

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2015 - 2016**



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

**Goddard School of Science and Technology**  
School

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**Yuisa Pérez Chionchio**

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Principal or Administrator

**Dr. Marco Rodrigues**

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Interim 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 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
Yuisa Pérez Chionchio	Principal	Sept: 15 <sup>th</sup> and 29 <sup>th</sup>
Kara Scichilone	Focused Instructional Coach	Oct: 13 <sup>th</sup> and 27 <sup>th</sup>
Ann Marie Kahn	Behavior Specialist	Nov: 3 <sup>rd</sup> and 17 <sup>th</sup>
Erica Zwicker	PreSchool Teacher	Dec: N/A
Dawn McCabe	Grade K Teacher	Jan: 11 <sup>th</sup> and 25 <sup>th</sup>
Sarah Zavala	Grade 1 Teacher	Feb: 8 <sup>th</sup> and 22 <sup>nd</sup>
Cristen Dilschneider- Lito	Grade 2 Teacher	Mar: 14 <sup>th</sup> and 28 <sup>th</sup>
Patty Jacobs	Grade 3 Teacher	Apr: 11 <sup>th</sup> and 25 <sup>th</sup>
Rebecca Volpe	Grade 4 Teacher	May: 9 <sup>th</sup> and 23 <sup>rd</sup>
Petra Kristie	Clark MAT Mentor Coordinator	June: N/A
Christine Labonte	ESL Teacher	

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

Complete this summary of strengths and concerns after you have completed a thorough data analysis.

<b>Areas of Strength</b>									
<b>Strength</b>	<b>Evidence</b>								
Fundations implementation	This will be the fourth year of implementation as Fundations started with Kindergarten four years ago. 100% of our K – 3 teachers are using fundations in the classroom.								
Kindergarten DIBLES Scores	2014-2015 Kindergarten students were able to make gains from 29% on grade level to 77% EOY.								
Low teacher turnover rate	Many of our teachers care for the community and have been committed to Goddard for most of their teaching career. Only a less than 15% change over in year 2014.								
Wrap Around Outreach Coordinator	Is able to collaborate with students and their families in all areas that promote academics. Her role is in essential in making academic gains for our students								
<b>Areas of Concern</b>									
<b>Concern</b>	<b>Evidence</b>								
Math	Low Scores – Spring 2015 PARCC Math <ul style="list-style-type: none"> <li>• 4<sup>th</sup> grade 27% of the students met expectations</li> <li>• 5<sup>th</sup> grade 4% of the students met expectations</li> <li>• 6<sup>th</sup> grade 20% of the students met expectations</li> </ul>								
Vocabulary	MAP scores indicating students are in need of support with 61% of our 4 <sup>th</sup> graders below target in the areas of vocabulary.								
Building a strong partnership with the families and the community	Parents not feeling welcome to volunteer or to assist the school therefore there hasn't been a formal PTO or PTA in over 5 years.								
Facilities Management	Use of building during out-of-school time is not fully communicated to principal. Interior building is in severe need of painting and the school is in need of full signage for all classroom and additional rooms in the building. According to our 2014-2015 teacher survey, 72% of our Goddard staff felt our school was not well maintained or clean.								
F & P BAS was administered across grade levels and a downward slop in all grades occurred.	<table style="margin: auto;"> <tr> <td></td> <td>BOY</td> <td>MOY</td> <td>EOY</td> </tr> <tr> <td>3<sup>rd</sup></td> <td></td> <td>4<sup>th</sup></td> <td>5<sup>th</sup></td> </tr> </table>		BOY	MOY	EOY	3 <sup>rd</sup>		4 <sup>th</sup>	5 <sup>th</sup>
	BOY	MOY	EOY						
3 <sup>rd</sup>		4 <sup>th</sup>	5 <sup>th</sup>						

### III. Action Plan- GOAL 1 - ELA

<b>Worcester Public Schools Strategic Goal</b>	100% of Worcester Public Schools' graduates will successfully complete high school coursework that prepares them both for college and career.
<b>School SMARTe Goal</b>	100% Goddard students will demonstrate an increase in writing summaries and proper use of vocabulary as measured by assessments such as DIBELS, MAP, BAS and ACCESS.
<b>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</b>	<b>Differentiation to ensure access for targeted student populations</b>
	Using the GIST as a strategy to write summaries, journal writing , story writing, share inquiry and questions.
<b>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</b>	ILT will: <ul style="list-style-type: none"> <li>• monitor assessment of reading through BAS, K – 6</li> <li>• oversee the design and scheduling of interventions</li> <li>• Identify opportunities for PD</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
Participation in ongoing professional development in Foundations, questioning, Benchmark Assessment, Response to Intervention, and Professional Learning Communities.	Students in grades 1-6 will participate in skills specific interventions, using the Response to Intervention model. Frequent formative assessments will be used to check for understanding and inform instruction.
Data Source: Frequent formative assessments to check for understanding and inform instruction.	Data Source: Student work samples, MAP, DIBELS, PARCC, BAS, Conferencing, Foundations, Just Words, RTI pre and post assessments.

