

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

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

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

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

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

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

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

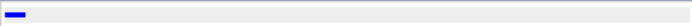
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least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





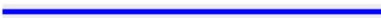


Name	Position	ILT Meeting Dates
Ignacio Arguello	Social Studies Department Head	Sept:
Rick Howarth, Ed.D.	Science Department Head	Oct:
Zena Link	English Teacher	Nov:
Elizabeth Fortin	Art Teacher	Dec: 20
Melissa Verdier	Special Education Teacher	Jan: 9, 30
Suzanne Mallaghan	Guidance Department Head	Feb: 6
Catherine Ricci	ELL Department Head	Mar: 13, 27
Sherrie Blake	English Department Head	Apr: 3, 10
Phyllis Goldstein	Focused Instructional Coach	May: 8, 22
Juliamy Saraiva	School Adjustment Counselor	June:
Jason Harthan	Art Teacher	
Roseanne Cataldo	ELL Teacher	
Cheryl Cote	English Teacher	
Linda Donoian	Special Education Teacher	
Daniel Stern	ELL Teacher	
Michael (Casey) Duva	Math Department Head	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - North High

Organization Information			
District:	Worcester (03480000)	School type:	High School
School:	North High (03480515)	Grades served:	09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 3	Among lowest performing 20% of schools and subgroups Focus on White -Students w/disabilities -Hispanic/Latino -High needs -	
	Persistently low graduation rate for one or more groups Focus on Students w/disabilities -	
	Low assessment participation (Less than 95%) Focus on Students w/disabilities -Economically disadvantaged -Hispanic/Latino -ELL and former ELL -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	 3	
	Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			View Detailed 2017 Data
	Less progress	More progress		
All students		■	55	Did Not Meet Target
High needs		■	54	Did Not Meet Target
Econ. Disadvantaged			-	
ELL and Former ELL		■	55	Did Not Meet Target
Students w/disabilities		■	56	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	
Asian			-	
Afr. Amer./Black		■	57	Did Not Meet Target
Hispanic/Latino		■	64	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-	
Nat. Haw. or Pacif. Isl.			-	
White		■	47	Did Not Meet Target

ELA the grade 10 students did better with Multiple Choice than Open response and Writing Prompts, but not by much. The highest % possible points earned is for Production and Distribution of Writing (71%), which is under the Writing Anchor Standard. The lowest % possible points earned is for Integration of Knowledge and Ideas (48%), which is under the Reading Anchor Standard.

For Mathematics, looking just at the school level, students did much better with Multiple Choice items (52% possible points) than with OR (34%) and Short Answer (40%). The Congruence Strand (“Experiment with transformations in the plane”) received the lowest % of possible points (26%). Students also struggled with Expressing Geometric Properties with Equations (“Use coordinates to prove simple geometric theorems algebraically”), earning only 29% possible points. Student performed best in the Creating Equations strand (“Create equations that describe numbers or relationships”), earning 64% of possible points.

If we compare NHS to the state, we see a very large gap (-30% possible points) in Congruence. Students at North (56%) seemed to score closest to the district (61%) and the state (68%) in the area of Statistics and Probability. When we look at ELA, students at North (48%) seemed to score closest to the district (54%) and the state (59%) in the area of Text Types and Purposes (Writing Anchor Standard). The OR question type for ELA was also a relative strength, considering the school/state difference is only -7%.

ALSO...North High

- 2017: 49.3% of graduates enrolled in college during the fall immediately following high school graduation
- 2016: 54.6% of graduates enrolled in college during the fall immediately following high school graduation
- Decreased by 5.3%
- ELL Students performed above the state in English Language Arts MCAS (2017) in the areas of Craft and Structure (+4% of possible points), Integration of Knowledge and Ideas (+1% of possible points), and Key Ideas and Details (+3% of possible points). On all items in ELA, ELL students earned 1% more of possible points than ELLs statewide.
- 2017: 25% of students at North High School are considered chronically absent as of January 1, 2018.
- 2016: 25% of students at North High School were considered chronically absent at the same point in the prior academic year, 2016-17.
- Maintained—did not increase or decrease
- Other high schools: 1 increased, 3 decreased, 2 maintained
- Since 2013, the suspension rate at North High School has declined or maintained every year, dropping from 26.7 % of students suspended in 2013-14 to 8.2% of students suspended in 2016-17.
- 2017: Only 9% of students with disabilities scored proficient or higher on grade 10 Math MCAS, as opposed to 51% of students without disabilities and 39% of all students.
- 2017: Of the 221 grade 9 students tested in MAP Mathematics, only 44% met their individual growth projection (Fall 2016-Fall 2017 growth). Of the 215 grade 9 students tested in MAP Reading, only 51% of students met their individual growth projection (Fall 2016 – Fall 2017 growth).

