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**2020-2021 Goals and Initiatives**

**Goal 1: Create a Safe environment with a positive culture and climate**

* Leadership Team monitors and reports on instructional issues, leads PLCs, and helps to insure our mission:

Our mission is that **ALL STUDENTS** will master foundational skills in a safe, warm, nurturing environment that creates resilient, life-long learners prepared for the future.

* The leadership team will also work with grade levels in:
  + Leading PLCs
  + Creating common expectations
  + Essential standards and skills
  + Common language understanding of standards/expectations
  + Common measurement of standards/expectations
* The leadership team will also deepen our understanding of the PLC process through a book study.
* The leadership team will monitor the Task Forces.

**Goal 2: Use the PLC time to focus on Tier I Reading Instruction:**

**Fountas and Pinnell**

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

The F&P Task Force will ensure that all teachers have participated in a yearlong in-depth training using the F&P continuum and guide and have a deep understanding of the F&P literacy curriculum.

* Teachers will participate in weekly training.
* Teachers will be given opportunities to observe each other.
* Learning will take place reciprocally.

**Goal 3: Use the PLC model to create Academic Opportunity time:**

**Bobcat Buildup**

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

*Due to COVID we have had to make adjustments to the original plan. The information below is based on COVID 19 restrictions and guidelines.*

**Important components:**

* Tuesday through Friday weekly, to begin on September 8th.
* Intense Remediation done by EIP teachers (Tier II or Tier III) by homeroom class
* Remediate – Reinforce – Enrich – done by classroom teachers (Tier I or Tier II)
  + DIVIDE AND CONQUER for planning
  + What activity, how measured?
  + Flexible Grouping
* No New Instruction during this time
* Reading/Math – Two weeks at a time minimum, you may go longer
* Strongly recommend you do a subject area as a grade level. (Ex: Everyone work on reading)

**Grade Specific Information**

**Kindergarten:**

* Lowest 15 regular education students pulled by EIP (up to five from one homeroom x 3 HR)
  + Letter ID
  + letter sounds
  + concepts of print
  + GKIDS readiness
* Classroom Teachers and EIP Teachers decide children (by homeroom) and strategies to be used
* Kindergarten teachers pick classroom activities from Reading/Math – Computer?
  + Remediate
  + Reinforce
  + Enrich
* 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 (up to five from one homeroom x 3 HR)
  + 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/>
* 1st Grade teachers pick classroom activities; suggestions include GR, Math, Computer
  + Remediate
  + Reinforce
  + Enrich

**2nd Grade:**

* Lowest 15 regular education students pulled by EIP (up to five from one homeroom x 3 HR)
  + At least eight weeks, LLI intervention
  + LLI can be a Tier III intervention if needed
* 2nd Grade teachers pick classroom activities; suggestions include GR, Math, Heggerty Phonics, Computer
  + Remediate
  + Reinforce
  + Enrich