#### **IV. Action Steps – School SMARTe Goal**

School SMARTe Goal: 100% Goddard students will demonstrate an increase in writing summaries and proper use of vocabulary as measured by assessments such as DIBELS, MAP, BAS and ACCESS.

Best Practice or Strategy: Using the GIST as a strategy to write summaries, journal writing , story writing, share inquiry and questions.

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation )</b>	<b>RESOURCES (Including Financial)</b>
Strengthen implementation of Lively Letters PreK – K to include development of assessments to inform instruction	Year long	Grade PreK, K FIC, Principal	DIBELS, BAS	Per pupil budget Lively Letters Curriculum
Provide ongoing professional development on Foundations for grades K, 1 and 2	Year long	Grade level teams, WPS staff, FIC	Agendas, exit slips	District PD support
Implementation of Foundations in K/1/2	Ongoing	Grade level teams	Imbedded assessments	In-house PD support
Utilization of Foundations unit assessments to inform instruction	Ongoing	Grade level teams	Unit assessments	Per pupil budget
Provide PD for grades 3-6 in questioning and inquiry-based discussions	November	Consultant, AVID teachers	BAS	District PD support
PD for grades K-6 on explicit word analysis instruction, including tiered vocabulary	January	ESL teachers, FIC, Principal	Imbedded assessments	
Explicit instruction of tiered vocabulary and word strategies in grades K-6.	Ongoing	ESL Teachers, Principal, FIC	BAS	Per pupil budget Fountas & Pinnell Phonics & Word Study materials Worldly Wise
Full implementation of DESE Literacy Modules in grades 2 and 3	Year long	Teachers, FIC Principal	Data from unit assessments	DESE grant

Development and implementation of literacy modules in grades K, 1, 4, 5 and 6.	Year long	Grades 4-6 FIC Principal	Data from unit assessments	District PD Support
Common grade level writing assessments that engage students in writing for a variety of purposes across all subject areas.	Ongoing w/Assessments	Teachers	Rubric scored assessments	
Professional Development in writing strategies	February	Consultant		
Implementation of skills specific interventions and enrichment in grades 1-6	40 min. per day, 5x per week	Teachers	Various formative assessments	Fundations, Lively Letters, Comprehension Toolkit, Just Words, Great Books, AVID Weekly
Professional development in reading strategies to support literacy intervention	Monthly	ILT, teacher leaders, consultants		PD district support

### III. Action Plan - GOAL 2 – MATH

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools’ graduates will successfully complete high school coursework that prepares them both for college and career.
School SMARTe Goal	<p>100% of Goddard students will demonstrate growth in Mathematics as measured by assessments such as common grade level and other state determined standardized assessments</p> <ul style="list-style-type: none"> <li>• The Goddard School will work towards closing the achievement gap in math by lowering the percentage of students in Warning and increasing the percentage of students at Proficient/Advanced, thus increasing our PPI to meet our target. The median growth for SGP for grades 4-6 will increase by a minimum of 10 points.</li> <li>• The Goddard School will also increase our CPI by 11.9 points in order to make progress towards our goal of reducing the proficiency gap by 50%.</li> <li>• All grade levels will administer common unit assessments in math which will demonstrate growth for all students from pre to post assessment.</li> </ul>
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	<b>Differentiation to ensure access for targeted student populations</b>
	<p>Best Practices: Use of district curriculum maps that ensure Common Core State Standards, learning logs that incorporate essential questions, common grade level unit assessments, questioning, Intentional Talk</p> <p>Differentiation: Data driven instructional planning, use of pre/post assessment data to inform instruction, small group instruction model, fact fluency practice, tiered vocabulary strategies</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>ILT:</p> <ul style="list-style-type: none"> <li>• Facilitate PD related to developing common assessments and using the data from assessments to inform instruction</li> <li>• Guide, monitor and reflect on best practices and differentiated instruction through weekly grade level meetings (2 per month will focus on math)</li> <li>• Grade level meetings will also provide opportunities for teachers to look at students work, including learning logs and responses to essential questions, in order to inform instruction.</li> <li>• Provide PD on unpacking math standards in order to better understand content and skills</li> </ul>

