

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Lincoln Street School

Michelle Gabrielian

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 a 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. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team’s primary role is to help lead the school’s efforts 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.

Name	Position	ILT Meeting Dates
Michelle Gabrielian	Principal	Sept: 25
Lauren Chuk	Assistant Principal	Oct: 9
Erika Swan	Focused Instructional Coach	Nov: 13
Deborah Sawyer	Teacher	Dec: 11
Joanne Daly	Teacher	Jan: 8
Elisa Thebodo	Teacher	Feb: 12
Alexis Iijima	Teacher	Mar: 11
Jenna Landry	Teacher	Apr: 8
Emily Plante	Teacher TMSN	May: 13
		June: last week

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Lincoln Street

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Lincoln Street (03480160)	GRADES SERVED K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
68% - Substantial progress toward targets	14

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	94.9	8.7	38.1	9.3	29.6
Male	94.4	9.6	40.3	12.6	32.8
Female	95.3	7.9	35.9	6.3	26.6
Economically Disadvantaged	94.4	9.6	43.2	10.7	33.5
High Needs	94.7	8.9	39.8	9.7	30.9
LEP English language learner	94.5	9.2	44.9	9.3	32.2
Students with disabilities	93.5	11.2	52.3	12.3	35.4
Multi-race, non-Hispanic or Latino					
White	94.2	10.1	35.5	12.9	29.0
African American/Black	96.6	5.6	16.7	5.0	15.0
Asian	98.2	2.9	7.1	0.0	0.0
Hispanic or Latino	93.8	10.4	51.1	11.7	39.4

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)	Implementation of School-wide curricula in ELA	<p>Lincoln Street School commits to 100% implementation of balanced literacy through the use of :</p> <p><u>Fountas and Pinnell</u> (in grades k-2) is a research-based program designed to provide active learning opportunities, scaffolded instruction, and flexibility to meet instructional priorities. Grade K-2 monthly principal meeting focus on PD for Fountas and Pinnell</p> <p><u>Reading Side by Side/CIA</u> (collect, interpret, apply) approach to literacy instruction in grades 3-6</p> <p><u>SRSD</u> (Self-Regulated Strategy Development) gives all students access to practical strategies to utilize the writing process and literacy strategies. Burncoat Quadrant schools meet by grade level multiple times during the year to calibrate and examine student work.</p> <p>2019 MCAS Scores - All students ELA achievement- Met target ELA average achievement: 484 (Partially Meeting Expectations) ELA average growth: Grade 3: 83% partially meeting or exceeding targets Grade 4: 84% partially meeting or exceeding targets</p>

		<p>Grade 5: 83% partially meeting or exceeding targets</p> <p>Grade 6: 72% partially meeting or exceeding targets</p>
	Implementation of PBIS	<p>100% of classrooms have implemented PBIS strategies</p> <p>Students are tracked by administration and SAC as tier 1-3.</p> <p>Weekly meeting is held on tier 3 students with SAC, Admins, and Sped. Quarterly review of PBIS Core Values.</p> <p>Monthly character education themes to be taught, promoted and student recognition celebrations will be held. PBIS in all environments of school taught and supported by AP, SAC, FIC, School Psychologist and classroom teachers.</p>
Growth (ELA, Math, Science)	MCAS ELA	<p>ELA MCAS - Growth Distribution -</p> <p>2018+ 32% Very High and High</p> <p>2019+ 52% Very high and High</p> <p>20% increase</p>
Progress toward attaining English Language Proficiency	ACCESS for ELL	<p>100% Participation Rate</p> <p>46% made progress</p>
Chronic Absenteeism and Attendance	Chronically Absent Students	<p>9.5% chronically absenteeism in 2017/2018 to 6.9% in 2018/2019, which is -2.6% improvement change</p>

	<i>Areas of Focus</i>	
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement Math	MCAS Math achievement	<p>Implement Math Workshop in all classrooms. Yearlong curriculum planning focused on standards and prerequisite skills to access grade level standards. School wide implementation of Number Talks/Number Sense Routines to teach number fluency and automaticity and at the same time conceptual understanding of numbers. enVision Curriculum will be supplemented with standard based problem solving tasks. Star assessment tools will help guide small group and independent instruction. This will help to individualize instruction and fill gaps in mathematical understanding.</p> <p>Math average achievement: 480 (Partially Meeting Expectations) MCAS Math Achievement - All students - Declined 2018 Achievement 480.0 2019 Achievement 479.1 -0.9 change</p> <p>Math average growth: Grade 3: 68% partially meeting or exceeding targets Grade 4: 79% partially meeting or exceeding targets Grade 5: 56% partially meeting or exceeding targets Grade 6: 54% partially meeting or exceeding targets</p>
Growth (ELA, Math, Science)		
Discipline		
Chronic Absenteeism and Attendance		

