## Schoolwide Strategy:
*Learning Goals & Language Goals*

| **Mission:** |
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| We are dedicated to providing a safe learning environment where all students are empowered to become knowledgeable and productive citizens. |
| **Vision:** |
| We are committed to providing the educational resources necessary to promote every student's success. We will strive for high achievement for all students in the areas of academics, in their growth in social relationships, and in their emotional well-being. Our school will become an extension of the neighborhood that will involve motivated students, informed parents and staff members, and an involved community to promote the highest potential in all. We are committed to excellence and dedicated to our students, their families and our community. |

| **School Improvement Criteria** | **Coaching Look Fors/ Success Criteria** |
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| **Language Arts:**<br><br>• For **NSCAS** ELA Summative Assessments, we will increase the percentage of students who are identified as "On-Track" or "College and Career Ready" by 7.63%. Spring rate 23.7% (based on Winter MAP predictions); **Goal rate for Spring 2021 – 31.33%**<br><br>• For **Spring ELA MAP** Growth Assessment, we will increase the percent of students identified as "At" or "Above" the grade level norm by 3.65%. *Spring 2019 rate 63.5%; Goal rate for Spring 2021 – 67.15%*<br><br>• For **Spring ELA MAP** Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by 5.4%. *Spring 2019 rate – 46.2%; Goal rate for Spring 2021 – 51.6%* | • **Learning Goals** and **Language Goals** are aligned, posted, introduced, unpacked, referenced throughout the lesson, and checked for mastery (BIPH – Sections 2, 13 & 17)<br>• **Gradual Release of Instruction** with **Checks for Understanding** (BIPH – Sections 1, 7-9)<br>• Use the **core resources** to plan and deliver instruction based on state standards<br>• Provide **small group and individualized instruction** using the Literacy Framework<br>• Provide students with **daily independent/collaborative practice**, outside of the small group and individualized time, that builds rigor<br>• **Intervention** (PMG or LLI)<br>• Utilize **Common Assessment data** and **ongoing formative assessments**, along with other data sources (NSCAS, MAP, Benchmarks, Running Records, etc.), to inform instruction. (BIPH – Section 9) |
| **Math:**<br><br>• For **NSCAS** Math Summative Assessments, we will increase the percentage of students who are identified as "On-Track" or "College and Career Ready" by 8.09%. Spring rate 19.1% (based on Winter MAP predictions); **Goal rate for Spring 2021 – 27.19%**<br><br>• For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as "At" or "Above" the grade level norm by 2.99%. *Spring 2019 rate – 70.1%; Goal rate for Spring 2021 – 73.09%*<br><br>• For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by 6.6%. *Spring 2019 rate – 34%; Goal rate for Spring 2021 – 40.6%* | • **Learning and Language Goals** are aligned, posted, introduced, unpacked, referenced throughout the lesson, and checked for mastery (BIPH – Sections 2, 13 & 17)<br>• **Gradual Release of Instruction** with **Checks for Understanding** (BIPH – Sections 1, 7-9)<br>• OGAP<br>  ○ Utilize **manipulatives** within the lesson to help students move from concrete thinking to the abstract (essential for math) (BIPH – Sections 5-8)<br>  ○ **Multiple Representations**<br>  ○ **Utilize the progression to support student needs**<br>  ○ Provide opportunities for **productive struggle** (BIPH – Sections 5-8)<br>• Provide opportunities for students to engage in **discourse & make connections** between mathematical ideas and representations (BIPH – Sections 5-8)<br>• **Common Assessments** administered and analyzed (BIPH – Section 9)<br>• Utilize **Common Assessment data** and **ongoing formative assessments**, along with other data sources (NSCAS, MAP, **ongoing formative assessments**, etc.), to inform instruction. (BIPH – Section 9) |
| **Science:**<br><br>• For Spring Science MAP Growth Assessment, we will increase the percent of students identified as "At" or "Above" the grade level norm by 3.9%. *Spring 2019 rate – 61%; Goal rate for Spring 2021 – 64.9%*<br><br>• For Spring Science MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by 7%. *Spring 2019 rate – 30%; Goal rate for Spring 2021 – 37%* | • **Learning and Language Goals** are aligned, posted, introduced, unpacked, referenced throughout the lesson, and checked for mastery (BIPH – Sections 2, 13 & 17)<br>• **Gradual Release of Instruction** with **Checks for Understanding** (BIPH – Sections 1, 7-9)<br>• **Common Assessments** administered and analyzed (BIPH – Section 9)<br>• Provide opportunities for students to engage in the **Science and Engineering Practices** to demonstrate understanding of the Disciplinary Core Ideas and Crosscutting Concepts (BIPH – Section 14)<br>• Students in 3rd - 4th grade will utilize an **electronic interactive notebook** to demonstrate science learning (BIPH – Section 14)<br>• Utilize **Common Assessment data** and **ongoing formative assessments**, along with other data sources (NSCAS, MAP, etc.), to inform instruction. (BIPH – Section 9) |
| **MTSS-B:** | **Tier 1 –** (BIPH – Section 3)<br>• Maintain a Tier 1 team (including leadership team and grade level representative) that will meet monthly to monitor the fidelity of Tier 1 practices. |

