

Success Plan at a Glance

High Impact Instruction: Teachers will plan and deliver lessons that are aligned to the rigor of the standards and reflect the instructional shifts and integrate best practices.

- Identify essential standards for ELA and monitor student growth toward mastery.
- Staff will participate in PD related to best-practices in Science, intentionally plan for Science instruction, provide a minimum of 120-minutes of Science instruction per week, integrate hands-on labs and intentional notetaking, and monitor student achievement.
- Staff will participate in PD related to the Instructional Practice Guide for ELA and integrate the shifts in planning for and implementing rigorous units of study.
- Staff will participate in PD related to Quality Conferencing with ARC, engage in side-by-side coaching, plan for lessons that address specific Power-Goals, implement foundational skill lessons with students, and monitor student growth.

Excellence in Student Achievement

Collaborative Culture: Increase staff engagement and distribute leadership for sustained school success.

- Establish a Guiding Coalition with representation from all areas of the staff.
- Develop on-going opportunities for staff input/opinion and collective problem-solving.
- Solidify Core Values and maintain a culture of collective responsibility.

Excellence in Student Achievement and Employee Success

Data Driven Decisions: Utilize a system to analyze data to monitor growth, and engage in team problem-solving process for effectiveness of core and tiered instruction for ELA and Behaviors.

- Teams will implement quality Tier II interventions on promise standards and analyze Tier II interventions and response data for effectiveness.
- Students in need of Tier III interventions for ELA will be identified using universal screening procedures, and identified students will be provided access to Tier III supports.
- All students will have access to Tier I social behavioral lessons and the School Intervention Team will utilize data to identify students not responding and develop and monitor Tier II and Tier III behavioral interventions.

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