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| **Collaborative Culture** | **Data Driven Decisions** | **High Impact Instruction** |
| **Goal:** RBCES will use common strategies to create a safe & connected school family to increase student achievement.  | **Goal:** RBCES will increase the effectiveness of tiered interventions resulting in increased student achievement.  | **Goal:** RBCES will provide rigorous standards-based learning experiences; monitor and adapt for learning to increase student achievement. |
| **Professional Development:**Schoolwide expectations and routinesClassroom Meetings PBIS/Conscious Discipline (Summer & monthly PD)  | **Professional Development:**MTSS training on systems of support including tier 2 and tier 3 roles and responsibilities of staff | **Professional Development:** K-5 Instructional practice guideK-5 Thinking MapsK-2 Multi-modal phonics training K-5 Number talks K-5 ESOL strategies |
| **Strategies:** 1. Establish, teach and reteach helpful behavior (school-wide expectations) First 2 weeks and maintain throughout the year.
2. Use the problem solving process to identify effective strategies for students to be successful academically and exhibit prosocial behaviors.
3. Strengthen tier 2 and 3 systems of supports that teach missing executive functioning skills and social-emotional competencies including mentorship.
4. Establish consistent common communication for parents using class dojo and quarterly parent activities/trainings focused on academics.
 | **Strategies:** 1. Teachers will analyze student common formative assessments in ELA/math to determine proficiency and plan intervention.
2. The lowest 35% and subgroups not meeting 41% proficiency will be monitored by teacher teams for progress.
3. Consistently meet with attendance committee and provide interventions for students off track for attendance.
 | **Strategies:** 1. Teachers will unpack standards in math and ELA as part of the PLC process aligned to question #1What do we want all students to learn?
2. Teams will engage in professional learning using learning walks in which teachers will visit peers to observe high impact instructional strategies aligned to the Instructional Practice Guide.
3. Teachers in grades K-2nd will utilize a common multi-modal phonics method for teaching the sound symbol relationship that includes connecting to text.
4. Teachers in grades PK-5 will utilize Thinking Maps to strengthen student mastery in phonics, vocabulary and comprehension.
5. Teachers will use research based strategies to improve outcomes for English language learners.
6. Teachers will strengthen the implementation of the literacy block by having standards-aligned tasks for students and ensure students are doing majority of the work.
7. Teachers will engage in science planning monthly to support science instruction.
8. Teachers in grades K-5 will utilize number talks in their mathematics block.
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| **Monitoring for Evidence:**  Parent survey data and sign-in sheets Gallup Survey & Action PlansSimplifying RTI Culture SurveyMid-year Success Plan reflectionDiscipline data EWS data | **Monitoring for Evidence:** CFA data (Mid/end module, Comp checks)Quarterly assessmentsFSA dataIRLA dataIntervention logsEWS data | **Monitoring for Evidence:** Classroom walkthroughsCFA dataQuarterly assessmentsFSA dataIRLA data |