

READING

Increase the percentage of students meeting Fall to Spring Projected Growth by 3% in Reading as measured by MAP for K-5: Baseline: 60% Goal: 63%

Using the DT4L or PLC model, teachers will participate in weekly PLC's that will enhance instructional strategies to address the results of assessment analysis in reading.

All teachers will participate in a classroom instructional coaching session at a minimum of 3 times per year.

The administrative team (including ITC) will provide professional learning to establish research-based, rigorous, and differentiated literacy instructional practices. A select group of teachers will attend training in Orton-Gillingham strategies and LETRS.

Host Title I Family Friendly events, Eagle Growth Events, and parent learning sessions that will provide parents opportunities to learn strategies to use at home to support achievement in reading to increase reading levels/technology and understand student data.

Students showing a deficiency in reading will be provided an opportunity for extended learning through supplemental instruction in addition to the normal school day.

An intervention teacher will be provided to supplement current instruction to support students who show deficits in the area of reading.

BUILDING EXCELLENCE TOGETHER!



MATH

Increase the percentage of students meeting Fall to Spring Projected Growth by 3% in Reading as measured by MAP for K-5: Baseline: 60% Goal: 63%

Using the DT4L or PLC model, teachers will participate in weekly professional learning community meetings that will enhance instructional strategies.

All teachers will participate in a classroom instructional coaching session at a minimum of 3 times per year.

Host Title I Family Friendly events, Eagle Growth Events, and parent learning sessions that will provide parents opportunities to learn strategies to use at home to support achievement in reading to increase math levels/technology and understand student data.

Students showing a deficiency in math will be provided an opportunity for extended learning through supplemental instruction in addition to the normal school day.

An intervention teacher will be provided to supplement current instruction to support students who show deficits in the area of math.



SEL

Decrease the number of students needing Tier 2 social-emotional interventions as measured by the SSIS-SEL by 5% from Fall measure to the Spring measure.

Teachers will teach and reinforce Tier 1 PBIS classroom and school-wide expectations. A Tier 2 process will continue to be developed with targeted interventions to address specific behaviors of students identified as Tier 2.

Implementation of SEL standards and Second Step.

Staff will be recognized at least once a quarter for outstanding instructional practices as well as displaying Service, Pride, Attitude, Respect, and Kindness identified by administration and instructional coaches. Students will be recognized once a quarter for demonstrating Service, Pride, Attitude, Respect, Kindness and/or academic achievement effort and achievement.

Provide ongoing professional learning and implementation of SSIS-SEL (Screener)

