

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**City View**

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School

**Yeu Kue**

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Principal or Administrator

**Maureen Binienda**

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Superintendent

## 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 and 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
Yeu Kue	Principal	ILT meets every Monday from 8:10-8:50
Cindy Vail	Asst. Principal	
Margaret Lewandowski	FIC	
Kathy Prudente	FIC	
Jodi Silk	K Teacher	
Liz McCarthy	1st Grade Teacher	
Lisa Montague	2 <sup>nd</sup> Grade Teacher	
Anne Clark	3 <sup>rd</sup> Grade Teacher	
Kim Demma	4 <sup>th</sup> Grade Teacher	
Ashley O'Neil	5 <sup>th</sup> Grade Teacher	
Melissa Shultz	6 <sup>th</sup> Grade Teacher	
Eric O'Connell	Sped Teacher	
Jonida Eski	ELL Teacher	

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

## 2017 Official Accountability Data - City View

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	City View (03480053)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>No level</b>	Students in this school participated in 2017 Next Generation MCAS tests	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												<a href="#">About the Data</a>
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	266	266	100	Yes	266	266	100	Yes	78	78	100	Yes
High needs	253	253	100	Yes	252	252	100	Yes	73	73	100	Yes
Econ. Disadvantaged	220	220	100	Yes	219	219	100	Yes	65	65	100	Yes
ELL and Former ELL	137	137	100	Yes	136	136	100	Yes	41	41	100	Yes
Students w/disabilities	64	64	100	Yes	63	63	100	Yes	13	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	8	-	-	-	8	-	-	-	2	-	-	-
Afr. Amer./Black	32	32	100	Yes	32	32	100	Yes	15	-	-	-
Hispanic/Latino	147	147	100	Yes	146	146	100	Yes	36	36	100	Yes
Multi-race, Non-Hisp./Lat.	9	-	-	-	9	-	-	-	4	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	70	70	100	Yes	71	71	100	Yes	21	21	100	Yes

### III. Student Attendance and Retention

#### City View School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	93.5	94.1	94.6
Average # of days absent	10.4	9.8	9.3
Absent 10 or more days	46.1	36.5	33.3
Chronically Absent (10% or more)	21.7	16.9	13.5
Unexcused Absences > 9	44.5	33.8	15.8
Retention Rate	1.7	2.0	1.3

<b>Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism</b>
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations (please specify):
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify):

**\*requires action**

- \* Quarterly celebrations for perfect attendance
  - We have partnered with Worcester Railers to provide students who have perfect attendance
  - Students get recognized with a party each quarter as well as certificates highlighting perfect attendance
- \* Schoolwide bulletin board updated with daily attendance
  - 96% target met = 15 minutes of extra recess for all students
- \* Tracking sheets for all chronically absent students as well as students on the cusps
  - Tracking is updated weekly with communication home

## IV. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength																													
Strength	Evidence																												
<p>We continue to make more progress than the district average in moving our ELL students based on ACCESS testing. This is through a comprehensive system of evaluating our programs, needs, and looking at individual student needs.</p>	<table border="1" data-bbox="1073 402 1980 557"> <thead> <tr> <th>Year</th> <th>City View</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>56%</td> <td>56%</td> </tr> <tr> <td>2016</td> <td>71%</td> <td>51%</td> </tr> <tr> <td>2017</td> <td>52%</td> <td>42%</td> </tr> </tbody> </table> <p>Data based on ACCESS testing</p>	Year	City View	District	2015	56%	56%	2016	71%	51%	2017	52%	42%																
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<p>In analyzing BAS data, we can note that 75% of students leaving grade 2 last year were considered reading on grade level. By comparison, the same cohort started grade 3 with 18% of students exceeding grade level expectations, 41% of students on grade level, and 15% right on the cusp of grade level expectations.</p>	<p>BAS based on Fall Data</p> <table border="1" data-bbox="1073 703 1717 971"> <thead> <tr> <th>Grade</th> <th>Green/Blue</th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>18%</td> <td>7%</td> <td>75%</td> </tr> <tr> <td>2</td> <td>37%</td> <td>12%</td> <td>51%</td> </tr> <tr> <td>3</td> <td>59%</td> <td>15%</td> <td>26%</td> </tr> <tr> <td>4</td> <td>56%</td> <td>10%</td> <td>34%</td> </tr> <tr> <td>5</td> <td>49%</td> <td>12%</td> <td>39%</td> </tr> <tr> <td>6</td> <td>37%</td> <td>18%</td> <td>45%</td> </tr> </tbody> </table>	Grade	Green/Blue	Yellow	Red	1	18%	7%	75%	2	37%	12%	51%	3	59%	15%	26%	4	56%	10%	34%	5	49%	12%	39%	6	37%	18%	45%
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<p>Our grade 4 MCAS 2.0 Math data shows that our proficiency levels exceeded the district average. Our MCAS 2.0 data shows proficiency of 38% meeting standards as opposed to the district average at 33% at that grade level. Additionally of the 33 students who were in the partially met category, 17 students' scaled score was between 492-499.</p>	<p>MCAS 2.0 Math data</p> <table border="1" data-bbox="1150 1068 1734 1260"> <thead> <tr> <th>Grade</th> <th>City View</th> <th>District</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>29%</td> <td>29%</td> </tr> <tr> <td>4</td> <td>38%</td> <td>33%</td> </tr> <tr> <td>5</td> <td>8%</td> <td>26%</td> </tr> <tr> <td>6</td> <td>19%</td> <td>33%</td> </tr> </tbody> </table>	Grade	City View	District	3	29%	29%	4	38%	33%	5	8%	26%	6	19%	33%													
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**Areas of Concern**

