SCHOOL ACCOUNTABILITY PLAN
# Worcester Public Schools
# 2014 - 2015

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

## Gerald Creamer Center

**School**

## Timothy Whalen

**Principal or Administrator**

## Dr. Melinda J. Boone

**Superintendent**

**School Accountability Plan**

**I.**     **School Instructional Leadership Team & School Site Council**

**II.**    **Comprehensive Needs Analysis:**

**III.**   **Action Plan:**

**IV.**    **Action Steps:**

**V.**     **Professional Development Plan**

**VI.**    **Ongoing Evaluation – 5 Week Status Report:**

**VII.  End of Year Reflections and Next Steps:**

# IA. 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 SMARTe 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 |
|---|---|---|
| Timothy Whalen | Coordinator | Sept: 9-8-14 |
| David Juneau | Lead Teacher | Oct: 10-6-14 |
| Scott Moriarty | Science Teacher | Nov: 11-3-14 |
| Sheila Witt | Math Teacher | Dec: 12-1-14 |
| Christine Walsh | English Teacher | Jan: 1-5-15 |
| Kelly Denault | Adjustment Counselor | Feb: 2-2-15 |
| Christine Sawyer | Social Studies Teacher | Mar: 3-2-15 |
| Kim Brennan | Science Teacher | Apr: 4-6-15 |
| Celia Robicheau | Guidance | May: 5-4-15 |
| Craig Dottin | Social Studies Teacher | June: 6-1-15 |

# IB. School Site Council Members

The School Site Council meets once per month. The Site Council brings various stakeholder groups (faculty, administration, staff, students, and community members) together to discuss common concerns, current status, and various other matters.

| Name | Position | Site Council Meeting Dates |
|------|----------|----------------------------|
| N/A | N/A | Sept: N/A |
| N/A | N/A | Oct: N/A |
| N/A | N/A | Nov: N/A |
| N/A | N/A | Dec: N/A |
| N/A | N/A | Jan: N/A |
| N/A | N/A | Feb: N/A |
| N/A | N/A | Mar: N/A |
| N/A | N/A | Apr: N/A |
| N/A | N/A | May: N/A |
| N/A | N/A | June: N/A |

## II. Comprehensive Needs Analysis (Good News, Urgent Statements)

| Areas of Strength | | |
|---|---|---|
| **Strength** | **Evidence** | |
| The Gerald Creamer Center has had an increase of students showing growth to their next performance level in ELA. | This has been evidenced by more students reaching proficiency and needs improvement on the English MCAS test.<br><br>**MCAS - GCC English**<br>**Number of Students by Performance Level**<br><br>Fail: 1<br>Needs Improvement: 9<br>Pass: 14<br>Advanced: 0<br><br>Min Score: 218<br>Max Score: 258  Mean Score: 240 | |
| The attendance rate at the Gerald Creamer Center has shown growth in the past year. | This has been evidenced by an increase in attendance in the past three years. In 2010-2011 the attendance rate was at 2012-2013 83% the attendance rate was 85% and 2013-2014 the attendance rate is at 84% and presently 87% as reported by WPS program sites data. | |

| | | |
|---|---|---|
| The number of students that have used the credit recovery software has continued to increase as another pathway to help each student achieve the ability to graduate with their home school cohorts. | This is evidenced by the increase in the number of students that have been completing the Credit recovery software (Plato) through showing mastery in academic courses. 95% of the students that were enrolled in credit recovery in 2013-2014 completed their recoveries. | |
| **Areas of Concern** | | |
| **Concern** | **Evidence** | |
| Student's reading and writing are on average three grade levels below their targeted levels. | Analysis of English and math MCAS and Plato Accuses data which measure students reading and writing levels. <br><br> **Accucess - Language Arts Assessment** <br> (bar chart: Frequency vs Grade Scored — values approx: grade 6 = 3, grade 7 = 6, grade 8 = 12, grade 9 = 11, grade 10 = 2, grade 12 = 1) | |
| Lack of family support from families to support their child's education. This effects student's attendance rates in the program. | Evidence through attendance in KYSN, Parent conference and phone calls home. There were 5 parents in attendance at Know Your School Night in 2014-2015. This is down from 2013-14 school year where we had 15 parents. | |