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <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)	
Prioritized Best Practices or Strategies (Include targeted support to strengthen PLC practices and ensure access for all student populations).	<p>1.1. Use of Autonomy – Principal has autonomy of the school schedule to make decisions about key elements of the school day. The schedule was created with common planning time for grade level teachers, priority was given so ESL pullouts would not miss core instructional time, and SpEd could provide service adequately. Teacher schedules are set up so subjects are taught at specific times of the day.</p> <p>1.2. High Expectations and Positive Regard –Lincoln Street has adopted the core values of “Kind, Respectful, Responsible, and Ready to Learn.” High expectations and positive regard exists between leadership, staff, and students. We implement strategies and lesson plans activities to ensure that these elements are in fact in place through the vehicle of PBIS.</p> <p>1.4. Monitoring Implementation and School Progress - Improvement initiatives include adoption of set curriculum in Math and Language Arts. Student data is monitored by individual teachers and the school as a whole. Teachers meet individually with the administration quarterly to discuss classroom data and strategies that are used to meet the needs of the students.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>1.1. Use of Autonomy – Principal has autonomy of the school schedule to make decisions about key elements of the school day. The schedule was created with common planning time for grade level teachers, priority was given so ESL pullouts would not miss core instructional time, and SpEd could provide service adequately. Teacher schedules are set up so subjects are taught at specific times of the day.</p> <p>1.2. High Expectations and Positive Regard –Lincoln Street has adopted the core values of “Kind, Respectful, Responsible and Ready to Learn.” High expectations and positive regard exists between leadership, staff, and students. We implement strategies and lesson plans activities to ensure that these elements are in fact in place through the vehicle of PBIS.</p> <p>1.4. Monitoring Implementation and School Progress - Improvement initiatives include adoption of set curriculum in Math and Language Arts. Student data is monitored by individual teachers and the school as a whole. An instructional coaching room exists in which data is posted and looked at regularly. Teachers meet individually with the administration quarterly to discuss classroom data and strategies that are used to meet the needs of the students.</p>

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Lesson Plans Professional Development offerings Staff attendance at ILT and PBIS meetings Assessment Data trends for class</p>	<p>Data Source: Student discipline data- suspension rates SpEd and SSP Referrals SSP referral STAR MCAS, BAS scores MCAS scores</p>

IV. B. ACTION PLAN

Intentional Practices for Improving Instruction <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)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including EL and students with disabilities)	<p>2.2. Instructional Schedule- Instructional schedules include uninterrupted blocks of school wide learning time. Content instruction and instructional support staff are coordinated or systematically organized and aligned across grade levels and content areas. Common Planning Time created in master schedule for each grade level at least 80 minutes a week. Professional Learning Communities meet in grade spans bi-weekly.</p> <p>2.3. Identifying and Addressing Student Academic Need- Students needs are looked at in an ongoing manner through the use of monitoring individual student data. Additional quarterly data meetings take place with all teachers. Weekly PLC/CPT to focus on student data and specialized instruction, leadership meetings consisting of the administration, coach and SAC are held weekly, and staff meetings are used for using data and identifying actions to address individual students’ academic needs are in place and consistently used. Staff share best practices during staff meetings. Morning “Huddle” with principal, assistant principal, instructional coach and school adjustment counselor to review students’ emotional and academic needs, weekly tier 3 team meeting to focus on attendance and tier 3 students with principal, AP, SAC, school psych, behaviorist, inclusion teachers and clerk.</p> <p>2.7. Structures for Instruction, Common grade level preparation periods, non-school time professional learning communities, structured staff meetings, PBIS team, and instructional leadership team are in place to support the use of assessment data to guide and select research-based instructional strategies and differentiation practices. PLC’s meet bi-weekly.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>Instructional Schedule</p> <ul style="list-style-type: none"> ● Review of Master schedule time blocks, modifications as necessary ● Review of ELL requirements of service - Addressing Academic Needs ● Review school wide assessment data through gallery walks and focused meetings ● Schedule of tutors and instructional assistants to meet the needs of students during times of RTI ● Structures for Instructional Improvement ● Leveled Literacy Units of study for our intervention groups ● Walk Throughs with schedule of meeting coverage for feedback time with leadership team

