

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2019 - 2020**



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

**Vernon Hill School**

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**Craig Dottin**

**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>
Craig Dottin	Principal	Sept: 4th & 18th
Kelly Boyd	Assistant Principal	Oct: 2nd, 16th, & 30th
Kate Aselton	Focused Instructional Coach	Nov: 13th
Joshua Channell	Grade 6 Teacher	Dec: 4th
Alexa Moores	Grade 5 Teacher	Jan: 8th & 22nd
Donila Cule	Grade 5 Teacher	Feb: 5th & 26th
Una Belau	Grade 3 Teacher	Mar: 11th & 25th
Deb Denman	Grade 4 Teacher	Apr: 8th & 29th
Stacy Patsis	Grade 2 Teacher	May: 6th & 20th
Holy Fogwill	ESL Teacher	June: 3rd

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

DP/17/18

## 2019 Official Accountability Report - Vernon Hill School

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Vernon Hill School (03480280)	<b>GRADES SERVED</b> PK,K,01,02,03,04,05,06
<b>REGION</b> West/Central	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b> Requiring assistance or intervention
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Reason for classification
In need of focused/targeted support Among the lowest performing 10% of schools  Low subgroup performance: White -Students w/disabilities

Progress toward improvement targets	Accountability percentile
50% - Substantial progress toward targets	7

## 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	94.1	9.8	39.0	16.9	37.1
Female	94.3	9.5	38.1	13.9	35.7
Male	93.9	10.0	39.8	19.7	38.3
Economically Disadvantaged	93.9	10.2	42.3	18.2	40.1
High Needs	94.0	9.9	40.4	17.4	38.4
LEP English language learner	94.2	9.3	37.1	16.7	35.7
Students with disabilities	92.7	12.0	48.5	22.7	43.9
African American/Black	95.2	7.7	28.9	11.7	27.3
Asian	96.3	6.6	28.6	7.1	28.6
Hispanic or Latino	93.9	10.2	42.9	17.1	41.3
Multi-race, non-Hispanic or Latino	92.1	13.4	47.6	28.6	47.6
White	93.5	10.7	41.4	21.6	37.8

## 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	376	5	1.3	3.9	1.7	0.0	0.0	2.5	0.0						
Female	184	2	1.1	0.0	2.9	0.0	0.0	2.5	0.0						
Male	192	3	1.6	7.1	0.0	0.0	0.0	2.5	0.0						
Economically Disadvantaged	267	5	1.9	5.1	2.7	0.0	0.0	3.3	0.0						
High Needs	339	5	1.5	4.2	1.9	0.0	0.0	2.8	0.0						
LEP English language learner	131	3	2.3	4.8	3.1	0.0	0.0	5.9	0.0						
Students with disabilities	82	2	2.4	9.1	0.0	0.0	0.0	4.5	0.0						
African American/Black	90	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Asian	9	0	0.0												
Hispanic or Latino	173	3	1.7	4.0	3.1	0.0	0.0	3.4	0.0						
Multi-race, non-Hispanic or Latino	21	1	4.8						0.0						
White	83	1	1.2	0.0	0.0	0.0	0.0	4.3	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)	In English Language Arts and Mathematics, students Met the Achievement Target	2019 MCAS Results <ul style="list-style-type: none"> <li>● Students in the Economically Disadvantaged subgroup and the Students with disabilities subgroup for ELA</li> <li>● Students in the Lowest Performing subgroup in Math</li> </ul>
Growth (ELA, Math, Science)	In English Language Arts, students made High Typical Growth. More than half of the students in the school scored within the Partially Meeting Expectations range with $\frac{2}{3}$ scoring close to the Meeting Expectations mark. This indicates that many students are close to meeting expectation achievement.	2019 MCAS Results <ul style="list-style-type: none"> <li>● Students in the High Needs subgroup and the English Learners and Former subgroup</li> </ul>
Chronic Absenteeism and Attendance	Chronic Absenteeism decreased to exceed the target	2019 MCAS Results <ul style="list-style-type: none"> <li>● All Students - 16.2% to 12.3%</li> <li>● High Needs - 18.2% to 12.7%</li> <li>● Economically Disadvantaged - 20.5% to 12.7%</li> <li>● Students with Disabilities 24% to 14.9%</li> </ul>



