SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2019 - 2020

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

South High School

Jeffrey Creamer
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. 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 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.

Name	Position	ILT Meeting Dates
Jeffrey Creamer	Principal	Sept 18
Michael Brennan	Assistant Principal	Oct 16
Angela Dyer	Assistant Principal	Nov 13
Kellie Moulin	Assistant Principal	Dec 18
Olga Papadopoulos	Assistant Principal	Jan 15
Carlo DiBonaventura	Focused Instructional Coach	Feb 12
Mary Abbott	Teacher	Mar 18
Lisa Apau	Teacher	Apr 15
Kayla Avellino	Teacher	May 13
Dan Brown	Teacher	June 3
Kelsey Charron	Teacher	
Dawn Dwyer	Teacher	
Craig Earley	Teacher	
Jake Grady	Teacher	
Fred Hetu	Teacher	
Allison Houlihan	Teacher	
David Jackson	Teacher	
Barbara Jernigan	Teacher	
Katie McMahon	Teacher	
Jean McNerney	Teacher	
Katie Rice	Teacher	
Andrea Safford	Teacher	

Name	Position	ILT Meeting Dates
Sue Snay	Teacher	
Shannon Vail	Teacher	
Pat Williams	Teacher	
Jess Zaleski	Teacher	
Sue Snay	Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - South High Community

Organization Information

DISTRICT NAME Worcester (03480000)	**TITLE I STATUS** Title I School
SCHOOL South High Community (03480520)	**GRADES SERVED** 09,10,11,12
REGION West/Central	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
51% - Substantial progress toward targets	15

II. Student Attendance

Student Attendance (2018-19)

PRINT

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	91.5	14.1	51.6	27.8	46.3
Female	91.7	13.9	51.9	27.4	46.7
Male	91.4	14.3	51.3	28.1	46.0
Economically Disadvantaged	90.0	16.5	59.7	34.3	54.3
High Needs	90.6	15.4	56.0	31.4	50.6
LEP English language learner	90.5	15.2	55.2	30.9	49.5
Students with disabilities	89.0	18.4	67.8	38.6	60.3
African American/Black	93.9	10.1	33.7	18.1	29.6
American Indian or Alaskan Native					
Asian	95.5	7.7	29.9	6.3	25.3
Hispanic or Latino	90.0	16.5	63.3	35.7	57.0
Multi-race, non-Hispanic or Latino	86.7	20.5	67.3	46.9	63.3
White	91.3	14.7	49.6	27.0	45.4

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	1,379	85	6.2									8.2	7.7	4.0	4.4
Female	689	25	3.6									4.7	5.5	1.8	2.4
Male	690	60	8.7									11.2	10.2	6.2	6.7
Economically Disadvantaged	820	70	8.5									11.4	9.4	5.4	7.3
High Needs	1,074	83	7.7									10.0	9.7	5.2	5.7
LEP English language learner	443	45	10.2									11.3	13.9	8.2	6.4
Students with disabilities	283	17	6.0									10.5	1.4	4.3	7.7
African American/Black	234	9	3.8									5.7	3.5	1.5	5.1
American Indian or Alaskan Native	1														
Asian	169	10	5.9									2.9	10.0	7.5	3.7
Hispanic or Latino	640	45	7.0									9.6	9.2	4.3	4.4
Multi-race, non-Hispanic or Latino	47	4	8.5									14.3	14.3	0.0	0.0
White	288	17	5.9									8.1	5.4	4.2	5.3

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.

Areas of Strength		
Accountability Indicator	*Strength*	*Evidence*
Achievement (ELA, Math, Science)	MCAS achievement for all students increased in 2019 compared to the previous year	For ELA MCAS, achievement of all students rose from 88.8 to 91.7; in Math MCAS, achievement of all students increased from 73.7 to 77.8; and in Biology MCAS, achievement of all students increased from 76.9 to 81.7
Growth (ELA, Math, Science)	ELA and Math growth for the White subgroup is over 50	The mean SGP for the White subgroup in ELA is 51.6 and in Math is 52.7
Discipline	The total number of suspensions dropped significantly	In the 2017-2018 school year, the total number of suspensions was 529. This dropped to 187 in the 2018-2019 school year
Chronic Absenteeism and Attendance	Student attendance has increased	Attendance has increased from 89.7% in 2016-2017 to 90.6% in 2017-2018 to 91.5% in 2018-2019
Advanced Coursework	The advanced coursework completion rate for EL and former EL increased in 2019	The 2018 rate was 52.0% for EL and former EL; this increased to 58.5 in 2019
Graduation and Dropout Rate	The dropout rate decreased	In 2017, the dropout rate was 4.4%. This decreased to 3.7 in 2018 with all subgroups declining
Areas of Focus		
Accountability Indicator	*Concern*	*Evidence*
Achievement (ELA, Math, Science)	The lowest performing subgroup has the lowest achievement, declining in ELA and Science	In ELA, the lowest performing subgroup declined to 70.8 from 79.8 the year prior. In Science the decline was from 54.8 in 2018 to 52.3 in 2019.
Growth (ELA, Math, Science)	ELA and Math growth is low, especially in the lowest performing subgroup	The SGP for Lowest Performing students in ELA is 27.2 and in Math the SGP for Lowest Performing is 30.2
Discipline	Certain subgroups are over-represented in suspension data	Of the all the suspensions of the 2018-2019 school year, 51 were by 9th graders while there were only 22 10th graders, 22 11th graders, and 18

