

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2019 - 2020**



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

**Lake View School**

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**Maureen Power**

**Principal or Administrator**

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**Maureen Binienda**

**Superintendent**

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## **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 at 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>
Maureen Power	Principal	Sept: 5,19
Erin McMahan	Focused Instructional Coach	Oct:10,24
Renee Powers	Grade 4/Assistant to the Principal	Nov: 7,21
Jen Smith	Kindergarten	Dec: 5,19
LuAnn Simon	Grade 1	Jan: 9,23
John Glasheen	Special Education	Feb:13,27
Jill Shea	Grade 3	Mar:12,26
Arwa Mustafa	English Language Learners	Apr: 9,30
		May: 14,28
		June:4,18

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

1/1/2021 MORE

## 2019 Official Accountability Report - Lake View

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Lake View (03480145)	<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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Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
59% - Substantial progress toward targets	42

## 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	96.6	5.8	20.9	2.6	20.0
Female	96.6	5.7	18.9	1.8	18.3
Male	96.5	5.9	22.7	3.4	21.6
Economically Disadvantaged	96.2	6.5	30.7	2.4	30.1
High Needs	96.5	5.9	24.0	2.8	22.8
LEP English language learner	96.6	5.6	21.3	5.3	19.1
Students with disabilities	95.8	7.1	29.2	6.3	25.0
African American/Black	98.3	2.8	5.3	0.0	5.3
American Indian or Alaskan Native					
Asian	98.0	3.1	10.7	0.0	10.7
Hispanic or Latino	95.6	7.5	30.0	5.7	28.6
Multi-race, non-Hispanic or Latino	96.5	6.1	16.0	4.0	16.0
White	96.2	6.6	25.2	2.5	23.9

## 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	283	3	1.1	1.7	2.2	0.0	0.0	1.8	0.0						
Female	136	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Male	147	3	2.0	3.3	3.4	0.0	0.0	3.3	0.0						
Economically Disadvantaged	117	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
High Needs	205	2	1.0	2.3	3.1	0.0	0.0	0.0	0.0						
LEP English language learner	66	2	3.0	5.6	7.1	0.0		0.0							
Students with disabilities	40	1	2.5	16.7	0.0			0.0	0.0						
African American/Black	48	0	0.0	0.0	0.0	0.0		0.0	0.0						
American Indian or Alaskan Native	1														
Asian	19	0	0.0												
Hispanic or Latino	59	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	19	0	0.0												
White	137	3	2.2	4.5	5.3	0.0	0.0	3.1	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>Accountability Indicator</i>	<i>Areas of Strength</i>	
	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	<ul style="list-style-type: none"> <li>● ELA - Grade 3 demonstrates solid understanding and application of reading and standards.</li> <li>● Students understood and utilized SRSD strategies.</li> <li>● Lake View students have increased volume of reading and are demonstrating improved comprehension through the use of CIA, mentor texts and book clubs.</li> <li>● Math – Lake View students demonstrated understanding of Math concepts.</li> <li>● Lake View students demonstrated solid understanding of Number and Base Ten Standards across grades levels.</li> <li>● In the area of Science, Lake View 5th grades students indicated knowledge within Standard 2.</li> </ul>	<ul style="list-style-type: none"> <li>● Grade 3 students performed above the state average in all but 3 items on the 2019 ELA MCAS</li> <li>● Lake View students in grades 3-6 scored even and above the state in 12/20 open response items.</li> <li>● Overall data on 2019 MCAS indicates that targets were exceeded in all subgroups but one.</li> <li>● Math MCAS data indicates that Lake View students exceeded set targets in achievement targets in all subgroups but one.</li> <li>● Lake View scored significantly above the state across the grade levels on this Math standard.</li> <li>● Of the 11 test items that covered Standard 2, Lake View scored above state average on 4 of them.</li> </ul>
Growth (ELA, Math, Science)	<ul style="list-style-type: none"> <li>● Lake View students demonstrate increased understanding of Reading, Language and Writing concepts.</li> <li>● Overall, lower performing students made progress demonstrating application of Math concepts</li> </ul>	<ul style="list-style-type: none"> <li>● 2019 MCAS data indicates overall growth in ELA from 2018 41% meeting/exceeding in 2018 to 56% meeting/exceeding in 2019.</li> <li>● Based on the 2019 MCAS results, we decreased the percentage of students in the Not Meeting category by 6% from 2018-2019.</li> </ul>