	<i>Areas of Focus</i>	
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	In English Language Arts, Mathematics, and Science Student Achievement declined	2019 MCAS Results <ul style="list-style-type: none"> <li>● English Learners and Former EL subgroup for ELA</li> <li>● English Learners and Former EL subgroup and Students with Disabilities subgroup for Math</li> <li>● Economically Disadvantaged subgroup for Science</li> </ul>
Growth (ELA, Math, Science)	In English Language Arts and Mathematics, students made Low and Low Typical Growth. In all grades and subjects (ELA, Math, Science) the percent of students scoring Meeting or Exceeding was less than the district and the state. Conversely, the number and percent of students Partially Meeting was higher than the state and Did Not meet was significantly higher than the state and in isolated cases close to the district. This indicates that students at VHS did not score as well as the District or the State across all grades and subjects.	2019 MCAS Results <ul style="list-style-type: none"> <li>● SGP for All students - 48.9 for ELA</li> <li>● SGP for All students - 45.2 for Math</li> <li>● SGP for Student with Disabilities subgroup made Low Growth for Math - 38.3</li> </ul> 2019 MCAS Results <ul style="list-style-type: none"> <li>● Meeting-28% for ELA below the State -14%</li> <li>● Partially-52% for ELA higher than State-15%</li> <li>● Not Meeting 19% for ELA higher than State-8%</li> </ul> 2019 MCAS Results <ul style="list-style-type: none"> <li>● Meeting-24% for Math below the State-16%</li> <li>● Partially-44% for Math higher than the State-5%</li> <li>● Not Meeting- 30% for Math higher than the State -18%</li> </ul>
Chronic Absenteeism and Attendance	Lowest performing students attendance declined	2019 MCAS Results 5.4% to 8.1% - 2.7% decline

## 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 interventions 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)	<ul style="list-style-type: none"> <li>● School leaders understand the importance of high expectations and positive regard between leadership, staff, and students and implement strategies or activities to ensure that these elements are in fact in place.</li> <li>● School leaders prioritize improvement initiatives; processes and protocols for systemic implementation are well defined. A majority of staff members are aware of the priorities, and some monitoring of these initiatives takes place.</li> <li>● The schedule includes adequate time for professional development opportunities and collaboration for most teachers. Time is generally used well to improve teaching and learning</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>● Meet bi-weekly to discuss strengths, challenges, and next steps</li> <li>● Participate in Common Planning Time/Grade Level Teams weekly</li> <li>● Analyze school/grade level data in weekly PLC and GLT meetings</li> <li>● Plan and deliver PD aligned to Best Practices in Literacy, Math, and Science.</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> ILT, GLT, CPT, Staff Meeting Agendas ILT, CPT, minutes Assessment Binder Informal and Formal Observation	<b>Data Source:</b> Student Assessment Data Student work samples (journal, writing) Formal and Informal Observations

## 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)	<ul style="list-style-type: none"> <li>● Existing 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</li> <li>● Formal strategies and processes (e.g., instructional leadership team, collaborative planning, and professional learning communities) and protocols for using data and identifying actions to address individual students’ academic needs are in place and consistently used, but communication among all staff about action steps is limited.</li> <li>● Building and teacher leaders occasionally consider student results on benchmark and common assessments in addition to state assessments when making decisions regarding school-wide practices.</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>● Guide and direct academic and instructional progress</li> <li>● Analyze assessments results and create adjustments</li> <li>● Look at student work in formal and intentional ways (protocols)</li> <li>● Focus upon improving the quality of school-wide instructional expectations, schedules, and structures for improvement.</li> <li>● Use rounds to share excellence from teachers demonstrating exemplary skills.</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> Instructional Leadership Team and Grade Level Team Common Planning Time, and Staff Meeting Agendas Lesson Plans Assessment Binder Informal and Formal Observations	<b>Data Source:</b> Student Assessment Data Student Work Samples (journals, writing) Formal and Informal Observations

## 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%)	<ul style="list-style-type: none"> <li>● Specific, research-based interventions and enrichment experiences are defined and planned and regularly provided, although student participation is not systematic (e.g., tiered system of support), or interventions are not comprehensive (e.g., available for both English language arts and Mathematics). Barriers may include scheduling conflicts or other structural challenges.</li> <li>● Student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs; however, students are not reassigned to interventions as needed throughout the school year.</li> <li>● Specific, research-based interventions for English language learners and students with disabilities are defined and planned and regularly provided. However, student participation is not always systematic, and supports are not always aligned for students' specific needs.</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>● Identify SEI strategy and give teachers the opportunity to share at PD with staff. Utilize the SMART CARD to discuss implementation of SEI strategies</li> <li>● Analyze STAR data to identify school-wide trends, strengths and concerns.</li> <li>● Analyze STAR and BAS data to review Guided Reading practices. Identify leveled texts to purchase to expand VHS' library.</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>
Data Source: <ol style="list-style-type: none"> <li>1. Implement SEI strategies to support both EL and non-EL students.</li> <li>2. Analyze student data and errors by skill.               <ol style="list-style-type: none"> <li>a. Differentiate activities based on STAR data and common assessment data.</li> <li>b. Provide opportunities for students to apply skills in word problems</li> <li>c. Inventory, replenish and redistribute appropriate Science materials and resources for effective instruction.</li> <li>d. Decrease the # of students who are chronically absent</li> </ol> </li> </ol>	Data Source: <ol style="list-style-type: none"> <li>1. Increase in Math and Reading SGP                Increase in the % of students meeting Target RIT scores                Decrease gap in proficiency for EL and SPED students</li> <li>2. Increase in % students scoring Proficient and Advanced on the Math MCAS               <ol style="list-style-type: none"> <li>a. Increase in Math MCAS SGP</li> <li>b. Increase in proficiency on common Math assessments.</li> </ol> </li> <li>3. Increase in % of students reading on grade level               <ol style="list-style-type: none"> <li>a. Growth in individual STAR scores</li> <li>b. Growth in individual BAS scores</li> </ol> </li> </ol>

