

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2016 - 2017**



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

**Lincoln Street**

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School

**Martha Dewar**

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Principal or Administrator

**Maureen Binienda**

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Superintendent

## I. School Instructional Leadership Team Members

### School Instructional Leadership Team (ILT) Members shall include:

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

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

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

Name	Position	ILT Meeting Dates
Martha Dewar	Principal	Sept:21,28
Jenna Landry	Teaching Assistant Principal (Grade 5)	Oct:12,26
Lisa Bowden	Focused Instructional Coach	Nov:9,16
Brittney O'Rourke	Grade 4 Teacher	Dec:7,21
Stephanie Boothe	Grade 4 Teacher	Jan:11,25
Christina Chionchio	Grade 3 Teacher	Feb:8,15
Tracy Pomeroy	Grade 2 Teacher	Mar:8,22
Maureen Lawson	Kindergarten Teacher	Apr:12,26
Jill Hurley	Special Education Teacher	May:10,24
		June:7

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

### 2016 Accountability Data - Lincoln Street

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Lincoln Street (03480160)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
Level 3	Among lowest performing 20% of schools and subgroups Focus on Hispanic/Latino -High needs -	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		

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 - ■		<a href="#">View Detailed 2016 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		56	Did Not Meet Target
<a href="#">High needs</a>		47	Did Not Meet Target
<a href="#">Econ. Disadvantaged</a>		-	-
<a href="#">ELL and Former ELL</a>		60	Did Not Meet Target
<a href="#">Students w/disabilities</a>		-	-
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	-
<a href="#">Asian</a>		-	-
<a href="#">Afr. Amer./Black</a>		-	-
<a href="#">Hispanic/Latino</a>		51	Did Not Meet Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	-
<a href="#">White</a>		-	-

### III. Comprehensive Needs Analysis

<b>Areas of Strength</b>																
<b>Strength</b>	<b>Evidence</b>															
2016 ELA PARCC There was a trend for improved ELA Proficiency Gap Narrowing. The Aggregate and most subgroups were “Improved Below Target”. The Economically Disadvantaged subgroup was “On Target”.	Improvement in CPI: All=1.4; High needs=1.3; Economically Disadvantaged=3.1; ELL/Former ELL=4.5; Students with Disabilities=5.4 and Latino/Hispanic=1.															
2016 ELA PARCC: Students scoring in warning decreased for the aggregate and all subgroups.	All < 3.3; High Needs <3.1; Economically Disadvantaged< 6.3; ELL/Former ELL <7.9; Students with Disabilities < 6.9; Latino/Hispanic <1.9															
2016 ELA PARCC There was a trend for improved growth with the ELL/Former ELL and Hispanic/Latino subgroups “On Target” for growth.	ELL/Former ELL subgroup CPI +8.0      2015=40      2016 =48.0 Hispanic/Latino subgroup    CPI + 13.0      2015=34.5      2016=47.5															
<b>Areas of Concern</b>																
<b>Concern</b>	<b>Evidence</b>															
ELA student performance level remains low for the Aggregate and subgroups	20% students proficient/above Gr. 3 21% students proficient/above Gr 4 19% students proficient/above Gr 5 17% students proficient/above Gr 6 23% students proficient/above															
Math student performance level remains low for the Aggregate and subgroups.	22% students proficient/above Gr. 3 12% students proficient/above Gr 4 6% students proficient/above Gr 5 26% students proficient/above Gr 6 38% students proficient/above															
Student achievement in Science remains low and is lower than 2015. Students scoring in warning increased.	19% Proficient or higher Science Proficiency Gap Narrowing 2015 CPI=67.7 2016 CPI= 46.7 CPI - 11 “Declined” <table border="1"> <thead> <tr> <th></th> <th>Advanced</th> <th>Proficient</th> <th>Needs Improvement</th> <th>Warning</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>4%</td> <td>15%</td> <td>54%</td> <td>27%</td> </tr> <tr> <td>2016</td> <td>4%</td> <td>4%</td> <td>48%</td> <td>43%</td> </tr> </tbody> </table> 2015 to 2016 CPI declined -0.8 from 55.8 to 55		Advanced	Proficient	Needs Improvement	Warning	2015	4%	15%	54%	27%	2016	4%	4%	48%	43%
	Advanced	Proficient	Needs Improvement	Warning												
2015	4%	15%	54%	27%												
2016	4%	4%	48%	43%												

