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**2022-2023 Goals and Initiatives**

**Goal 1: “Playbooks” and “Essential Standards”**

**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 School.
  + One focus of our observations will be these instructional frameworks.
  + Each team has a copy of their grade level “Playbook” in their One Note.
* Teacher created essential standards provide us with our “Have to Know” for students. Once students have mastered these essentials, we can focus on what is nice to know.
* Teacher teams will revise essential standards, set norms, roles and other expectations for collaborative team meetings.

**Goal 2: Common Formative Assessments**

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

* The BUILD team has created a working document that includes the types of CFAs we will need to give. Some CFAs already exist (MAPS, iReady, Running Records) and some need to be teacher created.
* Teachers will need to identify essential standards in the units and ensure that they are being explicitly taught. In ELA, many of these can be taught in Guided Reading. For units that are missing essential standards, teams will need to insert them.
* CFAs need to be given throughout each unit. 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 standards will be used to determine Bobcat Buildup placement as well as Tier 1 instruction in the classroom.
* Results of CFAs will be recorded on the Data Analysis Sheet that will be kept in your data notebook in addition to being reflected on the *Essential Standards Grid* weekly.

**Goal 3: Tier 2 and Tier 3 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 standards will drive Tier 2 and 3 placements.
  + If a student is struggling with grade level essential standards, that child will be placed on Tier 2 and the teacher will work with them in the classroom (Ex. skill deficits are targeted in guided reading). If a child is Tier 2, the teacher needs to record what they are doing with the child in their data notebook.
  + If a student is missing previous grade level essential standards (gaps in instruction), the Intervention Team will discuss these children and determine next steps (interventions/placement) during one of their monthly meetings.
* The Intervention Team will use the data recorded on the *Essential Standards Grid* to determine if a child needs a Tier 3 intervention. If a Tier 3 intervention is needed, an additional support teacher will pick the child up during Bobcat Buildup to provide Tier 3 interventions.

**Goal 4: Bobcat Buildup**

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

**Important components:**

* Bobcat Buildup will take place daily for 30 minutes Tuesday through Friday, to begin on September 6th. Mondays will be dedicated to Second Step (Social and emotional needs)
* Support staff will provide the interventions needed for Tier 3. Classroom teachers will provide Tier 2 interventions.
* Essential Standards are taught by classroom teachers. Students are then grouped within each grade level based on their needs. Data should drive all Bobcat Buildup groups.
* No new instruction should take place during this time.
* Reading and math are the two content areas we will focus on during Bobcat Buildup. Teachers will plan Bobcat Buildup collaboratively based on student needs.
* Bobcat Buildup groups should be revised every 10-15 days.

**Goal 5: Writing Curriculum**

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

* Second grade will begin implementation of the F and P Writing Curriculum.
* The Writing Task Force consisting of K and 1st grade teachers will provide professional learning to all staff centered around the F and P Writing Curriculum.
* Classroom observations will guide additional professional learning needed in this area.