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|---|---|
| Students lack Mass Core grade level credits requirements, which can affect their ability to graduate with their cohort. | Analysis of transcripts of entering students. Credit evaluations have been done on all students. Many students are overaged and under credited. |
| Students showing growth in the Biology MCAS test | Analysis of Biology MCAS data. We continue to show growth but are working to increase students reaching proficiency.

**GCC MCAS - Science**
**Number of Students by Performance Level**

Number of Students (y-axis, 0.00 to 20.00)

Performance Level (x-axis): Fail = 4, Needs Improvement = 19, Proficient = 1, Advanced = 0 |
| Homelessness continues to increase amongst students in the Alternative Pathways Programs | In 2013-14 the Homeless population was around 65%. In 2014-15 the homeless population has increased to 82% in the Alternative Pathways Programs. |

# III. Action Plan Goal 1

| | |
|---|---|
| **Worcester Public Schools Strategic Goal** | Worcester Public Schools will implement strategies that result in high student achievement |
| **School SMARTe Goal** | To improve the growth of students reading and writing skills that will be measured quarterly by the Plato Accuses Assessment by unpacking student formal and informal data to help all students meet or exceed their literacy levels standards by June 2014. |
| **Identified Best Practice or Strategy**<br><br>**(Include differentiation to ensure access for targeted student populations)** | **Differentiation to ensure access for targeted student populations writing strategies with best practices of reciprocal teaching, writing, vocabulary development**<br><ul><li>Accuses model intervention groups based on data</li><li>Flexible groups</li><li>MCAS support programs</li><li>Activate Prior Knowledge</li><li>Differentiated Instructional Strategies</li><li>Quarterly classroom data</li><li>Use of higher order thinking skills (Bloom's Taxonomy)</li></ul> |
| **Instructional Leadership Team Implementation**<br><br>**(Explain how ILT members implement and measure school-wide strategies.)** | <ul><li>Collect, analyze, and monitor school data insuring progress toward SMART- e goals</li><li>Implement targeted professional development</li><li>Monitor November and Spring MCAS data</li><li>Review common assessment data to look at areas of student growth</li><li>Review Plato Accuses data to look at areas of student growth</li></ul> |

| School Performance Indicators and Data Sources | |
|---|---|
| **ADULT IMPLEMENTATION INDICATOR** | **STUDENT RESULTS INDICATOR** |
| The ILT will monitor the success of this goal by reviewing multiple sources of data such as agendas, exit slips and classroom observations | The ILT will work with each team to review multiple sources of data. |
| Data Source:<br>Faculty meeting<br> Agendas<br>Classroom visits<br>Observations/unannounced and announced<br> Course mark details and lesson plans | Data Source:<br> MCAS data<br> Plato Accuses data<br> Student portfolios<br>Student goal setting sheets<br> Course mark details |

# IV. Action Steps – School SMARTe Goal 1

School SMARTe Goal: To improve the growth of students reading and writing skills that will be measured quarterly by the Plato Accuses Assessment by unpacking student formal and informal data to help all students meet or exceed their literacy levels standards by June 2014.