III. Student Attendance and Retention

North High School
Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	90.4	94.1	94.6
Average # of days absent	15.5	9.8	9.3
Absent 10 or more days	56.8	36.5	33.3
Chronically Absent (10% or more)	31.8	16.9	13.5
Unexcused Absences > 9	48.6	33.8	15.8
Retention Rate	4.9	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify):
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): <ul style="list-style-type: none"> ● Interim and quarterly attendance goal sheets completed by students with staff and monitored for progress and improvement ● Weekly meetings with SAC and Guidance on attendance. ● Tardy initiative to promote all students coming to school on time. ● We identify students with whom we have a relationship with and act as “attendance mentors” for them simply by checking in and engaging in positive and supportive conversation. Administration will share the tardy report each Monday for the previous week and if we start to see a difference being made we will do the same for our chronically absent students. ● Moving forward we will also be working on a way to create a shared report that all faculty will be able to access and document any conversation or check-in they have had with certain students so we can avoid overlap.

*requires action

IV. Comprehensive Needs Analysis

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

Areas of Strength	
Strength	Evidence
<ul style="list-style-type: none"> • ELA the grade 10 students did better with Multiple Choice than Open response and Writing Prompts, but not by much. The highest % possible points earned is for Production and Distribution of Writing (71%), which is under the Writing Anchor Standard. The lowest % possible points earned is for Integration of Knowledge and Ideas (48%), which is under the Reading Anchor Standard. • When we look at ELA, students at North (48%) seemed to score closest to the district (54%) and the state (59%) in the area of Text Types and Purposes (Writing Anchor Standard). The OR question type for ELA was also a relative strength, considering the school/state difference is only -7%. 	MCAS-2017 ELA
<ul style="list-style-type: none"> • Mathematics, looking just at the school level, students did much better with Multiple Choice items (52% possible points) than with OR (34%) and Short Answer (40%). In addition, a relative strength was found in the area of Statistics and Probability as students at North (56%) seemed to score closest to the district (61%) and the state (68%). 	
<ul style="list-style-type: none"> • ELL Students performed above the state in English Language Arts MCAS (2017) in the areas of Craft and Structure (+4% of possible points), Integration of Knowledge and Ideas (+1% of possible points), and Key Ideas and Details (+3% of possible points). On all items in ELA, ELL students earned 1% more of possible points than ELLs statewide. 	
Areas of Concern	
Concern	Evidence

<p>Academic:</p> <ul style="list-style-type: none"> ● Overall Mathematics scores were of great concern at NHS. At both the macro and the micro level- If we compare NHS to the state, we see a very large gap. Overall proficiency rate was 39% (-40% possible points as compared to the state) ● The Congruence Strand (“Experiment with transformations in the plane”) received the lowest % of possible points (26%). Students also struggled with Expressing Geometric Properties with Equations (“Use coordinates to prove simple geometric theorems algebraically”), earning only 29% possible points. ● 2017: Only 9% of students with disabilities scored proficient or higher on grade 10 Math MCAS, as opposed to 51% of students without disabilities and 39% of all students ● 2017: Of the 221 grade 9 students tested in MAP Mathematics, only 44% met their individual growth projection (Fall 2016-Fall 2017 growth). ● Of the 215 grade 9 students tested in MAP Reading, only 51% of students met their individual growth projection (Fall 2016 – Fall 2017 growth). 	
<ul style="list-style-type: none"> ● College and Career: ● 2017: 49.3% of graduates enrolled in college during the fall immediately following high school graduation ● 2016: 54.6% of graduates enrolled in college during the fall immediately following high school graduation ● Decreased by 5.3% 	
<ul style="list-style-type: none"> ● Non Academic: ● 2017: 25% of students at North High School are considered chronically absent as of January 1, 2018. ● 2016: 25% of students at North High School were considered chronically absent at the same point in the prior academic year, 2016-17. ● Maintained—did not increase or decrease 	