	<ul style="list-style-type: none"> <li>● In the area of Science, Lake View students maintained the same overall achievement score.</li> </ul>	<ul style="list-style-type: none"> <li>● MCAS results remained the same with an achievement score of 71.5%.</li> </ul>
Discipline		
Chronic Absenteeism and Attendance	<ul style="list-style-type: none"> <li>● Lake View School decreased the percentage of students with chronic absenteeism.</li> </ul>	<ul style="list-style-type: none"> <li>● According the official accountability report for 2019 Lake View has earned 4 points in this category as compared to earning 0 in 2018.</li> </ul>
<b>Areas of Focus</b>		
<b><i>Accountability Indicator</i></b>	<b><i>Concern</i></b>	<b><i>Evidence</i></b>
Achievement (ELA, Math, Science)	<ul style="list-style-type: none"> <li>● Weaknesses in the areas of Reading, Language and Writing still exists among some of our students across the grade levels.</li> <li>● Low achievement in Math continues to be an area in need of attention</li> <li>● Low Proficiency scores in Science suggests the need to reevaluate practices at Lake View</li> </ul>	<ul style="list-style-type: none"> <li>● Based on the 2019 MCAS evidence 44% of Lake View students are scoring below meeting expectations.</li> <li>● As indicated in subgroup report, our lowest performing group improved but remained below target.</li> <li>● MCAS Results showed minimal progress with an increase of only 3% and growth that was labeled as low.</li> <li>● MCAS scores reflect the need to reassess schedules and the urgency of teaching the Science standards across the grade levels.</li> </ul>
Growth (ELA, Math, Science)	<ul style="list-style-type: none"> <li>● ELA</li> <li>● Lake View students in grades 3-6 demonstrated minimal growth with the application of Math concepts and strategies.</li> <li>● Science</li> </ul>	<ul style="list-style-type: none"> <li>● 2019 MCAS data indicates that Lake View School's growth was low for all but one subgroup.</li> </ul>
Discipline	<ul style="list-style-type: none"> <li>● PAWS system for recognizing the positive choices of students is not consistently adhered to across grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>● Inequity among the grade levels in the number of PAWS cards redeemed by students on Friday.</li> </ul>
Chronic Absenteeism and Attendance	<ul style="list-style-type: none"> <li>● Lake View School has students who are frequently absent.</li> </ul>	<ul style="list-style-type: none"> <li>● Although there have been noted improvements with chronic absenteeism, Lake View still has a small percentage of students that are still considered chronic.</li> </ul>

## 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)	<b><u>1.1 Use of Autonomy:</u></b> <ul style="list-style-type: none"> <li>● Many grade levels have begun the practice of departmentalizing. (3,4 and 6)</li> <li>● Prioritized use of ATLAS and Unit Calendars to drive instruction across all content areas.</li> <li>● Small group learning in Kindergarten, Grade 1, Grade 2 through the use of EL and other qualified staff</li> <li>● Literacy tutor is used to support struggling readers in grades 1 and 3.</li> </ul> <b><u>1.3 Vision/Theory of Action and Buy In</u></b> <ul style="list-style-type: none"> <li>● Teachers meet weekly through PLC and Common Planning time to plan standards based lessons that meet the needs of our diverse learners.</li> <li>● Sub committees are organized and meet regularly to address the ever-changing needs our students.</li> <li>● Teachers are stakeholders in the school and have a voice in decision-making process.</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>● Walk throughs and ILT rounds to support each other to sustain the proper implementation of programs and resources.</li> <li>● The practice of including standards based questions across the curriculum will be modeled and supported by the ILT.</li> <li>● Collect, review and collaborate on school and classroom data to monitor progress.</li> </ul>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> <ul style="list-style-type: none"> <li>● Weekly lesson development in PLC's</li> <li>● Running records/BAS data review</li> <li>● Analyzing of SRSD rubric for next steps</li> <li>● Ongoing Professional Development for all subject areas</li> <li>● Common Planning Time</li> </ul>	<b>Data Source:</b> <ul style="list-style-type: none"> <li>● enVision Topic tests</li> <li>● CIA - scored written responses</li> <li>● SRSD writing pieces</li> <li>● Anecdotal records</li> <li>● Observation checklists</li> </ul>

## 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)	<p><b><u>2.3 Identifying and Addressing Student Academic Needs</u></b></p> <ul style="list-style-type: none"> <li>● Team of staff will continue to formally look at student data on “high needs/low growth” students and create an action plan to address steps to support academic needs to show growth.</li> <li>● Intentional teaching practices including individual and small group support are in place to continue to meet the needs of students.</li> <li>● The Continuum and the Depth of Knowledge Wheel will be used when formulating standards based questions across the curriculum.</li> <li>● Strategies like Close reading and acronyms for planning to write are specifically taught with the goal of promoting deeper understanding and effective/reflective writing.</li> </ul> <p><b><u>2.4 Classroom Observation Data Use</u></b></p> <ul style="list-style-type: none"> <li>● Learning walkthroughs become more meaningful through the use of feedback forms with the intent of providing timely feedback so that teachers can strengthen their instructional practice.</li> </ul> <p>Increased discussion among staff and administration concerning current initiatives/expectations of students with follow up</p>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>● Monitoring of student performance in STAR assessment, BAS, SRSD writing rubric scale, topic assessments</li> <li>● Promote vertical conversations during ILT/PLC that discuss effective teacher practices and provide support between each other.</li> </ul>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<b>Data Source:</b> <ul style="list-style-type: none"> <li>● Continued progress monitoring for students in need of reteaching of skills</li> <li>● Running record reports used to set individual reading goals</li> <li>● Evidence of Best practices in classroom walkthrough</li> <li>● Ideas/conversations generated during weekly PLC</li> </ul>	<b>Data Source:</b> <ul style="list-style-type: none"> <li>● STAR Assessments/Progress monitoring reports</li> <li>● MCAS results</li> <li>● Anecdotal records</li> </ul>

