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| **Problem Statement:** 77% or our students are reading below the 60th percentile according to our Spring 2024 MAP data. | | | | |
| **Root Causes: Students are not being held accountable to engage in higher level thinking directly related to the learning target.** | | | | |
| **Reading Goal: By June 2025, we will increase the achievement percentile median score from the 23rd percentile to the 24th percentile as measured by the MAP School Profile Report.** | | | | |
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| **Strategy:** (What we are going to do to address the problem.) | **Actions:** (Things we need to do. Begin w/a verb.) | **Success Criteria:** (What will we see the adults doing?) | **Progress/Outcomes:** (What evidence will we see from kids?) | **Professional Development:** (Who/What do we need to teach to make this happen?) |
| Intentional backwards planning:  -Review student work  -Read, write, discuss every lesson  -Selection of best supporting structure  -Strategy (TRTW, EL Excellence)  -Plan checks for understanding | Utilize 50% of grade level meetings for professional development.  Utilize 50% of grade level meetings for backward planning with instructional coach. | Review student work.  Analyze student work.  Implementing EL strategy.  Students reading, writing, and discussing.  Check for understanding in each lesson. | Increase student progress monitoring measured by ELEOBT data UUCHECK VERAGE  Increase observations of reading, writing, and discussing during coaching visits. | Calendar of GLM/agenda items  Talk, Read, Talk, Write Book |
| Use of Structured Literacy in every K-2 classroom. | Coaching by assigned member of leadership team.  Review coaching data with staff regularly. | Use of district curriculum with fidelity. | Increase in MAP Growth scores  Increase in mastery of HMH/structured literacy assessments | Coaching schedules  ELEOT tool  Calendar of GLM/agenda items  Work with individual coach for ongoing PD and support |
| Use of Constructing Arguments Using Complex Texts in every 3-5 classroom. | Coaching by assigned member of leadership team.  Review coaching data with staff regularly. | Intentional questioning and student discussion that supports learning target. | Increase in student progress through checks for understanding  Increase in MAP Growth scores and mastery of HMH assessments | Calendar of GLM/agenda items  Work with individual coach for ongoing PD and support |
| **Leadership Meeting Notes:** |  |  |  |  |
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| **GLM scheduled dates (may change)** | **10/2,** 10/16, **11/13**, 12/4, **1/8**, 1/22, **2/12**, 2/19, **3/12**, 3/26, **4/16**, 4/30, **5/7**  **\*Meetings in bold will be held with assigned grade level coach where TRTW will be planned.** | | | |
| **GLM scheduled times** | 9:00-9:50 – 5th  9:55-10:45 – 4th  10:50-11:40 – 3rd  1:10-2:00 – Kindergarten  2:05-2:55 – 1st  3:00-3:50 – 2nd | | | |
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| **Problem Statement:** 70% of our students are working below the 60th percentile according to our Spring 2024 MAP data | | | | |
| **Root Causes: Students are not being held accountable to engage in higher level thinking directly related to the learning target.** | | | | |
| **Math Goal: By June 2025, we will increase the achievement percentile median score from the 26th percentile to the 27th percentile as measured by the MAP School Profile Report.** | | | | |
| **Strategy:** (What we are going to do to address the problem.) | **Actions:** (Things we need to do. Begin w/a verb.) | **Success Criteria:** (What will we see the adults doing?) | **Progress/Outcomes:** (What evidence will be see from kids?) | **Professional Development:** (Who/What do we need to teach to make this happen?) |
| Intentional backward planning:  \* Reviewing student work  \* Read, write, discuss every lesson  \* Selection of best supporting  Strategy (TRTW, EL Excellence)  \* Planning for checks for  understanding | Utilize 50% of grade level meetings for professional development.  Utilize 50% of grade level meetings for backward planning with instructional coach. | Review student work.  Analyze student work.  Implementing EL strategy.  Students reading, writing, and discussing.  Checks for understanding in each lesson. | Increase of mastery on topic assessments.  Increase in engagement, reading, writing, and discussing during coaching visits. | Calendar of GLM/agenda items  Talk, Read, Talk, Write Book |
| Selection of appropriate ML structure to support LT/SC. | Plan for structure. | ML supports being utilized during every lesson. | Structure should be evident during coaching visit (especially writing.) | EL Excellence Every Day book study.  Modeling of structures during PD |
| **Leadership Meeting Notes:** |  |  |  |  |
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| **GLM scheduled dates (may change)** | **10/2,** 10/16, **11/13**, 12/4, **1/8**, 1/22, **2/12**, 2/19, **3/12**, 3/26, **4/16**, 4/30, **5/7**  **\*Meetings in bold will be held with assigned grade level coach where TRTW will be planned.** | | | |
| **GLM scheduled times** | 9:00-9:50 – 5th  9:55-10:45 – 4th  10:50-11:40 – 3rd  1:10-2:00 – Kindergarten  2:05-2:55 – 1st  3:00-3:50 – 2nd | | | |
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