<b>Concern</b>	<b>Evidence</b>															
<p>5<sup>th</sup> grade math proficiency indicates that only 8% of students met proficiency which is significantly below the district average.</p>	<table border="1"> <thead> <tr> <th align="center">Grade</th> <th align="center">City View</th> <th align="center">District</th> </tr> </thead> <tbody> <tr> <td align="center">3</td> <td align="center">29%</td> <td align="center">29%</td> </tr> <tr> <td align="center">4</td> <td align="center">38%</td> <td align="center">33%</td> </tr> <tr> <td align="center">5</td> <td align="center">8%</td> <td align="center">26%</td> </tr> <tr> <td align="center">6</td> <td align="center">19%</td> <td align="center">33%</td> </tr> </tbody> </table>	Grade	City View	District	3	29%	29%	4	38%	33%	5	8%	26%	6	19%	33%
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<p>Our 5<sup>th</sup> grade science data continues to be an area of concern. There was little change in the overall growth of proficiency over the last three years based on MCAS data. Additionally, we continue to fall behind the district average for science.</p>	<p>MCAS Science Proficiency</p> <table border="1"> <thead> <tr> <th align="center">Year</th> <th align="center">City View</th> <th align="center">District</th> </tr> </thead> <tbody> <tr> <td align="center">2015</td> <td align="center">20%</td> <td align="center">32%</td> </tr> <tr> <td align="center">2016</td> <td align="center">19%</td> <td align="center">29%</td> </tr> <tr> <td align="center">2017</td> <td align="center">19%</td> <td align="center">32%</td> </tr> </tbody> </table>	Year	City View	District	2015	20%	32%	2016	19%	29%	2017	19%	32%			
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<p>Students in the STEP (Structured Therapeutic Educational Program) sub-separate program scored significantly lower in ELA than the aggregate.</p>	<p>ELA Proficiency based on MCAS 2.0</p> <table border="1"> <thead> <tr> <th align="center">Achievement Level</th> <th align="center">STEP students</th> <th align="center">ALL students</th> </tr> </thead> <tbody> <tr> <td align="center">Not Meeting</td> <td align="center">60%</td> <td align="center">20%</td> </tr> <tr> <td align="center">Partially Meeting</td> <td align="center">30%</td> <td align="center">53%</td> </tr> <tr> <td align="center">Met</td> <td align="center">10%</td> <td align="center">25%</td> </tr> <tr> <td align="center">Exceeds</td> <td></td> <td align="center">2%</td> </tr> </tbody> </table>	Achievement Level	STEP students	ALL students	Not Meeting	60%	20%	Partially Meeting	30%	53%	Met	10%	25%	Exceeds		2%
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## V. Action Plan

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
- Continue on relentless focus on writing across the whole school
- Dig deeper into using PLC's to strategically structure our work around using and analyzing data to refine our lessons (PLC)
- Create student groups based on student specific skills (RTI)
- Focus on creating a safe environment for all students to learn within
- Digging down to creating specific individual student plans

**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)

**Prioritized Best Practices or Strategies**  
**(Include differentiation to ensure access for targeted student populations)**

**Turnaround Practice**

**Turnaround Practices:**

- 1.5** Most staff members share a relational, trust-focused culture with each other and their instructional supports (e.g., coaches) that is solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions. Educators regularly share their strengths and struggles, in the spirit of helping each other continually improve their practice.
- 1.6** The schedule includes adequate time for professional development opportunities and collaboration for most teachers.

