

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2019 - 2020**



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

**Flagg Street School**

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**Mary E. Labuski**

Principal or Administrator

**Maureen Binienda**

Superintendent

## **Coordination and Integration of funds**

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

**Equity of Access:** Ensuring all students have access to high quality instruction and 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 IV A, 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 and 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 and 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 and 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 school-wide 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 school-wide 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. 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 in supporting the improvement of teaching and learning. The ILT makes decisions about the school’s instructional program, 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.

<b>Name</b>	<b>Position</b>	<b>ILT Meeting Dates</b>
Pamela Brezniak	Kindergarten Teacher	Sept: 11, 25
Jill Boucher	Grade One Teacher	Oct: 9, 23
Karen Glick	Grade Two Teacher	Nov: 6, 20
Emily Kay	Grade Two Teacher	Dec: 4, 18
Joseph Cunha	Grade Four Teacher	Jan: 8, 22
Ann Grilla	Grade Five Teacher	Feb: 5, 26
Julie Belisle	Focused Instructional Coach - Acting	Mar: 11, 25
Alison Kimball	Learning Disabilities Teacher	Apr: 8, 29
Patricia Genese	Assistant Principal - Acting	May: 13, 27
Mary Labuski	Principal	June: 10

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

## 2019 Official Accountability Report - Flagg Street

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Flagg Street (03480090)	<b>GRADES SERVED</b> K,01,02,03,04,05,06
<b>REGION</b> West/Central	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b> Not requiring assistance or intervention
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<b>Reason for classification</b> Meeting or exceeding targets
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Progress toward improvement targets	Accountability percentile
77% - Meeting or exceeding targets	82

## II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	96.5	6.2	20.2	2.3	19.9
Female	96.7	5.8	17.6	1.9	17.1
Male	96.3	6.5	23.1	2.7	23.1
Economically Disadvantaged	95.9	7.2	26.1	4.3	25.2
High Needs	96.2	6.7	24.0	3.5	23.5
LEP English language learner	95.9	7.3	29.7	3.1	29.7
Students with disabilities	95.7	7.7	31.7	2.4	29.3
African American/Black	98.4	2.9	8.3	0.0	8.3
American Indian or Alaskan Native					
Asian	96.3	6.4	27.8	5.6	27.8
Hispanic or Latino	96.1	6.8	25.0	1.8	25.0
Multi-race, non-Hispanic or Latino	97.4	4.7	13.3	0.0	13.3
White	96.4	6.4	20.2	2.5	19.9

## II. Student Retention 2018-19

### Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	332	2	0.6	3.8	0.0	0.0	0.0	0.0	0.0						
Female	170	1	0.6	3.7	0.0	0.0	0.0	0.0	0.0						
Male	162	1	0.6	3.8	0.0	0.0	0.0	0.0	0.0						
Economically Disadvantaged	83	2	2.4	15.4	0.0	0.0	0.0	0.0	0.0						
High Needs	160	2	1.3	8.3	0.0	0.0	0.0	0.0	0.0						
LEP English language learner	48	1	2.1	12.5	0.0	0.0	0.0	0.0							
Students with disabilities	31	2	6.5			0.0		0.0	0.0						
African American/Black	21	0	0.0												
Asian	15	0	0.0												
Hispanic or Latino	45	1	2.2	12.5	0.0		0.0		0.0						
Multi-race, non-Hispanic or Latino	14	1	7.1												
White	237	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						

### **III. Comprehensive Needs Analysis**

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

	<i>Areas of Strength</i>	
<i>Accountability Indicator</i>	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Overall classification: Not requiring assistance or intervention; Progress toward improvement targets = 77% Meeting or Exceeding Targets; Accountability Percentile = 82% Math Achievement 4/4 (Points Awarded) - Exceeded Targets 7 out of 8 subgroups ELA Achievement 3/4	<b>2019 Official Accountability Report -DESE</b>
Growth (ELA, Math, Science)	ELA Growth 3/4 Math Growth 4/4	<b>2019 Official Accountability Report -DESE</b>
Discipline	No suspensions in 2018-2019	<b>Worcester Public Schools' Baseline Data Report - June 2019</b>
Chronic Absenteeism and Attendance	Chronic Absenteeism 4/4 - Exceeded Targets 6 out of 8 subgroups Established Attendance Monitoring Team	<b>2019 Official Accountability Report - DESE</b>
	<i>Areas of Focus</i>	
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Science Achievement 0/4 - Achievement (All Students) Declined from 84.6 (2018) to 81.8 (2019)  Progress toward attaining English language 0/4 - Proficiency declined from 80.0 (2018) to 72.7 (2019)  Students in all grades (3-6) achieved only 50% (average) of the possible points available on Essay questions on ELA tests.  Students in Gr. 5 achieved just 54% of possible points for Constructed Responses on STE test	<b>2019 Official Accountability Report -DESE</b>  <b>ACCESS 2019</b>  <b>2019 MCAS School Results by Standard (CU406) - DESE</b>