Best Practice or Strategy: Best practice: Standards based course benchmarks with writing strategies with best practices of reciprocal teaching, writing and vocabulary development

| ACTION STEPS | TIMELINE | PERSON(S) RESPONSIBLE | MEASURES USED (Degree of Implementation) | RESOURCES (Including Financial) |
|---|---|---|---|---|
| Teachers in content areas will meet with to develop standards based course benchmarks with reading and writing strategies in all disciplines to support student growth. | October 2014 ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments Accuses data | Meeting time |
| Study and develop Essential questions for the unit/team and each content area. | September 2014- ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments | Meeting time |
| Targeted review/analysis of scored MCAS items analysis data on students that have failed and scored needs improvement. | September 2014- ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments | Meeting time |
| Focus on writing pieces in each content area through the collection of portfolio best works. | September 2014- ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments | Meeting time |
| Continue to offer additional MCAS academic support programs such as in school tutoring, and after school MCAS Program offered at Worcester Tech to targeted students. | September 2014- ongoing | Administration Team Leaders Site administrator MCAS tutor Content teachers District MCAS Support Coordinator | MCAS data Common assessments | Meeting time |

# III. Action Plan Goal 2

| | |
|---|---|
| **Worcester Public Schools Strategic Goal** | Worcester Public Schools will implement strategies that result in high student achievement |
| **School SMARTe Goal** | The 2014-15 Math MCAS Open Response scores 90% of targeted students will show growth in their performance levels and 10% will show growth to the next performance level. |
| **Identified Best Practice or Strategy**<br><br>**(Include differentiation to ensure access for targeted student populations)** | **Differentiation to ensure access for targeted student populations Best practice of vocabulary writing across all content areas**<br>• Differentiated lessons: content, product, process scaffolding takes place.<br>• Use of higher order thinking skills (Bloom's Taxonomy)<br>• Flexible Groups readiness and learning style<br>• Center based instruction aligned with Mass standards.<br>• Essential Question and content area exemplars used to increase students growth in reading and writing. |
| **Instructional Leadership Team Implementation**<br><br>**(Explain how ILT members implement and measure school-wide strategies.)** | • Data teams will collect, analyze, and monitor school data insuring progress toward SMART- e goals<br>• Implement targeted professional development<br>• Monitor November and Spring MCAS data<br>• Review student work: score and provide feedback to show student growth<br>• Review Monthly Plato Accuses data to look at areas of student growth<br>• Monitor implementation of best practices of reciprocal teaching, vocabulary and writing in Mathematics to share. |

### School Performance Indicators and Data Sources

| ADULT IMPLEMENTATION INDICATOR | STUDENT RESULTS INDICATOR |
|---|---|
| The ILT will monitor the success of this goal by reviewing multiple sources of data such as agendas, exit slips and classroom observations | The ILT will work with each team to review multiple sources of data. |
| Data Source:<br>Faculty meeting agendas,<br>Classroom visits<br>Observations unannounced and announced<br> Course mark details and lesson plans | Data Source:<br> MCAS data,<br> Plato Accuse data<br>Common Assessments<br>Student portfolios<br>Student goal setting sheets<br> Course mark details |

# IV. Action Steps – School SMARTe Goal 2

School SMARTe Goal: The 2014-15 Math MCAS Open Response scores 90% of targeted students will show growth in their performance levels and 10% will show growth to the next performance level.

Best Practice or Strategy: Standards based course benchmarks with vocabulary development, reciprocal teaching and writing in mathematics.

| ACTION STEPS | TIMELINE | PERSON(S) RESPONSIBLE | MEASURES USED (Degree of Implementation) | RESOURCES (Including Financial) |
|---|---|---|---|---|
| Develop and implement standards based course benchmarks across content areas. | October 2014 ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments Accuses data | Meeting time |
| Teacher teams will study data to make adjustments to support targeted student needs. | November 2014- ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments Agenda with minutes reported back to school | Meeting time |
| Math vocabulary instruction aligned to grade level Mass Framework | September 2014-ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments Math vocabulary | Meeting time |
| Targeted intervention groups with core plus more. Reinforce Common Open Response writing strategies. | September 2014-ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments Lesson Plans | Meeting time |
| Continue to offer additional MCAS academic programs such as in school tutoring on Fridays and MCAS summer camp to support targeted students. | September 2014-ongoing | Team Leaders Site administrator MCAS tutor Content teachers District MCAS Support Coordinator | MCAS data Common assessments | Meeting time |

