

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**Lake View School**

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**Maureen Power**

**Principal or Administrator**

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**Maureen Binienda**

**Superintendent**

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## **Coordination and Integration of funds**

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

**Equity of Access:** Ensuring all students have access to high quality instruction/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 IVA, 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/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/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/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 schoolwide 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 schoolwide 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 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
Maureen Power	Principal	Sept: 8, 15, 22
Erin McMahan	Focused Instructional Coach	Oct: 13, 20
Renee Powers	Assistant Principal	Nov: 10, 13
Arwa Mustafa	ESL Teacher	Dec: 1, 15
Kelle Mills	Grade 2 Teacher	Jan: 5, 19
Jenn Smith	Grade K Teacher	Feb: 2, 16
Colleen Yosca	School Adjustment Counselor	Mar: 2, 16
		Apr: 6
		May: 4, 18
		June: 1, 15

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

## 2017 Official Accountability Data - Lake View

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Lake View (03480145)	Grades served:	K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		About the Data
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													About the Data
Student Group	English Language Arts				Mathematics				Science				
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	
All Students	154	154	100	Yes	154	154	100	Yes	42	42	100	Yes	
High needs	112	112	100	Yes	112	112	100	Yes	32	32	100	Yes	
Econ. Disadvantaged	71	71	100	Yes	71	71	100	Yes	19	-	-	-	
ELL and Former ELL	62	62	100	Yes	62	62	100	Yes	15	-	-	-	
Students w/disabilities	27	27	100	Yes	27	27	100	Yes	8	-	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-	
Asian	14	-	-	-	14	-	-	-	5	-	-	-	
Afr. Amer./Black	27	27	100	Yes	27	27	100	Yes	8	-	-	-	
Hispanic/Latino	24	24	100	Yes	24	24	100	Yes	10	-	-	-	
Multi-race, Non-Hisp./Lat.	7	-	-	-	7	-	-	-	4	-	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-	
White	82	82	100	Yes	82	82	100	Yes	15	-	-	-	

### III. Student Attendance and Retention

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

	School	District	State
Attendance Rate	96.1	94.1	94.6
Average # of days absent	6.3	9.8	9.3
Absent 10 or more days	22.2	36.5	33.3
Chronically Absent (10% or more)	5.5	16.9	13.5
Unexcused Absences > 9	21.6	33.8	15.8
Retention Rate	0.4	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.
<p>*Identify quarterly good attendance celebrations (please specify): Lake View School will acknowledge good attendance by:</p> <ul style="list-style-type: none"> <li>● Post student names who have perfect attendance monthly and celebrate with an extra recess for those students.</li> <li>● Promote friendly competition between classrooms to fill in all letters on “Perfect Attendance” sign.</li> <li>● During morning announcements on Friday’s, announce the homeroom with the overall best attendance.</li> <li>● Reach out to families with improved attendance to acknowledge improvements.</li> </ul>
Continue review of attendance progress reports for grades 4 and up with students and send home.
<p>*School plan to promote ongoing good attendance (please specify): Classroom teachers will:</p> <ul style="list-style-type: none"> <li>● Follow up with students following an absence. This will send the message that the teacher cares when they are out of school.</li> <li>● Work closely with parents and continuously stress the importance of good school attendance.</li> <li>● Create a classroom environment that is welcoming and engaging to encourage students to come to school.</li> <li>● Promote the schoolwide incentive program for good attendance.</li> <li>● Connect families with school support staff and community agencies that can help families having attendance difficulties.</li> <li>● Monitor and celebrate homerooms with good attendance. Each classroom will receive a blank “Perfect Attendance” sheet. Each day that the homeroom has perfect attendance at the start of school, the class can color in a letter. When all of the letters in “perfect attendance” have been filled in, the class is acknowledged and celebrates.</li> </ul>