## V. Action Steps – School SMARTe Goal

<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
Data Source: Lesson plans, classroom observations, FIC modeling and planning, principal supervision and evaluation, dialogue in GLMs	Data Source: Pre/post data from unit assessments, learning logs, student work

- School SMARTe Goal: 100% of Goddard students will demonstrate growth in Mathematics as measured by assessments such common grade level and other state determined standardized assessments
- The Goddard School will work towards closing the achievement gap in math by lowering the percentage of students in Warning and increasing the percentage of students at Proficient/Advanced, thus increasing our PPI to meet our target. The median growth for SGP for grades 4-6 will increase by a minimum of 10 points.
  - The Goddard School will also increase our CPI by 11.9 points in order to make progress towards our goal of reducing the proficiency gap by 50%.
  - All grade levels will administer common unit assessments in math, which will demonstrate growth for all students from pre to post assessment.

Best Practice or Strategy: Use of district curriculum maps that ensure Common Core State Standards, learning logs that incorporate essential questions, common grade level unit assessments

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Implementation and revision of pre/post assessments for each unit by grade level	Monthly	Teachers, FIC	Pre-post assessment data	CCSS
Grade level teams collaborate to look at student work (including learning logs entries, responses to essential questions and assessment data), reflect on instruction and to inform instruction.	Bimonthly	Teachers, FIC, Principal	Pre-post assessment data	PLC protocol resources
Grade level teams will use common practice for using pre/post assessment data to inform instruction.	Daily	Teachers	Pre-post assessment data	



Vertical alignment of curriculum and creation of model curriculum units to address CCSS.	Ongoing	Teachers	Lesson plans, student data	Innovation Grant
Math tiered intervention to practice and reinforce priority standards and provide “and more” instruction	Daily	FIC, Principal, Teachers	MCAS data, pre/post assessment	Title I
PD/Book Study on Intentional Talk to develop teacher understanding and common practice for students engaged in meaningful collaboration and discussion.	2x year	FIC, Principal, ILT	Exit slips, lesson plans	Innovation Grant
Implementation of AVID Strategies	Ongoing	AVID Site Team	Observations	AVID resources

### **III. Action Plan - GOAL 3 – SCIENCE**

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools’ graduates will successfully complete high school coursework that prepares them both for college and career.
School SMARTe Goal	<p>100% of Goddard students will demonstrate growth in Science, Technology &amp; Engineering as measured by state determined standardized assessments.</p> <ul style="list-style-type: none"> <li>• The Goddard School will work towards closing the achievement gap in science by lowering the percentage of students in Warning and increasing the percentage of students at Proficient/Advanced.</li> <li>• The Goddard School will also increase our CPI by 10 points in order to make progress towards our goal of 75 by 2017.</li> </ul>
<i>Identified Best Practice or Strategy</i> (Include differentiation to ensure access for targeted student populations)	<b>Differentiation to ensure access for targeted student populations</b>
<i>Instructional Leadership Team Implementation</i> (Explain how ILT members implement and measure school-wide strategies.)	<p>Teachers will engage students in inquiry-based learning. They will instruct using a range of techniques to meet the needs of all students. Questions will be posed that require students to engage in a process of application, analysis, synthesis, and evaluation. Timely formative assessments will be used to check for understanding and inform instruction.</p> <p>The ILT will</p> <ul style="list-style-type: none"> <li>• Monitor and support requirements of district on science instruction in grades K-6</li> <li>• Analyze school wide assessment data and communicate information to faculty</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
Data Source: Lesson plans, classroom observations, FIC modeling and planning, principal supervision and evaluation, dialogue in GLMs	Data Source: Students work samples on tasks that follow the scientific method, pre/post unit assessment data, performance assessment data

## **V. Action Steps – School SMARTe Goal**

School SMARTe Goal:    Decrease the percentage of students in warning according to our PARCC data.

Best Practice or Strategy:                    Use of district science liaison that ensure Common Core State Standards are connecting to daily lesson plans and meeting the expectations of our students.

