Success Plan at a Glance 19-20

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| **Collaborative Culture: School teams develop and sustain a culture of collective responsibility evident through the SuP, mission, vision, core values, goals, and intentional PD.** **Goal 1/Collaborative Culture**Increase pro-social interactions and behaviors while increasing school-wide and classroom community. **Strategies for Goal 1:**-Calming Corners, Mind-Up Curriculum, Class Meetings, Restorative Justice-Tighten up/work toward standardization of parent communication through expanding use of Classroom Dojo. -SSAP teacher will work with students to implement tier 2 and tier 3 behavior supports and teach social emotional learning standards. -Introducing Trauma Informed Care to Families**PD for Goal 1:** -On-going Harmony Project PD -Parent communication policy and procedures -Use of Classroom Dojo (not required, but strongly suggested)-Early release focus on SEL**Monitoring Plan for Goal 1:**Teacher calls to office and minor incident forms will be tracked as a way to monitor how we are doing with pro-social behaviors. Quarter 1 will be used as a baseline. Each quarter thereafter will have a goal set using the previous quarter as a baseline with the goal being to decrease by ten percent from the previous quarter. ***Excellence in Student Achievement and Employee Success*** | Machine generated alternative text: Goal     |
| Machine generated alternative text: Goal  | **Data Driven Decisions: School uses a system to analyze data to monitor growth, and teams engage in problem solving processes to monitor effectiveness of core instruction and intervention supports.****Goal 2/Data Driven Decisions**Increase effectiveness of interventions and supports for all students, including subgroups. **Strategies for Goal 2:**-Review subgroup student lists and ensure these students are included in tiered intervention groups as their data suggests appropriate. -Review lowest quartile data, IRLA, and Quarterly Assessments and cross reference this with our tiered intervention groups making changes as needed. -Ensure tier two documentation is standardized, that time is consistent across classrooms, and that emphasis is placed on essential standards. -Update Tier Two Review Questions-Include Tier Two problem solving as a more regularly scheduled agenda item (at PLC and/or Module Planning)**PD for Goal 2:**-Promise standards in Math and ELA per grade level-PD around intervention for phonemic awareness and Phonics**Monitoring Plan for Goal 2:**Quarterly Tier Review (revised with new emphasis on tier 2 section and a way to quantify the review for quarterly comparisons)  ***Excellence in Student Achievement***  |

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| **High Impact Instruction: Teachers intentionally plan and deliver lessons that are aligned to the rigor of the standards and reflect the instructional shifts and integrate best practices.** Goal 3/High Impact InstructionIncrease academic achievement of all students through improved core instruction.Strategies for Goal 3:-Quarterly Assessment reflection and action plan for each teacher in quarters 1-3. (This replaces grade level protocol.)-Module planning and coaching around core actions 2 and 3-Use CFAs to guide planning and instructionPD for Goal 3:-Intentional questioning and quality tasks-Student opportunities to engage in the work of the lessons-Understanding the rigor of the standardsMonitoring Plan for Goal 3:-Rigor Walks around core actions 2 and 3 using IPG tool quarters 1-3.-Quarterly Assessments (The goal is for each teacher to be above district average in each subject area tested. This is a change from grade level accountability to teacher level accountability). ***Excellence in Student Achievement*** | Machine generated alternative text: Goal  |