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| • **Tier 1** - Increase the use of Effective Classroom Practices and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). **We will show a minimum increase of 10% in each SAS system: Schoolwide, Non-Classroom and Classroom** *(10% is a sign of deliberate change of practice on an anonymous self-assessment).*<br><br>• **Tier 2** - Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents. **80% of students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard**.<br><br>• Use of the Essential Components and **Effective Classroom Practices** to increase learning time and improve classroom behavior. Reduce referrals by 3%.<br>• Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents.<br>• 80% of the students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard. | • Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity.<br>• Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches.<br>• Use schoolwide management strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.<br>• Staff will consistently follow the school's Behavior Flowchart to address behavior incidents.<br>• Lessons provided to teachers to be taught within the first two weeks of school (including videos) and revisited after winter break.<br>• Posters are used as a model in the classroom and common areas in the school with the common language being used by all staff.<br>• Good Job Notes are utilized in all classrooms for positive reinforcement<br>• Positive office referrals are used to recognize students<br>• Quarterly celebrations are held to recognize positive behaviors. Teachers will recommend students.<br>• Implementation and staff training on Responsive Classrooms and Conscious Discipline (teacher language, morning meeting, cozy corner,<br><br>**Tier 2 –** (BIPH – Section 3)<br><br>• Maintain Tier 1 strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.<br>• Assemble a Tier 2 team that will meet the needs of students who need short term targeted interventions.<br>• Develop and use a Tier 2 Action Plan that will guide and document Tier 2 implementation.<br>• Identify a staff member who attends six zoom Tier 2 Coach meetings.<br><br>• **Positive Learning Environments with Clear Expectations and Procedures**<br>  ○ **Eight Effective Classroom Practices**<br>    ▪ **Teaching and Reteaching Expectations**<br>    ▪ **Procedures and Routines**<br>    ▪ **Encouraging Expected Behavior**<br>    ▪ **Discouraging Undesired Behavior**<br>    ▪ **Active Supervision**<br>    ▪ **Multiple Opportunities to Respond**<br>    ▪ **Activity Sequencing and Choice**<br>    ▪ **Task Difficulty**<br><br>  ○ Reference the College Bound Expectations Matrix<br>  ○ Use Descriptive Feedback and Gold Cards to reinforce positive choices<br>  ○ Consistency with the Walnut Hill Behavior Flow Chart<br>  ○ Give Directions Visually and Explicitly<br>  ○ Attention Getting Techniques<br>  ○ Finished Early Activities<br><br>(BIPH – Sections 3 and 7)<br><br>• **Model** expectations<br>• Utilize **data** to inform instruction<br><br>**BIPH Section:** |
| **Attendance:**<br><br>• **We will increase the number of students in the NOT CHRONIC (green) domain by 2%**. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95<br><br>**2018-2019 Achievement: 51.5%** | • Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, counselor, social worker, and attendance secretary (Positive Partnerships, Relationships, and Success)<br>• The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (Positive Partnerships, Relationships, and Success)<br>• We will establish and maintain attendance incentive/recognition promoting increased attendance and district focus STRIVE For 95. (Positive Partnerships, Relationships, and Success)<br>• Implementation of an Attendance Mentoring Program (Positive Partnerships, Relationships and Success)<br>• In Class Today (Positive Partnerships, Relationships and Success) |

## Gradual Release of Instruction

- <u>Modeled Instruction</u> - Teacher models each increment of learning or task, from the learning goal, in chunks.
- <u>Shared</u> - All students are engaged as the teacher **Checks for Understanding** of each increment of learning.
- <u>Guided</u> - Teacher is a facilitator and provides **Descriptive Feedback** as students work together to practice the overall skill of the learning goal at the appropriate cognition level.
- <u>Independent</u>

## Learning Goals & Language Goals

- Engagement increases and students learn more when they know what's expected of them and why, and can identify the steps to achieve it (Hunter, 2004).
- Our effectiveness increases when we have a clear understanding of the intention of the learning goal.
- Students retain up to 35% more content if the learning goal is reviewed and reinforced again during the summary of the lesson.
- The starting place for all effective instruction is designing and communicating clear learning goals (Marzano, 2009).