Extended and consistent (K 90 minutes weekly and 1-6 is minimum of 130 minutes weekly)  
CPT with explicit focus on data and assessment  
Framework of CPT clearly defined with group norms that explicitly includes timeframes, communication of content across all disciplines, and clear concise anecdotal notes for all members. Shifting from CPT to a more concise structure of PLC with whole staff training and modelling on how best to share best practices and thinking through problems of practice as well as looking strategically at student work.  
Teachers share and make public student data and specific strategies that scaffolds the learning for students

Leadership team will develop strong rollout plan for PLC to include vertical support work throughout the year embedded in a variety of content areas including social emotional support.

All staff is provided CPT from specialist to Instructional Assistants with opportunities for integration of staff to ensure a well rounded planning session

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

- Review CPT notes on monthly basis and create a feedback loop to all teams
- Review quarterly data and analyze the growth of each student
- Administration observations
- Feedback from PLC PD

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Notes that indicate growth over time Observations will indicate instructionally focused conversations Ongoing communication of staff with ILT and LT Quality of content within lesson plans indicate higher level planning Walkthroughs and observations CV Data template demonstrating growth patterns and trends</p>	<p><b>Data Source:</b> Work samples (writing samples, intervention data samples, progress monitoring) Increase in student proficiency and growth in all content areas</p>

## 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 differentiation to ensure access for targeted student populations)**

**2.6** Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.

### **Turnaround Practice**

**2.6** Most teachers work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.

- 1.** Workshop model with focus this year on guided reading in all grade levels
- 2.** Using a variety of data points to create small instructional groups based on student needs. All students are provided grade level reading instruction with multiple opportunities to work directly with the teacher in small guided reading groups according to student's reading level and skill(s) needed. Literacy blocks are framed by Daily 5 structure. Guided reading is supported through strategic opportunities to progress monitor using running records and conferencing, opportunities for cross grade groupings depending on student need, supporting tier 2 and tier 3 readers daily and in many occasions; opportunities to double dose using Inclusion and ELL supports, and helping to transition groups from guided reading to literature circles. Strategies during reading groups are inclusive of close reading strategies, picture to print, notice and note comprehension strategies, multiple opportunities for independent reading, AVID, writing in response to literature, LLI etc.

Grade level teams to employ a variety of common assessments to support consistency of using data to drive instructional supports.

### **Instructional Leadership Team Implementation**

**(Explain how ILT members implement and measure school-wide strategies.)**

ILT research, identify, and share best practices with grade level teams.

ILT works vertically to analyze data to provide process and support staff to review, analyze, and utilize student data in innovative ways to best support student needs.

ILT turnkeys information from ILT meetings to grade level teams to ensure effective implementation

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Literacy lessons are structured in OLM Opportunities for progress monitoring on regular basis Conferencing notes Guided Reading groups flexible and student groupings are modified based on progress monitoring</p>	<p><b>Data Source:</b> BAS assessment MAP testing DIBELS Writing assessments</p>

**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)

<p><b>Prioritized Best Practices or Strategies</b>                  (Include differentiation to ensure access for targeted student populations)</p>	<p><b>Turnaround Practice</b>  <b>3.1</b> All students experience research based academic interventions appropriate for their specific needs. These best practices and enrichment opportunities are implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support.                  We will implement the full data cycle embedded within RTI which includes:</p> <ol style="list-style-type: none"> <li>1. Students will be assessed in cycles of 6-8 weeks with specific common grade level assessments</li> <li>2. Data is then analyzed collaboratively as a team using data protocol</li> <li>3. Assessment/ student data is then used as a guide to create flexible student groupings that target very specific skills.</li> <li>4. Teachers will then work innovatively to provide instruction that supports closing the specific gap through a clear action plan template.</li> <li>5. Students will then be given a post assessment to ensure skill has been mastered.</li> <li>6. Data is then made public and grade level teams share their data, implementation, successes, and continued challenges at staff meeting</li> </ol> <p>Teachers will implement a growth action plan focusing on specific student needs and implement a variety of supports to help students meet their individual goals.</p>
<p><b>Instructional Leadership Team Implementation</b>                  (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT reviews the action plans and provides feedback                  The team reviews student data from each RTI cycle                  ILT create a student growth data collection tool and help monitor and share best practices of implementation</p>
<p align="center"><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b>                  Action plan templates completed (provided)                  Student growth from post assessments</p>	<p><b>Data Source:</b>                  Pre and post data from each RTI cycle (6-8 weeks)                  MAP data</p>

**A Safe, Respectful, and Collegial Climate for Teachers and Students**

*Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers  
(Focus on developing 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 differentiation to ensure access for targeted student populations)**

**4.1** The schoolwide 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 schoolwide behavior plan. Leaders monitor implementation using data.

