

Thomas Jefferson Elementary School (0761)



PL 221 PLAN

2016-2019 SCHOOL YEAR

Submitted: Fall, 2016

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Executive Summary (Overview)

School and Community Description

Thomas Jefferson Elementary School is a K-5 public education facility. Thomas Jefferson Elementary is one of 12 elementary schools under the jurisdiction of the Greater Clark County School Corporation. The corporation has four middle schools and three high schools strategically located to serve a geographically and ethnically diverse community.

The Greater Clark County Schools is situated in southeastern tip of Indiana; its southern border is the Ohio River and across the river is Louisville, Kentucky. The community is an area of mixed income with 39.5% of the students receiving free or reduced lunch. The Jeffersonville community is comprised of mostly single family dwellings.

Student Demographics

The current K-5 population of Thomas Jefferson Elementary School is 387 students. Our current population is 75% White/Non-Hispanic, 10% African American, 0% Multiracial, 8% Hispanic, and 1% Asian.

In the fall of 2016, 22.8% of the 387 students receive special education services and 3.3% are English Language Learners. Currently 39.5% of the students received free and reduced lunch.

Parent Participation

Thomas Jefferson has a rich partnership with the community and parent organization. The Thomas Jefferson PTA is focused to enrich the student learning at TJ and provides various support throughout the year. TJES has overwhelming participation with parent nights, Books and Breakfast, music events, awards programs, field days and family nights.

In the fall of 2015 98% of our parents attended parent teacher conferences and in the spring 85% attended our annual TJ Literacy Night.

Attendance

Throughout the past 3 years our student attendance rate has been in the high nineties. During the 2015-16 school year our attendance rate was 97%.

Cultural Competency – Positive Behavior Support (PRIDE)

Thomas Jefferson is still trying to become more Culturally Aware. We are currently having discussions with PBIS (Equity Project for Indiana) and incorporating a School Wide Positive Behavior Support Model. Thomas Jefferson is dedicated to a safe and friendly learning environment. Staff members have spent extensive amounts of time developing plans, lessons, and procedures to keep our students safe.

Our corporation's Cultural Responsive Team (CRT) will train our staff on the information listed below:

- 1) What is Culturally Responsive Teaching? (This will be our main focus.)
- 2) How does being culturally responsive relate to PLC's?
- 3) We will review the school and district ISTEP data for different cultural groups.

- 4) How can our school and teachers use the culture of our students to help shape instructional strategies and practices?

Activities will be conducted as a whole group, partner share, and then share out to whole group. This training will be conducted each semester.

Thomas Jefferson focuses on building strong relationships with our students. Throughout the year a team of staff meet to discuss our positive behavior support systems. We celebrate PRIDE and strong character daily through an individual ticket system, students of the month, and whole class with PAW PRIDE rewards. We have community-wide recognition through our shout out program and school-wide with our end of quarter extravaganzas. All of these strategies and events allow for reflection on both the students part and the role the school has in reinforcing positive choices. Each day students recite a PAW motto; Proud Tigers Always Act With Smart and Safe Choices and we show our PRIDE; Persistence, Respectfulness Initiative, Dependability and Efficiency.

Safe and Orderly Environment

The following information concerns the safe and orderly environment at Thomas Jefferson Elementary School:

- All doors are locked at all times –the only entrance into the building is through the main office. Each certified staff member has an access badge and access code for four entrance points to the school.
- Every classroom and instructional area is equipped with telephones that dial both throughout the building and through outside lines.
- Every classroom also has an intercom communication with the office.
- The office staff, custodial staff, and supervision staff have walkie talkies to communicate with each other during recess and dismissal.
- All substitute teachers must sign-in and out from the building and must wear a sub badge while in the building.
- Before visitors may enter, they must sign in with an ID. The Raptor system is used to screen for sexual offenders and to approve or deny access. When visitors leave, they must do so through the main entrance.
- Other safety procedures conducted: fire drills are conducted monthly; tornado drills are conducted on a regular basis.