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
<b>Prioritized Best Practices or Strategies</b>	<p><b>1.3 Vision/Theory of Action and Buy-In:</b> Facilitate developing and implementing a school structure for grade level meetings utilizing assessment and student work. School wide templates are used for meetings, lesson plans, and data monitoring. Teachers collect and analyze data for FOUNDATIONS (K-2), BAS (K-6), Math and Science (teacher made assessments). Lesson Plans and SRSD (Self- Regulation Strategy Development) data is collect through Google drive. All staff has common student and professional goals. Student formative assessments are tracked in Math, Science and ELA. Principal supervises and evaluates staff based on goals, instruction and collaboration.</p> <p><b>1.4 Monitoring Implementation and School Progress</b> Principal supervises and evaluates staff based on school wide goals, delivery of instruction and collaboration. SRSD implementation includes collaboration to plan lessons, and documentation of pre/post assessments through Google drive. Focused Reading Instruction is monitored through 4-6-week progress checks and BAS. PD is provided to new staff using the Jan Richardson guided reading model.</p> <p><b>1.6 Use of Time for Professional Development and Collaboration</b> Facilitate developing and implementing class level structures for tracking data over the year. The focus of grade level meetings will be on analyzing student work and formative assessments in order to modify instruction. (SRSD and running records, BAS, math &amp; science formative assessments. Targeted PD will be provided to all staff for SRSD. New staff will be provided with guided reading PD.</p>
<b>Instructional Leadership Team Implementation</b>	<ul style="list-style-type: none"> <li>-Provide opportunities for teachers with developing skills to collaborate with colleagues with more advanced skills.</li> <li>-Collect and analyze students' performance data (BAS) and SRSD to target areas of need in order to help teachers restructure flexible groups during weekly grade level meetings</li> <li>- In grade level meetings provide opportunities for teachers to look at students' work, including learning logs and response to essential questions to analyze students' performance data to target areas of need. In Math analyze results of power standards tests to help guide, monitor, and reflect on best practices and differentiated instruction.</li> <li>-In Science ILT will monitor and guide best practices through common planning time and sharing differentiated instruction activities and alignment of our yearlong targeted professional development plan.</li> <li>- ILT present data analysis for ELA, math and science be presented during focus and common planning meetings to assist staff in determining next steps.</li> </ul>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b></p> <ul style="list-style-type: none"><li>• ILT meetings/minutes</li><li>• Pre/Post data collected and analyzed for SRSD</li><li>• Focus meeting and Staff meeting agendas and minutes reflect implementation of formative assessments, data analysis and lesson planning</li><li>• Foundations, BAS, math and science data sheets stored on Google Drive</li><li>• Foundations test trackers/feedback</li><li>• SSP/IEP documentation provides data on student progress and interventions provided.</li></ul>	<p><b>Data Source:</b></p> <ul style="list-style-type: none"><li>• MCAS 2.0 Assessment Data</li><li>• MCAS Science &amp; Technology Assessment Data</li><li>• ACCESS for ELLs assessment data</li><li>• Benchmark Assessment Data</li><li>• Student scored writing SRSD</li><li>• Foundations unit test trackers</li></ul>

## 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

**1.1 Instructional Expectations:** Teachers will be given specific actionable feedback on how effectively they provide a balanced literacy focused reading and writing instruction across all content areas. During grade level meetings and common planning time, teachers will consult with administration, SPED staff and ELL staff to accommodate and differentiate instruction for targeted populations. 1) ELA instruction will incorporate the use of SRSD (Self- Regulation Strategy Development) strategies and guided reading lessons that will focus on improving students 'reading comprehension and written expression. 2) Math: Teachers will develop and implement units of study using district curriculum maps and the Common Core State Standards. Units of study will incorporate higher order thinking questions, rubrics, common grade level unit assessments. To increase oral discourse and written expression, SRSD strategies will also be incorporated. 3) Science: Teachers will utilize the Massachusetts Curriculum Frameworks and the WPS Science Continuum to craft inquiry based units of study and develop concrete assessments to measure student progress.

**1.2 Instructional Schedule:** Uninterrupted ELA blocks are provided for grades 1-6. Special education, ESL and classroom teachers collaborate to insure consistency and fidelity to the schedules. ELA blocks include guided reading, SRSD, Foundations (grades K-3) with ESL and special education support. ESL and Special Education schedules are revisited on a quarterly basis to maximize time on learning and differentiated instruction.

