

# Elm Street School Improvement Implementation Plan

2018-19

## Reading/ELA

**SMART Goal:** By Milestones 2019, increase percentage of students earning Level III and Level IV on Milestones ELA to 49.9%. (6% gap closure; up from 46.69%)

### Coherent Instructional System

	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	1. Continue to implement (strengthen) Teacher Clarity (.75) with learning intentions, success criteria, and regular discussion of standards	Title I, District, School	a. ongoing (continued from previous year) b. Weekly grade level meetings (minutes in own format); Wednesday PL gatherings for development (combined)	Principal/AP All Teachers
	2. Train Eagles to use student-driven classroom discussion (.82)	Title I, District, School	a. ongoing b. observation and impact checks	All Teachers
	3. Develop Collective Teacher Efficacy (1.57) Teachers believe in their ability to make a difference for children. Build CTE by studying and using highly effective instructional and assessment strategies to ensure reading and writing learning (comprehension is key; move beyond fluency and phonics) [Who's Doing the Work, The Book Whisperer, Comprehension Connections, and Serravallo's strategy books will guide this work]; develop rich vocabulary in students [study work of Beck, Sprenger, etc]	Title I, District, School	a.ongoing; monthly impact checks b. Evidence of learning through Impact Check (shared on Google calendar)	Principal/AP All Teachers
	4. Continue spiral assessments but ensure items reach expected levels of rigor.	Title I, District, School	a. ongoing b. Weekly grade level meetings (minutes in own format); Wednesday PL gatherings for development (combined)	Principal/AP All Teachers

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	Provide easy access to books (including common areas such as cafeteria, hallways) with no strings attached; students can keep them if they want or read them and return them to any bin. Provide tools, supplies, and resources needed for classroom success. Read with older peers or support staff when parents are unable to read at home. Share video read alouds and book recommendations. Connect with community partners to help bridge resource gap for children at home (Backpack Buddies for weekend meals for example). Provide opportunities for students to participate in before school tutoring options (K-5, yearlong) and afterschool (spring).	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of Advocacy Connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Work to connect with parents through translated materials, using a communication app if translator is not available. Provide skills block support, before school tutoring, support through advocates; work to ensure that students feel connected to school. Work in coordination with ESOL teacher from Ruth Hill to ensure we are supporting declined services students with appropriate strategies.
	N/A	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner. Ensure that teachers know the learning needs of subgroup members. Seek ways to communicate importance of regular reading for pleasure to parents and students. Seek	Continue to teach growth mindset and help students set meaningful goals for growth. Build self-efficacy by leading students to see the growth they are making and helping them realize the role their own actions and beliefs play. Provide skills block support, before school tutoring, and make connections through advocacy. Teach older students to be an advocate for themselves to ensure their learning needs are met.

		student and community role models including NHS athletes to read aloud to students, ideally in uniform, even if only by video recording with an occasional visit).	
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**Effective Leadership**

	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.	1. Provide more opportunity for teacher leadership of PL discussions through divided presentation topics for staff study.	Title I, District, School	a. ongoing b. PL discussion schedule; evidence of learning in Impact Checks	Prin, AP, Teacher Leaders
	2. Communicate clear expectations and ensure that teachers and staff meet them (providing training, support, follow up at individual or collective levels); continue to create opportunities for teaching assistants to participate in PL too.	Title I, District, School	a. ongoing b. TKES observations; evidence of learning in Impact Checks	Prin, AP, SBLT
	3. Shift leadership of Impact Checks to teacher teams in order to ensure more effective, relevant data analysis.		a. ongoing b. Impact Check discussions	Prin, AP, Grade Chairs