**Look Fors:**

- **Post current learning and language goals** (I can…), aligned to state standards (Curriculum Guides), for every subject/lesson.
- **Unpack** the goals by tagging verbs and/or academic vocabulary (circling , different color, simple picture, synonym).
- **Refer** to the goals during every subject/lesson - (1-2-1). Students can articulate the goals in their own words and understand what they'll be able to know and do.
- Utilize **Checks for Understanding** of the goals during the lesson.

## Checks for Understanding

- Checks for Understanding are used to continually verify that students are learning the intended learning goal through our teaching. Frequent checks for understanding drives differentiated and small group instruction, allows for independent practice, and challenges students that have mastered the learning goal.

**Examples:**

- Entrance / Exit Tickets
- Quick Writes and Summary Writing
- Text Tagging / Annotation
- Running Records
- Mid-Chapter Check Points
- Think-Ink-Pair-Share
- Example/Non-Example
- Graphic Organizers

## Math – Manipulatives, Number Sense, Productive Struggle, Math Talk, Multiple Representations

- **Manipulatives** help students move from concrete thinking to the abstract (essential for math)
    - Concrete and Virtual
- Provide opportunities for **productive struggle** and for students to engage in **math talk** & **making connections** between mathematical ideas and representations. Math talk likely has the greatest impact on math achievement.
    - **Math Talk** - Students use the language of math emphasizing academic vocabulary, terminology, explanations, and justifying solutions orally and in writing.
- **Multiple Representations** are used to support the visualization and deeper understanding of skills and concepts **(CPA)**, and there is focus on the connections between each part
    - Examples: models, drawings, diagrams, number lines, tables, and graphs
- **Number Sense** establishes a comfort with numbers, including estimation, mental math, numerical equivalents, a sense of order and magnitude and a well-developed understanding of place value.
    - Number sense is taught and reinforced in every math problem through manipulatives, models, number lines, etc.
    - Build number sense through mental math, estimation, place value (e.g., tenths versus tens), sense of order (e.g., numbers getting smaller or larger), equivalence (e.g., $5+2 = 3 + 4$, $\frac{1}{2} = 50\%$), derived math facts ( e.g., $7 \times 8$ can be thought of as two times $7 \times 4$)

## Formative Assessments

- Formative assessment is an embedded, on-going process that provides evidence of student achievement to inform instructional planning and to adapt what happens in classrooms to meet student needs. It is a means of gathering evidence of student understanding at strategic points during instruction.

- "(Formative Assessments) Might be the greatest and the best thing you can do in your classroom."
- Digital tools such as Kahoot, Quizizz, etc. can also be utilized

  - ✓ It's **not done for a grade**
  - ✓ It's to **see how effective** your teaching was
  - ✓ It's to see **where students are** in their learning
  - ✓ It's to see **where to go next**

| Week of: | Professional Development Topic | Person(s) Responsible | Monitoring Progress | Budget Allocation |
|---|---|---|---|---|
| **August 2020** | • **Review GH Staff Handbook**<br>• **Learning Goals and Language Goals**<br>• **Trauma Informed Training / PD**<br>   o **Bounceback Groups - Beth Kujath**<br>•<br>• **Review GH SIP**<br>   o "At a Glance" Document<br>   o PD Calendar<br>• **Gomez Heritage Electronic Data Book**<br>• **Health Information – Krista**<br>• **Data Review and Next Steps**<br>   o EL Data Review<br>   o Trend Data Review<br>• **MTSS-B**<br>   o Building wide Procedures and Routines<br>   o Eight Effective Classroom Practices<br>• **Virtual Instruction**<br>   o Gomez Heritage (Consistency)<br>• **HMH Into Reading / Collections**<br>• **Math - OGAP**<br>• **New Social Studies Standards**<br>• **Scavenger Hunt – Resources, Room Changes, etc.**<br>• **Attendance / Communication Log**<br>• **Student Goal Setting (It's NOT something EXTRA)**<br>   o Academic and Social Goals (provide examples)<br>   o Areas of Focus<br>   o Student Action Items<br>   o Growth Mindset – Power of "Yet"<br>• **Reinforce Grading Practices**<br>• **Introduce Early Literacy Strategic Plan Goal**<br>• **Time to work on organizing rooms**<br>• **Time to organize materials** (math, etc.)<br>• **Parent-Teacher Conference Dates** (No Vote???)<br>• **Opportunity to plan for students to utilize TEAMS, CLEVER** (in the event we move to virtual learning)<br>   o **Instructional Staff Resources – Tech Hub Info. Give staff links, add to grade level meeting topics**<br>• Seesaw – Octavia<br>   o *Teachers – at PD days*<br>   o *Students – When school starts*<br>   o *Parents – Inform at back to school night and then roll out to them at a later time*<br>• Committees<br>• Establish **GH Common Expectations for Asynchronous Learning – mirror with MTSS-B Goals?**<br>• GH PD – on Teams<br><br>See DL meeting notes.<br><br>**Focus on prepping for the start of the year. Feeling comfortable, know expectations** | Leadership Team<br><br>EL<br>Resource<br>TLC | • Data Book<br>• Attendance Dashboard<br><br>- **Add dates**<br>- **End of each quarter**<br>- **Add progress report and report card dates**<br>- **Go through and add grade level, staff meetings**<br>- **Parent Conferences**<br><br>Teachers get at least 17.5 hours of prep (work) time prior to the student first day. Note 7 hours must occur before the 1st event (i.e. Back to school night, device distribution if they help, etc.)<br><br>**7 hours for Curriculum Day (district planned)**<br><br>**10.5 hours of building based professional learning or meetings.** | |
| August 4 | • Plan and Prep | | | |
| August 5 | • Building SIP | | | |
| August 6 | • Plan and Prep | | | |
| | • **Back-to-School Event – 5:15-7:00** | | | |
| August 7 | • **Curriculum Day -** HMH Into Reading | CIS | | |
| August 10 | • Plan and Prep Day | | | |
| August 11 | • **First Day of School for K-4** | | | |

