

# ROGERS MIDDLE SCHOOL 2020-2021



WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT

**District Focus Area: Learning and Achievement - *All instruction will be student-centered and based on district outcomes.***

**Goal #1: Student performance levels in reading and writing will increase as follows:**

Grade 4 students scoring a 3 or 4 on the NYS ELA assessment will increase to 68% with 20% mastery.  
 Grade 5 students scoring a 3 or 4 on the NYS ELA assessment will increase to 65% with 33% mastery.  
 Grade 6 students scoring a 3 or 4 on the NYS ELA assessment will increase to 55% with 25% mastery.

Action Steps & Strategies	Professional Learning	Evidence of Accomplishment/ Progress Monitoring
<p>Provide explicit teaching, guided practice and independent practice of the five core components of literacy (phonemic awareness, phonics, vocabulary, fluency and comprehension)</p> <ul style="list-style-type: none"> <li>• Create lessons that show a consistent focus on mastery of the five components of literacy</li> <li>• Teachers will utilize priority assessment data (i.e. Aimsweb, iReady, Phonics/Spelling Screeners, other formative assessments) to create targeted skill-based groupings, plan instruction, and monitor progress in Tier I settings</li> <li>• Create opportunities for authentic practice using technology, multimedia resources and differentiated materials</li> <li>• Provide timely feedback and teaching relative to the independent application of the five components of literacy</li> </ul>	<ul style="list-style-type: none"> <li>• IST, Planning and Department meetings will be used to support a deeper understanding of the five components of literacy and how to close gaps</li> <li>• Teachers have opportunities to share and collaborate on the use of technology to support the five components of reading within the classroom.</li> <li>• Instructional videos created by Intervention Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• i-Ready Reading diagnostic (3x/year)</li> <li>• AimsWeb fluency</li> <li>• Phonics Screeners</li> <li>• Analysis of student work during RtI planning meetings, IST meetings, department meetings or other applicable times</li> <li>• Formative Assessments</li> <li>• Collaboration between ELA teacher and Intervention Teacher as needed</li> </ul>
<p>Increase critical thinking through writing and applying across all content areas. (writing as thinking made visible)</p> <ul style="list-style-type: none"> <li>• Teachers will require students to substantiate their claims with specific and relevant evidence from text(s)/ multimedia resources and justify ideas with elaborated explanations.</li> <li>• Teachers will increase S/S and S/T communication to provide practice opportunities and feedback to students.</li> <li>• Across content areas, argumentative techniques will be supported through the use of various instructional approaches (Socratic seminar, debate protocol, etc.)</li> <li>• Teachers will embed technology to facilitate leveled practice and to differentiate instruction.</li> <li>• Provide access to a variety of culturally responsive and diverse texts to discuss orally or in writing (online resources, SORA, Newsela, school and classroom libraries, class novels, read-alouds)</li> </ul>	<ul style="list-style-type: none"> <li>• IST and Planning and Department meetings will be used to support a deeper understanding of the five components of literacy and how to close gaps</li> <li>• Teachers have opportunities to share and collaborate on the use of technology to support the five components of reading within the classroom.</li> <li>• Collaboration with Technology TOSA</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment data (responses in RRJ, weekly assessments, Fresh Reads and weekly or unit assessments)</li> <li>• Analysis of student work</li> <li>• RtI planning meetings</li> </ul>