## **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.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
There is an overall strength in writing. Specifically, MCAS constructed responses in grades 3 & 4, and narrative essay writing in Grades 5 & 6.	Grade 3 – Performed 3% above the state in the MCAS constructed response Grade 4 – Performed 3% above the state in the MCAS constructed response Grade 5 – Performed at the same level as the state on the MCAS essay and writing anchor standard category. Grade 6 – Performed 5% above the state on the MCAS essay and writing anchor standard category.
There is an overall strength in Conventions of Standard English across all grade levels. This consists of grammar and usage of standard English while speaking and writing.	Grade 3 – Performed 3% above the district and approaching the state within 3 percentage points. Grade 4 – Performed 1% above the district and approaching the state within 4 percentage points. Grade 5 – Performed 4% above the district and matched the state percentage. Grade 6 – Performed 8% above the district and 5% above the state percentage.
Analysis of the reading data in grades K to beginning of grade 3, indicates an overall progression of reading ability and performance in the primary grades. An intensive RTI model targeting specific underperforming students significantly contributes to their growth.	Beginning of the year Grade 1 BAS data indicates 58% of students did not meet expectations. Beginning of the year Grade 3 BAS data indicates 81% meet or exceeds expectations.

<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
There is an overall weakness in the Language Strand, specifically in the Vocabulary Acquisition and Use standards in grades 3-6.	Grade 3 – Performed 14% below the state Grade 4 & 5 – Performed 9% below the state Grade 6 – Performed only 1% above the state
There is an overall weakness in the Reading Strand, specifically reading literature and informational text related to the Craft and Structure standards.	Grade 3 – Performed 11% below the state Grade 4 – Performed 4% below the state Grade 5 – Performed 4% below the state Grade 6 – Performed 4% below the state
In grades K-2, there is an overall weakness in reading fluency and accuracy, which impacts readability and comprehension of texts at the student's grade level.	Grade K - Based on DIBELS beginning of the year assessment, 50% of incoming students are strategic (yellow) or intensive (red) Grade 1- 70% of students are reading at a fluency level of 0-1 as indicated by BAS Grade 2 – 50% of students are reading at a fluency level of 0-1 as indicated by BAS

## V. Action Plan

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
<b>1. Ongoing and frequent assessment.</b>
<b>2. Research based approach to Balanced Literacy that includes mentor texts, guided reading, close reading, Foundations, reading response, and writing.</b>
<b>3. High Expectations for all students and staff.</b>
<b>4. Teacher Collaboration</b>
<b>5. Explicit instruction on constructed response writing, (e.g., 2-column notes, close reading, organizational format)</b>
<b>6. RTI – daily flexible intervention groups</b>
<b>7. Use of Depth of Knowledge Wheel to formulate questions and guide discussions.</b>

**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)

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p><b>1.6 Use of Time for Professional Development and Collaboration</b></p> <ul style="list-style-type: none"> <li>Leadership Team – Collaborative bi-weekly meetings to facilitate district-wide expectations in Atlas, Readers Workshop, enVision 2.0, and data analysis.</li> </ul> <p><b>1.4 Monitoring Implementation and School Progress</b></p> <ul style="list-style-type: none"> <li>Professional Learning Communities (PLC) – Weekly meetings with a focus on analysis of student work of identified students demonstrating a weakness in specific standards.</li> </ul> <p><b>1.3 Vision/Theory of Action and Buy-in</b></p> <ul style="list-style-type: none"> <li>Teachers and administration share a common agreed upon vision of high expectations.</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> <li>ILT members will begin the practice of learning walks to monitor implementation of components of balanced literacy</li> <li>ILT members will function as a data analysis team where school-wide data will be analyzed and determine next steps.</li> <li>ILT will function as leaders in the building to clarify and promote school-wide vision and implementation of best practices.</li> <li>PLC members will work collaboratively to analyze student work looking for trends and opportunities for students to build needed skills to meet academic expectations.</li> <li>PLC members will utilize all of the elements in ATLAS to unpack standards and refine their skills as teachers to create more meaningful lessons for students.</li> <li>PLC members will identify grade level trends to identify standards requiring additional instructional focus.</li> </ul>
<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> Lesson plans, administrator visits, ILT walk-throughs, administrator review of Read and Respond Journals, meeting agendas and minutes</p>	<p><b>Data Source:</b> DIBELS, BAS, MCAS 2.0, enVision 2.0, MAP, Common Assessments, rubrics, classroom formative and summative evaluations</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)