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
Professional development around science	March	Teachers, FIC, Science Liaison	Pre-post assessment data	District Support
Grade level teams collaborate to look at student work (including learning logs entries, responses to essential questions and assessment data), reflect on instruction and to inform instruction.	Bimonthly	Teachers, FIC,	Pre-post assessment data	PLC protocol resources
Grade level teams will use common practice for using pre/post assessment data to inform instruction.	Daily	Teachers	Pre-post assessment data	
Vertical alignment of curriculum and creation of model curriculum units to address CCSS.	Ongoing	Teachers	Lesson plans, student data	
Review units on Moodle	Ongoing	FIC, Principal, Teachers	Lesson plans	District support

### **III. Action Plan- Goal 4 –SAFE AND SECURE SCHOOLS**

Worcester Public Schools Strategic Goal	100% of Worcester Public Schools’ graduates will successfully complete high school coursework that prepares them both for college and career.
School SMARTe Goal	Maintain Crisis Team meetings and communicate updates to our entire staff.
<i>Identified Best Practice or Strategy</i> (Include differentiation to ensure access for targeted student populations)	<b>Differentiation to ensure access for targeted student populations</b> Use of regularly scheduled Crisis Team meetings with agendas and notes to ensure communication is clear and up-to-date.
<i>Instructional Leadership Team Implementation</i> (Explain how ILT members implement and measure school-wide strategies.)	ILT will stay connected with notes and any announcements from the Crisis Team. The ILT will keep staff informed of safety changes and or updates.
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
Data Source: Drills and preparedness	Data Source: Drills and preparedness

## V. Action Steps – School SMARTe Goal

School SMARTe Goal: Maintain Crisis Team meetings and communicate updates to our entire staff.

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Best Practice or Strategy: Use of regularly scheduled Crisis Team meetings with agendas and notes to ensure communication is clear and up-to-date.

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ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Complete all safety drills regularly	Ongoing	Principal	Assessment	District Support
Regularly scheduled meetings to assess safety in the school	Monthly	Crisis Team	Assessment	School Safety Liaison

### III. Action Plan- Goal 5 –FAMILY AND COMMUNITY

Worcester Public Schools Strategic Goal	Worcester Public Schools will foster high levels of family and community engagement, commitment and partnership.
School SMARTe Goal	Goddard School will foster high levels of family and community engagement and commitment by creating a formal Goddard Community Group to partner with families. 100% of Goddard families will be provided with daily, weekly, monthly and quarterly opportunities to engage in their child’s literacy development.
Identified Best Practice or Strategy  (Include differentiation to ensure access for targeted student populations)	<p><b>Differentiation to ensure access for targeted student populations</b></p> <p><b>Best Practices:</b>            ERAH (supports the Hanover Insurance Group’s initiative, “Worcester: The City That Reads”), Responsive Classroom, Reading Together, Early Literacy, AVID, Goddard Branch of the Worcester Public Library, community partnerships (Clark, United Methodist, WEC, Big Brothers/Big Sisters), WSU, LASOS, MCPHS</p> <p><b>Differentiation:</b>            Opportunities will be provided at various times to accommodate family employment schedules. Notices will be sent home in multiple languages, as appropriate.</p>
Instructional Leadership Team Implementation  (Explain how ILT members implement and measure school-wide strategies.)	<p>In support of staff efforts to engage families, the ILT will:</p> <ul style="list-style-type: none"> <li>• Oversee the scheduling of opportunities for families</li> <li>• Use ERAH, homework and other school-generated data to monitor and inform decisions about student-family-school engagement</li> <li>• Review attendance at Library and school-sponsored events; develop action plans as needed</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
Data Source: Number of families who participate in activities, sign-in sheets, parent survey	Data Source: ERAH documents (weekly and monthly), Student participation with community partners

## IV. Action Steps – School SMARTe Goal

School SMARTe Goal: Goddard School will foster high levels of family and community engagement and commitment by creating a formal Goddard Community Group to partner with families. 100% of Goddard families will be provided with daily, weekly, monthly and quarterly opportunities to engage in their child’s literacy development.