**2.5 Student Assessment Data Use (for school wide decision making)** Teachers use results of formative assessments such as running records, SRSD, math and science assessments to make informed decisions on how to plan instruction that will promote student progress.

### Instructional Leadership Team Implementation

- Will collaborate to implement SRSD strategies and provide guidance based on grade level needs and expectations
- Will analyze math assessments to help guide, monitor, and reflect on formative assessments given and differentiated instruction.
- Grade level meetings will provide opportunities for ILT members to lead teachers to look at students' work, including response to content related open response questions to analyze students' performance data to target areas of need
- Will analyze science quarterly assessments of units taught monitor and guide best practices through common planning time and sharing differentiated instruction activities and alignment of our yearlong targeted professional development plan

**School Performance Indicators and Data Sources**

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**Providing Student-Specific Supports and Instruction to All Students**

*Providing student-specific supports and interventions informed by data and the identification of student-specific needs*  
(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**

**3.3 Determining School Wide Student Supports** In order to provide balanced literacy focused reading and writing instruction across all content areas teachers will use SRSD(Self- Regulation Strategy Development) strategies and scaffolds that will meet all students in their instructional reading level in all subject areas (ELA , Math and Science). Implementation of daily flexible guided reading based on 4-6 week reviews will improve students’ reading comprehension and written expression. Teach math using standards based mathematics curriculum, teachers will develop and implement units of study using district curriculum maps and Common Core State Standards. Teachers will use graphic organizers, manipulatives and reference sheets which will support varying proficiency levels.

**3.4 Multitier System of Support** Students academic performance is reviewed on a regular basis. Flexible reading groups are assessed every 4-6 weeks. Formative assessments/daily exit tickets in math are used to assess power standards taught. SRSD progress is monitored through student work analysis, Pre/Post assessments. . SSP process assist teachers in documenting interventions provided to students academically and behaviorally. PBIS interventions for Tier 2 and 3 students are provided when needed.

**3.6 Academic Intervention for students with Disabilities.** The school based team will collaborate as needed in order to provide appropriate interventions and track academic progress for students on IEPs and 504 Plans. The collaboration will include differentiation and modification of curriculum and documentation of the success of interventions that are implemented. Teachers will implement intervention groups to target those students approaching grade level while utilizing the LLI Resource Kits, guided reading texts on students’ current instructional reading levels.

**Instructional Leadership Team Implementation**

- Will analyze data of reading interim progress checks every 4-6 weeks throughout the school year and assist teachers in adjusting groups following each assessment.
- SSP team will provide guidance and monitor success and implementation of intervention
- Assess student exemplars submitted to measure implementation of focused writing instruction (SRSD) in order to provide resources to teachers to improve instruction.
- FIC and ILT members will provide PD to new staff in how to run effective flexible guided reading groups.
- The special education team will monitor and guide best practices through common planning time and sharing differentiated instruction activities and alignment of our year targeted professional development plan.

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b></p> <ul style="list-style-type: none"><li>• ILT meetings/minutes</li><li>• Pre/Post data collected and analyzed for SRSD</li><li>• Focus meeting and Staff meeting agendas and minutes reflect implementation of formative assessments, data analysis and lesson planning</li><li>• Foundations, BAS, math and science data sheets stored on Google Drive</li><li>• Foundations test trackers/feedback</li><li>• SSP/IEP documentation provides data on student progress and interventions provided.</li></ul>	<p><b>Data Source:</b></p> <ul style="list-style-type: none"><li>-MCAS 2.0 Assessment Data</li><li>-MCAS Science &amp; Technology Assessment Data</li><li>-ACCESS for ELLs assessment data</li><li>-Benchmark Assessment Data</li><li>-Student scored writing SRSD</li><li>-Foundations unit test trackers</li></ul>

**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**

**4.1 School wide Behavior Plan:** Building and classroom expectations will be consistently discussed and enforced on a daily basis with individualized student supports provided, particularly for students identified as Tier 3 or Tier 2 status to ensure academic success. Based on data analysis of disciplinary infractions completed by administration and ILT, PBIS lessons will be retaught as needed throughout the school year.

**4.5 Family and Community Engagement:** School-wide monthly events are planned and coordinated by administration and PTO. Quarterly school assemblies will have recognized students who excel behaviorally and academically, Teachers will invite parents to 3 academic celebrations.

