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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 routines  Classroom Meetings  CDAT/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 guide  K-5 Thinking Maps  K-5 ESOL strategies |
| **Strategies:**   1. Ensure Tier one system for behavior is implemented with fidelity to establish a sense of safety and belonging. 2. Strengthen tier 2 and 3 systems of supports that teach missing executive functioning skills and social-emotional competencies including mentorship. 3. 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. Teacher instruction, student task, student output and assessments will be aligned to the grade level standard. 2. Students will do the majority of the work in the lesson. 3. Science?? 4. Teachers will use research-based strategies to improve outcomes for English language learners. See appendix A |
| **Monitoring for Evidence:**  Parent survey data and sign-in sheets  Gallup Survey & Action Plans  Simplifying RTI Culture Survey  Mid-year Success Plan reflection  Discipline data  EWS data | **Monitoring for Evidence:**  CFA data (Mid/end module, Comp checks)  MAPS assessments  FSA data  IRLA data  Intervention logs  EWS data | **Monitoring for Evidence:**  Classroom walkthroughs  CFA data  MAPS assessments  FSA data  IRLA data |

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| **Collaborative Culture** | | | | | | |
| **Goal: RBCES will create a safe & connected school family to increase student achievement.** | | | | **Professional Development:**  Schoolwide expectations and routines  Classroom Meetings  Conscious Discipline (Summer & monthly PD) | | |
| **Strategy** | **Action Step** | **Timeline** | **Lead** | | **Monitoring** | **Grant funds** |
| 1. Ensure Tier one system for behavior is implemented with fidelity to establish a sense of safety and belonging. | Provide visual routines for students and staff. Provide visual school-wide expectations for students and staff | Pre-planning | 1. Admin 2. CDAT 3. Teachers | | Behavior data-EWS  Pre-referral  Walkthrough- school counselor and social worker |  |
| Establish a Conscious discipline action team (CDAT) to guide staff in tier one system for behavior. | Summer 2021 | 1. Admin 2. LDC-Maintenance 3. Tier 1 behavior-data review 4. Teachers 5. School counselor 6. Social worker | | Behavior data-EWS  Pre-referral  Walkthrough- school counselor and social worker |  |
| Establish, teach and reteach helpful behavior (school-wide expectations) First 2 weeks and maintain throughout the year by doing a reboot each quarter | Throughout the year | 1. Admin 2. SEL team- model & support 3. Tier 1 behavior-data review 4. Teachers | | Behavior data-EWS  Pre-referral  Walkthrough- SEL team, Admin  Master schedule-Admin review |  |
| Engage in professional learning on conscious discipline strategies. Train staff on the power of attention and unity. Train staff how to use the skill of assertiveness and encouragement. | Summer PD  Throughout the year during early release | 1. Admin 2. SEL team 3. Tier 1 behavior-data review | | Staff conversations about behaviors  Pre-post survey with staff |  |
| Create a first 2-week plan of teaching students expectations and helpful behavior. Create a reboot teaching plan at the beginning of each quarter. | Preplanning  Quarterly | 1. Admin 2. SEL team 3. Tier 1 behavior-data review 4. Teachers | | Staff conversations about behaviors  Pre-post survey with staff |  |
| 2. Strengthen tier 2 and 3 systems of supports that teach missing executive functioning skills and social-emotional competencies including mentorship. | Schedule small groups for students needing lessons on social-emotional competencies and executive functioning skills | Beginning in September and continuing throughout the year | 1. SEL Team 2. CDAT 3. Tier 1 behavior-data review | | Students growth in social-emotional competencies and executive functioning skills evidenced through tier 2 and tier 3 supports no longer being needed. |  |
| Develop systematic school-wide jobs and mentoring opportunities for students in need of tiered behavior supports | Beginning in August and continuing throughout the year | 1. SEL Team 2. Tier 1 behavior-data review | | Behavior data-EWS  Pre-referral |  |
| 3. Establish consistent communication for parents and quarterly parent activities/trainings focused on academics. | Utilize a consistent digital application Class Dojo school-wide for teachers and families to communicate efficiently. | Summer PD  Pre-planning | 1. Teacher leader- train 2. Teachers- implement | | Parent Survey |  |
| Provide a parent event per quarter that includes food, social and academic elements. | See last page | 1. Admin 2. Parent Involvement coordinator | | Sign-in sheets  Parent Survey |  |
| Teachers and behavior support staff will communicate something positive about each student monthly with parents/families. Communication will be documented in the Parent Communication Log | Preplanning August 3rd | 1. Teachers 2. SLT | | Parent Communication Log |  |