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|  | <ul style="list-style-type: none"><li>c. Increase in % of students meeting Target Reading</li><li>d. % of students working independently and staying on task</li></ul> <p><b>4. Increase in Science</b><br/>Increase in % of students scoring Proficient or above</p> |
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## 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)	<ol style="list-style-type: none"> <li>1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations.</li> <li>2. Principal’s weekly communication to staff (updates/newsletter)</li> <li>3. Universal tier 1, SEL building strategy (please specify)            (Add up to three action steps your school will implement related to your building focus: faculty meeting, teacher observation, parent communication, student voice and family events)           <ul style="list-style-type: none"> <li>● The school-wide behavior plan includes a defined set of behavioral expectations, and the system and set of structures for positive behavioral supports are aligned to those expectations. In addition, most staff members implement the procedures outlined in the school-wide behavior plan. Leaders monitor implementation using data.</li> <li>● Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. These supports are monitored actively to determine whether they are meeting the needs of the school.</li> <li>● The school makes family engagement a priority, but only three or four of five conditions are met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children’s progress and needs; and/or (5) communications with families are made available in multiple languages, as needed.</li> </ul> </li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> <li>1. Plan grade level and school-wide activities for students to share their work and for families to participate in learning.</li> <li>2. Discuss grade level and school concerns based on data (infractions, referrals and suspensions) and identify appropriate actions.</li> <li>3. Involve 1 ILT member, on a rotating basis, in Council meeting to represent the staff</li> </ol>

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

**ADULT IMPLEMENTATION INDICATOR**

**Data Source:**

1. Communicate with parents/families regarding events dates and times
  - a. Displaying student work, with standards and exemplars, to share and acknowledge proud moments
2. Utilize identified language in Clip chart to address behavioral concerns and acknowledge students for Wolf-Pack Way Club
  - a. Refer to school value anchor charts and expectations by setting.
3. Give opportunity for student voice, using Council members to share ideas and concerns.

**STUDENT RESULTS INDICATOR**

**Data Source:**

1. Increase in attendance and decrease in tardiness
  - a. Decrease in suspensions
2. Increase in student driven initiatives.

## 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 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. Continue 5 week review of attendance progress reports with students grades 4 and up and send home</li> <li>4. Utilize AIM (Attendance Intervention Meeting) and DCF support to address attendance issues.</li> <li>5. Vernon Hill Hero’s acknowledge perfect attendance for each quarter.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	
<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>
Data Source: Utilize AIM (Attendance Intervention Meeting) and DCF support to address attendance issues. “Target Team” monitors absences-SAC, Nurse, SPED, AP, Secretary. <ol style="list-style-type: none"> <li>a. Identify “high risk” offenders</li> <li>b. Develop a plan-AIM</li> <li>c. Identify students who relocated outside the district</li> </ol>	Data Source: Vernon Hill Hero’s acknowledge perfect attendance for each quarter. <ul style="list-style-type: none"> <li>● Monthly cookie walk</li> <li>● Classroom incentive “perfect attendance”</li> <li>● AAA Award acknowledging students with 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	Vernon Hill	Craig Dottin	2019-2020

**Professional Learning Priorities**

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	Through shared responsibility and professional collaboration teachers will implement a reader's workshop using CIA Read Side By Side Program	<p>Grades 3-6 Implement CIA Read Side by Side program including Read Alouds and Book Clubs.</p> <p>Attend PLC meetings with FIC to receive additional training on CIA and engage in problem solving sessions around implementing the program for our population of students.</p>
2	Through shared responsibility and professional collaboration, teachers will build an expertise in center-based learning in Math, making small group guided practice a focus.	<p>Grades K-6 Teachers will create a schedule for their Math block beginning with a whole group mini-lesson and then transitioning to small group centers with differentiated instruction as well as scaffolded lessons.</p> <p>Attend PLC meetings with FIC to engage in problem solving sessions around implementing this model for our population of students.</p>
3	Through shared responsibility and professional collaboration, teachers will establish and maintain a 45-minute block of Science instruction during which students are working on grade level Science.	<p>Grades 3-6 Teachers will use ATLAS as well as state standards for Science, engineering and technology to implement lessons during their Science block focusing on engaging, hands-on, interactive activities.</p>

