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| **STRATEGY 1**  **Continue to incorporate Portrait of a Graduate skills across content areas.** |
| Collaborative Teams will:   * Keep POG skills at the forefront of team meetings, holistically planning lessons that strengthen students’ abilities to communicate, collaborate, think critically, set goals, and consider global implications. * Schoolwide implementation of the Positivity Project will support and enhance student learning around POG skills. * The teachers will: * Participate in professional development to strengthen instruction around opportunities for productive discussion and collaboration. * Continue to implement at least one PBL unit and one M2/M3 unit in grades K-5. * Continue to implement DBQ’s in grades 3-5. * Continue to implement elements of the Advanced Academic Curriculum in all grades, such as Socratic Seminars, Jacob’s Ladder, Caesar’s English, etc. supported by our Advanced Academic Resource and Level IV teachers. |
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| **STRATEGY 2**  **Continue the use of Best Practices in literacy, math, and science instruction.** |
| * Teachers will: * Implement math and reading/writing workshop components with fidelity, and utilize Four Square, making intentional modifications to ensure continued growth through self-evaluation, reflection, and goal-setting using math/literacy rubrics and look-fors. * Schedule and participate in monthly science CT to pace instruction, utilize common assessments, and analyze data to determine next steps. * Utilize assessment data to identify specific students by name and by need and provide specialized reading programs for SWD’s. During CT’s Special Education teachers will analyze data from specialized reading programs to drive instruction and will receive specialized training as needed. * Implement Fundations and Math Recovery instructional strategies in 1st grade to strengthen content knowledge and provide strong foundational understandings. * Receive training in and will implement Fundations in 2nd grade to strengthen content knowledge and provide strong foundational understandings. * Receive yearlong professional development and training to implement K.L.A.P and provide small group, core instruction to targeted kindergarten students. * Receive Number Worlds training this year to address specific math discrepancies for SWD’s. * School coaches and teacher leaders will: * Facilitate professional development around best practices in literacy, math, and science instruction through PD cohorts. * Participation in Literacy Collaborative and/or Math Recovery cohort for primary teachers. * Provide literacy and math coaching opportunities for all teachers as well as cluster coaching/labsites based on a review of student performance data and observations of instruction to strengthen teachers’ craft. |
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| **STRATEGY 3**  **Continue to implement and strengthen the RI model and provide targeted support to identified students.** |
| * The RI Team will: * Provide appropriate interventions for students identified by the RI Core Team. * Consistently monitor progress for each student receiving tier 2 and tier 3 interventions, and use data collected from progress monitoring tools to modify as necessary. * Take necessary steps to ensure each member of our school community has a shared understanding of the RI process and its purpose to support student success. * The teachers will: * Participate in professional development to strengthen their skills in Tier 1 differentiation, scaffolding, and reteaching. * Implement the intervention plans discussed with content coaches/RI Core Team to fidelity, sharing progress monitoring data, and convening the team when modifications are necessary. * Continue the use of specialized and non-specialized reading programs to meet specific student learning needs (K.L.A.P, Fundations, LLI, SRA) with support from the content coaching team. * Collaborate with interventionists supporting students to ensure a tailored and cohesive instructional plan is created and maintained for each child. |

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| **STRATEGY 4**  **Revisit the foundational concepts of a Professional Learning Community and Collaborative Teams to refine our work to ensure equitable and high levels of instruction for all students.** |
| * Collaborative Teams will: * Create and revisit team norms consistently. * Utilize the CT cycle to unpack instructional units and strategies. * Consistently evaluate the state of CTs, making collective and intentional modifications to ensure the continued growth of the team through self-evaluation, team discussion, and team goal-setting using a PLC rubric. |