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| August 13 | • Paraprofessional Meeting – Review Contingency Plan, etc. ADD | | | |
| August 17 | • **First Day of School for PK** | | | |
| August 25 (K-4) or Aug. 26 (K-2) and Aug. 28 (3-4) | • Grade Level Meetings | | | |
| August 31 | • Staff Meeting | | | |
| August | • Wellness Focus TBD | Wellness Team | | |
| | **Professional Development Topic** | **Person(s) Responsible** | **Monitoring Progress** | **Budget Allocation** |
| **September 2020** | • **Trauma Informed Training / PD**<br>• **Review SIP**<br>   o "At a Glance" Document<br>• **Gomez Heritage Electronic Data Book**<br>• **Data Review and Next Steps**<br>   o EL Data Review<br>   o Trend Data Review<br>• **MTSS-B**<br>   o Building wide Procedures and Routines<br>   o Eight Effective Classroom Practices<br>• **Virtual Instruction**<br>   o Gomez Heritage Norms (Consistency)<br>• **Gradual Release of Instruction**<br>• **HMH Into Reading**<br>• **Math - OGAP**<br>• **New Social Studies Standards**<br>• **Student Goal Setting**<br>   o Academic and Social Goals (provide examples)<br>   o Areas of Focus<br>   o Student Action Items<br>   o Growth Mindset – Power of "Yet"<br>• **SAT Process** (Data Collection, etc.)<br>   o Academic and Behavior<br>   o Above Grade Level SATs<br><br>• Learning Goals & Language Goals<br>• Gradual Release of Instruction<br>• Review Data | **Leadership Team EL Resource TLC** | • **Data Book**<br>• **Attendance Dashboard** | |
| September | • Fall Curriculum Day (Date TBD)<br>   o ELA Adoption – Into Reading | | | |
| September | • Building SIP Professional Development (1/2 day)<br>• Teacher Planning (1/2 day) | | | $6500 (Title 1) |
| September 9 and 10 | • Grade Level Meetings | | | |
| September 23 and 24 | • Grade Level Meetings | | | |
| September 28 | • Staff Meeting | | | |
| September | • Wellness Focus TBD | Wellness Team | | |
| **Week of:** | **Professional Development Topic** | **Person(s) Responsible** | **Monitoring Progress** | **Budget Allocation** |
| **October** | • **Student-Led Conferences??? (Team to pilot???)**<br>• **Virtual Instruction**<br>• **Quarterly SIP Review**<br><br>• OGAP – Manipulatives, Productive Struggle, Discourse<br>• Science/Social Studies | **Leadership Team** | What measures will be collected, discussed and/or analyzed? | Insert anticipated amount and funding source (Title I or General) |
| October | • Staff Meeting | | | |
| October 7 and 8 | • Grade Level Meetings | | | |
| October 26 (TBD) | • Grade Level Meetings | | | |
| October 29 | • **Parent-Teacher Conferences  VOTE???** | | | |
| October 30 | • **Parent-Teacher Conferences** | | | |
| October | • Wellness Focus TBD | Wellness Team | | |
| **Week of:** | **Professional Development Topic** | **Person(s) Responsible** | **Monitoring Progress** | **Budget Allocation** |
| **November** | • Building Topic TBD | **Leadership Team** | What measures will be collected, discussed and/or analyzed? | Insert anticipated amount and |