# III. Action Plan Goal 3

| | |
|---|---|
| **Worcester Public Schools Strategic Goal** | Worcester Public Schools will implement strategies that result in high student achievement |
| **School SMARTe Goal** | By 2014 students will show growth in learning and demonstrated achievement will increase in science. No less than 10% of students will show growth to the next performance level. 90% of students will show growth within their performance level through the use of focused reading and writing strategies and assessments. |
| **Identified Best Practice or Strategy**<br><br>**(Include differentiation to ensure access for targeted student populations)** | **Differentiation to ensure access for targeted student populations**<br>Use of Portfolio assessments<br>• Accuses model intervention groups based on data<br>• Flexible groups<br>• MCAS support programs<br>• Academic Literacy classes<br>• Quarterly classroom data |
| **Instructional Leadership Team Implementation**<br><br>**(Explain how ILT members implement and measure school-wide strategies.)** | • Collect, analyze, and monitor school data insuring progress toward SMART- e goals<br>• Implement targeted professional development<br>• Monitor winter and Spring MCAS data<br>• Review common assessment data to look at areas of student growth<br>• Review Plato Accuses data to look at areas of student growth |

| School Performance Indicators and Data Sources | |
|---|---|
| **ADULT IMPLEMENTATION INDICATOR** | **STUDENT RESULTS INDICATOR** |
| The ILT will monitor the success of this goal by reviewing multiple sources of data such as agendas, exit slips and classroom observations | The ILT will work with each team to review multiple sources of data. |
| Data Source:<br>Faculty meeting agendas<br>Classroom visits<br>Observations/ unannounced and announced<br>Course mark details and lesson plans | Data Source:<br> MCAS data<br> Plato Accuses data<br> Student portfolios<br>Student goal setting sheets<br> Course mark details |

# IV. Action Steps – School SMARTe Goal 3

School SMARTe Goal: By 2014 students will show growth in learning and demonstrated achievement will increase in science. No less than 10% of students will show growth to the next performance level. 90% of students will show growth within their performance level through the use of focused reading and writing strategies and assessments.

Best Practice or Strategy: Use of standards based portfolio benchmarks and common student assessments to show growth.

| ACTION STEPS | TIMELINE | PERSON(S) RESPONSIBLE | MEASURES USED (Degree of Implementation) | RESOURCES (Including Financial) |
|---|---|---|---|---|
| Teachers in content areas will meet with to develop standards based course benchmarks with reading and writing strategies in all disciplines to support student growth. | October 2014 ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments Accuses data | Meeting time |
| Guided Practice think/pair/share will be implemented in all content area classrooms | November 2014-ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments | Meeting time |
| Review/analysis of scored MCAS essays and mastery of course benchmarks. | September 2014-ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments | Meeting time |
| Essential Questions open response items in all content areas once per week | September 2014-ongoing | Administration Team Leaders Content area teachers | MCAS data Common assessments | Meeting time |
| Continue to offer additional MCAS academic programs such as in school tutoring, after school programs and MCAS summer camp to support targeted students. | September 2014-ongoing | Administration Team Leaders Site administrator MCAS tutor Content teachers District MCAS Support Coordinator | MCAS data Common assessments | Meeting time |

# III. Action Plan Goal 4

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|---|---|
| **Worcester Public Schools Strategic Goal** | Worcester Public Schools will develop and maintain welcoming, safe, and secure school environment for students, their families, educators and community members. |
| **School SMARTe Goal** | By June 2014, 100% of our students will be provided with a welcoming, safe and secure school in which to learn and grow. 85% of our students will show growth in attendance and social skills. 15% will show growth to the next performance level in their attendance rates and on task learning behaviors |
| **Identified Best Practice or Strategy** <br><br>**(Include differentiation to ensure access for targeted student populations)** | **Differentiation to ensure access for targeted student populations** <br><br> Family and community know your school mornings <br>    SSP meetings to address concerns with students poor attendance <br> • Team attendance data charts <br> • Incentive rewards for Teams with best attendance and behaviors <br> • Classroom management plans present in every classroom |
| **Instructional Leadership Team Implementation** <br><br>**(Explain how ILT members implement and measure school-wide strategies.)** | • Ensure classroom management plans are present within every classroom <br> • Plan school wide celebrations <br> • Teams will review data to identify at risk students in need of more intensive supports |