## 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%)	<b><u>3.3 Determining School Wide Student Supports</u></b> <ul style="list-style-type: none"> <li>● Student learning and academic performance is reviewed monthly.</li> <li>● Students are assigned to interventions, enrichments and supports throughout the school year.</li> <li>● Intervention plans will be developed for the Lowest 25% identified by MCAS.</li> </ul> <b><u>3.5 Academic Supports for Students with Disabilities:</u></b> <ul style="list-style-type: none"> <li>● Modified instruction based on student needs (i.e. audio books, videos, speech to text)</li> <li>● Inclusion of all students in regular education classrooms for teacher directed read alouds and conversations. Questions from all domains of DOK are presented to include all students.</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>● ILT will routinely analyze student progress with these groups and make adjustments to instructions as needed.</li> <li>● ILT will discuss research based practices and ensure that time spent servicing students is well intentioned and purposeful.</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> Analysis of running records, BAS, Topic Assessments, Anecdotal Records, SRSD rubrics, MCAS data	<b>Data Source:</b> Analysis of running records, BAS, Topic Assessments, Anecdotal Records, SRSD rubrics, MCAS data

## 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> (Include practices that target new and incoming students)	<b>School Climate and Culture:</b> <b><u>4.1 School wide Behavioral and Academic Expectations:</u></b> <ul style="list-style-type: none"> <li>● Paws - Universal Tier 1 Acknowledgement System for Positive Behavior.</li> <li>● Principal's and teacher communication families - newsletters, ConnectEd, remind app, raz kids, google classroom.</li> <li>● Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations.</li> <li>● Naming and celebrating of our mascot: The Wildcat to promote a sense of community.</li> <li>● Institute a system for acknowledging students who model positive choices with Student of the Month Club.</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>● Team will meet weekly to discuss maintenance and progress of current systems and protocols within the school day.</li> <li>● Team will listen to concerns and share with staff to improve systems and operations of Lake View School.</li> <li>● Team will develop more consistent school wide celebrations to acknowledge Positive Behavior that promotes the overall positive and productive climate of the school.</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> Teacher Referral Forms PLC Discussions Welcoming Committee Meetings	<b>Data Source:</b> PAWS card redemption Monthly Celebrations Observations of student interactions/relationships

## 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)	<ol style="list-style-type: none"> <li>1. Check daily attendance in SAGE and make a phone call for two consecutive days absent.</li> <li>2. Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance.</li> <li>3. Principal will keep in regular contact with families regarding their child’s chronic absenteeism.</li> <li>4. School attendance team will provide incentives and have regular check ins with students who are in danger of being chronic.</li> <li>5. Fresh Start meetings will be held for families to inform them of the attendance guidelines and to provide information about available outside support.</li> <li>6. Create a wall of fame for students will perfect monthly attendance.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ul style="list-style-type: none"> <li>● Keep informed of students who are considered chronic or are in danger of becoming a student with chronic attention issues.</li> <li>● Participate in the creation of a “Wall of Fame” to acknowledge perfect attendance.</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> <ul style="list-style-type: none"> <li>● Increased awareness of student/family needs.</li> <li>● Staff reporting any/all attendance concerns immediately</li> <li>● Daily review of attendance by SAC, Secretary and Principal.</li> <li>● Consistent communication between home and school concerning students that are chronically absent.</li> </ul>	<b>Data Source:</b> <ul style="list-style-type: none"> <li>● Student awareness of attendance policies.</li> <li>● Student understanding of the importance of good student attendance.</li> <li>● Quarterly acknowledgement of perfect attendance.</li> </ul>

**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	Lake View School	Maureen Power	08/23/2109-6/17/2020

**Professional Learning Priorities**

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Lake View teachers will implement Fountas and Pinnell Classroom and Read Side By Side with fidelity to maximize student performance in reading.	<ul style="list-style-type: none"> <li>● Ongoing District Wide Professional Development</li> <li>● Vertical teams in PLC to support each other within building</li> </ul>
2	School wide effort to increase understanding and application of the standards across the curriculum.	<ul style="list-style-type: none"> <li>● PLC time will be dedicated toward unpacking standards to better understand what they mean.</li> </ul>
3.	Increased opportunities for higher level thinking learning through the science curriculum.	<ul style="list-style-type: none"> <li>● In house field trips that support standards Coding, Sphero's, Robotics team offered.</li> <li>● Project based learning opportunities</li> </ul>
4	Principal and FIC will work to gain a better understanding of the Mathematical concepts as a means to adapt and modify current instruction for deeper understanding for both staff and students	<ul style="list-style-type: none"> <li>● Participation in District offered Math PD aimed at building teacher capacity.</li> <li>● Delving into the standards through the book: The Common Core Math Companion: The Standards Decoded by Jim Burke</li> </ul>