| Week of: | Professional Development Topic | Person(s) Responsible | Monitoring Progress | Budget Allocation |
|---|---|---|---|---|
| | | Write in the names of leadership team members | | funding source (Title I or General) |
| November 3 | • Professional Development (All Day)<br>  ○ ELA Adoption - HMH Into Reading | CIS | | |
| November 11 and 12 | • Grade Level Meetings | | | |
| November 16 | • Staff Meeting | | | |
| November 23 (TBD) | • Grade Level Meetings | | | |
| November | • Wellness Focus TBD | Wellness Team | | |
| **Week of:** | **Professional Development Topic** | **Person(s) Responsible** | **Monitoring Progress** | **Budget Allocation** |
| **December** | • **Building Topic TBD** | **Leadership Team** Write in the names of leadership team members | **What measures will be collected, discussed and/or analyzed?** | **Insert anticipated amount and funding source (Title I or General)** |
| December 9 and 10 | • Grade Level Meetings | | | |
| December | • Wellness Focus TBD | Wellness Team | | |
| **Week of:** | **Professional Development Topic** | **Person(s) Responsible** | **Monitoring Progress** | **Budget Allocation** |
| **January** | • **Building Topic TBD** | **Leadership Team** Write in the names of leadership team members | **What measures will be collected, discussed and/or analyzed?** | **Insert anticipated amount and funding source (Title I or General)** |
| January 4 | • Teacher Planning (1/2 day)<br>• Professional Development (1/2 day)<br>  ○ ELA Adoption – Into Reading | | | |
| January 20 and 21 | • Grade Level Meetings | | | |
| January 25 | • Staff Meeting | | | |
| January | • Wellness Focus TBD | Wellness Team | | |
| **Week of:** | **Professional Development Topic** | **Person(s) Responsible** | **Monitoring Progress** | **Budget Allocation** |
| **February** | • **Building Topic TBD** | **Leadership Team** Write in the names of leadership team members | **What measures will be collected, discussed and/or analyzed?** | **Insert anticipated amount and funding source (Title I or General)** |
| February 2 (K-4?) | • Grade Level Meetings | | | |
| February 22 | • Staff Meeting | | | |
| February | • Wellness Focus TBD | Wellness Team | | |
| **Week of:** | **Professional Development Topic** | **Person(s) Responsible** | **Monitoring Progress** | **Budget Allocation** |
| **March** | • **Building Topic TBD** | **Leadership Team** Write in the names of leadership team members | **What measures will be collected, discussed and/or analyzed?** | **Insert anticipated amount and funding source (Title I or General)** |
| March 8 | • Spring Break | | | |
| March 15 | • Staff Meeting (or March 29) | | | |
| March 18 | • **Parent-Teacher Conferences** | | | |
| March 19 | • **Parent-Teacher Conferences** | | | |
| March 24 and 25 | • Grade Level Meetings | | | |
| March 29 | • Staff Meeting (TBD) | | | |
| March | • Wellness Focus TBD | Wellness Team | | |
| **Week of:** | **Professional Development Topic** | **Person(s) Responsible** | **Monitoring Progress** | **Budget Allocation** |
| **April** | • **Building Topic TBD** | **Leadership Team** Write in the names of leadership team members | **What measures will be collected, discussed and/or analyzed?** | **Insert anticipated amount and funding source (Title I or General)** |
| April 2 | • Professional Development<br>  ○ ELA Adoption – Into Reading | | | |
| April 7 and 8 | • Grade Level Meetings | | | |
| April 28 and 29 | • Grade Level Meetings | | | |
| April | • Wellness Focus TBD | | | |
| **Week of:** | **Professional Development Topic** | **Person(s) Responsible** | **Monitoring Progress** | **Budget Allocation** |

| May | • Building Topic TBD | Leadership Team Write in the names of leadership team members | What measures will be collected, discussed and/or analyzed? | Insert anticipated amount of expenditure |
|---|---|---|---|---|
| May 3 | • Staff Meeting | | | |
| May 27 | • Professional Development (Full day) ○ ELA Adoption - Into Reading | | | |
| May 28 | • Teacher Planning (Full day) | | | |
| May 12 and 13 | • Grade Level Meetings | | | |
| May | • Wellness Focus TBD | Wellness Team | | |