**Instructional Leadership Team Implementation**

- The ILT will continue to work with the PBIS Team to support school-wide, full implementation of PBIS. They will measure effectiveness of our school-wide behavioral plan by monitoring the implementation and consistency of PBIS and anti-bullying programs in place.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**

- Timely classroom and quarterly school-wide celebrations of student behavioral success.
- For Tier 3 students needing individualized support, the Student Support Team will meet to set specific goals, with individualized behavior plans. These goals will be monitored and revisited on a by administration, SAC and district behavior specialist on a weekly basis.
- For Tier 2 students needing individualized support, the Student Support Team will meet to set specific goals, with individualized behavior plans. These goals will be monitored and revisited on a 6-week basis.

**Data Source:**

- Decrease in office referrals, in-house, and out of school suspensions.
- For Tier 3 students, feedback and analysis of decreased behaviors by analyzing data sheets, teacher referral forms and classroom observations. Administration, SAC and behavior specialist will hold weekly meetings to monitor progress and adjust goals and plans as needed.
- For Tier 2 students, feedback on individualized behavior plan and/or data collection will be analyzed by SSP Team at follow up meetings to monitor progress and adjust goals as needed.

## V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Lincoln Street School	Martha Dewar	Oct. 2016-June 2017

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<b>ELA:</b> In order to provide a balanced literacy program to all students, grade level teams will collaborate and peer score SRSD assessments and re-teach and refine between the pre and post assessments to help target instruction of close reading and responding to text using self-regulation strategies. 80% of the students will get an average of 15/20 in their post TIDE and LAT assessments.	<p>As measured by BAS, 60% of students in grades 1-6 will reach grade level expectations or higher by spring of 2017.</p> <p>As measured by BAS, at least 60% of kindergarten students will reach a level D or higher by Spring 2017.</p> <p>100% of students will demonstrate growth in accuracy, fluency or comprehension in ELA and 60% of all students will reach grade level or higher.</p> <p>Lincoln Street School will increase our CPI by 18.6 the end of the 2016-2017 school year in order to reach our overall 2017 goal of a CPI of 80.3.</p>	<p>Based on BAS 2015-2016 Data: The goal that 55% of students would reach grade level or higher was met in grades K, 3 and 4. Results show that 70% of students will increase by 3 or more levels in grades 2-6 was met by grades 2, 3, 4 and 6.</p> <p>Based on Spring 2016 BAS data, 59% of students in grades 1-6 were on grade level or higher as measured by BAS.</p> <p>Based on Spring 2016 BAS data, 66% of students were reading on a level D or higher as measured by BAS.</p>