| School Performance Indicators and Data Sources | |
|---|---|
| **ADULT IMPLEMENTATION INDICATOR** | **STUDENT RESULTS INDICATOR** |
| The ILT will monitor the success of this goal by reviewing multiple sources of data such as agendas, referral slips and classroom observations | The ILT will monitor and support continued and increased student participation in positive school wide behavior and attendance programs. |
| Data Source: <br> School newsletter <br> Review daily attendance buy back logs <br> Review data source for decrease office referrals <br> Increase frequency of team celebrations <br> Classroom management plans are evident in every classroom. <br> Monitor SSP contracts | Data Source: <br> Student sign sheets at events <br> Student SSP contracts <br> Students sign in sheets to attendance buyback program <br> Student participation in school news letter |

# IV.  Action Steps – School SMARTe Goal 4

School SMARTe Goal:  Gerald Creamer Center will continue to foster a welcoming atmosphere for students, families and community members

Best Practice or Strategy:  By June 2014 100% of our students will be provided with a welcoming, safe and secure school in which to learn and grow.  85% of our students will show growth in attendance and social skills. 15% will show growth to the next performance level in their attendance rates and on task learning behaviors

| ACTION STEPS | TIMELINE | PERSON(S) RESPONSIBLE | MEASURES USED (Degree of Implementation) | RESOURCES (Including Financial) |
|---|---|---|---|---|
| Team members meet to review attendance and academic data during common planning time | October 2014 ongoing | Administration Team Leaders Content area teachers | Minutes | Meeting time |
| Track and celebrate monthly student achievements at the individual student level, class level and community level. | Monthly | Administration Team Leaders Content area teachers | Frequency of celebrations | Funds for celebrations |
| Provide targeted interventions to students at weekly common planning meetings. Daily phone calls and communications to families. | Daily | Administration Team Leaders Content area teachers | Attendance data Referral data | Meeting time |
| Utilize the SSP process to foster a positive relationship with students, families, staff, probation and DCF. | September 2014-ongoing | Administration Team Leaders Probation officers DCF staff Adjustment counselor | Attendance Office referrals Feedback from meetings | Meeting time |
| Department of Children and Friends wrap around service to support student's social needs. Using data to monitor targeted students. | Weekly at common planning meetings | Administration Coordinator | Wrap around meetings Meetings with SAM'S | Meeting time |
| Parent conferences, student success cards Know your school night and mornings. | October 2014 ongoing | Entire staff | Meeting agendas and sign in sheets | Meeting/planning and implementation time |

# III. Action Plan Goal 5

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|---|---|
| **Worcester Public Schools Strategic Goal** | Worcester Public Schools will develop a formal communication system in order to better to communicate information of effective practices and needs to internal stakeholders and external partners. |
| **School SMARTe Goal** | The Gerald Creamer Center will help reduce the annual dropout rate by 1.0% by 2014-15. |
| **Identified Best Practice or Strategy** <br><br> **(Include differentiation to ensure access for targeted student populations)** | Differentiation to ensure access for targeted student populations <br><br> Communication through a variety sources our School's Instructional Focus, Best Practices and data <ul><li>Use of translator when possible</li><li>Connect – Ed</li><li>Newsletters</li><li>Team meetings</li><li>Web page</li><li>Student success cards</li><li>Data Walls</li></ul> |
| **Instructional Leadership Team Implementation** <br><br> **(Explain how ILT members implement and measure school-wide strategies.)** | <ul><li>Collect, organize, display and communicate on-going data results</li><li>Monitor and communicate progress of SMART e goals</li><li>Celebrate success with stakeholders</li><li>On-going communication on increased student growth with all stakeholders on a regular basis</li></ul> |