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p><b>2.1 <u>Instructional Expectations</u></b></p> <ul style="list-style-type: none"> <li>Balanced Literacy focused on creating more meaningful and deeper relationships with literature</li> </ul> <p><b>2.6 <u>Student Assessment Data Use (for classroom instruction)</u></b></p> <ul style="list-style-type: none"> <li>Data analysis focused on the utilization of the collected data to make instructional decisions in the classroom based on specific student needs</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> <li>Targeted professional development to support components of balanced literacy and data analysis</li> <li>Walk-throughs and administrator rounds to support components of balanced literacy instruction</li> <li>Collect, review, and collaborate on school-wide and classroom data to monitor progress.</li> <li>Elements of a balanced literacy block are provided in weekly lessons reflecting explicit questioning (Depth of Knowledge Stems)</li> </ul>
<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> Lesson plans, administrator visits, ILT walk-throughs, administrator review of read and respond journals, meeting agendas and minutes</p>	<p><b>Data Source:</b> DIBELS, BAS, MCAS 2.0, enVision 2.0, MAP, Common Assessments, rubrics, classroom formative and summative evaluations</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)

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

- 3.4 Multi-tiered System of Support (Academic and Non-academic)**
- Response to Intervention (RTI) for grades K-3 focused on Tier 2 (classroom) & Tier 3 (pull out by interventionist)
- 3.1 General Academic Interventions and Enrichment**
- Use and foster strategies, such as Growth Mindset, to empower students to reach their desired goal by providing opportunities for re-teaching, revision, and repeated practice.
- 3.5 Academic Interventions for English Language Learners**
- Additional small group reading instruction is provided to English Learners who are performing below grade level.

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

- RTI facilitator will have meetings with RTI Team to review student progress and provide fluid movement of students based on need.
- Classroom teachers will scaffold instruction and differentiate skills with Tier 1 & 2 students based on formative and summative assessment data.

**School Performance Indicators and Data Sources**

**ADULT IMPLEMENTATION INDICATOR**

**STUDENT RESULTS INDICATOR**

**Data Source:** Lesson plans, administrator visits, ILT walk-throughs, administrator review of read and respond journals, meeting agendas and minutes

**Data Source:** DIBELS, BAS, MCAS 2.0, enVision 2.0, MAP, Common Assessments, rubrics, classroom formative and summative evaluations

**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)

<p><b>Prioritized Best Practices or Strategies</b>                  (Include differentiation to ensure access for targeted student populations)</p>	<p><b><u>4.1 Schoolwide Behavior Plan</u></b></p> <ul style="list-style-type: none"> <li>● Positive Behavior Intervention System implementation</li> <li>● Development of matrices and expected behavior reinforced in all areas of the school by all staff members.</li> </ul> <p><b><u>4.2 Adult- Student Relationships</u></b></p> <ul style="list-style-type: none"> <li>● Provide a positive atmosphere for teacher collaboration, respectful relationships and interactions among peers and fosters risk-taking.</li> </ul>
<p><b>Instructional Leadership Team Implementation</b>                  (Explain how ILT members implement and measure school-wide strategies.)</p>	<ul style="list-style-type: none"> <li>● Monitor the overall consistency of PBIS in all areas of the building.</li> <li>● Listen to the needs and concerns of staff and support them in their professional growth.</li> </ul>
<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> Teacher referrals, principal observations, school adjustment counselor records, behavioral records</p>	<p><b>Data Source:</b> PBIS Matrix, teacher referrals, classroom behavior records</p>

## Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Lake View School	Maureen Power	October 2017-June 2018

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA - Refine ELA block to reflect a balanced literacy approach using the curriculum platform ATLAS to improve overall proficiency.	Classroom teachers, ESL Teachers, SPED Teacher, Itinerant teachers, Instructional Assistants, Coach, District Liaison	<ul style="list-style-type: none"> <li>2017 MCAS 2.0 reflects a decline in scores related to ELA performance.</li> <li>Benchmark Assessment System and DIBELS also reflect a decline in overall ELA performance.</li> </ul>
2	Math - Utilize district-wide resources and PLC's to provide PD in enVision 2.0 program components to improve overall math proficiency.	Classroom teachers, ESL Teachers, Itinerant Teachers, Instructional Assistants, Coach, District Liaison	<ul style="list-style-type: none"> <li>2017 MCAS 2.0 reflects a decline in scores related to Math performance.</li> <li>enVision online assessment performance data.</li> </ul>
3	Science - Improve questioning utilizing the Depths of Knowledge Stems to prompt deeper thinking and problem solving.	Classroom Teachers, ESL Teachers, Itinerant Teachers, Instructional Assistants, Coach, District Liaisons	<ul style="list-style-type: none"> <li>2017 MCAS 2.0 data reflects a decline in scores related to Science performance.</li> </ul>