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| <ul style="list-style-type: none">• Since 2013, the suspension rate at North High School has declined or maintained every year, dropping from 26.7 % of students suspended in 2013-14 to 8.2% of students suspended in 2016-17. | |
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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)	<p>High Expectations and Positive Regard (Turnaround Practice 1.2) School leaders understand the importance of high expectations and positive regard between leadership, staff and students, and implement strategies/activities to ensure that these elements are in place.</p> <p>Monitoring Implementation and School Progress (Turnaround Practice 1.4) School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined. A majority of staff members are aware of the priorities, and some monitoring of these initiatives takes place.</p> <p>Use of Time for Professional Development and Collaboration (Turnaround Practice 1.6) The schedule includes adequate time for professional development opportunities and collaboration for most teachers. Use of time is generally used well to improve teaching and learning.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Improve and provide effective and accountable instructional and operational leadership. ● ILT and the Administrative Team and members meet regularly ILT members use various practices including learning walks to measure the success of school- wide practices. ● Principal and assistant principals review school wide and specific grade level schedules on an ongoing basis and revise schedules as needed. ● Increase and improve structures that promote professional collaboration among teachers, including regular collaborative planning time. ● The Principal, Assistant Principals, and Department Heads will review lesson plans and analyze data (formative/summative/anecdotal), feedback will be given on each lesson plan ● Determine school-wide instructional priorities and professional learning. ● Lesson plans will be shared electronically on a weekly basis, timely and relevant feedback will be given to make adjustments and improvements. ● Principal and Assistant Principals monitor PLC agendas and activities on a regular basis ● Educators will be provided with feedback periodically.
School Performance Indicators and Data Sources	

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: 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.	Data Source: Formative assessments results including periodic benchmark data and MAP testing, common assessments.

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)	<p>Instructional Expectations (Turnaround Practice 2.1) Specific or precise expectations for teachers’ classroom practices are consistently communicated, understood by most staff and faculty, and monitored throughout the school year.</p> <p>Identifying and Addressing Student Academic Needs (Turnaround Practice 2.3) Formal strategies and processes (e.g., instructional leadership team, collaborative planning, professional learning communities) and protocols for using data and identifying actions to address individual students’ academic needs are in place and consistently used, but communication among all staff about action steps is limited.</p> <p>Classroom Observation Data Use (Turnaround Practice 2.4) Instructional leaders conduct regular classroom observations (e.g., learning walkthroughs) to gauge the quality of instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction to individual teachers and teacher teams. These data inform instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● ILT will work work to develop uniform and consistent, clearly defined, well-articulated, shared set of instructional expectations throughout the school. ● ILT will monitor and model shared instructional expectations and open up classrooms to instructional rounds ● ILT will develop and monitor a core set of research based instructional expectations ● Analyze formative assessment data and student work to assess progress, and inform next steps for improvement and future professional development. ● Department Heads will meet monthly with admin team to review and calibrate instructional practices ● Establish a regular system of providing ongoing constructive feedback to teachers through conducting regular classroom observations with a focus on Formative assessment, Active engaging lessons w/high expectations, Classroom management ● Regular and frequent learning walks to identify successes and areas of growth for specific practices and strategies.

	<ul style="list-style-type: none"> ● Monitor and encourage educators implementation of school-wide strategies during PLC and Department meetings, and identify successes and next steps for improvement. ● Professional development is provided in PLC and Department meetings to meet the needs of the individual teams.
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: 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>Data Source: Formative assessments results including periodic benchmark data and MAP testing, common assessments, teacher feedback, interim assessments, student work</p>

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)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	<p>General Academic Interventions and Enrichment (Turnaround Practice 3.1) Specific, research- based interventions and enrichment experiences are defined and planned and regularly provided, although student participation is not systematic (e.g., tiered system of support), or interventions are not comprehensive (e.g., available for both English language arts and mathematics). Barriers may include scheduling conflicts or other structural challenges.</p> <p>Determining Schoolwide Student Supports (Academic Interventions and Enrichment) (Turnaround Practice 3.3) Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs; however, students are not re-assigned to interventions as needed throughout the school year.</p> <p>Academic Interventions for English Language Learners (Turnaround Practice 3.5) Specific, research- based interventions for English language learners are defined and planned and regularly provided. However, student participation is not always systematic, and supports are not always aligned for students’ specific needs.</p> <p>Academic Interventions for Students With Disabilities (Turnaround Practice 3.6) Specific, research- based interventions for students with disabilities are defined and planned and regularly provided. However, student participation is not always systematic, and supports are not always aligned for students’ specific needs.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Continue to develop high academic expectations and accountability for all. ● Enhance and improve opportunities for the integrated support of English Language Learners and students with disabilities. ● Develop and monitor a set of expected practices and systems to support and ensure teachers are undertaking frequent assessments to identify the instructional needs of students. ● Evaluate the impact of classroom-based tiered interventions ● Enhance and improve non-academic opportunities and supports for all students through support staff (ie. wraparound, guidance, WAZ, and school adjustment counselor)
School Performance Indicators and Data Sources	

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Well structured lesson plans, Classroom walkthroughs, monitoring and tracking sheets, data sheets, teacher schedules	Data Source: Formative, benchmark and summative assessments, student work, suspension data, referral data, attendance data