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| **Data Driven Decisions** | | | | | | |
| **Goal: RBCES will increase the effectiveness of tiered interventions resulting in increased student achievement.** | | | | **Professional Development:**  MTSS training on systems of support including tier 2 and tier 3 roles and responsibilities of staff | | |
| **Strategy** | **Action Step** | **Timeline** | **Lead** | | **Monitoring** | **Grant funds** |
| 1. Teachers will analyze student common formative assessments in ELA/math to determine proficiency and plan intervention cycles. | Calibrate on how to give assessment, establish common expectations and grading | Throughout the year | 1. Admin 2. Team leads- implement & lead 3. PLC- data review 4. Content coach | | CFA data  Tiered assessment data  Quarterly assessments  IRLA |  |
| Mapping out CFA’s with essential standards | Summer PD  Teacher pre-plan | 1. Content coach 2. PLC- data review | | CFA data  Tiered assessment data  Quarterly assessments  IRLA |  |
| Train staff on MTSS- systems of support including tier 2 and tier 3 roles and responsibilities of staff | Summer PD | 1. Admin  2. SBIT team | | Tiered assessment data |  |
| Intervention tier 2/3  ELA: IRLA and CFA data will be analyzed monthly and intervention groups will be created for a 3 week cycle for tiered instruction.  Math: Prior year fluency standard in 4 week cycles in Q1 then shift to grade level standards in Q2 | Throughout the year | 1. Admin  2. PLC  3. Content coach | | CFA data  Tiered assessment data  Quarterly assessments  IRLA |  |
| 2.The lowest 35% and subgroups not meeting 41% proficiency will be monitored by teacher teams for progress.  TWEAK Tiffany | Data wall will be created in PLC room with students in subgroups to monitor progress. The problem solving process will be used to develop action steps to support the growth of students. | Quarterly  During intervention data cycles | 1. Admin 2. Team lead 3. Content coach | | PLC Notes  PLC observations |  |
| 3.Consistently meet with attendance committee and provide interventions for students off track for attendance. | Committee will problem solve students off track for attendance and provide supports. | Monthly | 1. Admin  2. Attendance committee | | EWS data |  |

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| **High Impact Instruction** | | | | | | |
| **Goal: RBCES will provide rigorous standards-based learning experiences; monitor and adapt for learning to increase student achievement.** | | | | **Professional Development:**  K-5 Instructional practice guide  K-5 Thinking Maps  K-5 ESOL strategies | | |
| **Strategy** | **Action Step** | **Timeline** | **Lead** | | **Monitoring** | **Grant funds** |
| 1. Teacher instruction, student task, student output and assessments will be aligned to the grade level standard. | 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? | Weekly throughout the year | 1. PLC Facilitators-lead  2. Coaches support | | PLC Notes |  |
| Teachers will engage in learning BEST standards K-2 and LAFS 3-5. | Summer PD | 1. Admin  2. PLC  3. Content coach | | Learning walk data  Common formative |  |
| Thinking maps will be continued to be implemented with a focus on the frame of reference and using the maps to lead to writing. Thinking Maps Thursday-post a Thinking Map on Facebook and highlight in PLC room/office. Have an Admin Map Contest with children. | Summer PD  Throughout the year | 1. Admin  2. Content coach | | Classroom walkthroughs  Student work samples |  |
| Student work protocols will be used to analyze student work for alignment to the standard. | Throughout the year | 1. Admin  2. PLC  3. Content coach | | Classroom walkthroughs  Student work samples |  |
| 1. Students will do the majority of the work in the lesson. | Engagement strategies professional development so instruction aligns to core action 2 and 3 of the IPG tool. | Summer PD  Throughout the year | 1. Admin  2. Content coach | |  |  |
| Teachers participate in a learning walk led by instructional coaches and administration using the IPG tool. | Sept.  Nov.  Feb  April | 1. Admin 2. Coaches schedule | | Instructional calendar  Learning walk trend data |  |
| Learning walk data will be analyzed by the SLT for trends and utilized to determine next steps for professional learning. | Sept.  Nov.  Feb  April | 1. Admin will gather data 2. SLT will action plan around trends | | SLT meeting agenda after progress reports quarterly |  |
| Feedback on the alignment of instruction to the IPG tool will be provided to each teacher visited after the learning walk. | Sept.  Nov.  Feb  April | 1. Admin will provide feedback to teachers | | Copy of IPG tool feedback |  |
| 1. Science |  |  |  | |  |  |
| 1. Teachers will use research-based strategies to improve outcomes for English language learners   See appendix A | ESOL and content coaches will collaborate to identify key strategies for implementation  Train monitor | Throughout year | 1. District support to admin 2. ESOL Coach | | IRLA data  Learning walk data  Common formative  Anchor chart evidence of vocabulary strategy learning |  |

From COGNIA:

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| 2.6 | The institution implements a process to ensure the curriculum is aligned to standards and best practices. |
| All educators are engaged in a process to align curriculum to standards and best practice | While PLCs are protected time, not all PLC times are spent aligning standards and best practices with the curriculum. |

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| 1.3 | The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. |
| Ongoing collection, analysis, and use of data to measure results and outcomes related to the goals Results of the continuous improvement process consistently and clearly communicated to all representative internal and external stakeholder groups | While data is collected for large outcomes such as FSA testing and Gallup surveys, we question rather of data is shared with all internal stakeholders. |