<ul style="list-style-type: none"> <li>Collaborate on implementation of the Strong Voices Project.</li> </ul>		
<p>Promote mastery level comprehension by teaching a variety of close reading strategies.</p> <ul style="list-style-type: none"> <li>Teachers will provide students with differentiated opportunities to engage with complex, culturally relevant texts and apply reading strategies using various workshop structures/components.</li> <li>Teachers will provide opportunities for students to build stamina and independence.</li> <li>Monitor and adjust instruction and groupings based on student data and observation.</li> <li>Utilize technology, where appropriate, to support students' accessing grade level texts, leveled texts and timely feedback/revision opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>IST, Planning and Department meetings will be used to support a deeper understanding of the five components of literacy and how to close gaps</li> <li>Teachers have opportunities to share and collaborate on the use of technology to support the five components of reading within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Reading conferences</li> <li>Observations during guided group</li> <li>Analysis of student work</li> <li>Weekly and unit assessments</li> <li>IST Evaluations and discussions</li> <li>RtI planning meetings</li> </ul>
<p>Increase the length and rigor of sustained, self-selected independent reading as an authentic application of reading skills and strategies.</p> <ul style="list-style-type: none"> <li>Provide dedicated classroom time to independent reading as part of the workshop/blended reading model.</li> <li>Teachers develop processes and procedures within the classroom to support independent reading.</li> <li>Increase student exposure to various genres/authors as well as access to a variety of culturally responsive and diverse texts to discuss orally or in writing (online resources, SORA, Newsela, school and classroom libraries, class novels, read-alouds).</li> <li>Teachers encourage dialogue and discourse of independent reading texts at school and home.</li> <li>Teachers hold students accountable by providing consistent feedback and assess comprehension.</li> <li>Conferring with students and facilitating student-to-student conversations around learning.</li> </ul>	<ul style="list-style-type: none"> <li>Intervention teacher model ELA workshop lessons &amp; debrief with all ELA teachers</li> <li>Reading Committee will be providing resources to teachers supporting implementation and conferring with students</li> <li>IST, Planning and Department meetings will be used to support a deeper understanding of the five components of literacy and how to close gaps</li> <li>Teachers utilize opportunities to share and collaborate on the use of technology to support the five components of reading within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Charting and/or Logging</li> <li>Increase in reading stamina</li> <li>iReady and Unit Assessments</li> <li>Aimsweb fluency</li> </ul>

**District Focus Area: Learning and Achievement - *All instruction will be student-centered and based on district outcomes.***

**Goal #2: Student performance levels in mathematics will increase as follows:**

Grade 4 students scoring a 3 or 4 on the NYS Math assessment will increase to 71% with 45% achieving mastery.  
 Grade 5 students scoring a 3 or 4 on the NYS Math assessment will increase to 72% with 50% achieving mastery.  
 Grade 6 students scoring a 3 or 4 on the NYS Math assessment will increase to 68% with 35% achieving mastery.

Action Steps & Strategies	Professional Development	Evidence of Accomplishment/ Progress Monitoring
<p>Continue exploration and understanding of the Common Core Standards by maximizing the implementation of math resources utilizing backward planning and differentiation, such as RtI resources or reteach books to ensure mastery of logic, number and numeration concepts.</p> <ul style="list-style-type: none"> <li>• Analysis of lessons, tasks and assessments against the NYS Performance Level Descriptions</li> <li>• Analysis of multi-year released questions with the associated data</li> <li>• Utilize questions and data to facilitate discussions.</li> <li>• Incorporate targeted i-Ready lessons.</li> <li>• Streamline current AIS systems to maximize intervention opportunities.</li> <li>• Monitor and adjust instruction and groupings based on student data and observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor-teacher meetings</li> <li>• Team meetings</li> <li>• Department and grade level meetings</li> <li>• Faculty meetings</li> </ul>	<ul style="list-style-type: none"> <li>• IST evaluations and discussions tied to instruction and student performance</li> <li>• AIS reviews</li> <li>• Teacher-Teacher, Teacher-Principal, and/or Teacher-Curriculum Supervisor discussions</li> <li>• Standardized, district, and classroom, i-Ready assessments and student work showing progress toward meeting and exceeding essential standards</li> <li>• Teacher reports to the SBPT</li> </ul>
<p>Increase students' conceptual understanding of complex problems by using task analysis to assess students' understanding.</p> <ul style="list-style-type: none"> <li>• Analysis of lessons, tasks and assessments against the NYS Performance Level Descriptions</li> <li>• Frequent formative assessments</li> <li>• Incorporate targeted iReady lessons through the use of 1:1 technology.</li> <li>• Utilize 1:1 technology to enhance instruction, promote independence and reteach/extend skills and concepts.</li> <li>• Use example-based parent communication to offer practical support to help students with math content and concepts.</li> <li>• Monitor and adjust instruction based on student needs and groupings.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor-teacher meetings</li> <li>• Team meetings</li> <li>• Department and grade level meetings</li> <li>• Faculty meetings</li> <li>• Collaborate to create complex problems</li> <li>• Engage in Mind on Math training to deepen understanding</li> <li>• Collaboration with Technology TOSA</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and informal assessments including i-Ready diagnostic assessment</li> <li>• i-Ready teacher reports</li> <li>• IST meetings</li> <li>• Review of formative assessment data</li> </ul>