		12th graders. In addition, Hispanic/Latino students account for 46.2% of the population but are represented in 65.1% of the suspensions. Likewise, Economically Disadvantaged students represent 59.6% of the population at South, but make up 89.0% of the suspended students.
Chronic Absenteeism and Attendance	Chronic absenteeism increase with the African American subgroup.	In 2018, the chronic absenteeism rate for African Americans was 16.3. This increased to 18.1 in 2019.
Advanced Coursework	Advanced coursework completion is low	CPI for all students was 62.4 in 2018 and slightly declined to 62.0. The majority of subgroups in this indicator either remained the same or declined (Economically disadvantaged, Students with disabilities, and Hispanic/Latino being the largest decliners)
Graduation and Dropout Rate	While the dropout rate for all subgroups declined, the declines were below target for Economically Disadvantaged, EL and Former EL, Students with disabilities, and Hispanic/Latino subgroups	For Economically Disadvantaged, the dropout rate declined from 3.6 to 3.3 but the target was 3.2. For EL and Former EL, the rate declined from 6.6 to 6.5, but the target was 5.9. For Students with disabilities, the rate declined from 6.7 to 6.6, but the target was 6.0. For Hispanic/Latino, the rate declined from 6.2 to 5.9, but the target was 5.6.

IV. Action Plan

<table>
<tr>
<td colspan="2">Leadership, Shared Responsibility, and Professional Collaboration
Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration
(Focus on improving core instruction and tiered interventions systems using a variety of data)</td>
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<tr>
<td>Prioritized Best Practices or Strategies
(Include targeted support to strengthen PLC practices and ensure access for all student populations)</td>
<td>

Scripting will be used by Department Heads and the Turnaround Network Walkthrough Tool will be used by the Instructional Coach and Administration to facilitate content and pedagogical coaching of teachers
PLC groups have been redesigned to allow teacher choice in attacking school-wide concerns (e.g., developing strategies to address the lowest performing students, implementing effective instruction for EL students, etc.)
Common assessments will be refined and implemented in Mathematics, Biology, and ELA to assist in preparation of students for the MCAS
Self-Regulated Strategy Development (SRSD) will be rolled out by the ELA and Social Studies Departments to increase student literacy skills and academic independence

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<tr>
<td>Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)</td>
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ILT members will use data from scripting to plan professional development that addresses trends in pedagogy
ILT members will assist in developing PLC topics and agendas
ILT members will create and administer a survey at the midpoint and at the end of the school year to determine the effective implementation of practices

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<tr>
<td colspan="2">What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</td>
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<tr>
<td>ADULT IMPLEMENTATION INDICATOR</td>
<td>STUDENT RESULTS INDICATOR</td>
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<tr>
<td>Data Source:
PLC agenda and minutes, ILT agenda and minutes, teacher lesson plans, Department Head meeting agendas, Student work analysis</td>
<td>Data Source:
Biology MCAS data, ELA MCAS data, Math MCAS data, ACCESS data, Common Assessment data, AP participation and score data, SGP in ELA and Mathematics</td>
</tr>
</table>

IV. B. Action Plan

Intentional Practices for Improving Instruction
Employing intentional practices for improving teacher-specific and student-responsive instruction
(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

