

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Clark Street School

Fjodor Dukaj

Principal

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.

Worcester Public School Transition Plan for Assisting Preschool Children

Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.

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
Fjodor Dukaj	Principal	Sept: 21
Abdi Lidonde	Assistant Principal	Oct: 13, 20
Bethany Wharton	Instructional Coach	Nov: 3, 16
Kathleen Smith	Grade One Teacher	Dec: 8, 22
Karen Sullivan	Grade Three Teacher	Jan: 5, 19
Denise LeComte	Grade Five Teacher	Feb: 2, 16
Jen Whelan	ESL Teacher	Mar: 2, 16
Julie Taka	SLIFE Teacher	Apr: 6, 27
Jeff Prendergast	Special Education Teacher	May: 4, 18
Amy Houle	Instructional Assistant	June: 1, 15

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2017 Official Accountability Data - Clark St Community

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Clark St Community (03480055)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 3	Very low assessment participation (Less than 90%) Focus on Students w/disabilities -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												About the Data
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	111	104	94	No	111	110	99	Yes	30	30	100	Yes
High needs	107	100	93	No	107	106	99	Yes	28	28	100	Yes
Econ. Disadvantaged	95	88	93	No	95	94	99	Yes	28	28	100	Yes
ELL and Former ELL	73	66	90	No	73	72	99	Yes	19	-	-	-
Students w/disabilities	31	24	89	No	31	31	100	Yes	7	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	3	-	-	-	3	-	-	-	1	-	-	-
Afr. Amer./Black	24	23	96	Yes	24	24	100	Yes	3	-	-	-
Hispanic/Latino	59	54	92	No	59	59	100	Yes	19	-	-	-
Multi-race, Non-Hisp./Lat.	6	-	-	-	6	-	-	-	3	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	19	-	-	-	19	-	-	-	4	-	-	-

III. Student Attendance and Retention

Clark Street School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	94.0	94.1	94.6
Average # of days absent	10.1	9.8	9.3
Absent 10 or more days	47.2	36.5	33.3
Chronically Absent (10% or more)	17.1	16.9	13.5
Unexcused Absences > 9	42.1	33.8	15.8
Retention Rate	1.2	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.

Quarterly good attendance celebration:

- Perfect Attendance Certificates will be distributed to students that have met that goal at the Quarterly Celebration of Excellence Assemblies. Students with perfect attendance for the quarter will be entered in a raffle and will be eligible for various prizes.

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):

- The names of students with perfect attendance will be posted in our Never Been Absent (NBA) bulletin at the entrance of the school. The lit will be updated weekly, and students with perfect attendance for the month will receive various giveaways/celebration tokens (special pencils, Clark St. Community School memorabilia etc.).
- Each classroom will be participating in “Attendance Wars” where they will be racing against each other to complete the “Perfect Attendance” chart where each day a particular homeroom has perfect attendance, the students will get to color one of the letters. The homeroom that colors all letters first will win for that timeframe, and will consequently be awarded a special celebration.
- Fresh Start meetings with families when needed.

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
Student attendance	Average attendance for 2016-2017 was at 94%. While chronic absenteeism is a concern, student average attendance is a relative strength.
Former English Language Learners (FLEPs) are performing relatively higher, on average, than other students.	MCAS Test 2017 - ELA: <ul style="list-style-type: none"> ● FLEP Students Gr.3-6 meeting or exceeding expectations: <ul style="list-style-type: none"> ○ ELA: 27% ○ Math: 20% ● All students Gr.3-6 meeting or exceeding expectations: <ul style="list-style-type: none"> ○ ELA: 13% ○ Math: 7%
Students in grade 5 experienced more growth than the vast majority of their relative peers across the state.	MCAS Test 2017 - Math: <ul style="list-style-type: none"> ● Grade 5 average SGP=80.5
Areas of Concern	
Concern	Evidence
Low achievement in reading for students in grades 1 & 2	Fall 2017 reading benchmark data: <ul style="list-style-type: none"> ● Gr.1: 4/37 students are reading on or above grade level ● Gr.2: 13/29 students are reading on or above grade level
Low achievement in literacy across grades 3-6	MCAS Test 2017 - ELA: <ul style="list-style-type: none"> ● Gr.3: 9% of students met or exceeded grade level expectations ● Gr.4: 13% of students met or exceeded grade level expectations ● Gr.5: 11% of students met or exceeded grade level expectations ● Gr.6: 19% of students met or exceeded grade level expectations
Low achievement in mathematics across grades 3-6	MCAS Test 2017 - Math: <ul style="list-style-type: none"> ● Gr.3: 8% of students met or exceeded grade level expectations ● Gr.4: 9% of students met or exceeded grade level expectations ● Gr.5: 11% of students met or exceeded grade level expectations ● Gr.6: 0% of students met or exceeded grade level expectations