Technology

Greater Clark is using technology to create authentic learning experiences and to empower all learners to take ownership of their learning. Teachers and students leverage tools like interactive whiteboards, ActivInspire, HP Chromebooks, Google Classroom, Google Apps for Education, online textbooks, Symbaloo, IXL, EasyTech, Remind, Class Dojo and more in partnership with our goal clarity curriculum maps to support student learning. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, and College and Career Readiness frameworks.

Curriculum and Instruction

Thomas Jefferson Elementary believes in providing all children a challenging curriculum with student-centered instruction that stresses excellence in academic and social skills. GCCS curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the Greater Clark County Website. All certified staff has been trained and using the Greater Clark Pacing Guide for their grade level. Elementary teachers in grades K-5 have pacing guides for: Language Arts, Math, and fine arts which are aligned to the 2014 Indiana College and Career Standards. Performance data linked to the curriculum maps is routinely reviewed to guide process for improving instruction and aligning the formative assessment process. Curriculum development occurs in the following areas:

- Language Arts
- Mathematics
- Science/Health
- Social Studies
- Library Media Skills
- Music
- Art
- Physical Education
- Technology Education

In order to understand the level of implementation of key programs and strategies, implementation data are collected and analyzed as evidenced by observations, walk-throughs, collaboration, and student work samples. Students failing ISTEP+ participate in remediation during the school day, after school programs and/or intersession. Supplemental programs are monitored and evaluated with assessments. Student grades and report cards are aligned with Indiana Academic Standards and ISTEP+ as evidenced by correlations of student grades with scores on ISTEP+. The interventions that will address critical areas will include: pre-kindergarten, tiered small group instruction (IMPACT Groups), extended school year (Intercessions), and after school programming run by Communities in Schools.

Titles and Descriptions of Assessment Instruments

ELA Reading/Writing:

Writing Benchmark Assessments – These assessments focus on Indiana College and Career State Standards. They provide students with exposure to writing prompts in specific genres. Teachers score the writing assessments with the Indiana Writing Rubric (Gr. 2-5) and a 6 Traits Writing Rubric (Gr. K-1). Kindergarten through Grade 5 teachers administer, score and analyze Writing Assessments four times per year.

Aimsweb - (K-1) teachers administer Aimsweb Literacy screening 3 times per year. Students who score below benchmark on Aimsweb Reading screening will be progress monitored using Aimsweb every two weeks.

STAR – (2-5) teachers will administer STAR Reading screening 3 times per year. Students who score below benchmark on STAR Reading screening will be progress monitored using STAR Reading every two weeks.

Running Records - (K-2) Teachers will administer running records using McGraw Hill benchmark and progress monitoring materials or other similar materials to determine a guided reading level for those students. Students will be progress monitored using running records at least monthly.

Common Quarterly Assessments – (K-5) teachers utilize Common Quarterly Assessments and Learning Checks aligned to standards and a corporation prescribed pacing of skills/standards on a quarterly basis and biweekly basis to assess ELA standards taught. Students not meeting mastery level on the CQA and Learning Check assessments will be remediated in small group and given the opportunity to retake assessments following remediation.

Math:

Aimsweb - (K-1) teachers administer Aimsweb Math screening 3 times per year. Students who score below benchmark on Aimsweb Math screening will be progress monitored using Aimsweb every two weeks.

STAR – (2-5) teachers will administer STAR Math screening 3 times per year. Students who score below benchmark on STAR Reading screening will be progress monitored using STAR Math every two weeks.

Common Quarterly Assessments – (K-5) teachers utilize Common Quarterly Assessments and Learning Checks aligned to standards and a corporation prescribed pacing of skills/standards on a quarterly basis and biweekly basis to assess math standards taught. Students not meeting mastery level on the CQA and Learning Check assessments will be remediated in small group and given the opportunity to retake assessments following remediation.