Prioritized Best Practices or Strategies **(Include targeted support to ensure access for all student populations including EL and students with disabilities)**	• Teachers will engage in focused Professional Development on assessment and feedback during the school year • The co-teaching model will continue to be implemented in Biology using an ESL and Biology-certified teacher. This will be expanded to Math (again using an ESL and Mathematics-certified teacher) • Implement collaboration between our faculty and the district EL Instructional Coach to provide targeted pedagogical feedback when working with EL students • Co-teaching will also be implemented in Math and English with a content teacher and a SPED inclusion teacher • SPED teachers will provide weekly logs containing updates on student progress to teachers and administrators • The results of the scripting tool used by Department heads and the Turnaround Network Walkthrough Tool used by the Instructional Coach and Administration will be shared with teachers as a way to give structured and effective feedback
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	• ILT will use feedback from prior Professional Development offerings to create well-targeted PD for future sessions • ILT will include members of all departments to create a forum for sharing best practices • ILT will review products from PLC sessions to assess efficacy of implemented strategies

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: PLC agenda and minutes, ILT agenda and minutes, teacher lesson plans, Department Head meeting agendas, Student work analysis	**Data Source:** Biology MCAS data, ELA MCAS data, Math MCAS data, ACCESS data, Common Assessment data, AP participation and score data, SGP in ELA and Mathematics

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students
Providing student-specific supports and interventions informed by data and the identification of student-specific needs (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students). (Specifically address students not meeting targets)

Prioritized Best Practices or Strategies **(Include targeted support to ensure access for all student populations including lowest 25%)**	• Tutors in ELA and Mathematics will be used both during and after school to assist students (in particular, the use of Spanish-speaking tutors to assist our large Latinx population) • After school Academic recovery will be provided along with bus transportation • Continue the co-teaching model in Biology for EL students and expand it to Mathematics • Implement an AVID program for 9th graders (with two EL AVID classes) • Initiate a Dual-Enrollment program for high school students to take college classes • Implement the Innovation Pathways Program to give career-related information and training • Enroll Chapter 74 vocational students in internships at local businesses and organizations • Teachers will participate in Professional Development focused on differentiating assessments for students (especially the Lowest Performing subgroup) • Administration will be trained in Collaborative Problem Solving, Social-Emotional/Trauma training, and Culturally Responsive Training • Teachers will share best practices through participation in rounds and in Common Planning (for 9th grade, 10th grade, and ESL) • Advanced Placement Study sessions • Implement an after school support program for at-risk students who have academic and attendance concerns
Instructional Leadership Team Implementation **(Explain how ILT members implement and measure school-wide strategies.)**	• ILT will evaluate the success of program initiatives and use the data to plan expansions or modifications • ILT will coordinate with the Guidance office to assist in planning and implementation of supports for students • ILT will track academic growth of students in tutoring programs

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Program attendance data, tutoring lesson plans, ILT agenda and minutes, teacher lesson plans, Department Head meeting agendas, Student work analysis	**Data Source:** Percent of students failing classes, Biology MCAS data, ELA MCAS data, Math MCAS data, ACCESS data, Common Assessment data, AP participation and score data, SGP in ELA and Mathematics

IV. D. Action Plan

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<tr>
<td colspan="2">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)</td>
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<td>Prioritized Best Practices or Strategies
(Include practices that target new and incoming students)</td>
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Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations
Principal's weekly communication to staff in a newsletter
Social-Emotional supports will include:

Dedicated clinicians and social-emotional skill building in Structured Therapeutic Education Program (STEP)
School Adjustment Counselors conducting social-emotional training for all teachers
2 full-time and 1 half-time School Adjustment Counselors available for all students
School Adjustment Counselors will implement an after school group session for students to teach coping skills
School Adjustment Counselor Outreach Program

Superintendent's Advisory Committee with student representatives that meet monthly
Student Council with administrator, student, teacher, and parent representatives
Andy's Attic and the Food Pantry to support families in need with clothing and food
Incorporating school-wide practices that emphasize our community: Words of Kindness (365Z initiative), Hunger awareness week, Hanover Theatre partnership, UNUM partnership, UNICEF support, Fuel Up To Play 60, Community Harvest volunteering, Spirit Week(s), Farm-to-Table, Community Service Learning Council, Positive directions, International Week, Welcoming Committee for new students, Author in Residence collaboration (Helen Frost), availability of 40+ clubs and organizations for students, and the John and Abigail Adams Scholarship family breakfast

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<tr>
<td>Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)</td>
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ILT will review Student Council requests and implement them as possible
ILT will solicit opportunities for further community engagement from staff
ILT will look for community partnerships to help support school initiatives

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What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Student Council approved initiatives, Andy's Attic and Food Pantry data logs, parent attendance at school events, Google Calendar of school events, log of student Community Service hours	**Data Source:** Student attendance at school, student retention rate, student dropout rate, Community Service hours log, suspension rate, end-of-year student survey