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

Data Source:

PLC membership, PD opportunities, Weekly Newsletter
Meeting agendas – principal meeting, CPT/PLC

STUDENT RESULTS INDICATOR

Data Source:

MCAS 2018 data, STAR scores, BAS spring scores
Student progress fall to spring of scores for BAS, EOY and STAR

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students). (Specifically address students not meeting targets)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including lowest 25%)	<p>3.4. Multi-Tiered System of Support (Academic and Nonacademic)-Leaders and teachers understand and use systems with criteria and protocols for identifying students for interventions and enrichment. Students are assigned to interventions through RTI, ELL requirements, IEPs and “Bubble Up Groups”. Staff members identify students in need of additional assistance through the use of formative assessment; administration and instructional coach assign tutors to classrooms as intervention support; teachers monitor student progress of interventions and supports; administrators meet quarterly with all teachers to review and monitor student data.</p> <p>3.5. Academic Interventions for English Language Learners- English language learners are given appropriate daily services as directed by DOJ guidelines through either a self-contained model. All teachers incorporate ELL strategies in their classroom and have language objectives aligned with their lesson plans.</p> <p>3.3. Determining School wide Student Supports (Academic Interventions and Enrichment) Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs; PBIS team meets monthly to review needs of students. Tier 3 weekly meetings.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Review of tiered systems for academics and behavior through PBIS and RTI Monitor ELL schedules and student success Modify ELL schedules to meet requirements set forth by DOJ Review data Tier 3 meetings weekly
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Lesson Plans Professional Development offerings Staff attendance at ILT and PBIS meetings Assessment Data trends for class	Data Source: Student discipline data- suspension rates SpEd and SSP Referrals SSP referral STAR, MCAS, BAS scores MCAS scores

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families <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)	
Prioritized Best Practices or Strategies (Include practices that target new and incoming students)	<p>Principal’s weekly communication to staff - weekly newsletter, which includes section from principal, AP, coach, and has a strategies section as well as a staff shout out section.</p> <p>4.1. School wide Behavior Plan- The core values of LSS are to be Kind, Respectful, Responsible and Ready to Learn. The PBIS behavior expectation matrix are posted in all locations of the building. Model lessons are conducted to make expectations clear. Students complete a monthly PBIS passport. Quarterly PBIS awards are presented in all classes as well. The PBIS team meets to regularly examine data and identify PBIS expectations that need to be focused in upon.</p> <p>4.5. Family and Community Engagement-The school makes family and community engagement a priority. Staff members coordinate family and community engagement activities such as kindergarten literacy nights (quarterly), 5th grade PowWow, 3rd grade WETU family event, gingerbread literacy day, 1st grade Math day, 1st grade mystery reader, and Octoberfest. All teachers are expected to host at least two events during the school day to which families are invited. Parent/teacher conferences take place at both the school and Great Brook Valley Housing Authority. Quarterly principal coffee talk open to families that focus on specific topics of interest to families (PBIS, Curriculum, Bullying, MCAS, Attendance)</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>Review PBIS information</p> <p>Create opportunities for further family engagement</p> <p>Monitor number of families participating in school events</p>
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Parent contact logs Parent participation in activities Staff attendance rate	Data Source: Suspension rates Bullying reports filed PBIS awards given out Attendance rate

IV.E. Action Plan

Reducing Chronic Absenteeism <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)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone calls for 2 consecutive days absent. 2. Meet bi-weekly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. 3. Identify quarterly good attendance celebrations. <ul style="list-style-type: none"> ● PBIS quarterly award for perfect attendance ● Monthly attendance reward for perfect attendance ● Perfect Attendance Names posted on the board ● Perfect Attendance classrooms are noted ● Highest Attendance homeroom each month wins a PBIS Party 4. Continue 5 week review of attendance progress reports with students grades 4 and up and send home 5. School plan to promote ongoing good attendance (please specify): <ul style="list-style-type: none"> ● PBIS awards ● SAC contact for students who in the past have had attendance issues ● Home visits by SAC for issues with attendance ● Tier 3 weekly meeting ● Parent conferences in November with all classes
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	Review attendance and baseline data monthly at ILT Review sign-in sheets at parent events Tier 3 weekly meeting and tracking