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	<i>Economically Disadvantaged</i>	<i>Foster and Homeless</i>	<i>English Learners</i>
	<i>Migrant</i>	<i>Race/Ethnicity/Minority</i>	<i>Students with Disabilities</i>
	Provide easy access to books for students with no strings attached as noted above. Provide tools, supplies, and resources needed for classroom success. Connect with community partners to help bridge resource gap for children at home (Backpack Buddies for weekend meals for example).	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of Advocacy Connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Work to connect with parents through translated materials, using a communication app if translator is not available. Provide skills block support, before school tutoring, support through advocates; work to ensure that students feel connected to school. Work in coordination with ESOL teacher from Ruth Hill to ensure we are supporting declined services students with appropriate strategies.
	N/A	Help remind staff of the importance of additional connection opportunities for advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups; express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner. Seek to partner with NHS for student athlete read alouds as well as maintaining Cougar Connections and NHS Ambassadors partnerships.	Build self-efficacy by leading students to see the growth they are making and helping them realize the role their own actions and beliefs play. Provide skills block support, before school tutoring, and make connections through advocacy. Teach older students to be an advocate for themselves to ensure their learning needs are met. Continue to teach growth mindset and help students set meaningful goals for growth.

**Professional Capacity**

	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.	1. Develop capacity of staff to continue creating and using spiral assessments, ensuring consistency among expected levels of rigor (students, teachers, items).	Title I, District, School	a. ongoing; weekly b. Weekly grade level meetings (minutes in own format, shared with admin); Wednesday PL gatherings for development (combined)	Prin, AP, Teacher Leaders
	2. Deepen understanding of effective reading instruction through PL sessions (Who's Doing the Work, The Book Whisperer, etc), beginning with deconstructing standards and also including focus on developing rich vocabulary (Beck, Sprenger, etc.)	Title I, District, School	a. ongoing; weekly sessions; monthly impact checks b. Wednesday PL participation and evidence of learning through Impact Check (shared on Google calendar)	Prin, AP, Teacher Leaders

<i>Supplemental Supports:</i>	<i>Economically Disadvantaged</i>	<i>Foster and Homeless</i>	<i>English Learners</i>
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What supplemental action steps will be implemented for these subgroups?	Develop capacity of staff to build self-efficacy, provide specific feedback for learning and maintain the interest/engagement of this subgroup of learners..	Develop capacity of staff to build self-efficacy, provide specific feedback for learning and maintain the interest/engagement of this subgroup of learners..	Ensure staff know how to schedule meetings with interpreter or use communication app if translator is not available. Collaborate with ESOL teacher from Ruth Hill to ensure we are supporting declined services students with appropriate strategies.
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	N/A	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner.	Develop/nurture shared belief among all staff that high expectations exist for all learners (along with support to meet those expectations). Allow staff to communicate these expectations clearly to students.

### Family and Community Engagement

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. Provide opportunities for parents to engage with students in learning such as September Stories Day (build upon relationships established outside of content nights).	Title I, District, School	a. ongoing b. schedule of opportunities; sign in sheets	Prin, AP, Counselor
	2. Provide parents with regular (weekly) communication about weekly learning topics along with tools to support growth at home through Dojo Class Story.	Title I, District, School	a. ongoing b. Class Dojo; Class Stories	Prin, AP, Counselor, Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>
	Seek input from parents on needs to support student success, including parent engagement topics. Provide tools, supplies, and resources needed for classroom success. Connect with community partners to help bridge resource gap for children at home. Help parents understand the power of a positive mathematical mindset (in both parents and students.).	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of advocacy connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Connect with parents through translated materials, using a communication app if translator is not available. Collaborate with ESOL teacher from Ruth Hill to ensure we are supporting declined services students (and parents) with appropriate strategies.
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
N/A	Continue to build NHS partnerships, including student athletics if possible. Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner.	Support parents in building self-efficacy in students; lead children to see their own growth and know the role their own actions and beliefs play. Help parents see the value in teaching older students to be an advocate for themselves to ensure their learning needs are met. Continue to model growth mindset and a positive math mindset; help students set meaningful goals for growth.	