IV.E. Action Plan

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Reducing Chronic Absenteeism
Providing student-specific supports and interventions informed by data and the identification of student-specific need.
(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)

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Prioritized Best Practices or Strategies
(Include targeted support to ensure access for all student populations)

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- Check daily attendance in SAGE and make phone call for 2 consecutive days
- Meet monthly with school attendance team to review chronic absenteeism plan interventions
- Each grade will host a Renaissance Awards ceremony at the end of every quarter to celebrate academic success and good attendance
- Continue 5 week review of attendance progress reports with students grades 4 and up and send home
- After school program for students with attendance issues will be created to build relationships as a way to foster a positive feeling about attending school
- Using one dedicated School Adjustment Counselor to work solely on attendance issues
- Teacher call log for parent contact regarding attendance
- Offering after school clubs and engaging tutoring sessions to increase student attendance
- Implement a Chronic Absenteeism Campaign to communicate to parents how Chronic Absenteeism is defined and can be avoided

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Instructional Leadership Team Implementation
(Explain how ILT members implement and measure school-wide strategies.)

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- ILT will solicit ideas for attendance incentives, develop them further, and review their implementation
- ILT sub-group will pilot an At-Risk student after school program to address attendance and academic performance
- ILT sub-group to analyze attendance date and create pro-active initiatives

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

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ADULT IMPLEMENTATION INDICATOR

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STUDENT RESULTS INDICATOR

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Data Source:
Attendance data, class grades, parent contact log

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Data Source:
Student attendance, club/sport attendance, student retention rate, student dropout rate

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IV.F. Action Plan

High School Graduation Rate and Persistence	
Providing school level, grade level and student-specific supports informed by data and the identification of student specific needs (Focus on developing systemic processes, procedures, routines and individual supports for students goal setting and benchmarking with a regular cycle for reviewing and assessing progress and ongoing needs)	
Prioritized Best Practices or Strategies (Include targeted support to strengthen all student populations)	- Focus on MCAS tutoring (both in school and after school) and appeals - Continue running the PLATO program both during and after school - Teachers will work with students to complete Student Success Plans every 5 weeks - Recruit students for the Quinsigamond College Gateway Program - Administration and Guidance to communicate with seniors who are not on track for graduation - Use of guidance announcements and centrally located TVs to broadcast information showing graduation requirements - Alternative school programs for students in danger of not graduating - CSI and Upward bound programs to prepare students for college readiness - Use of tutors from UNUM, Massachusetts College of Pharmacy, and local colleges
Graduation Rate and Persistence (Explain how team members support, monitor and measure school- wide strategies.)	- MCAS specialist will review MCAS scores and submit appeals on eligible students - All teachers will conference with students on their Student Success Plans - Guidance will select students for the College Gateway Program - School Adjustment Counselors will conduct home visits of at-risk students and participate with administration in attendance meetings

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Attendance records, student academic records	**Data Source:** Graduation rate, class failure rate, MCAS appeal success rate, attendance for MCAS tutoring sessions

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	South High Community School	Jeffrey Creamer	Nov 1 2019 / June 12 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	**ELA** – Incorporate Self-Regulated Strategy Development (SRSD) across the department to improve student writing and analysis of sources	In analyzing the ELA MCAS and AP Language exams, student writing shows a lack of efficacy in presenting evidence and analyzing it through the lens of the overall theme. SRSD is a research-based methodology that seeks to deepen the level at which students read and write and empower them to become more independent at these skills. It showed success at the elementary and middle school level and is being rolled out at the secondary level this year in 9th and 10th grade ELA classes with support from the Social Studies Department.
2	**Math** – Leverage the use of multi-step, multi-solution problems to increase rigor	In order to increase the Mathematical rigor and increase the number of students taking (and succeeding in) higher level Math classes, students need to be comfortable in attempting and completing problems with more than one step and/or more than one solution method. The identified groups feed into the Math MCAS testing cohort or, in the case of Algebra II, feed into Pre-Calculus and Calculus.
3	**Science** – Improve inquiry in Science through the use of the Claim, Evidence, Reasoning (CER) model	In reviewing Science MCAS and AP Science exams, students have difficulty supporting their reasoning for scientific claims. They may make a claim and point to data that supports it, but struggle connecting the two and explaining why. The CER model seeks to walk students through the process of how to make a claim, select which data is supportive of this claim, and how and why this data is relevant through continued teacher modeling and support.