A Safe, Respectful, and Collegial Climate for Teachers and Students	
<i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)	
Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	<p>Shared Learning Expectations (Turnaround Practice 4.1) The schoolwide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations.</p> <p>Adult–Student Relationships (Turnaround Practice 4.2) Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social- emotional supports.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● Articulate and monitor expectations for student behavior and learning are clearly shared and understood throughout the school ● Promote and model positive student-to-student and educator-to-student respectful interactions ● Intentionally integrate student and staff voice into transparent decision making ● Clear expectations for the collegial and collective efforts of the school’s teams, advisories, student council, student leadership, and mentoring have been established and are growing in productive communication in support of increasing student achievement and quality of the learning experience
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: staff culture and climate survey, staff attendance data, office referrals	Data Source: student culture and climate survey, participation in student activities, student council activities and feedback, office referrals, student attendance data, suspension data, student assessments

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	North High School	Lisa Dyer	September 2017-June 2018

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA-Promote student ability to analyze multiple sources of information orally and in writing using multiple critical lenses across content areas to engage all learners. Support critical reading and responding in writing across content areas to engage all learners.	ELA I-ELA IV, all students	Data analysis of the MCAS and AP Literature and Language exams demonstrate a lack of student ability to analyze multiple sources of information. Students must gain the ability to step outside their personal opinions and focus on author's purpose, inferential thought and using context clues to build vocabulary acquisition.
2	Support mathematical/numeracy skills to identify needs and plan instruction and targeted interventions to engage all learners.	All students	Data analysis of students who score failing, needs improvement and to some extent, passing on the grade 8, grade 10 and retake MCAS shows that student learning is limited to algorithmic or sequential knowledge. The deeper connections and application ability needs to be built up. Students must gain the ability to use the Mathematical Practices to shape and inform their learning. It is the goal of Numeracy to engage students and produce strong learning connections that are tied to targeted interventions.
3	Improve instruction and learning in the Science classroom through formative strategies.	Science Teachers, Biology(MCAS) Teachers	Improve student understanding of scientific concepts, increase student engagement, expand teacher toolbox of instructional strategies/ MCAS data, School accountability data

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Non fiction Fridays, VTS, 9th and 10th CPT. LASW during CPT and Department meetings. Common assessments, midterms and finals. MCAS crunch and critical lens PD,	Continue with looking at student work on 9th and 10th grade teams, Share strategies best practices, calibrating scoring. Department PD around best practices, student work aligned to lessons and standards. Embedding AP strategies in instruction
2	Gateway grant allowed us to share problems of practice: limited student engagement and computation. Teaching students to persevere through multi-step and challenging problems. Algebra 1 and Geometry teachers instituted more oral preparation and group work.	Use of PLC time to create common assessments, look at student work, build lesson and unit plans and discuss future topics Use of common assessments to plan and guide instruction for students For EL students additional vocabulary development Using an outside consultant to focus on increasing rigor in the classroom, debriefing with teachers about modeled lessons, having teacher's critique lessons and develop their own. Common Lesson Plan template that focus on the gradual release model
3	Sharing of instructional strategies in Science department meeting. PD on writing in Science CER (claim, evidence , reasoning) and EL strategies.	Text Based PD, Formative Assessment Classroom Techniques (FACTs)- trial and report. LASW (Looking at Student Work), Artifact Gallery Walk and Discussion.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Researched-Based practices that promote student-centered learning and engagement, principal's and department meeting time, teacher-led strategies, follow up with staff on best practices.	Lesson plans and targeted feedback to ensure practices are being implemented. Provide additional support to staff in terms of coaching and modeling lessons
2	Researched-Based practices that promote student-centered learning and engagement, principal's and department meeting time, teacher-led strategies, follow up with staff on best practices.	Lesson plans and targeted feedback to ensure practices are being implemented. Provide additional support to staff in terms of coaching and an outside consultant that focuses on Algebra 1 and Geometry.
3	Text 1: Science Formative Assessment Volume 1- 75 Practical Strategies for Linking Assessment, Instruction and Learning Text 2: Science Formative Assessment Volume 2- 50 More Strategies for Linking Assessment, Instruction and Learning Online resources Teacher Peers	Lesson plans and targeted feedback to ensure practices are being implemented. Provide additional support to staff in terms of coaching. Looking at student work LASW.

4: Progress Summary

PL Goa 1 No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Educators continue to review and collaborate on best practices with multiple check ins and data collection to monitor student and educator progress.	We need to continue to formalize routines, ultimately transforming CPT into PLC.
2	The math department will continue to collaborate together during Algebra 1 PLC time, Geometry PLC time, planning periods, department meetings times and with an outside consultant to develop North High School best practices. These will be monitored through lesson plans, looking at student work, and teacher debriefs.	The process of developing the North High School best math department practices will be an ongoing effort and iterative process.
3	Work in Departmentment PLC time, Biology CPT PLC time, End of Quarter review of Formative Assessment Classroom Techniques (FACTs) used. Teacher reflection of practice.	