<ul style="list-style-type: none"> <li>• Differentiated lessons and student work that encourage and demonstrate a variety of steps, strategies, and/or solutions.</li> </ul>		
<p>Continue to build procedural fluency and communication skills through modeling and sophisticated problem solving strategies such as think-aloud questioning techniques related to mathematical standards.</p> <ul style="list-style-type: none"> <li>• Teachers explore tasks and learning experiences that allow students to engage in application/transfer of mathematical understandings.</li> <li>• Teachers will evaluate and provide frequent and targeted feedback to ensure accountability using the NYS Math Rubric.</li> <li>• Monitor and adjust instruction and groupings based on student data and observation.</li> <li>• Increase opportunities &amp; hold students accountable for use of appropriate math vocabulary across settings (whole group, small group, and student-to-student interactions)</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor-teacher meetings</li> <li>• Team meetings</li> <li>• Department and grade level meetings</li> <li>• Faculty meetings</li> <li>• Professional development related to effective feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Formal and informal assessments including i-Ready diagnostic assessment and fact fluency benchmarks</li> <li>• i-Ready teacher reports</li> <li>• IST meetings</li> <li>• Evidence of students applying strategies, procedural fluency, and conceptual understandings in novel, real-world situations.</li> <li>• Informal observation</li> <li>• Formative and summative assessments including i-ready, quizzes, unit assessments, and NYS assessments</li> </ul>
<p>Deepen student mathematical understandings through writing and use of content specific vocabulary.</p> <ul style="list-style-type: none"> <li>• Design and implement discourse and writing tasks that engage students in opportunities to make their mathematical thinking visible</li> </ul> <p>Teachers will provide students with opportunities to:</p> <ul style="list-style-type: none"> <li>• engage with and utilize general and academic specific vocabulary words.</li> <li>• utilize context clues to determine meaning</li> <li>• utilize word parts to determine meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor-teacher meetings</li> <li>• Team meetings</li> <li>• Teacher-teacher planning</li> <li>• Department and grade level meetings</li> <li>• Faculty meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of student work</li> <li>• Formative and summative assessment data</li> <li>• Informal observation of student discourse</li> </ul>
<p>Explore and use SEL and culturally relevant pedagogy, strategies, and practices to strengthen community, a sense of belonging, supportive relationships, identity and agency.</p> <p>Design instruction and learning experiences that encourage and promote diversity, inclusivity, and equity.</p>	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• Faculty meetings</li> <li>• Individual teacher professional development through the TLC</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of instructional experiences</li> <li>• Informal observation of student discourse and interactions</li> </ul>

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**Goal #3: Student performance levels in social studies will increase as follows:**

Grade 5 students scoring a 3 or 4 on the WICSD District assessment will increase to 65% with 32% achieving mastery.  
Grade 6 students scoring a 3 or 4 on the WICSD District assessment will increase to 60% with 30% achieving mastery.

Action Steps & Strategies	Professional Development	Evidence of Accomplishment/ Progress Monitoring
<p>Full implementation of the West Irondequoit Social Studies curriculum, common assessments, instruction, and student learning experiences that are inclusive and culturally responsive.</p> <ul style="list-style-type: none"> <li>• Incorporate inquiry-based instruction and 21st century learning practices to engage students in historical thinking, reading, and writing.</li> <li>• Embed technology to promote mastery learning and to differentiate instruction.</li> <li>• Design student-centered instruction through the use of inquiry lessons.</li> <li>• Monitor progress to adjust instruction and student groupings.</li> <li>• Continued development and implementation of humanities approach/units.</li> <li>• Collaborate on implementation of the Strong Voices Project</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with colleagues to explore best practices and develop instructional experiences to maximize learning.</li> <li>• Evaluate technological resources and applications in order to integrate digital literacy to enhance teaching and learning</li> <li>• Utilize the Social Studies Curriculum maps when planning (emphasize the essential content)</li> <li>• Utilize department, grade level, and IST meetings to identify instructional practices to meet diverse needs</li> </ul>	<p>Ongoing analysis of:</p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Formative assessments</li> <li>• Unit projects, assessments, performance tasks</li> <li>• Student work</li> <li>• EOY district assessments</li> </ul> <p>Collaboration through:</p> <ul style="list-style-type: none"> <li>• Grade Level and Department Meetings</li> <li>• Content area team planning</li> <li>• IST discussions</li> <li>• Discussions between Teacher/Teacher, Teacher/Principal, &amp; Teacher/Curriculum Supervisor discussions</li> </ul>
<p>Increase students’ capacity to analyze, interpret, and respond to a variety of stimuli, complex texts, and real-world experiences to demonstrate historical thinking and ongoing change. Evaluate sources for bias and validity.</p> <ul style="list-style-type: none"> <li>• Develop, pose, and discuss rigorous questions to promote critical and creative thinking.</li> <li>• Provide modeling, direct instruction, scaffolding, independent practice &amp; feedback related to learning targets.</li> <li>• Differentiate tasks and materials to meet student needs.</li> <li>• Integrate the use of technology, where appropriate, to enhance learning experiences.</li> <li>• Develop learning experiences that promote student independence when analyzing and evaluating diverse</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and explore a variety of complex texts, documents (primary and secondary) as well as audio, digital, visual or multi-media sources.</li> <li>• Develop learning experiences requiring students to independently respond to rigorous questions that promote critical thinking in order to promote writing as thinking made visible.</li> </ul>	<ul style="list-style-type: none"> <li>• Student work including classwork, homework, and projects</li> <li>• Unit assessment data</li> <li>• District assessment data</li> </ul> <p>Collaboration through:</p> <p>Department and Faculty Meetings</p>