Technology

21st Century Skills - (Grade 5) teachers administer and analyze technology skills results at the end of each school year.

Mission and Beliefs

Thomas Jefferson Elementary School strives to create a culturally sensitive environment where all students can succeed. Thomas Jefferson believes in fostering a dedicated, caring, and professional staff, united in our commitment to the school and grounded in shared decision-making. The Belief, Mission and Vision statements reflect the shared philosophy of all stakeholders.

Mission

Thomas Jefferson is committed to providing a positive environment with a continuum of services that will instill in all students the self-esteem, self-discipline, and motivation to master the academic and social skills necessary to ensure success in the world of today and the world of the future

Belief Statements

Believe all children can learn
Enhancing life-long learning
Looking at the whole child
Involving community and parents
Encourage students to meet their potential
Focused on curriculum and instruction
Safe and nurturing environment

Leadership Team

Jennifer Korfhage, Principal
Heidi Hubbard, AIC
Missy Nifong, Kindergarten
Amelia Vogel, First Grade
Andrea Thomas, Second Grade
Khitaam Atieh, Third Grade
Heather Vien, Fourth Grade
Casey Downing, Fifth Grade
Lynda Cannon, SPED

Three-year Goals 2016-19

Goal 1: English/Language Arts

Goal: By Spring 2019 \geq 90% of students in grades 3-5 will meet State Standard in ELA as measured by ISTEP+/ISTAR.

Goal: By Spring 2019 \geq 90% of students in grades 3 will meet State Standard in Reading as measured by IREAD3.

Benchmark

- By spring 2017 \geq 42.5% of students in the bottom 25% subgroup will show High Growth in ELA as measured by ISTEP+.
- By spring 2017 \geq 38.5% of students in the top 75% subgroup will show High Growth in ELA as measured by ISTEP+.

Goal 2: Mathematics

Goal: By Spring 2019 \geq 85% of students in grades 3-5 will meet State Standard in Mathematics as measured by ISTEP+/ISTAR.

Benchmark

- By spring 2016 \geq 45% of students in the bottom 25% subgroup will show High Growth in Mathematics as measured by ISTEP+.
- By spring 2016 \geq 39% of students in the top 75% subgroup will show High Growth in Mathematics as measured by ISTEP+.

Goal 3: College and Career (PRIDE)

Goal: By Spring 2019 \geq 40% of students in grades 5 will earn the Work Ethic Certificate as measured by the Work Ethic Rubric.

Benchmark

- By spring 2017, \geq 92% of students at Grades K-5 will have no office behavior referrals.
- By spring 2017, \geq 98% of students at Grades K-5 will attend school daily.

Data Summary and Action Plan

Data Wise Action Plan

School: Thomas Jefferson Elementary

Grade Level/Subject Area: English Language Arts

Area of Focus: Literacy Framework Guided Reading

Data Source: ISTEP, IREAD, STAR and ELA CQA

2016 ISTEP+ Performance: 73% of students passed 2016 ELA ISTEP+

2017 ISTEP+ Performance Goal: 80% of students in grades 3-5 will pass 2017 ELA ISTEP+

2016 STAR (% of Students at Grade Level on Reading): 83% students were on grade level in Reading

2017 STAR Goal (% of Students at Grade Level Reading): 85% of students will be reading on grade level by May 2017

2016 ELA CQA Mastery: 76% of students in K-5 mastered the common quarterly assessment in 2016

2017 ELA CQA Mastery Goal: 80% of students in K-5 will master the common quarterly assessment by May 2017

What is the Learner-Centered Problem?

Answering questions involving inferential reasoning and proving answers with support from the text. Encouraging and scaffolding student thinking – students are easily frustrated and give up (stamina)

What is the Problem of Practice?

The problem of practice is that our level of rigor used daily in our literacy block does not prepare students to work through complex text and higher level thinking. Instruction does not include scaffolding techniques to ensure students are successful with various levels of text.