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>● Revisit the elements of a balanced literacy approach through the use of Jan Richardson's "Next Steps in Guided Reading" and "Fountas and Pinnell's Guiding Readers and Writers Continuum"</li> <li>● Fountas and Pinnell "Benchmark Assessment System" word study resources</li> <li>● Utilize ATLAS curriculum mapping, pacing, and resources in the weekly planning of lessons.</li> <li>● Data Analysis: Explore, analyze, interpret, and apply data results to drive differentiation of instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for sharing implementation of the practice after use in the classroom</li> <li>● Learning Walks – Teachers will have opportunities to visit their peers to observe practices in action</li> <li>● Focused Instructional Coach will follow up by providing differentiated training in areas requiring more clarification</li> </ul>
2	<ul style="list-style-type: none"> <li>● enVision 2.0 District Training</li> <li>● Data Analysis: Explore, analyze, interpret, and apply data results to drive differentiation of instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for sharing implementation of the practice after use in the classroom</li> <li>● Learning Walks – Teachers will have opportunities to visit their peers to observe practices in action</li> <li>● Focused Instructional Coach will follow up by providing differentiated training on areas requiring more clarification</li> </ul>
3	<ul style="list-style-type: none"> <li>● Utilize Depths of Knowledge Stems</li> <li>● Offer district liaison training in Science explorations/experiments</li> <li>● Data Analysis: Explore, analyze, interpret, and apply data results to drive differentiation of instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities for sharing implementation of the practice after use in the classroom</li> <li>● Learning Walks – Teachers will have opportunities to visit their peers to observe practices in action</li> <li>● Focused Instructional Coach will follow up by providing differentiated training on areas requiring more clarification</li> </ul>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> <li>● Jan Richardson's "Next Steps in Guided Reading"</li> <li>● "Guiding Readers and Writers Continuum"</li> <li>● Fountas and Pinnell's "Benchmark Assessment System": word study resources</li> <li>● Atlas Platform</li> <li>● MCAS, MAP, BAS, DIBELS, enVision, LLI, Formative Assessments</li>   <li>● ATLAS</li> </ul>	<ul style="list-style-type: none"> <li>● Referencing and utilization of resources available online</li> <li>● Referencing and utilization of word study resources</li> <li>● Massachusetts Model Curriculum Units</li> <li>● CIA book Study Units</li> <li>● Edwin Analytics reports</li> <li>● MAP Student Profile Report</li> </ul>
2	<ul style="list-style-type: none"> <li>● District training offerings</li> <li>● enVision 2.0 assessment tools, resources, MCAS, MAP, Khan Academy for differentiation of Math remediation</li> </ul>	<ul style="list-style-type: none"> <li>● MAP Student Profile Report</li> </ul>
3	<ul style="list-style-type: none"> <li>● District, Science Liaison training times and opportunities</li> <li>● MCAS, Harcourt Science Program assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Year at a glance document</li> <li>● DOK Levels and Wheel Document</li> </ul>

#### 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: Professional time has been provided for staff to collaborate and explore ATLAS and its resources to develop more focused intentional teaching practices across the curriculum.	Teachers are continuing to expand their repertoire of effective research based strategies that support high quality instruction.
<b>2</b>	On Target: Opportunities during weekly PLC meetings in provided to share and discuss the implementation of enVision 2.0.	Staff has taken advantage of some of the district wide PD and providing opportunities for their students to navigate online resources.
<b>3</b>	Developing: Inquiry based investigations are happening across grade levels however additional support from liaison will be established.	Teachers routinely reference the Depth of Knowledge Wheel when leading discussions and formulating posing questions.