<p>perspectives, current events, and issues within society (past/present).</p> <ul style="list-style-type: none"> <li>• Provide experiences requiring students to engage with and/or analyze a variety of complex texts and documents (primary and secondary) as well as audio, digital, visual or multi-media sources that highlight events, actions, quotes/statements, and perspectives.</li> <li>• Provide engaging and content-rich writing and discourse experiences that require students to demonstrate their historical thinking, build their understanding of social justice and promote change.</li> <li>• Provide exemplars of writing and other finished products as models for students.</li> <li>• Develop experiences that challenge students to question the world around them and appreciate diversity.</li> </ul>		
<p>Develop, administer, and analyze formative and summative assessments to monitor student progress and inform instruction.</p> <ul style="list-style-type: none"> <li>• Explore NYS assessments to identify expectations as well as the new components and structures.</li> <li>• Incorporate student reflection and revision of work based on targeted feedback to promote ownership of learning.</li> <li>• Monitor progress to adjust instruction and student groupings.</li> <li>• Utilize technology to enhance teaching and learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with colleagues and curriculum supervisors to develop and/or revise assessments.</li> </ul>	<p>Ongoing analysis of:</p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Formative assessments</li> <li>• Unit assessments</li> <li>• Student work</li> <li>• EOY district assessments</li> </ul> <p>Collaboration through:</p> <ul style="list-style-type: none"> <li>• Teacher co-planning</li> <li>• Potential release days</li> </ul>
<p>Develop and deepen student understanding of enduring issues, chronological reasoning and the contingency of events in history.</p> <ul style="list-style-type: none"> <li>• Explore concepts in Social Studies that exist across time and space.</li> <li>• Engage students in constructing an understanding of historical events and periods through the analysis of various sources and participating in historical discourse.</li> <li>• Determine the meaning of, engage with, and utilize general and academic specific vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate and share learning experiences and best practices which target the instruction and understanding of enduring issues in history and the culturally responsive-sustaining framework.</li> </ul>	<p>Ongoing analysis of:</p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Formative assessments</li> <li>• Unit assessments</li> <li>• Student work samples including classwork, homework, and projects</li> <li>• EOY district assessments</li> </ul> <p>Collaboration through sharing and planning lessons at Department Meetings and Faculty Meetings</p>

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**Goal #4: Student performance levels in science will increase as follows:**

Grade 4 students scoring a 3 or 4 on the NYS Science assessment will increase to 95% with 70% achieving mastery