What Instructional Strategy will be implemented to reach goal?

Professional learning about various scaffolding techniques that can be used within the classroom to increase the rigor and higher order tasks (questions). Teachers will develop student thinking strategies and perseverance through the work.

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
<p>Running record training to analyze reading behaviors.</p> <p>All teachers will attend professional development to support guided reading with a focus on guided groups.</p> <p>Teachers will use conferencing forms for SIRT.</p> <p>Using the text <i>Instructional Scaffolding to Improve Learning</i> (Northern Illinois) begin with team conversations; whole group and grade level about effective scaffolding techniques.</p> <p>Build stamina with focus on text complexity within the reading block both guided and partner groups.</p> <p>Academic coach will work with individual teachers, grade levels and classrooms to focus on the literacy framework specifically teaching guided groups using effective instructional strategies.</p> <p>Teachers will develop a literacy goal in conjunction with yearly professional goals.</p>	<p>Quarter 1 - ongoing</p> <p>August – ongoing</p> <p>September - October</p> <p>November – December</p> <p>Ongoing</p> <p>August – ongoing</p> <p>September</p>	<p>Academic coach</p> <p>District literacy coaches</p> <p>Principal / Teachers / Academic coach</p> <p>Teachers / Academic coach</p> <p>Teachers / Academic coach</p> <p>Teachers / Academic coach</p> <p>Academic coach</p> <p>Teachers / Principal</p>

Data Summary and Action Plan

Data Wise Action Plan

School: Thomas Jefferson Elementary

Grade Level/Subject Area: Mathematics

Area of Focus: Problem Solving

Data Source: ISTEP, STAR and MATH CQA

2016 ISTEP+ Performance: 61.2% of students passed the Math ISTEP+

2017 ISTEP+ Performance Goal: 70% of students in grades 3-5 will pass the Math 2017 ISTEP+

2016 STAR (% of Students at Grade Level in Math): 81% of students were on grade level in Math

2017 STAR Goal (% of Students at Grade Level in Math): 83% of students will be on grade level in math by May 2017

2016 Math CQA Mastery: 81% of students in K-5 mastered the math CQA in 2016

2017 Math CQA Mastery Goal: 85% of students in K-5 will master CQA by May 2017

What is the Learner-Centered Problem?

Students have trouble answering multi-step open response questions – answering all questions and developing an explanation of how they received their answer.

What is the Problem of Practice?

Our problem of practice is we teach students procedural mathematics and need to move to a conceptual framework through scaffolding our instructional strategies specific to math and multi-step instruction.

What Instructional Strategy will be implemented to reach goal?

Develop a better understanding of how to embed the mathematical practices into every day teaching and learning. Giving opportunities for conceptual teaching and learning.

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
<p>Launch Balanced Math Framework</p> <p>Deliberate planning /coaching to incorporate conceptual math practices. Use the Van de Walle book choose two activities per unit as a start.</p> <p>Strategies and modeling of how the mathematical practices are used in conjunction with the daily math skills.</p> <p>Data meetings will be facilitated to monitor student progress and discuss instructional strategies.</p>	<p>Ongoing</p> <p>September – ongoing</p> <p>October – Ongoing</p> <p>September – Ongoing</p>	<p>Building leadership team Principal</p> <p>Teachers / BLT / Academic coach</p> <p>Teachers / BLT / Academic coach</p> <p>Principal / Teachers / BLT / Academic coach</p>

Data Summary and Action Plan

Data Wise Action Plan

School: Thomas Jefferson

Grade Level/Subject Area: PRIDE

Area of Focus: PRIDE

Data Source: 2015-16 Data Dashboard, SWIS and PBIS Data / Meeting Record Forms

2016 PRIDE Results: 2015-2016 data show 27 school referrals for the year at TJES.

2017 PRIDE Goal: The 2016-17 goal would be for TJES to have 25 or fewer school referrals for the year.

What is the Learner-Centered Problem?