| School Performance Indicators and Data Sources | |
|---|---|
| **ADULT IMPLEMENTATION INDICATOR** | **STUDENT RESULTS INDICATOR** |
| The ILT will monitor the success of this goal by reviewing multiple sources of data such as agendas, exit slips and classroom observations | The ILT will monitor and support the development of the programs web- page and newsletters. |
| Frequency of Connect Ed messages <br> Frequency of newsletters <br> School calendar <br> School Web page | Data Source: <br> Quarterly newsletters <br> Student surveys <br> District Dropout list |

# IV.  Action Steps – School SMARTe Goal 5

School SMARTe Goal:        Increase internal and external communication of best practices, SMART e goals and data for all stakeholders

Best Practice or Strategy:        The Gerald Creamer Center will help reduce the annual dropout rate by 1.0% by 2014-15.

| ACTION STEPS | TIMELINE | PERSON(S) RESPONSIBLE | MEASURES USED (Degree of Implementation) | RESOURCES (Including Financial) |
|---|---|---|---|---|
| Distribution of Student Progress Reports and Report Cards<br>Work with Kristen Leo on identifying students that are dropping out of school. | October 2014 ongoing | Administration<br>Support Staff<br>Team Leaders<br>Content area teachers | | WPS Report Cards and Progress Reports<br>Kristen Leo |
| Data Walls communicating school wide data, SMART E goals, student data and grade level benchmarks<br>Develop and implement career days bi-annually to open partnerships with careers and colleges. | November 2014- ongoing | Administration<br>Support staff<br>Team Leaders<br>Content area teachers | Monitor data boards and progress toward SMART e goals | School data |
| Effectively use parent conferences/Know Your School Night and Mornings to communicate best practices, data and goals | September 2014-ongoing | Administration<br>Support Staff<br>Team Leaders<br>Content area teachers | Agenda | Meeting time<br>Sign in sheets |
| ILT will communicate minutes to staff | Monthly | Administration<br>Support Staff<br>ILT members | Minutes at staff meeting<br>Weekly memo | Meeting time |
| Correspond with teachers, parents and homeschools through e-mails; connect ed phone messages, and letters mailed home to maintain a positive two way communication. | September 2014-ongoing | Administration<br>Support staff<br>Team Leaders<br>Content teachers | Meeting time | Meeting time |

# Worcester Public Schools
# Targeted Professional Development Plan

# 2014 - 2015

*A Targeted Professional Development Plan includes professional development that builds expertise, changes instructional practice, monitors student performance and is regularly communicated.*

# Worcester Public Schools
# Targeted Professional Development Plan

School Name:  Gerald Creamer Center

| SCHOOL FOCUS: The Gerald Creamer Center is implementing a school-wide effort to ensure that all students demonstrate measurable growth in the mastery of competency benchmarks in all content areas with a focus on reading and writing.  This will be measured by formative and summative assessments, such as, the mastery of course level Competencies, MCAS growth, Plato Accuses growth and Common assessment | | |
|---|---|---|
| **Best Practice:** Literacy development through interdisciplinary units using essential questions. | **Best Practice:** Content Area Vocabulary, exit slips and response journals | **Best Practice:** Developing course level competencies and benchmarks quarterly |