Action Steps & Strategies	Professional Development	Evidence of Accomplishment/ Progress Monitoring
<p>Implementation of standards-based pre- and formative assessments to monitor student progress, adjust and differentiate instruction, and determine curricular efficiencies within planning.</p> <ul style="list-style-type: none"> <li>• Specification of key understandings, skills, and knowledge within unit curriculum maps</li> <li>• Use of Essential Questions and Learning Targets to frame planning, instruction, and assessment.</li> <li>• Development of pre- and formative assessments aligned to essential standards</li> <li>• Use of assessment data to monitor progress, provide feedback, and adjust instruction/student groupings.</li> </ul>	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• Team meetings</li> <li>• Grade Level meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of pre- and formative assessments aligned to the essential standards of the course</li> <li>• Evidence of instructional shifts (timeline, differentiation) and feedback based on student data</li> </ul>
<p>Utilize the New York State Science Standards (NYS P-12SLS) when planning instruction</p> <ul style="list-style-type: none"> <li>• Engage in common planning with science department members.</li> <li>• Development and use 3-dimensional learning targets that represent high levels of critical thinking.</li> <li>• Grade 4: Implement new units of instruction in order to support meaning-making and 3-dimensional planning and instruction.</li> <li>• Grades 5-6: Unit and lesson development and implementation centered around an engaging and accessible anchoring phenomenon, 3-dimensional learning experiences, and culmination of an evidence and reasoning-based explanation</li> <li>• Utilize technology to enhance teaching and learning experiences</li> <li>• Development of and use of 3- dimensional assessment prompts to measure student progress toward the NYSP-12 SLS</li> </ul>	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• Team meetings</li> <li>• Grade Level meetings</li> <li>• Teacher/Teacher planning meetings</li> <li>• Collaboration with Technology TOSA</li> </ul>	<ul style="list-style-type: none"> <li>• Grades 4-6 instruction will demonstrate evidence of students' use and understanding of the SEP, CCC, and DCI.</li> <li>• Grades 5-6 assessments will demonstrate alignment to the SEP, CCC, and DCI</li> <li>• Performance on ongoing formative and summative assessments (data analysis (#4), constructing explanations (#6), and modeling tasks (#2)) will demonstrate increased levels of proficiency and mastery</li> </ul>
<p>Maintain the laboratory experience within science lessons with a focus on increasing students' critical thinking.</p> <ul style="list-style-type: none"> <li>• Determine essential laboratory experiences of the course</li> <li>• Analysis of critical thinking levels of the lab and integration of analysis, synthesis, and evaluation</li> <li>• Embed technology to enrich learning, promote mastery learning, and to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• Team meetings</li> <li>• Grade Level meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and student work from laboratory experiences will demonstrate evidence of critical thinking</li> </ul>



<p>Foster and develop cultural competency through instructional adjustments that support the concept that science is a “Human Endeavor”</p> <ul style="list-style-type: none"> <li>• Consult NGSS Appendix H (Nature of Science, Science as a Human Endeavor)</li> <li>• Integrate the “story of science” in order to highlight the scientific and engineering contributions of individuals from all cultures and backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• Team meetings</li> <li>• Grade Level meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of examples of science stories/biographies that highlight scientists and engineers from multiple backgrounds</li> <li>• Student-generated connections and applications to learning</li> </ul>
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**District Focus Area: Culture and Climate - *All experiences will be student-centered and based on district outcomes.***

**Goal #5: Foster a school culture that encourages positive relationships, collaboration, and reflection to promote student growth academically, socially and emotionally.**

Action Steps & Strategies	Professional Development	Evidence of Accomplishment/ Progress Monitoring
<p>Foster a positive school culture and climate through the implementation of our character education initiatives to positive behaviors:</p> <ul style="list-style-type: none"> <li>• Build a positive school culture through the use of CARE letters and monthly recognition</li> <li>• Weekly CARE goals announced and posted in every classroom as well as integrated into classroom instruction</li> <li>• Monthly character goals announced and posted in every classroom</li> <li>• Teacher supervision and presence in the hall to promote a safe and positive school culture and climate</li> <li>• Continue the use of a student/teacher mentoring program</li> <li>• Team building/multi-grade level community circles</li> <li>• Purposeful planning and communication around student movement throughout the building to ensure safety and a positive learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Sept. staff PD regarding Care and Character goals</li> <li>• Collaboration among teachers regarding line order and consistent expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor data collection of letters given</li> <li>• Grade level meetings and student feedback</li> <li>• Student referrals and academic/social/emotional/behavioral growth</li> <li>• Post-feedback form</li> <li>• Culture and Climate Subcommittee</li> <li>• Bi-weekly collection of CARE letters</li> <li>• Anecdotal observation</li> <li>• Student surveys and informal feedback from teachers</li> <li>• Staff observation</li> </ul>
<p>Foster positive relationships with all stakeholders through effective communication.</p> <ul style="list-style-type: none"> <li>• Balance positive and constructive feedback regarding student academic and social performance.</li> <li>• Streamline parent communication across content areas to share patterns of behavior and assess the need for formal parent/teacher collaboration.</li> <li>• Parent Orientations for new students, Curriculum Nights, Conferences</li> <li>• Newsletter updates/information; Blackboard communications</li> <li>• Parent/Guardian Meetings (involve students as appropriate)</li> <li>• Explore methods of school/home communication regarding CARE and character goals to increase family awareness.</li> <li>• Good news cards</li> <li>• Leverage technology to increase teacher communication and collaboration</li> <li>• Transition meetings (New entrants, students transferring between programs, 3 go 4, 4 go 5 classes)</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Curriculum Nights</li> <li>• Climate and Culture Subcommittee Meetings</li> <li>• IST and PST Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Climate and culture discussions at SBPT/Faculty meetings and Climate and Culture Subcommittee meetings</li> <li>• Team meetings and parent meeting minutes</li> <li>• IST/PST meeting minutes</li> <li>• Parent input/feedback/survey</li> <li>• Principal/Parent Gatherings</li> </ul>
<p>Collaborate with students to problem solve in areas of need (academic, social, emotional and behavioral) and</p>	<ul style="list-style-type: none"> <li>• Teacher/Student Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> </ul>