### Supportive Learning Environment

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. Continue Advocacy Lunches and House connections, incorporating PBIS as well; seek additional connection opportunities for members of specific subgroups.	Title I, District, School	a. ongoing b. schedule of dates; survey results and climate star rating	Prin, AP, Counselor All Staff
	2. Effectively use coteach and skills block for special education, early intervention, etc. to include goal setting and attainment of rigorous learning goals for all students.	Title I, District, School	a. ongoing b. TKES observations; evidence of achievement in Impact Checks	Prin, AP, All Staff
	3. Maintain a school climate that welcomes all students, connects with parents and the community, inspires healthy attendance,	Title I, District,	a. ongoing b. school climate survey results; climate star rating	Prin, AP, SBLT, All

	supports teachers, and establishes relationships that foster learning at high levels.	School		Faculty and Staff
<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b><i>Economically Disadvantaged</i></b>	<b><i>Foster and Homeless</i></b>	<b><i>English Learners</i></b>	
	Make opportunities for exploration of concepts at school and experiences to build background knowledge (including field trips) that might not be available at home if parents are working to provide for basic family needs. Provide tools, supplies, and resources needed for classroom success. Connect with community partners to help bridge resource gap for children at home (Backpack Buddies for weekend meals for example). Provide opportunities for students to participate in before school tutoring options (K-5, yearlong) and afterschool (spring). Share and promote favorite book titles through a school book recommendations board.	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of advocacy connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Work to connect with parents through translated materials, using a communication app if translator is not available. Provide skills block support, before school tutoring, support through advocates; work to ensure that students feel connected to school. Work in coordination with ESOL teacher from Ruth Hill to ensure we are supporting declined services students with appropriate strategies.	
	<b><i>Migrant</i></b>	<b><i>Race/Ethnicity/Minority</i></b>	<b><i>Students with Disabilities</i></b>	
	N/A	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner. Continue to build NHS partnerships, including student athletics if possible. Continue to develop and use community mentors and peer support.	Continue to teach growth mindset and help students set meaningful goals for growth. Build self-efficacy by leading students to see the growth they are making and helping them realize the role their own actions and beliefs play. Provide skills block support, before school tutoring, and make connections through advocacy. Teach older students to be an advocate for themselves to ensure their learning needs are met.	

# Elm Street School Improvement Implementation Plan

## 2018-19

### Mathematics

**SMART Goal:** By Milestones 2019, increase percentage of students earning Level III and Level IV on Milestones Math to 54.1%. (6% gap closure; up from 51.16%)

#### Coherent Instructional System

	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.	1. Continue to implement (strengthen) Teacher Clarity (.75) with learning intentions, success criteria, and regular discussion of standards	Title I, District, School	a. ongoing (continued from previous year) b. Weekly grade level meetings (minutes in own format); Wednesday PL gatherings for development (combined)	Principal/AP All Teachers
	2. Train Eagles to use student-driven classroom discussion (.82)	Title I, District, School	a. ongoing b. observation and impact checks	All Teachers
	3. Use highly effective instructional and assessment strategies to ensure learning of math content at deep levels of understanding (exemplars, self-assessment, focus on depth of thinking for problems to solve rather than quantity of problems solved/discussed).	Title I, District, School	a. ongoing, monthly impact checks b. Evidence of learning through Impact Check (shared on Google calendar)	Principal/AP All Teachers
	4. Continue spiral assessments but ensure items reach expected levels of rigor.	Title I, District, School	a. ongoing b. Weekly grade level meetings (minutes in own format); Wednesday PL gatherings for development (combined)	Principal/AP All Math Teachers

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	<i>Economically Disadvantaged</i>	<i>Foster and Homeless</i>	<i>English Learners</i>
	<i>Migrant</i>	<i>Race/Ethnicity/Minority</i>	<i>Students with Disabilities</i>
	N/A	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner.	Use manipulatives for concrete examples of abstract concepts and to help bridge communication gaps. Work to connect with parents through translated materials. Provide skills block support, before school tutoring, support through advocates; work to ensure that students feel connected to school. Collaborate with RHES ESOL teacher to ensure appropriate strategies.