Following through with tasks
Being empathetic to others feelings.

What is the Problem of Practice?

As teachers, we do not develop work ethic and empathy within our students.

What Instructional Strategy will be implemented to reach goal?

Instructionally TJ will focus relationship building through high expectations for completing work. TJ will work on setting character goals with students and what it means to display empathy both in and out of the classroom.

Task (What specific tasks will you implement to reach goal?)	When (will you complete task?)	Who (will be responsible?)
Launch PRIDE program and expectations	July	PRIDE Team / Principal / SAM Behavior coach
Character Fridays for 30 minutes (twice a month). Each session will focus on the character trait for the month.	August - ongoing	Principal / Behavior Coach / SAM / Teachers / Students
Use of tier system to help set goals and reinforce work ethic expectations.	September – ongoing	Principal / Behavior Coach / SAM / Teachers
Data discussions with all staff quarterly	November, January, March, May	Principal / Behavior Coach / SAM / Teachers / Students

No statutes and/or rules
will be waived by
Thomas Jefferson
Elementary School.

Fall, 2016
Year

Appendix

90 Minute Literacy Block (Kindergarten - 2)

Time Guidelines	Intent	Notes
10-20 minutes	Focused Mini Lesson	Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart) ⁷
20 minutes	Word Work Kindergarten Focus on Foundation standards Grade 1 Build on foundations with emphasis on phonics & fluency Grade 2 Advanced Phonics, Fluency, Comprehension	
20 minutes <b style="color: red;">Variables that may influence groups: student needs, class size, amount of time in literacy block.	Guided Reading Group Kindergarten Focus is Basic story elements independently (5 standards) Grade 1 Focus Shifts to a balance of foundations, RL, and RN with an emphasis on phonics and fluency Grade 2 Comprehension shifts to more complex thinking through the text independently	5-6 students using gradient text (levelled texts) that are at the student's instructional level (100 points higher than their independent level)
This happens while not in groups	Independent/Shared Reading Writing - Interactive/ Constructive Response	Appropriate levelled text Writing journals

30 - 45 Minute Writing Block

Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process

90 Minute Literacy Block (3rd and 4th Grade)

Time Guidelines	Intent	Notes
10-20 minutes	Focused Mini Lesson	Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	Word Work	
20 minutes	Guided Reading Group	5-6 students using gradient text (levelled texts) that are at

Variables that may influence grps: student needs, class size, amount of time in literacy block.		the student's' instructional level (100 points higher than their independent level)
This happens while students are not in groups	Independent/Shared Reading Writing - Constructive Response to Text	Appropriate Levelled Texts Writing Journals Cornell Notes Complex Thinking/ Work products
30 - 45 Minute Writing Block (3rd and 4th Grade)		
Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process
90 Minute Literacy Block (5th and 6th Grade)		
Time	Intent	Notes
10-20 minutes	Focused Mini Lesson	Intentional, explicit instruction on the Daily Learning Target Includes visual representation (Anchor Chart)
20 minutes	Word Work	
20 minutes (*elem - 3 groups per day) (ms - 2 groups per) *Variables that may influence grps: student needs, class size, amount of time in literacy block. Guided reading needs to be 40-45 minutes (two groups per day).	Guided Reading Group	5-6 students using gradient text (levelled texts) that are at the student's' instructional level (100 points higher than their independent level)
This happens while students are not in groups	Independent/shared Reading Writing - Constructive Response	Appropriate Levelled Texts Writing Journals Cornell Notes