	53% of Gr. 5 students Not Meeting (NM) or Partially Meeting (PM) Expectations on STE test	<b>2019 MCAS School Achievement Distribution by Year (PE405) - DESE</b>
Growth (ELA, Math, Science)	Mean SGP in ELA for all grades decreased from 57.6 (2018) to 55.3 (2019)  Mean SGP in Math for all grades decreased from 64.6 (2018) to 62.8 (2019)	<b>2019 MCAS School Achievement Distribution by Year (PE405) - DESE</b>
Discipline	None	N/A
Chronic Absenteeism and Attendance	None	N/A

## 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 intervention systems using a variety of data)	
<b>Prioritized Best Practices or Strategies</b>  (Include targeted support to strengthen PLC practices and ensure access for all student populations)	<p><b><u>Use of Autonomy</u></b> (1.1)</p> <ul style="list-style-type: none"> <li>● ILT, grade-level teams and full faculty meet regularly with a focus on collaborative, standards-based planning and instruction, collaborative assessment, data analysis, and the research/ implementation of best practices across all curriculum areas. Ensure all students have access to high quality instruction, materials and resources.</li> </ul> <p><b><u>Monitoring Implementation and School Progress</u></b> (1.4)</p> <ul style="list-style-type: none"> <li>● Administration, ILT and grade-level teams are actively engaged in monitoring implementation of all improvement efforts across all curriculum areas, use this information to establish priorities, communicate progress and challenges, and continuously monitor progress. <i>Comprehensive Needs Analysis for 2019-2020 results in a focus on science achievement, progress toward attaining English language proficiency, achievement on essay questions (ELA), and achievement on constructed responses (STE).</i></li> </ul> <p><b><u>Use of Time for Professional Development and Collaboration</u></b> (1.6)</p> <ul style="list-style-type: none"> <li>● Create opportunities for educators to share best practices in order to improve everyone’s teaching practice: Common Planning Time, PLCs, Book Study groups</li> </ul>
<b>Instructional Leadership Team Implementation</b>  (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>● Share minutes of ILT meetings with full faculty in a timely manner (email).</li> <li>● ILT members closely study achievement results, identify instructional gaps, facilitate collaborative lesson planning and assessment during Common Planning Time (CPT) meetings and professional learning meetings</li> <li>● Establish professional learning opportunities on specific curriculum initiatives to improve cohesion and refine practice; focus on Science, Technology &amp; Engineering Standards from grades Kindergarten through six</li> <li>● Revisit most productive/effective opportunities for peer learning/peer support</li> </ul>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Meeting agendas, minutes, lesson and unit plans, protocols, classroom observations/walkthroughs, units of study in all curriculum areas, professional learning meetings, <i>Intervention Lists</i> of students requiring interventions	<b>Data Source:</b> ACCESS results, Benchmark Assessment System (BAS) results, STAR Assessment results, enVision assessments, student goal setting/progress toward goals, MCAS results, classroom assessment results, student work