**Turnaround Practice 4.1** The schoolwide 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 schoolwide behavior plan. Leaders monitor implementation using data.

PBIS meeting biweekly monitoring school wide data  
School wide celebrations for attendance, student of the month, AVID support  
Celebrations that support student success as managed by DOJO data  
School-wide mindfulness curriculum (Worcester Hears – Mind UP) infused with PBIS  
Classroom community meetings with growth mindset imbedded  
Classroom DOJO school wide – tracks daily student performance aligned with school-wide PBIS expectations. Parents connected and can see how students perform in the classroom in live time  
Development of Social Emotional Learning Team

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

Review student data from DOJO to frame all PBIS activities from seasonal celebrations to weekly rewards  
Collect, review, and share with staff discipline and suspension data and create feedback loop to support stronger school-wide expectations

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:**  
DOJO data showing growth for each classroom increase over time  
Office referrals decrease by 10%  
Growth mindset prevalent in all conversations with students and staff

**Data Source:**  
DOJO student and class data show increase over time  
Less students losing time in classroom being sent out of the office  
More students attaining weekly rewards and seasonals  
Students accessing more strategies when dis-regulated  
**Student of the Month**

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	City View	Yeu Kue	9/2017-6/2018

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase ELA proficiency (Meets or Exceeds Expectation) of students on MCAS 2.0 from 27% to 35%	Students in Grades 3-6	District average is currently 33%
2	Increase Math proficiency (Meets or Exceeds Expectation) of students on MCAS 2.0 from 22% to 30%	Students in Grades 3-6	District average is currently 28%
3	Increase Science Proficiency from 19% to 35%	Students in Grade 5	District average is currently 32%

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	PLC PD rollout with whole staff: Develop a PLC protocol for how to use student work and or student profile to gather support and ideas from colleagues.	Monthly follow-up through strategic and specific PD around PLC protocols and expectations – Follow up
2	Provide a variety of opportunities to implement workshop instructional model through all content areas.	Allow teachers to attend all district provided PD (Greg Tang, Envisions, CIA, etc.) PD across the grade levels so we can build capacity vertically as well as horizontally
3	Specific Professional development on how to utilize ATLAS to drive curriculum both through engaging	Engage the support of the district liaisons to help teachers plan highly effective lessons using ATLAS platform.

	lessons and common assessments	
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**3: Essential Resources**

<b>PL Goal No.</b>	<b>Resources</b>	<b>Other Implementation Considerations</b>
<b>1</b>	Reading Side by Side (CIA) units of studies and small group texts used for guided reading Additional progress monitoring texts and tools to benchmark students on a regular basis City View ILT designed individual student growth forms so students can set goals, reflect on their own learning and track their own growth over time Writing rubrics Engage district liaison to provide specific PD around quality ELA instruction	Only grades 4 and 5 have the CIA units – need to implement in grades 3 and 6  Reviewing a variety of reading progress monitoring tools that are common across each grade level  Revise and reflect on current writing rubrics to best reflect what students’ level of writing is in comparison to their peers and create a strategic recording form to track student growth and development
<b>2</b>	Have representation from every grade level to attend Greg Tang and Envisions training Opportunities for teachers to plan collectively for math utilizing all resources	Having all teachers who attend come back and share collective knowledge with the rest of the staff in a consistent manner for maximum implementation and how to seamlessly marry the many resources the district has provided
<b>3</b>	Access to high level science PD Opportunities to vertically discuss how to best implement science in every grade level to ensure strong content knowledge	Science

#### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>	On Target: Grades K-3 using small group instructional guided reading model to support reading and writing Implementing and sharing AVID strategies across the grade levels to use high leverage strategies to support students CIA units being implemented fully in grades 4 and 5 with support from special education and ELL using the same resources to ensure all students are accessing grade level curriculum and supports Revamping writing rubrics to ensure rubrics are consistent across all grade levels	Need to create more common assessments across the grade level and progress monitoring in a consistent format Need to extend CIA units to grades 3 and 6 to vertically align student learning Vertically assess all students using same rubric to streamline expectation of what good writing looks like
<b>2</b>	On Target: One teacher from every grade level attended Envisions Training and Greg Tang training All classroom teachers utilizing Envisions program with opportunities to supplant with high level math strategies	Working to align the various math resources to ensure all students are learning math content and concepts that are standards based and aligned
<b>3</b>	On Target: All teachers in grades 3-6 have attended Engineering PD Jeff Glick has come in to model lessons and plan with teachers using ATLAS and all the many supports available	Implement all high quality science PD with support from science liaisons.