#### Effective Leadership

<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. Provide more opportunity for teacher leadership of PL discussions through divided presentation topics for staff study (including Mathematical Mindsets by Boaler as well as Hattie's Visible Mathematics work).	Title I, District, School	a. ongoing b. PL discussion schedule; evidence of learning in Impact Checks	Prin, AP, SBLT, Teachers
	2. Communicate clear expectations and	Title I,	a. ongoing	Prin, AP



	ensure that teachers and staff meet them (providing training, support, follow up at individual or collective levels).	District, School	b. TKES observations; evidence of learning in Impact Checks	
	3. Shift leadership of Impact Checks to teacher teams in order to ensure more effective, relevant data analysis.		a. ongoing	Prin, AP, Grade Chairs
			b. Impact Check discussions	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>
	Provide tools, supplies, and resources needed for classroom success. Provide opportunities to practice key skills such as math fact fluency that might not be available at home if parents are working to provide for basic family needs. Connect with community partners to help bridge resource gap for children at home (Backpack Buddies for weekend meals for example).	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of Advocacy Connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Use manipulatives for concrete examples of abstract concepts and to help bridge communication gaps. Work to connect with parents through translated materials. Provide skills block support, before school tutoring, support through advocates; work to ensure that students feel connected to school. Collaborate with RHES ESOL teacher to ensure we support declined service students with appropriate strategies.
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	N/A	Remind staff of importance of additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups; express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner. Maintain NHS Cougar Connections and NHS Ambassador partnerships.	Build self-efficacy by leading students to see the growth they are making and helping them realize the role their own actions and beliefs play. Provide skills block support, before school tutoring, and make connections through advocacy. Teach older students to be an advocate for themselves to ensure their learning needs are met. Continue to teach growth mindset and help students set meaningful goals for growth.

**Professional Capacity**

<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>	
	1. Develop capacity of staff to continue creating and using spiral assessments, ensuring consistency among expected levels of rigor (students, teachers, items).	Title I, District, School	a. ongoing; weekly b. Weekly grade level meetings (minutes in own format, shared with admin); Wednesday PL gatherings for development (combined)	Prin, AP, Teacher Leaders
2. Deepen understanding of effective math instruction through PL sessions (Hattie math) beginning with deconstructing standards.	Title I, District, School	a. ongoing; weekly sessions; monthly impact checks b. Wednesday PL participation and evidence of learning through Impact Check (shared on Google calendar)	Prin, AP, Teacher Leaders	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>
	Develop capacity of staff to build self-efficacy, provide specific feedback for learning and maintain the interest/engagement of this subgroup of learners..	Develop capacity of staff to build self-efficacy, provide specific feedback for learning and maintain the interest/engagement of this subgroup of learners..	
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	N/A	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner.	Develop/nurture shared belief among all staff that high expectations exist for all learners (along with support to meet those expectations).

**Family and Community Engagement**

<b>Evidence-based Action Steps:</b> Describe the evidence-	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>	
	1. Provide opportunities for parents to engage with students in learning such as Mardi Gras	Title I, District,	a. ongoing b. schedule of opportunities; sign in sheets	Prin, AP, Counselor

based action steps to be taken to achieve the goal.	Math Night for fun (build upon relationships established outside of content nights).	School		
	2. Provide parents with regular (weekly) communication about weekly learning topics along with tools to support growth at home (video links, IXL, etc.).	Title I, District, School	a. ongoing b. Class Dojo; Class Stories	Prin, AP, Counselor, Teachers

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>
	Provide tools, supplies, and resources needed for classroom success. Provide opportunities to practice key skills such as math fact fluency that might not be available at home if parents are working to provide for basic family needs. Connect with community partners to help bridge resource gap for children at home (Backpack Buddies for weekend meals for example).	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of Advocacy Connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Connect with parents through translated materials, using a communication app if translator is not available. Collaborate with ESOL teacher from Ruth Hill to ensure we are supporting declined services students (and parents) with appropriate strategies.
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
N/A	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner.	Support parents in building self-efficacy in students; lead children to see their own growth and know the role their own actions and beliefs play. Help parents see the value in teaching older students to be an advocate for themselves to ensure their learning needs are met. Continue to model growth mindset and help students set meaningful goals for growth.	