<p><b>2</b></p>	<p><b>Math:</b>  Teachers will increase their mathematical knowledge by collaborating with their grade level teams to develop and analyze results of pre and post assessments for each power standard.</p> <p>In addition, they will teach students SRSD strategies to help them demonstrate their understanding of math concepts through writing.</p>	<p>80% of students in grades K-6 will demonstrate 80% mastery of the common core standards as measured by pre/post unit based standard assessments.</p> <p>Students will reach a SGP of 51 or higher measured by the spring 2017 Math MCAS 2.0 results.</p>	<p>Based on 2016 data, an overall percentage of 73% of students in grades K-6 achieved mastery (80% or higher) of the grade level power standards in grades K-6.</p> <p>Students in grades 3-6, achieved an overall SGP of 46.0 based on the 2016 Math PARCC results.</p>
<p><b>3</b></p>	<p><b>Science:</b> Teachers will incorporate SRSD strategies into the units of study to help students understand scientific concepts through the writing process.</p> <p>In addition, they will incorporate specific differentiated literacy language and discourse strategies to support and increase language development for all students.</p>	<p>80% of the students in grades Pre-K through 6 will achieve mastery of 80% or higher on standards based science assessments.</p> <p>Students' performance will increase the CPI by 20 points on the Spring 2017 on Grade 5 Science/Engineering MCAS in order to reach our overall goal of a CPI of 75 or higher.</p>	<p>Based on results of 2016 Grade 5 MCAS, there was a decrease in CPI scores from 57.7 in 2015 to 46.7 in 2016. (A -11.0 change)</p> <p>The data shows that based on 2016 Grade 5 Science/Technology MCAS scores, 4% of students scored advanced, 4% of students scored proficient, 48% of students scored needs improvement and 43% of students scored warning.</p>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<p>In the area of ELA, in order to strengthen our literacy program for all students, focus meetings will be used to continue our professional development this year in areas of:</p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Close Reading</li> <li>• Book studies-shared reading/written responses to literature</li> </ul> <p>Our yearlong professional development will be focused on strengthening written response through SRSD routines and strategies. (Self -Regulated Strategy Development)</p>	<p>Through the research and work by Leslie Laud, teachers will participate in monthly SRSD training sessions with veteran teachers from Worcester Arts Magnet Schools. They will watch modeled lessons and review strategies, scoring and analysis of work on Informational Writing (Opinion Writing), LAT (Literary Analysis Tasks), and Narrative Writing included Pre and Post assessments. The professional development will meet monthly in two cohorts at Norrback Ave School: Grades PreK-2 and Grades 3-6.</p>
	<p>In addition, students in grades 2-6 will complete, written open responses in all content areas.</p>	<p>Teachers in grade 2-6 will submit open responses using text based evidence weekly that provide constructive feedback by administration and FIC.</p> <p>These writing samples will also be analyzed during weekly focus meetings to target areas in need of improvement with struggling students. Supports will be implemented as needed.</p>
2	<p>In the area of Mathematics, in order to increase student performance, grade level meeting time will be spent Backwards Design lesson and assessment planning using math common core standards.</p>	<p>Grade level teams will continue their work to create and refine units of study that align with the standards this will include:</p> <ul style="list-style-type: none"> <li>-Goals/Essential questions for each unit of study</li> <li>-All Go Math lessons and supplemental materials</li> <li>-RTI materials</li> <li>-online tutorials and programs such as EngageNY.org</li> <li>-pre/post assessments</li> <li>-Interim progress checks</li> <li>-Open response questions/scoring rubrics with teacher specific feedback.</li> </ul>

3	In the area of Science/Technology and Engineering, in order to increase student performance, teachers will administer and share the analysis of unit assessments and discuss next steps to master science skills/concepts taught during weekly focus meetings.	<p>ILT team members will meet monthly will examine newly organized Science Standards aligned to each unit of study, specifically grades 3 and 6.</p> <p>Pre/Post Assessments will be analyzed and shared during grade level focus meetings to ensure interventions are embedded for struggling students in need of tiered support.</p> <p>Implementation of science into 3 50 minute blocks a week or 4 units of study over the course of the school year.</p>
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**3: Essential Resources**

<b>PL Goal No.</b>	<b>Resources</b>	<b>Other Implementation Considerations</b>
1	SRSD resource binders, templates, graphic organizers, scoring rubrics, self-assessment questionnaires, pre/post assessments, Exemplars on google drive	Lesson overviews, SRSD demo videos on Google Drive, lesson observations at WAMS
2	Math standards, Go Math Resources, Open response exemplars, additional websites provided through WPS curriculum maps.	Math standards, curriculum maps, backwards design template, Pre/Post Assessments aligned with the standards.
3	Mass Curriculum Frameworks, Houghton Mifflin Science Kits, Harcourt Science Series, WPS Moodle, Science Matters quarterly newsletters sent by Science liaison/coach, Discovery Ed. online resources	Science standards, curriculum maps, backwards design template, Pre/Post Assessments aligned with the standards.

#### 4: Progress Summary

<b>PL Goa 1 No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>	Teachers will administer Pre/Post Assessments for Informational, LAT and Narrative Writing on set dates outlined in the writing calendar. Due dates were selected and distributed on a school wide writing calendar to track student progress on each type of writing between pre and post assessments.	Peer observations at WAMS (veteran teachers) to ensure effective delivery of routines. Data entry and analysis on google drive to monitor student progress and identify areas of strength and concern.
<b>2</b>	Student progress will be monitored through standards based pre and post assessments as well as interim assessments administered to students in need of interventions.	Analyzing and tracking math data every 4-6 weeks to determine next steps and planning and make adjustments to practice including intervention needed for targeted students not achieving mastery.
<b>3</b>	Student progress will be monitored through standards based pre and post assessments as well as interim assessments administered to students in need of interventions.	Analyzing and tracking math data every 4-6 weeks to determine next steps and planning and make adjustments to practice including interventions needed for targeted students not achieving mastery.