is open to all interested teachers who want to serve in that capacity. The principal will convene a student advisory council and will hold class meetings.</p> <p><b>Use of Time for Professional Development and Collaboration</b>            SRSD prompts are developed during PLCs and given as a common assessment. PLC time is also used to calibrate to the scale, identify areas for improvement, and develop lessons to strengthen student achievement.</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> PLC agendas, ILT agendas, Department Meeting agendas, staff meeting agendas, teacher lesson plans, department head and administrative team feedback on lesson plans, summary of ILT Learning Walks, and classroom observations by Admin Team and Department Heads.</p>	<p><b>Data Source:</b> Formative assessments results including periodic Benchmark data such as SRSD data, STAR testing, and common assessments.</p>

## 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)	<p><b>2.7 Structures for Instructional Improvement</b> - The focus of Professional Learning Communities is student achievement. Protocols are used during PLCs to Look at Student Work, Look at Teacher Work, and use data to inform instruction. Core teachers in grades 9 &amp; 10 were trained in Self-Regulated Strategy Development and will give 4 assessments on common prompts during the school year. Data will be studied during</p> <p><b>2.2 Instructional Expectations</b> - Best Practices have been defined (Rigorous Bellringer, Writing in Every Class Every Day, Formative Assessment) and will be used to shore up core instruction. The weekly bulletin is used to communicate expectations.</p> <p><b>2.3 Identifying and Addressing Student Academic Needs</b> - The 9th and 10th grades are teamed, teachers collaborate and use data to inform instruction in grade level and content PLCs, the Instructional Leadership Team is working to address academic needs of students. Goal setting and observation feedback is related to Self-Regulated Strategy Development writing, student growth, and student engagement.</p>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<p><b>Structures for Instructional Improvement</b>            The ILT will monitor student achievement through SRSD data, STAR data, and Access data as well as the statewide assessment. The administration will report out to ILT on student engagement and student growth data.</p> <p><b>Instructional Expectations</b>            The first priority will be shoring up core instruction so that 80% of the students are making progress through strong classroom instruction in every class every day. The ILT will seek to plan professional development opportunities that support high quality classroom instruction.</p> <p><b>Identifying and Addressing Student Academic Needs</b>            ILT will monitor interventions for students who fall in the yellow or red categories and will pay particular attention to Special Education students and EL students.</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> PLC Agendas, student work, teacher work, SRSD data, teacher lesson plans which include language objectives for EL students, educator goals, educator action plans, educator evidence, and walk-throughs with data collection	<b>Data Source:</b> formative assessments, STAR assessment, MCAS, Student 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%)	<p><b>3.6 Academic Interventions for Students with Disabilities</b> - A study skills class was created for students who need more support in order to make effective progress. Inclusion teachers and instructional assistants have been assigned to maximize student support and is reviewed weekly.</p> <p><b>3.3 Determining School-wide Student Supports</b> - The Guidance PLC (guidance, school adjustment counselors, wraparound coordinator, psychologist, and school leaders) meet weekly to discuss student needs. Goal setting is done with students school-wide on a quarterly basis.</p> <p><b>3.2 Teacher Training to Identify Student Needs</b> (Academic and Nonacademic) - Staff members were trained in Self-Regulated Strategy Development, a set of strategies that focuses on both writing and student ownership of learning.</p>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<p><b>Academic Interventions for Students with Disabilities</b>            The ILT will look at intentional grouping of special education students, particularly around inclusion and how students are making effective progress.</p> <p><b>Determining School-wide Student Supports</b>            The ILT will look at needs of students and options available to meet student needs.</p> <p><b>Teacher Training to Identify Student Needs</b>            The ILT will track the growth of students' writing using google docs and SRSD prompts.</p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Well-structured lesson plans, Classroom walkthroughs, monitoring and tracking sheets, data sheets, teacher schedules	<b>Data Source:</b> Writing should increase over the course of the year. This will be tracked quarterly using common assessments in grade 9 and 10 content areas.

## 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> (Include differentiation to ensure access for targeted student populations)	<p><b>4.4 Wraparound Services and External Partners</b> - We have a full time Wraparound Coordinator who meets regularly with the SEL team, community partners, and students to address their needs and engage the community. Attendance is monitored weekly.</p> <p><b>4.5 Family and Community Engagement</b> - Both informational and social programs are planned for current students, and an open house for prospective students to explore opportunities available at North High was scheduled.</p> <p><b>4.3 Expanded Learning</b> - Opportunities for college and career preparation are given through programs such as the 100 Males to College, Early College, Virtual High School, and Worcester Future Teachers.</p>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<p><b>Wraparound Services and External Partners</b> - The leadership team will update the ILT on services available to students</p> <p><b>Family and Community Engagement</b> - The ILT will evaluate programs that are offered to families and will seek to expand upon them.</p> <p><b>Expanded Learning</b> - The guidance department will provide data on expanded learning opportunities for our students.</p>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> SEL team and Admin team, calendar of events, enrollment data in expanded learning opportunities, attendance data	<b>Data Source:</b> Decrease in teacher referrals and decrease in suspensions; Results of student survey