**Supportive Learning Environment**

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1.Continue Advocacy Lunches and House connections, incorporating PBIS as well; seek additional connection opportunities for members of specific subgroups.	Title I, District, School	a. ongoing b. schedule of dates; survey results and climate star rating	Prin, AP, Counselor All Staff
	2.Effectively use co-teach and skills block models for special education, early intervention, etc. to include goal setting and attainment of rigorous learning goals for all students.	Title I, District, School	a. ongoing b. TKES observations; evidence of achievement in Impact Checks	Prin, AP, All Staff

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>
	Provide tools, supplies, and resources needed for classroom success. Provide opportunities to practice key skills such as math fact fluency that might not be available at home if parents are working to provide for basic family needs. Connect with community partners to help bridge resource gap for children at home (Backpack Buddies for weekend meals for example).	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of Advocacy Connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Use manipulatives for concrete examples of abstract concepts and to help bridge communication gaps. Work to connect with parents through translated materials. Provide skills block support, before school tutoring, support through advocates; work to ensure that students feel connected to school. Collaborate with RHES ESOL teacher to ensure we support declined service students with appropriate strategies.
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
N/A	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner.Continue to develop and use community mentors and peer support.	Continue to teach growth mindset and help students set meaningful goals for growth. Build self-efficacy by leading students to see the growth they are making and helping them realize the role their own actions and beliefs play. Provide skills block support, before school tutoring, and make connections through advocacy. Teach older students to be an advocate for themselves to ensure their learning needs are met.	

# Elm Street School Improvement Implementation Plan

# 2018-19 Science and Social Studies

**SMART Goal:** By Milestones 2019, increase percentage of students earning Level III and Level IV on Milestones Science and Social Studies to 60.8% and 68.7% respectively. (6% gap closure; up from 58.3% and 66.7% respectively)

## Coherent Instructional System

	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken to achieve the goal.	1. Learning intentions and success criteria must be developed, clearly communicated, and known by students.	Title I, District, School	a. ongoing (continued from previous year) b. Weekly grade level meetings (minutes in own format); Wednesday PL gatherings for development (combined)	Principal/AP All Teachers
	2. Train Eagles to use student-driven classroom discussion (.82)	Title I, District, School	a. ongoing b. observation and impact checks	All Teachers
	3. Ensure that science content is taught in a way that includes exploration of phenomena and social studies instruction leads students to make connections to their own life. Include content area reading skills and time in reading.	Title I, District, School	a. ongoing; monthly impact checks b. Evidence of learning through Impact Check (shared on Google calendar)	Principal/AP All Teachers
	4. Continue spiral assessments (ALD driven); ensure items reach expected levels of rigor.	Title I, District, School	a. ongoing b. Weekly grade level meetings (minutes in own format); Wednesday PL gatherings for development (combined)	Principal/AP Sci/SocSt Teachers

<i>Supplemental Supports:</i> What supplemental action steps will be implemented for these subgroups?	<i>Economically Disadvantaged</i>	<i>Foster and Homeless</i>	<i>English Learners</i>
	<i>Migrant</i>	<i>Race/Ethnicity/Minority</i>	<i>Students with Disabilities</i>
	Provide tools, supplies, and resources needed for classroom success. Include non-fiction titles in readily accessible books (including common areas such as cafeteria, hallways) with no strings attached; students can keep them if they want or read them and return them to any bin. Work to provide field trips, clubs and other experiences to build background knowledge for students. Connect with community partners to help bridge resource gap for children at home (Backpack Buddies for weekend meals for example).	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of Advocacy Connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Work to connect with parents through translated materials, using a communication app if translator is not available. Provide skills block support, before school tutoring, support through advocates; work to ensure that students feel connected to school. Work in coordination with ESOL teacher from Ruth Hill to ensure we are supporting declines services students with appropriate strategies.
	N/A	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner. Ensure that teachers know the learning needs of subgroup members. Seek ways to communicate importance of regular reading for pleasure to parents and students. Seek student and community role models including NHS athletes to read aloud to students, ideally in uniform, even if only by video recording with an occasional visit).	Continue to teach growth mindset and help students set meaningful goals for growth. Build self-efficacy by leading students to see the growth they are making and helping them realize the role their own actions and beliefs play. Provide skills block support, before school tutoring, and make connections through advocacy. Teach older students to be an advocate for themselves to ensure their learning needs are met.