| Month | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | District Support Needed |
| September | **8/27** | All day | Professional Development Day<br>CPR Training and Teacher competency development<br>Unit Plans/ Evaluation/goal development | Professional development | 1,2,3,4 | * | * | * | * | Maureen Selen staff |
| | 9/8 **9/22** | 2hrs | Team-on-line Webinar | Webinar | 1,2,3,4 | * | * | * | * | Julie Keefe |
| | 9/16 | 50 minutes | Team Course competency and benchmark development<br>Interdisciplinary units using essential questions | Monthly In school | 1,2,3,4 | * | * | * | * | school teams |
| | 9/23 | 60 minutes | Overview of WPS Framework of High Quality Teaching and Learning and its connection to our FOCUS work. | Common Planning meeting In school | 1,2,3,4 | * | * | * | * | staff |
| | 9/29 | 90 minutes | Common Planning meetings<br>Developing competencies and course benchmarks | Department Meeting In school | 1,2,3,4 | * | * | * | * | staff |

| Month | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | District Support Needed |
| October | 10/6<br><br>10/7 | 90 min | EPI Pen Training/ 504 Training<br>Teacher Goals<br>WPS Framework of High Quality Teaching and Learning and its connection to our FOCUS work.<br>Educator submits goal plan | workshop | 1,2,3,4 | * | * | * | * | Staff Kelly Deneault<br><br>School nurse |
| | 10/10 | All day | Review of goals and evidence questions.<br>Evaluation goal development | Staff Development | 1,2,3,4 | * | * | * | * | staff |
| | 10/14 | 60 min. | Common Planning meetings looking at students work.<br>Developing course competencies and benchmarks | weekly | 1,2,3,4 | * | * | * | * | School Teams |
| | 10/28 | 40 min | In school<br>Protocol meeting | meeting | 1,2,3,4 | * | * | * | * | Nurse Rob Pezzella |
| | 10/27 | 90 | Common Planning meetings Developing course competencies /benchmarks | **Add 8 hours** | 1,2,3,4 | * | * | * | * | Staff |

| Month | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | District Support Needed |
| November | 11/3 11/17 | 90 | CPI Training/ Course competency and benchmark development Interdisciplinary units using essential questions | CPI Training | 1,2,3,4,5 | * | * | | * | Karen Dobson and staff |
| | 11/4 | 90 | Data meetings: Develop school wide team data boards targeting intervention groups. | Meeting | 1,2,3,4,5 | * | * | * | * | School teams |
| | 11/14  11/15 | 25 | Administration Observations/classroom visits  1st observations | Unannounced observations | 1,2,3,4,5 | * | * | * | * | Administrator |
| | 11/18 | 40 | Common Planning meetings | Weekly | 1,2,3,4 | * | | * | * | School teams |
| | 11/24 | 2hrs. | Additional 8 hours Developing course competencies /benchmarks | Professional Development | 1,2,3,4 | * | * | * | * | staff |

| Month | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | District Support Needed |
| December | **12/2** 12/9 | 90 min. | Course competency and benchmark development Interdisciplinary units using essential questions | Meeting/PD | 1,2,3,4 | * | * | * | * | staff |
| | 12/12 | 30 min | Classroom visits Administration | Unannounced observations | 1,2,3,4 | * | * | * | * | Administrators |
| | 12/10 | 45 min | Review quarterly benchmark data and monitor progress toward student centered goal and professional goal | Common Planning | 1,2,5 | * | * | * | * | school teams |
| | 12/18 | 60 min. | Semester course competencies and benchmarks due | Add 8 hours PD | 1,2,3,4 | * | * | * | * | staff |

| | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | District Support Needed |
| January | **1/5** | 90min. | Staff Meeting: Developing Interdisciplinary units semester 2. Educator submits evidence | Team meetings | 1,2,3,4 | * | * | * | * | Staff |
| | 1/14 | 30min. | Classroom visits/observations Administration | Unannounced observations | 1,2,3,4 | * | * | * | * | Administration Depart. Head |
| | 1/13 | 60 min. | Common Planning meetings looking at students work and developing course competencies, benchmarks and assessments | weekly | 1,2,3,4 | * | * | * | * | Staff |
| | 1/27 | 30 min | Review of educator goals, plans and evidence | Meeting in school | 1,2,3,4 | * | * | * | * | School teams |
| | 1/30 | 60 min. | Data Team review Semesterly data WPS Framework of High Quality Teaching and Learning and its connection to our FOCUS work. | Monthly In school | 1,2,3,4 | * | * | * | * | School teams |