<p>engage students in conversations regarding the culture and climate in the building and student needs:</p> <ul style="list-style-type: none"> <li>• Principal’s Advisory Committee, leadership club advisors and builder’s club advisors will communicate with students and staff on a regular basis</li> <li>• Team building activities &amp; community circles throughout the year to promote and foster classroom and school community</li> <li>• Implement restorative practices to engage students in the problem-solving process</li> </ul>	<ul style="list-style-type: none"> <li>• Using feedback component of formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Informal discussion with students</li> <li>• Pre and post surveys</li> <li>• Team meetings and parent meeting minutes</li> <li>• Student surveys and informal feedback from students</li> </ul>
<p>Promote inclusive opportunities for all students for all school based events</p> <ul style="list-style-type: none"> <li>• Coordinate with a variety of stakeholders including special education teachers, students, related service providers, parents, and community groups to gather suggestions and make changes to current practices.</li> </ul>	<ul style="list-style-type: none"> <li>• School Based Planning Meetings</li> <li>• Faculty Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student participation in school events and activities</li> <li>• Student, teacher, and parent feedback</li> </ul>
<p>Develop resiliency skills in students through the teaching of GRIT and Growth Mindset</p> <ul style="list-style-type: none"> <li>• Classroom lessons</li> <li>• Visuals for all classrooms</li> <li>• Classroom teachers to reinforce counseling lessons and skills/strategies</li> <li>• Strong Voices Project</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• IST meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Report card grades and comments</li> <li>• Attendance records</li> <li>• Review of referrals and student self-reflections</li> <li>• i-Ready Data</li> </ul>

**District Focus Area: Learning and Achievement - *All instruction will be student-centered and based on district outcomes.***

**Goal #6: Student performance levels in special area classes will increase through the following:**

Action Steps & Strategies	Professional Development	Evidence of Accomplishment/ Progress Monitoring
Continue to develop and improve students' creating and performance skills <ul style="list-style-type: none"> <li>• Incorporate immersion, modeling and then revising and refining practices.</li> <li>• Monitor progress to adjust instruction and student groupings.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular discussions about best practices with students</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and group assessments</li> <li>• Individual student work</li> <li>• Sample student work</li> <li>• Classroom assessment results</li> </ul>
Increase students' understanding of key concepts and content knowledge <ul style="list-style-type: none"> <li>• Utilize a variety of learning structures.</li> <li>• Utilization of scope and sequence based upon departmental curriculum process.</li> <li>• Communication of scope and sequence with all stakeholders to increase awareness of student learning</li> <li>• Monitor progress to adjust instruction and student groupings.</li> <li>• Utilize 1:1 technology to enhance learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings</li> <li>• Department meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and group assessments</li> <li>• Individual student work</li> <li>• Sample student work</li> <li>• Classroom assessment results</li> </ul>
Increase student capacity to effectively respond to complex problems <ul style="list-style-type: none"> <li>• Use backwards planning that identifies key areas of instructional focus.</li> <li>• Demonstrate/model flexible and creative thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Common planning within discipline areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and group assessments</li> <li>• Individual student work</li> <li>• Sample student work</li> <li>• Classroom assessment results</li> </ul>
Create a variety of learning experiences and questioning techniques throughout the instructional process to promote critical thinking <ul style="list-style-type: none"> <li>• Collaborate with content-specific groupings at department and faculty meetings.</li> <li>• Student exposure to models working towards the WICSD outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Department Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and group assessments</li> <li>• Individual student work</li> <li>• Sample student work</li> <li>• Classroom assessment results</li> </ul>
Explore and use SEL and culturally relevant pedagogy, strategies, and practices to strengthen community, a sense of belonging, supportive relationships, identity and agency.	<ul style="list-style-type: none"> <li>• Department meetings</li> <li>• Faculty meetings</li> <li>• Individual teacher professional development through the TLC</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of instructional experiences</li> <li>• Informal observation of student discourse and interactions</li> </ul>