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
Positive Behavior Reinforcement System (PBIS): Well-defined core values (Respect, Responsibility, Perseverance, Curiosity and Community) serving as the anchor to redirect and encourage students to exhibit behaviors that promote a focus on learning and developing social-emotional skills. Cougar Paw Tickets are used as the mechanism to “catch” students exhibiting our core values with weekly rewards and quarterly celebrations to recognize students for showing these values.
Improving reading comprehension across all grades (with a focus on Gr.3-6) using the Notice and Note Signposts routine for close reading
Explicit writing instruction using the SRSD approach . We are focusing on having all students independently develop and effectively use a planner/organizer to prepare to respond to a question in writing.
Daily Guided Reading instruction in grades K-4 using high quality elements for planning and implementation from Jan Richardson.

Leadership, Shared Responsibility, and Professional Collaboration

*Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration
(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)

- 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. **(Turnaround Practice 1.2)**
- 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. **(Turnaround Practice 1.4)**
- 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. **(Turnaround Practice 1.6)**

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

- ILT members meet biweekly for 60 minutes. The Admin Team (principal, assistant principal and instructional coach) is part of the ILT. The Admin Team sets the agenda with feedback from the ILT; ILT members determine instructional priorities and professional learning. ILT members use various practices including learning walks to measure the success of school-wide practices.
- The Principal, Assistant Principal and Instructional Coach will review lesson plans and analyze data (formative/summative/anecdotal) to determine instructional priorities and professional learning in this area. Educators will be provided with feedback periodically.
- ILT members review student achievement periodically by looking at benchmark and MAP data to identify successes, areas of growth and next steps.
- Principal and coach review school wide and specific grade level schedules on an ongoing basis and revise schedules as needed.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR

STUDENT RESULTS INDICATOR

Data Source: PLC agendas, ILT agendas, staff meeting agendas, teacher lesson plans, summary of ILT Learning Walks, and classroom observations by members of the Admin Team.

Data Source: Formative assessments results including periodic benchmark data and MAP testing.

Intentional Practices for Improving Instruction

Employing intentional practices for improving teacher-specific and student-responsive instruction

(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)

- Specific or precise expectations for teachers' classroom practices are consistently communicated, understood by most staff and faculty, and monitored throughout the school year. **(Turnaround Practice 2.1)**
- 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. **(Turnaround Practice 2.3)**
- 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. **(Turnaround Practice 2.4)**

Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

- Members of the ILT create a shared understanding of instructional priorities and strategies to be used to address needs through ongoing conversations and professional development in PLCs and staff meetings.
- Members of the ILT analyze formative assessment data and student work to assess progress, and inform next steps for improvement and future professional development.
- The ILT conducts periodic learning walks to identify successes and areas of growth for specific practices and strategies.
- Educators discuss school-wide strategies in PLC meetings, and identify successes and next steps for improvement. Professional development is provided in this setting to meet the needs of the individual teams.
- The Principal and the Assistant Principal conduct frequent classroom observations and provide teachers and staff with specific feedback on effective practices and areas of growth. The feedback is both formal (a formal observation debrief is held and a report is uploaded on Teach Point) and informal where the educators are provided with feedback orally or via email.
- The Instructional Coach works closely with the Principal and the Assistant Principal to provide support to educators with implementing suggested feedback, and supporting their further development through lesson planning meetings and informal observation and feedback sessions.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: PLC agendas, ILT agendas, staff meeting agendas, teacher lesson plans.	Data Source: Formative assessments given in all content areas including writing, benchmark assessments and MAP.
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)	<ul style="list-style-type: none"> ● Specific, research- based interventions 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). (Turnaround Practice 3.1) ● Student learning and academic performance in ELA is regularly reviewed (every 8 weeks) throughout the school year, using a wide array of ongoing assessments to identify student-specific and school-wide emerging needs. Students are reassigned to interventions, and supports, as needed, throughout the school year. At this time there is no system of intervention for mathematics. (Turnaround Practice 3.3) ● Leaders and teachers understand and use systems with criteria and protocols for identifying students for interventions and enrichment. Students are assigned to interventions, but this system <i>inconsistently</i> meets the following three conditions: (1) Staff members follow consistent rules and procedures when identifying students in need of additional assistance; (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; or (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports. (Turnaround Practice 3.4)
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> ● PLC Teams for grades K-4 analyze data (formative and summative) to inform instruction. They review reading data every 8 weeks and use the information to revise Guided Reading groups and identify students in need of focused intervention. ● Focused literacy instruction is provided in intervention groups to students (identified as in need by respective PLC teams); instruction is provided by academic tutors using LLI kits. ● ILT members review effectiveness of interventions by analyzing student data periodically. ● Adjustment councilor, school psychologist, Principal and Assistant Principal provide focused instruction on social and emotional skills for students that regularly exhibit behaviors that interfere with their learning, and the learning of their peers.
School Performance Indicators and Data Sources	

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Lesson plans, formative assessments, observations, Office Referrals.	Data Source: Benchmark assessment data, MAP scores, formative assessment results, Office Referrals.

A Safe, Respectful, and Collegial Climate for Teachers and Students

Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers
(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)

- The school-wide behavior plan includes a defined set of behavioral expectations, and a system and set of structures for positive behavioral supports are aligned to those expectations. Most staff members implement the procedures outlined in the school-wide behavior plan. Leaders monitor implementation using data. **(Turnaround Practice 4.1)**
- Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. **(Turnaround Practice 4.2)**
- The school makes family and community engagement a priority, but the five conditions are *inconsistently* met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children's progress and needs; and/or (5) communications with families are made available in multiple languages, as needed. **(Turnaround Practice 4.5)**

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Administration, Instructional coach and ILT members:</p> <ul style="list-style-type: none"> ● Use our Core Values (Respect, Responsibility, Perseverance, Curiosity and Community) defined in our Common Area Expectations matrix to explicitly teach students behaviors that maximize learning ● Provide incentives for behavior that supports learning and growth such as Cougar Paw Awards each Friday, and Certificates of Acknowledgment to recognize students that consistently show our core values at our quarterly Celebration of Excellence Assemblies. Homerooms are also recognized quarterly for exhibiting our core values as measured by the number of Cougar Paws earned each quarter. ● Provide explicit opportunities for socio-emotional learning to all students during the weekly SEL block in each homeroom. ● Provide weekly small group socio-emotional learning support through the Cougar PAC (Persevering, Aware, and Caring) Leadership Groups facilitated by the Principal and the Assistant Principal and Lunch Bunches facilitated by the School Adjustment Councilor and School Psychologist. ● Utilize the Student Support Team (Process) to identify students in need of focused social/emotional interventions, added supports and/or may need special education services. ● Conduct student specific meetings with school personnel, families and outside providers via our Student Support Team to check progress and interventions in place; interventions are modified and discontinued as needed.
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Office referrals, cougar paw tracker, weekly Cougar Paw Award winners.</p>	<p>Data Source: Office referrals, cougar paw tracker, weekly Cougar Paw Award winners.</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Clark Street School	Fjodor Dukaj	August 2016 – June 2017