## Effective Leadership

<i>Evidence-based Action Steps:</i> Describe the evidence-based action steps to be taken	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. School leaders will provide even the strongest teachers more specific feedback for ongoing improvement. Teacher leaders will remain integral through peer collaboration,	Title I, District, School	a. ongoing b. TKES observations; evidence of learning in Impact Checks	Prin, AP, SBLT, Teacher



to achieve the goal.	peer observation, coaching and modeling.			Leaders
	2. Communicate clear expectations and ensure that teachers and staff meet them (providing training, support, follow up at individual or collective levels).	Title I, District, School	a. ongoing b. TKES observations; evidence of learning in Impact Checks	Prin, AP, SBLT
	3. Shift leadership of Impact Checks to teacher teams in order to ensure more effective, relevant data analysis.		a. ongoing b. Impact Check discussions	Prin, AP, Grade Chairs

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>
	Provide easy access to books, including non-fiction titles for science and social studies topics, for students to read with no strings (attached as noted in this section above). Provide tools, supplies, and resources needed for classroom success. Connect with community partners to help bridge resource gap for children at home (Backpack Buddies for weekend meals for example).	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of Advocacy Connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Connect with parents through translated materials, using a communication app if translator is not available. Provide skills block support, before school tutoring, support through advocates to ensure students feel connected to school. Work in coordination with ESOL teacher from Ruth Hill to ensure we are supporting declines services students with appropriate strategies.
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
N/A	Help remind staff of the importance of additional connection opportunities for advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups; express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner. Seek to partner with NHS for student athlete read alouds as well as maintaining Cougar Connections and NHS Ambassadors partnerships.	Build self-efficacy by leading students to see the growth they are making and helping them realize the role their own actions and beliefs play. Provide skills block support, before school tutoring, and make connections through advocacy. Teach older students to be an advocate for themselves to ensure their learning needs are met. Continue to teach growth mindset and help students set meaningful goals for growth.	

**Professional Capacity**

<b>Evidence-based Action Steps:</b> Describe the evidence-based action steps to be taken to achieve the goal.	<b>Action Steps</b>	<b>Funding</b>	<b>a. Timeline for Implementation</b>	<b>Role Responsible</b>
			<b>b. Method for Monitoring</b>	
	1. Develop capacity of staff to continue creating and using spiral assessments, ensuring consistency among expected levels of rigor (students, teachers, items).	Title I, District, School	a. ongoing; weekly b. Weekly grade level meetings (minutes in own format, shared with admin); Wednesday PL gatherings for development (combined)	Prin, AP, Teacher Leaders
2. Deepen understanding of effective instruction through deconstructing standards and work with district level leaders for these content areas.	Title I, District, School	a. ongoing; weekly sessions; monthly impact checks b. Wednesday PL participation and evidence of learning through Impact Check (shared on Google calendar)	Prin, AP, Teacher Leaders	

<b>Supplemental Supports:</b> What supplemental action steps will be implemented for these subgroups?	<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>	<b>English Learners</b>
	Develop capacity of staff to build self-efficacy, provide specific feedback for learning and maintain the interest/engagement of this subgroup of learners..	Develop capacity of staff to build self-efficacy, provide specific feedback for learning and maintain the interest/engagement of this subgroup of learners..	Ensure staff know how to schedule meetings with interpreter or use communication app if translator is not available. Collaborate with ESOL teacher from Ruth Hill to ensure we are supporting declined services students with appropriate strategies.
	<b>Migrant</b>	<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce	Develop/nurture shared belief among all staff that high expectations exist for all learners (along with support to meet those expectations).	