## IV. B Action Plan

<b>Intentional Practices for Improving Instruction</b> <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)	
<b>Prioritized Best Practices or Strategies</b>  (Include targeted support to ensure access for all student populations including EL and students with disabilities)	<b><u>Identifying and Addressing Student Academic Needs</u></b> (2.3) <ul style="list-style-type: none"> <li>● Identification of <i>Intervention List</i> students in each classroom; collaboratively develop Intervention Plan for each student, monitor Plan and modify as necessary. Establish “booster groups” in RTI model to address skill gaps. Provide training for ESL teacher in Fountas and Pinnell Classroom components to improve students’ progress toward attaining EL proficiency. Monitor the use of SEI strategies in all classrooms.</li> </ul> <b><u>Student Assessment Data Use</u></b> (2.5) <ul style="list-style-type: none"> <li>● All teachers, including SPED and ELL, collaboratively analyze formative and summative data to inform instructional practices designed to improve teaching and learning. Professional Learning meetings dedicated to the examination of data and next steps planning.</li> </ul> <b><u>Structures for Instructional Improvement</u></b> (2.7) <ul style="list-style-type: none"> <li>● Ensure cohesive implementation of high-quality instructional practices in all curriculum areas through observations/walkthroughs followed by specific, constructive feedback.  <i>Comprehensive Needs Analysis for 2019-2020 results in a focus on science achievement, progress toward attaining English language proficiency, achievement on essay questions (ELA), and achievement on constructed responses (STE).</i></li> </ul>
<b>Instructional Leadership Team Implementation</b>  (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>● Refine format for individual, student Intervention Plans</li> <li>● Monitor <i>Intervention List</i> for each classroom, ensure progress monitoring and implementation of individual, student Intervention Plans</li> <li>● Review assessment data, discuss instructional changes, relay to grade-level colleagues</li> <li>● Principal, Assistant Principal and Focused Instructional Coach maintain regular schedule of observations/walkthroughs to ensure fidelity to best practices and standards-based instruction</li> </ul>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> <i>Intervention Lists</i> , Intervention Plans, formative and summative data, observation reports	<b>Data Source:</b> ACCESS results, Benchmark Assessment System (BAS) results, STAR Assessment results, enVision assessments, student goal setting/progress toward goals, MCAS results, classroom assessment results, student work

## IV. C Action Plan

<b>Providing Student-Specific Supports and Instruction to All Students</b> <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). (Specifically address students not meeting targets)	
<b>Prioritized Best Practices or Strategies</b>  (Include targeted support to ensure access for all student populations including lowest 25%)	<p><b><u>Systematic Determination of Student Interventions</u></b> (3.3)</p> <ul style="list-style-type: none"> <li>● Coordinate professional learning by district on effective, tiered interventions</li> <li>● Utilize a tool for tracking progress of <i>Intervention List</i> students</li> <li>● Progress monitor the delivery and success of interventions and re-adjust as necessary</li> </ul> <p><b><u>Academic Interventions for English Language Learners</u></b> (3.5)</p> <ul style="list-style-type: none"> <li>● Examine all available data points for ELLs</li> <li>● Dive deeply into the SEI strategies in grade-level teams to identify appropriate interventions for ELLs</li> <li>● Increase the use of SEI strategies in all classrooms to better meet the needs of ELLs</li> </ul> <p><b><u>Academic Interventions for Students with Disabilities</u></b> (3.6)</p> <ul style="list-style-type: none"> <li>● Increase collaboration time for general education and special education teachers</li> </ul>
<b>Instructional Leadership Team Implementation</b>  (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>● Coordinate support from curriculum liaisons specific to areas of need</li> <li>● Research and adopt a tool for tracking progress and success of interventions</li> <li>● Regularly visit <i>Intervention List</i> by classroom and monitor success of interventions</li> <li>● Model effective use of SEI strategies for grade-level colleagues</li> </ul>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Professional learning schedules and agendas, tracking tool, <i>Intervention Lists</i> , lesson and unit plans, observations/walk throughs	<b>Data Source:</b> ACCESS results, Benchmark Assessment System (BAS) results, STAR Assessment results, enVision assessments, student goal setting/progress toward goals, MCAS results, classroom assessment results, student work