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA: Teachers will further develop their ability to effectively implement the Readers and Writers Workshop Model using the Reach for Reading Curriculum and the SRSD approach to writing instruction.	All K-6 Staff	<p>Rationale: This is our first year implementing the Reach for Reading curriculum from National Geographic. While this curriculum provides our students with high quality text, our teachers and staff will need to build their capacity to use this curriculum to implement our Readers and Writers Workshop.</p> <p>Sources of Evidence: Lesson plans, ILT learning walks, formal and informal observations</p>
2	Math: Teachers will further develop their ability to effectively use the Envision Math 2.0 curriculum to plan and deliver instruction that provides access to cognitively demanding tasks and challenges all students to learn at high levels.	All K-6 Staff	<p>Rationale: This is our first year implementing the Envision Math 2.0 curriculum and our teachers will need to gain a deeper understanding of the curriculum. Specifically teachers will need to build their capacity to provide access to all students to grade level tasks, and challenge all students to high levels.</p> <p>Sources of Evidence: Lesson plans, Admin Team learning walks, formal and informal observations.</p>

3	Science: Teachers will use the resources on the ATLAS platform (including the scope and sequence) to make science instruction exciting and engaging. Teachers will use this resource to provide students with regular opportunities to explore scientific concepts, and further their understanding in this area.	All K-6 Staff	Rationale: To strengthen science instruction across all grades. Sources of Evidence: Lesson plans, Admin Team learning walks, formal and informal observations.
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2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	ELA: <ul style="list-style-type: none"> ● Professional development will be provided to all staff on the Reach for Reading curriculum from experts from National Geographic. ● ILT will conduct SRSD Learning Walk to identify successes and next steps for further development ● Professional Development will be provided to all teachers and teams to address needs identified after ILT Learning Walk and throughout the year. ● SRSD key practices will be revisited during PLC meetings and student work will be reviewed to assess impact ● Professional Development on Guided Reading practices using Jan Richardson’s lesson planning templates will take place during PLCs for Gr.K-4, ● Professional Development on the Notice and Note Sign Post close reading routine will be provided to all staff during monthly staff meetings and PLC meetings. 	<ul style="list-style-type: none"> ● Review of weekly lesson plans ● Review of formative assessment data and student work ● Formal and informal observations ● Follow-up SRSD learning walks
2	Math: <ul style="list-style-type: none"> ● Professional development on the key components of each lesson following the Envision Math 2.0 curriculum will be provided to all staff during monthly staff meetings. The subject will be revisited periodically at PLC meetings where one of the focus areas will be to increase students’ time on task and increase opportunities for all students to engage with cognitively demanding tasks. ● MAP data for grades 2-6 will be analyzed by ILT to identify successes and areas of growth. Suggestions for further improvement will be provided to inform PD. ● Teachers will be provided with professional development on using the online component of the Envision Math 2.0 curriculum. 	<ul style="list-style-type: none"> ● Weekly lesson plans ● Formative assessments ● Formal and informal observations ● Admin Team walkthroughs

3	<p>Science:</p> <ul style="list-style-type: none"> ● Professional development on using resources on the ATLAS platform as it pertains to science instruction will be provided to all staff at monthly staff meetings; the subject will be revisited periodically at PLC meetings for grades 3-6. ● Best practices will be revisited during PLC meetings to strengthen 40-minute science block. ● Formative assessment data will be reviewed in PLCs to identify successes and areas of need. 	<ul style="list-style-type: none"> ● Weekly lesson plans ● Formative assessments ● Formal and informal observations ● Admin Team walkthroughs
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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Reach for Reading Curriculum, Jan Richardson's Lesson Planning Templates for Guided Reading,	Optional professional development provided by the district
2	Envision Math 2.0 Curriculum,	Optional professional development provided by the district
3	ATLAS, WPS Moodle	Optional professional development provided by the district

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		