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**2021-2022 Goals and Initiatives**

**Goal 1: Teaching and Learning ala our “Playbooks” and “Essential Expectations”**

Guiding PLC Question: What do we want students to learn?

* Playbooks were created by teacher teams to establish the instructional framework that should be used by teachers and paraprofessional at Bonaire Primary.
  + These instructional frameworks will be one of the main foci used in administrative observations.
  + Each team has a copy of their grade level “Playbook” in their One Note
* Teacher created Essential Expectations provide us with our “Got to Know” for students. Once students have mastered this, we can focus on what is “Good to Know” and “Nice to Know.”

**Goal 2: Common Formative Assessments that align with Essential Expectations**

Guiding PLC Question: How will we know when they learn it?

* The BUILD team has created a rough guide of the types of CFAs we will need to give. Some of which already exist (MAPS, iReady, Running Records) and some need to be teacher created.
* Teachers will need to identify Essential Skills in the units and insure that they are being explicitly taught. (In ELA, many of these can be taught in Guided Reading). For units that are missing ES, teams will need to insert them.
* CFAs need to be given at the end of each unit and should be given in the middle of a unit as well. Running Records need to be performed at least once a month per child and should be focused on the teaching point(s) you are working on.
* CFAs of Essential Skills will be used to determine Bobcat Buildup placement as well as instructional foci in the classroom.
* Results of CFAs will be recorded on the Google Sheet that is appropriate for your grade and time of year.

**Goal 3: Consistent Tier II and Tier III Placement and Expectations**

Guiding PLC Questions: What will we do if they don’t learn it? What will we do if they do?

* The teacher created Essential Expectations will drive Tier II and III placement.
  + If a student is missing only a small number of Essential Skills, that child will be placed on Tier II and the teacher will work with them in the classroom (skill deficits are targeted in guided reading for example). If a child is Tier II, the teacher needs to record what they are doing with the child in their data notebook.
  + If a student is missing a large number of Essential Skills, this could be more indicative of fundamental gaps in their learning. The Intervention Team will discuss these children and determine next steps.
* The Intervention Team will use the data recorded on the Essential Expectations Google Sheet to determine if a child needs Tier III intervention. If Tier III intervention is needed, the EIP teacher will pick the child up during Bobcat Buildup or a grade level teacher will be assigned if the EIP teachers are all full.
* Classroom Teachers are largely responsible for Tier I and Tier II. The school is responsible for providing Tier III intervention (typically through the EIP teacher).

**Goal 4: Bobcat Buildup – AO Time per the PLC Model**

Guiding PLC Questions: What do we do if they don’t learn it? What do we do when they do?

**Important components:**

* Tuesday through Friday weekly, to begin on September 7th.
* Intense Remediation done by EIP teachers (Tier II or Tier III) or by classroom teacher.
* Essential Standards are taught by classroom teachers to students in homogeneous groups. Students are regrouped at the grade level based on their needs. There are two basic models to how you can do this.
  + Teach one Essential Skill – Teach it as basic or deeply as is determined by the students.
    - Students will be allowed to change groups halfway based on their progress.
  + Teach across multiple Essential Skills – Everyone is taught in the area in which they have shown a need.
    - Students will be allowed to change groups halfway based on their progress.
* In either model, groups that are receiving Tier II intervention should be the smallest and students receiving enrichment/extension instruction should be the largest.
* No New Instruction during this time
* Reading/Math – Two weeks at a time minimum, you may go longer. A month might be ideal with a CFA at the two week mark.
* Intense Remediation done by EIP teachers (Tier II or Tier III) or by classroom teacher if there are too many students for the EIP teachers to do alone.

**Grade Specific Information**

**Kindergarten:**

* Lowest 15 regular education students pulled by EIP.
* If using this time as Tier III – must use interventions such as LLI, Word Attack, etc…
  + Interventions can be found at <https://www.interventioncentral.org/>

**1st Grade:**

* Lowest 15 regular education students pulled by EIP.
  + At least eight weeks, LLI intervention – if at a minimum of Level A (Hopefully at least 2 EIP Teachers)
  + Letter ID, letter sounds, concepts of print, by homeroom – Possibly One EIP teacher if at all
  + If Tier III intervention by EIP, must use approved interventions such as iReady, LLI, etc…
    - Interventions can be found at <https://www.interventioncentral.org/>

**2nd Grade:**

* Lowest 15 regular education students pulled by EIP At least eight weeks, LLI intervention
  + LLI can be a Tier III intervention if needed

**Goal 5: Focus on Math Tier I Instruction and insure Essential Expectations are explicitly taught**

Guiding PLC Question: What do we want students to learn?

* A task force will be created to study the math units, break them down into more user friendly documents.
* The task force will find one to three strategies for addition/subtraction that we will primarily teach the students.
  + The Task Force will be Vertically Aligned to be guarantee that strategies taught from grade level to grade level are complimentary.
  + Additional strategies should be taught to those students who are not able to effectively use the main strategy.
* The task force will need to identify Essential Skills in the units and insure that they are being explicitly taught.
* For units that are missing ES, the task force will need to insert them.

**Goal 6: Pilot new writing program in K-1**

Guiding PLC Question: What do we want students to learn?

* Fountas and Pinnell have released a new writing program that compliments their reading framework, which we are currently using.
* It is only being released at this time through first grade.
* We have been chosen as a pilot school for this new program.
* 2nd Grade – you will receive this program for the 2022-2023 school year.