		the importance of growing as a learner.	
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**Family and Community Engagement**

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. Continue Family Enrichment sessions and other opportunities for family engagement at school; develop and build relationships to encourage participation		a. ongoing b. schedule of opportunities; sign in sheets	Prin, AP, Counselor
	2. Provide parents with regular (weekly) communication about weekly learning topics along with tools to support growth at home through Dojo Class Story.		a. ongoing b. Class Dojo; Class Stories	

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners
	Provide tools, supplies, and resources needed for classroom success. Provide opportunities to read and be read to at school that might not be available at home if parents are working to provide for basic family needs. Connect with community partners to help bridge resource gap for children at home (Backpack Buddies for weekend meals for example). Share and promote favorite book titles through a school book recommendations board.	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of advocacy connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Connect with parents through translated materials, using a communication app if translator is not available. Collaborate with ESOL teacher from Ruth Hill to ensure we are supporting declined services students (and parents) with appropriate strategies.
	Migrant	Race/Ethnicity/Minority	Students with Disabilities
N/A	Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups. Express clear interest in person as well as academic growth of person to help reinforce the importance of growing as a learner. Continue to build NHS partnerships, including student athletics if possible.	Support parents in building self-efficacy in students; lead children to see their own growth and know the role their own actions and beliefs play. Help parents see the value in teaching older students to be an advocate for themselves to ensure their learning needs are met. Continue to model growth mindset and help students set meaningful goals for growth.	

**Supportive Learning Environment**

Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.	Action Steps	Funding	a. Timeline for Implementation	Role Responsible
			b. Method for Monitoring	
	1. Continue Advocacy Lunches and House connections, incorporating PBIS as well; seek additional connection opportunities for members of specific subgroups.		a. ongoing b. schedule of dates; survey results and climate star rating	Prin, AP, Counselor All Staff
	2. Effectively use co-teach and skills block for special education, early intervention, etc. to include goal setting and attainment of rigorous learning goals for all students.		a. ongoing b. TKES observations; evidence of achievement in Impact Checks	
	3. Maintain a school climate that welcomes all students, connects with parents and the community, inspires healthy attendance, supports teachers, and establishes relationships that foster learning at high levels.		a. ongoing b. school climate survey results; climate star rating	Prin, AP, SBLT, All Faculty and Staff

Supplemental Supports: What supplemental action steps will be implemented for these subgroups?	Economically Disadvantaged	Foster and Homeless	English Learners
	Make opportunities for exploration of concepts at school and experiences to build background knowledge (including field trips) that might not be available at home if parents are working to provide for basic family needs. Provide tools, supplies, and resources needed for classroom success. Connect with community partners to help bridge resource gap for children at home	Ensure that families know about McKinney-Vento services available to them. Capitalize on stability of advocacy connection during time of transition so students can see that school can be a place of comfort and normalcy during times of instability outside of school.	Work to connect with parents through translated materials, using a communication app if translator is not available. Provide skills block support, before school tutoring, support through advocates; work to ensure that students feel connected to school. Work in coordination with ESOL teacher from Ruth Hill to ensure we are supporting declined

	(Backpack Buddies for weekend meals for example). Share and promote favorite book titles through a school book recommendations board.		services students with appropriate strategies.
	<b><i>Migrant</i></b>	<b><i>Race/Ethnicity/Minority</i></b>	<b><i>Students with Disabilities</i></b>
	N/A	Continue to develop and use community mentors and peer support. Continue to build NHS partnerships, including student athletics if possible. Seek additional connection opportunities as advocates to build deeper relationships and serve as a learning support network for students in underachieving subgroups.	Continue to teach growth mindset and help students set meaningful goals for growth. Build self-efficacy by leading students to see the growth they are making and helping them realize the role their own actions and beliefs play. Provide skills block support, before school tutoring, and make connections through advocacy. Teach older students to be an advocate for themselves to ensure their learning needs are met.