Best Practice or Strategy: ERAH, Reading Together, Early Literacy, AVID, Goddard Branch of the Worcester Public Library, community partnerships (Clark, United Methodist Churches, WEC, Big Brothers/Big Sisters, WSU, LASOS, MCPHS)

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
Create a working Goddard Community Group	Ongoing	WRAP	Attendance	District WRAP Support
Invite kindergarten and first grade families to participate in Reading Together events in partnership with Worcester Education Collaborative (WEC)	4 times per year	Kindergarten and first grade teachers, admin. WRAP	Attendance data; Qualitative data (photos, student projects)	Worcester Educational Collaborative
Invite neighborhood and preschool families to participate in early literacy and health education activities	Quarterly	Early Literacy Team WRAP	Agendas with samples of materials provided	Worcester Public Library
Provide children with weekly ERAH books at their level and include daily opportunities for families to actively participate in the ERAH process.	Weekly	Classroom teachers	Weekly ERAH slips	ERAH Library Worcester Public Library
Extend an invitation to families to participate in weekly and/or monthly ERAH classroom activities	Ongoing	Classroom teachers	Qualitative data (photos, student projects)	Per pupil funds
Provide Community Library Site, programs and activities available to families week nights and Saturdays.	Daily	Site Admin.	Sign In	Worcester Public Library
Provide AVID informational workshops to families	3 times per year	Admin. & AVID teachers	Sign In	AVID resources
Invite students and families to participate in scheduled “Goddard Presents” activities	Weekly	Music teacher Principal	Sign In	

### **III. Action Plan - Goal 6 -COMMUNICATION**

Worcester Public Schools Strategic Goal	Worcester Public Schools will develop a formal communication system in order to better transfer information on effective practices and needs.
School SMARTe Goal	100% of Goddard families will receive ongoing written and verbal communication. The communication will focus on best practice and student achievement data.
Identified Best Practice or Strategy  (Include differentiation to ensure access for targeted student populations)	Differentiation to ensure access for targeted student populations  Best Practices: Monthly Classroom Newsletter, Two-Way Communication between classroom and family, Connect Ed messages, Progress Reporting Tool, Conferencing
Instructional Leadership Team Implementation  (Explain how ILT members implement and measure school-wide strategies.)	The ILT will: <ul style="list-style-type: none"> <li>• Oversee the scheduling of parent conferences</li> <li>• Oversee report card pilot</li> <li>• Identify topics for and contribute to newsletter</li> <li>• Reflect on communication data and utilize data to determine next steps</li> </ul>
<b>School Performance Indicators and Data Sources</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
Data Source: Review of newsletters, parent survey, Connect-ed messages	Data Source: Student-led conferences, delivery of daily/weekly home/school communication, progress monitoring



#### IV. Action Steps – School SMARTe Goal

School SMARTe Goal: 100% of Goddard families will receive ongoing written and verbal communication. The communication will focus on best practice and student achievement data.

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Best Practice or Strategy: Bi-monthly newsletter, Two-Way Communication between classroom and family, Connect Ed messages, Progress Reporting Tool – Report Card

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ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Create and distribute quarterly newsletter for families	Quarterly	Communications Committee	Newsletter Parent feedback	Template creation, per pupil budget
Communication of AVID philosophy and strategies via parent events	Quarterly	AVID Site Team	Agenda/sign-in/parent survey	AVID resources
Use of AVID rubric for using agendas as a communication tool.	Daily	AVID teachers	Agenda	AVID resources
Two way communication between classroom and families via agendas, newsletters, conferences, and notes home.	Weekly	Classroom Teachers	Agendas, newsletters, meeting logs and notes.	Template creation, per pupil budget
Schedule/hold at least 2 parent-teacher conferences	Twice a Year	Admin/ classroom teachers	Sign ins, conference notes	
Connect Ed messaging system will be used to inform parents in a timely matter about school events.	As needed	Principal	Parent Feedback	

## Worcester Public Schools Professional Learning Plan (PLP) Template

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Goddard School of Science and Technology	Yuisa Pérez Chionchio	September 2015 – June 2016

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Responsive Classroom	All teachers	To build expertise on logical consequences to maintain positive classroom behavior.
2	SSP Process	SPED and classroom teachers	To add additional support to classroom teachers and SPED teachers for collaboration on strategies.

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	All faculty book study Rules in School and Morning Meeting.	Presentation from each group to review the books
2	Collaborative meetings with classroom teachers and SPED support staff.	Devise a plan for students who are in need of additional support.

### 3: Essential Resources

<b>PL Goal No.</b>	<b>Resources</b>	<b>Other Implementation Considerations</b>
<b>1</b>	Professional Development on The First 6 weeks of School	Ongoing professional development on how to implement these strategies school-wide.
<b>2</b>	Professional development from our Team Chair and Child Study department on how to implement the SSP.	

### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		