| Month | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | District Support Needed |
| February | **2/3** | 90 min | Staff Meeting developing course competencies, benchmarks and assessments | monthly | 1,2,3,4 | * | * | * | * | Staff |
| | 2/10 | 40 min. | Common Planning meetings looking at students work | weekly | 1,2,3,4 | * | * | * | * | Staff |
| | 2/15 | 30min. | Classroom visits Administration Formative Assessment meetings | Unannounced visits | 1,2,3,4 | * | * | * | * | Administration |
| | 2/10 | 60 min. | Quarterly data meetings | Meeting In school | 1,2,3,4 | * | * | * | * | School Teams |
| | 2/24 | 60 min. | Common Planning developing course competencies, benchmarks, units and assessments | Meeting In school | 1,2,3,4 | * | * | * | * | Staff |

| Month | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | District Support Needed |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | |
| **March** | **3/3** | 90 min. | Staff Meeting developing course competencies, benchmarks, units and assessments | meeting | 1,2 | * | * | * | * | Staff |
| | 3/10 | 60 min. | Classroom visits Administration Review of goals and evidence | Unannounced visits | 1,2,3,4 | * | * | * | * | Administration |
| | 3/18 | 60 min. | Team review Semesterly data WPS Framework of High Quality Teaching and Learning and its connection to our FOCUS work. | Monthly In school | 1,2,3,4 | * | * | * | * | School Teams |
| | 3/26 | 60 min. | Review office referrals Faculty will review office referrals and discuss issues From the referrals | meeting | 4 | | | * | * | |
| | 3/31 | 30 min. | Safety Protocol | meeting | 1,2,3,4 | * | * | * | * | Rob Pezella Staff |

| Month | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | District Support Needed |
| **April** | 4/6 | 90 min. | Staff Meeting developing course competencies, benchmarks, units and assessments | monthly | 1,2,3,4 | * | * | * | * | Staff |
| | 4/20 | 60 min. | Classroom Visits Administration Educator submits evidence | Meetings Unannounced visits | 1,2,3,4 | * | * | * | * | Administration |
| | 4/17 | 60 min. | Teams review quarterly data WPS Framework of High Quality Teaching and Learning and its connection to our FOCUS work. | monthly | 1,2,3,4 | * | * | * | * | School Team |
| | 4/27 | 60 min | Common Planning meetings looking at students work | Weekly In school | 1,2,3,4 | * | * | * | * | Staff |

| Month | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | District Support Needed |
| May | 5/4 | 90 min. | Staff Meeting developing course competencies, benchmarks, units and assessments | meeting | 1,2,3,4 | * | * | * | * | Staff |
| | 5/14  5/21 | 60 min. | Classroom Visits Administration review of goals and evidence   Graduation | Unannounced visits | 1,2,3,4 | * | * | * | * | Administration |
| | 5/18 | 60 min. | Common Planning meetings submission of competencies benchmarks Set school accountability goals 2015-16 | Weekly In school | 1,2,3,4 | * | * | * | * | Staff |

| Month | Date | # Minutes | Topic | Session Format | SMARTe Goal # | Check All Applicable Boxes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Builds Expertise | Changes Instructional Practice | Monitoring Student Performance | Communicating Relentlessly | District Support Needed |
| June | 6/1 | 90 min. | Staff Meeting: Literacy Development through Interdisciplinary units using essential questions Sum/Formative evaluations completed | meeting | 1,2,3,4 | * | * | * | * | Staff |
| | 6/9 | 60 min. | Common Planning meetings looking at students work review set school accountability goals 2015-16 | Weekly In school | 1,2,3,4 | * | * | * | * | Staff |