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR

Data Source:

Tier 3 meeting notes
Sign-in sheets to events

STUDENT RESULTS INDICATOR

Data Source:

Attendance
Baseline data reports

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	Lincoln Street	Michelle Gabrielian	08/2019-06/2019

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	<p>Math 100% of teachers will implement Math workshop in their classes every day. Teachers will increase their mathematical knowledge by collaborating with their grade level teams to analyze results, plan interventions and progress monitor students based on each topic/grade level standard. Yearlong curriculum planning focused on standards and prerequisite skills to access grade level standards. School wide implementation of Number Talks/Number Sense Routines to teach number fluency and automaticity and at the same time conceptual understanding of numbers. enVision Curriculum will be supplemented with standard based problem solving tasks. Star assessment tools will help guide small group and independent instruction. This will help to individualize instruction and fill gaps in mathematical understanding.</p>	<p>Grade level teams will continue their work to create and refine units of study that align with the standards that will include:</p> <ul style="list-style-type: none"> ● Prerequisite Skills Assessments ● Post Assessments ● Workshop Model components ● Daily exit slips ● Number Talks ● Three Act Tacks ● Open response questions, scoring rubrics with teacher specific feedback

2	<p>ELA 100% of classes will utilize the readers/writers workshop model for ELA. Grades K-6 will utilize SRSD for the writing component; grades K-2 will use Fountas and Pinnell Classroom,</p>	<p>BAS/Reading: As measured by Fountas and Pinnell BAS, at least 80% of students in grades K-6 will reach grade level expectations by Spring 2020</p> <p>SRSD/Writing: By May of 2020, 80% of students in grades K-6 will achieve a 15 to 20, or higher, on their post TIDE and Assessments.</p> <p>ELA MCAS: By Fall of 2020, ELA MCAS average achievement scores for all students in grades 3-6 will show an increase of at least 10 points from 2019 scores.</p>
		<p>SRSD/Writing Our yearlong professional development will be focused on strengthening students' written response through SRSD routines and strategies. In addition, students in grades 3-6 will complete weekly written open responses in all content areas.</p> <p>Through the research and work done by Leslie Laud, teachers will participate in training sessions with veteran teachers from Burncoat Quadrant to continue their work around planning lessons using formative assessments. Teachers will meet by grade level four times throughout the year. They will review strategies, scoring and analysis of work on Informational Writing, Literary Analysis Tasks, and Narrative Writing including Pre and Post Assessments. Teachers will also meet once a month in grade level meetings to review student work, identify areas in need of mini lessons, and plan for writing using both Fountas and Pinnell classroom</p>
		<p>ELA In order to strengthen literacy skills for all students, professional development and bi-weekly grade level meetings will focus on designing effective lessons to support language domains of speaking, listening, reading and writing through daily implementation of district reading initiatives. These include: Grades K-2 Fountas And Pinnell Classroom-Reading Mini Lessons, Shared reading, Interactive Read Aloud, Phonics, Spelling, Word Work, and Guided Reading. Grades 3-6 CIA: Reading Side By Side- Units of Study including Read-alouds and book clubs</p>

		<p>K-2 Teachers will incorporate all the components of Fountas and Pinnell Classroom into their literacy block to support the needs of all learners through both whole class and small group differentiated instruction.</p> <p>Grade 3 Teachers will use grade level common planning at least once a month to plan CIA Read Aloud and Book Study lessons with FIC. This planning will include differentiated material to support all ability levels in the classroom.</p> <p>Grades 4-6 Teachers will collaborate during bi-weekly grade level meetings to incorporate AVID strategies into lesson planning that support close reading and responding to text.</p>
3	<p>Science 100% of students will incorporate SRSD strategies into grade level units of study to demonstrate students' understanding of Science concepts through the writing process. Teachers will use the WPS Atlas Curriculum Site to plan effective standards based lessons.</p>	<p>Science Assessments: 80% of students in grades K-6 will achieve mastery (80% or higher) on standards based, teacher created Science assessments, and score at least 15/20 points on TIDE writings.</p>