## IV. D Action Plan

<b>A Safe, Respectful, and Collegial Climate for Teachers, Students and Families</b> <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a welcoming school through 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)	
<b>Prioritized Best Practices or Strategies</b>  <b>(Include practices that target new and incoming students)</b>	<p><b><u>Family and Community Engagement</u></b> (4.5): <b><u>Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations</u></b></p> <ul style="list-style-type: none"> <li>● Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another.</li> <li>● 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. “Getting to Know You” event held each August for incoming kindergarten students on playground</li> <li>● Strong PTG presence in school; regular events held to engage families; weekly newsletters; ConnectEd messages; promote faculty participation in all events</li> <li>● Promote regular, comprehensive communication between classrooms and families</li> </ul> <p><b><u>School wide Behavioral and Academic Expectations</u></b> (4.1)</p> <ul style="list-style-type: none"> <li>● Principal’s weekly communication to faculty - newsletter, emails, professional resources</li> <li>● Establish calendar of Kindness Star recognition events monthly for entire year</li> <li>● Ready-To-Learn behavior charts implemented in all classrooms</li> </ul> <p><b><u>Adult-Student Relationships</u></b> (4.2)</p> <ul style="list-style-type: none"> <li>● All adults use: 1) common language, 2) common practices, 3) positive reinforcement of appropriate behaviors as Tier 1 support</li> <li>● Time for teaching these practices is integrated into the school’s standard curriculum</li> <li>● Check-and-Connect provides Tier 2 intervention when required</li> </ul>
<b>Instructional Leadership Team Implementation</b>  <b>(Explain how ILT members implement and measure school-wide strategies.)</b>	<ul style="list-style-type: none"> <li>● Comprehensive month-by-month activities calendar maintained</li> <li>● Plan and organize monthly Kindness Star and Attendance recognition events</li> <li>● Monitor fidelity to Ready-to-Learn program</li> <li>● Support and attend PTG-sponsored events and meetings</li> <li>● Increase the number of teachers using classroom newsletters</li> <li>● Consistently engage with families and community partners in developing opportunities for all students</li> </ul>

<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Principal's Newsletters, Kindness Star calendar, Ready-to-Learn classroom charts, attendance at events, classroom newsletters, progress and report cards	<b>Data Source:</b> Behavioral referrals, Individual Behavior Charts, participation in engagement events, formative and summative assessment results

## IV. E Action Plan

<b>Reducing Chronic Absenteeism</b> <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
<b>Prioritized Best Practices or Strategies</b>  (Include targeted support to ensure access for all student populations)	<ul style="list-style-type: none"> <li>● Check daily attendance in SAGE and call home for 2 consecutive days absent.</li> <li>● Meet monthly with school attendance team to review chronic absenteeism, plan interventions and plan acknowledgement and quarterly celebrations for excellent attendance</li> <li>● Continue SAGE letters for 5+ absences/tardies</li> <li>● Continue 5-week review of attendance progress reports with students grades 4, 5 and 6 and send home</li> </ul>
<b>Instructional Leadership Team Implementation</b>  (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>● Monitor attendance data</li> <li>● ILT members on school attendance team</li> <li>● Plan and organize quarterly attendance recognition events</li> </ul>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Daily attendance in SAGE, monthly chronic attendance reports, attendance progress reports, attendance certificates, attendance recognition events	<b>Data Source:</b> Student attendance, attendance progress reports, receipt of certificates, participation in recognition events

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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Flagg Street School	Mary E. Labuski	08/26/19-06/10/20

**Professional Learning Priorities**

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Improve Students' written responses to reading	<ul style="list-style-type: none"> <li>• Refine school-wide literacy practices with a focus on Fountas and Pinnell, CIA, SRSD, Digital Learning</li> <li>• Classroom observations of Fountas and Pinnell, CIA and SRSD</li> <li>• Collaborative lesson planning: creating questions in CIA using SRSD strategies</li> <li>• Collaborative scoring sessions for essays; next steps planning for instruction</li> <li>• Common Student Learning Goals and Professional Practice Goals for grade-level teams with regular progress monitoring, collaborative scoring and next steps instructional planning</li> </ul>
2	Maintain high student achievement and growth in mathematics	<ul style="list-style-type: none"> <li>• Align envision 2.0 math curriculum with state standards, research supplemental resources and fluency builders</li> <li>• Based on data analysis, teachers will develop flexible groups for intervention delivery in the Math workshop mode.</li> <li>• RTI “booster groups” to address skill gaps</li> <li>• Regular review of Intervention List will allow teachers to determine changing needs and respond promptly.</li> <li>• Topic assessments will guide decision-making.</li> </ul>



3	Improve student achievement in Science, Technology and Engineering	<ul style="list-style-type: none"><li>• Increase use of hands-on learning opportunities for all students that empower them to discover and explore interests, imagine and design solutions to real-world challenges. Align instruction with STE Standards</li><li>• Thorough review of 2019 MCAS STE data, released questions and exemplars</li><li>• Grade-level teams to reflect on past practice and plan curriculum and instruction using new STE Standards</li><li>• Teachers will read complex texts, prepare science-based, text-dependent questions, administer and compare common assessments, utilize ATLAS platform</li><li>• Teachers will use district quarterly planning documents for planning and pacing (ATLAS). Teams should compare common assessments to show growth in STE Standards.</li></ul>
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