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| **Building Capacity of Parents** | | **How will this impact Student Achievement?** | **Tentative**  **Date/Time**  Are they flexible? | **Check all that apply.** | | | | **How will this support learning at home?** | **SUP Goal (s) this Strategy supports** |
| **Title/Topic of Event** | | **Transportation** | **Meal Refreshments** | **Childcare** | **Translation** |
| **Curriculum Areas** | Reading Night  Math/Science Night  MOSI night <https://www.mosi.org/groups/> | IRLA/FSA information  Will equip parents to help their children at home and emphasize the importance of doing their best. | September  January  December |  | X |  | X | Parents will understand the expectations of the standards and have ideas of how to help. | **Goal:** RBCES will provide rigorous standards-based learning experiences; monitor and adapt for learning to increase student achievement. |
| **Achievement Levels, Expectations and Assessments** | Back to School Bash  Registration/Open House  Pastries with parents | Communicating expectations, modes of communication between school and family, | July  August  May |  | X |  | X | Parents will be informed of how their child’s instructional day is organized and ways they can partner with the school. | **Goal:** RBCES will use common strategies to create a safe & connected school family to increase student achievement. |
| **Progress Monitoring** | Parent Conference nights | Partnering with parents and empowering them to be informed of their child’s progress. | September  January |  | X |  | x | Parents will be informed of their child’s progress and how they can help at home. | **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. |
| **Other Activities**  Celebrating diversity | Fall festival, Hispanic heritage, Friendship Dance African American heritage | Students celebrating cultures and sharing learning | October  November  February |  | X |  | X |  | **Goal:** RBCES will use common strategies to create a safe & connected school family to increase student achievement. |

**APPENDIX A: ESOL Plan**

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| **What** | **Who** |
| During SBIT’s on students that are ELL include WIDA data in data set and have a subgroup of students that have like WIDA scores to determine if there is a discrepancy.  Add Imagine Learning as tier 1 data.  Include Gaines in all ELL SBITs | ESOL Coach |
| Change language of deficit to asset multi-language learners. There are different dialects of Spanish that our students are speaking. | Staff- mind shift |
| Focus phonemic awareness activities intentionally around sounds not in the Spanish language (/dg/ /j/ /sh/ /th/ /z/) | Teachers K-1  Train teachers on emphasizing these unknown sounds |
| Explicitly teach the English vowel with the Spanish sound so they can connect to their schema. Tiered intervention\* Particularly to short and long sound. Visual cues=95% hand signals, phonics dance | ESOL teacher as needed |
| Include visuals of Spanish words with the sound as well as English words with the sounds <https://www.spanishdict.com/guide/spanish-vowels> | K-5 |
| When learning letter sounds connect to words in Spanish that also have the sound (boots/botas, popcorn/palomitas de maiz) with caution | Teachers K-1 |
| Oracy strategies:  Before reading  **Building background knowledge**- GLAD Input Chart (Circle Map)  **Explicit/front loading of vocabulary-** chants  During reading  Annotating text-  Sentence patterning for responding to text, sentence starters  After reading  **Practice oral language**- Accountable talk stems, Increase student conversation, include role play, storytelling using wordless books,  **Sentence structure-** Sentence patterning chart-GLAD strategy during writer’s workshop (color code) PLC sentence structure (2-5)  **Sentence transformations-** sentence starters | K-5 |
| Students enrolling that are NES or LES- do Spanish IRLA assessment to determine literacy skills. Provide Spanish materials according to their level to read. Look for books that are bi-lingual | ESOL Coach  ESOL teacher |
| Sight word practice in phrases, sentences, or books NOT in isolation- Tiffany and Gaines will come up with a plan | K-5 |
| Partner reading with tight routine or Imagine instead of IR- tease out by IRLA level and grade level | K-5 |
| Add vocabulary to math lessons and write them on the board with visuals for students to comprehend concept- pay attention to multiple meaning words that may cause difficulty  Place value in Spanish and English posted | K-5 |
| Peer-assisted learning strategies (PALS) implemented 2-4 times a week during IR in grades 2-5 | Teachers 2-5 |
| During a ESOL PD have staff answer questions on page 67 pre-test and then reflect in quarter 3  PD: common misconceptions of ELLs and how struggling ELLs might look like students with LD or strategies to use for ELLs | K-5 |
| Increasing the number of parents of ELLs that get involved in the school and volunteer | ESOL Coach  Boyd  Russ |
| Imagine learning implemented with fidelity- Magda will get back about how many license we can get. | ESOL team  Teachers |
| Translation apps that can assist teachers with communicating with students |
| Technology that can be used to translate assignments and/or read to the student in Spanish/English  Google Translate, Say HI, iPad google translate |
| Have an ESOL IA dedicated to K-2 Marilyn and one for 3-5 Sandra- attend curriculum planning for their grade levels  ESOL coach attend ELA planning for all grade levels, attend K PLC and other PLCs as needed  IA role: During reading part, Based IRLA guided reading groups connected knowledge & phonics  5th science scheduling with IA time | ESOL team |

Interesting: IR less effective for ELL page 34

**Appendix B**