## 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 call for 2 consecutive days absent without a reason</li> <li>2. Review chronic absenteeism weekly with building based team.</li> <li>3. Identify quarterly good attendance celebrations (please specify):               <ul style="list-style-type: none"> <li>• Quarterly Raffle for attendance</li> </ul> </li> <li>4. Continue 5 week review of attendance progress reports with students grades 4 and up and send home Goal setting after quarter 1 with advertisement of attendance incentive program</li> <li>5. Incentive Program with rewards for attendance, including Hanover Theater tickets, drivers-ed, YWCA 6 month membership with swimming classes</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> <li>1. Phase 1 reach out to community partners</li> <li>2. Monitor attendance and plan quarterly goal setting with all students</li> </ol>
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> Goal setting with students in Naviance, phone calls home when students miss school	<b>Data Source:</b> Decrease in chronic absenteeism, increase in passing rate in classes for graduation



## 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)	<ul style="list-style-type: none"> <li>● All students have an individualized audit sheet filled out to track graduation requirements. Based upon this sheet and population of student group being served, students will create attainable goals to ensure successful completion of requirements as well as develop a post-secondary college and career plan.</li> <li>● Guidance counselors collaborate with classroom teachers to build student awareness around attendance, student ownership of academics, building relationships, and recovery plans.</li> <li>● Guidance Lunch Table - students are able to access resources to help strengthen transcript as well as recovery efforts to put them on track to graduate.</li> </ul>
<b>Graduation Rate Improvement Team</b> (Explain how team members support, monitor and measure school- wide strategies.)	<ul style="list-style-type: none"> <li>● Meeting weekly to look at how students are doing, checking weekly to make sure students are on track to graduate.</li> <li>● Utilizing all team members (counselor, adjustment counselor, principal, teacher, parent) to help reinforce goal with student</li> <li>● Guidance tracks student data through grade specific meeting documents</li> <li>● Guidance monitors this through student reports every five weeks</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> <ul style="list-style-type: none"> <li>● Student audit and tracking sheets, individual counselor meeting notes, documentation of student attendance and home visits. Naviance reports - goal setting and student's post-secondary outcome.</li> </ul>	<b>Data Source:</b> <ul style="list-style-type: none"> <li>● Quarterly reports, daily attendance, four year graduation rate, post-secondary plans as well as surveys conducted on Naviance.</li> <li>● Credit Recovery opportunities for students as needed.</li> </ul>

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	North High School	Lisa Houlihan	

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Improve students' ability to read and respond to text in an organized, cohesive manner.	ELA	NHS was far below the state in open response and short answer questions, earning 56% of possible points on the 2018 ELA MCAS. Many student responses were left blank or were ineligible for credit.
2	Improve students' ability to pull apart the prompts; organize, show, and explain their work; and answer Math problems.	Math	NHS received 37% of possible points for open response questions and 39% of possible points for short answer questions on the Mathematics MCAS.
3	Improve students' ability to write scientifically using Claim, Evidence, and Reasoning.	Science	NHS earned 32% of possible points for open response questions on the Biology MCAS.

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Self-Regulated Strategy Development 2 day training during the summer	Follow up training on October PD day; At least 2 PLC meetings per month dedicated to developing prompts, planning lessons, calibrating scoring, looking at student work, and using the data to inform instruction

2	Self-Regulated Strategy Development 2 day training during the summer	Follow up training on October PD day; At least 2 PLC meetings per month dedicated to developing prompts, planning lessons, calibrating scoring, looking at student work, and using the data to inform instruction
3	Self-Regulated Strategy Development 2 day training during the summer	Follow up training on October PD day; At least 2 PLC meetings per month dedicated to developing prompts, planning lessons, calibrating scoring, looking at student work, and using the data to inform instruction

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Funding for 2 day training in August, including manuals, funding for additional 2 day training in October; PLC time	PLC time will be dedicated to SRSD 2x/month SRSD reminders in weekly newsletter Make arrangements for teachers to visit other classrooms as appropriate
2	Funding for 2 day training in August, including manuals, funding for additional 2 day training in October; PLC time	PLC time will be dedicated to SRSD 2x/month SRSD reminders in weekly newsletter Make arrangements for teachers to visit other classrooms as appropriate
3	Funding for 2 day training in August, including manuals, funding for additional 2 day training in October; PLC time	PLC time will be dedicated to SRSD 2x/month SRSD reminders in weekly newsletter Make arrangements for teachers to visit other classrooms as appropriate

#### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
1	Tracked writing assignments 4x/year	
2	Tracked writing assignments 4x/year	
3	Tracked writing assignments 4x/year	