		Complex Thinking/ Work products
30 - 45 Minute Writing Block (5th and 6th Grade)		
Time	Intent	Notes
	Writer's Workshop	6+1 Writing Traits Writing Process
30 Minute IMPACT Block (K - 5th Grade)		
Tier	Intent	Resources
1	Literacy enrichment/acceleration during IMPACT time with Gen Ed teacher Self-Directed Product oriented/project based	Each gen ed teacher should have a Tier 1 and Tier 2 group in classroom during IMPACT in order to maintain appropriate sizes of Tier 2 groups to be effective (see below) <ul style="list-style-type: none"> ● GT programming ● Gradient texts appropriate to lexile levels
2	Read 180	4th & 5th Grade Only (400+ lexile) (90 minutes)
2	Sub-skill reading deficits with gen ed teacher	<ul style="list-style-type: none"> ● LLI Guided Reading ● McGraw-Hill Reading Intervention (all components)
3	Expert will pull out students to deliver an intensive reading intervention specific to the sub-skill deficit (phonemic awareness, vocabulary, phonics, fluency, comprehension) as supported by data	<ul style="list-style-type: none"> ● McGraw-Hill Reading Intervention ● Barton Program-Need trainings (PA/phonics) ● Read Naturally (FL) ● Words Their Way (phonics/fluency) ● LIPS – Need training (PA)

3	Systems 44	Below 400 Lexile
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As a rule, in order for IMPACT groups to be most effective:

- Tier 2 groups no more than 6 – 8 per group
- Tier 3 groups should be no more than 3 – 5 students per group

Math Block Framework

Greater Clark Schools has adopted a balanced approach to mathematic instruction that requires 60 minutes per day of direct instruction and includes: Computational Skills – Math review and mental math, Problem Solving, Conceptual Understanding, Math Fact Mastery, and Common Formative Assessment.

Components	Total Time: 60 minutes	Ideas/Daily Specifics
Math Review & Mental Math	15-20 Minutes	Assessment every two weeks <ul style="list-style-type: none"> • First ½ of the time students are working and teacher is monitoring • Second ½ of the time the class is processing together through various methods (see <i>Bal. Math</i>) • About 3-5 minutes on mental math (can be done at other times of the day, such as transitions)
Instructional Unit (GCW) w/Conceptual Skills	30-40 Minutes	Assessments (Learning Checks and District-Wide CQA) every 2 weeks <ul style="list-style-type: none"> • First 10-15 minutes is a hook/teaching moment • Differentiate instruction to meet individual needs by using guided practice, small groups, peer tutors, workstations, etc. • Math Journal Quick Writes • Discussion and using various TPT's • Reread standard, ask kids if they met the standard. (WALT)
Formal Problem Solving	35 – 40 Minutes	Bi-weekly
Math Fact Mastery	5 - 10 Minutes	Goal setting

Thomas Jefferson Key Outcomes			
Student Achievement	District	School	Goal
State Assessments	2015-16	2015-16	2016-17
% of Students Passing ELA section of ISTEP+ 3-10	*61.8%	*73%	80.0%
% of Students Passing Math section of ISTEP+ 3-10	*53.5%	*61.2%	70.0%
% of students passing IREAD3	*93%%	*90.8%	92.0%
WIDA EL Proficiency Growth (Students with multiple yr. data)	71.0%		
Accountability GRADE	District	School	Goal
	2015-16	2015-16	2016-17
School Grade - Accountability	C	B	
	District	School	Goal
District Assessments	2015-16	2015-16	2016-17
Technology - 21st Century Skill - Gr.5	67.0%	61.0%	70.0%
	District	School	Goal
Work Ethic	2015-16	2015-16	2016-17
% of Grade 5 Students earning Certificate	31%	29%	35.0%
Local Assessments	District	School	Goal
STAR / AimsWeb	2015-16	2015-16	2016-17
% of Students Reading at Grade Level -STAR gr.2-10	72.5%	83%	85.0%
% of Students Math on grade level - STAR gr..2-10	76.5%	81%	85.0%
% of Students Reading at Grade Level -AimsWeb K-1	57.0%	65%	70.0%
% of Students Math on grade level - AimsWeb K-1	85.0%	86%	90.0%
Local Assessment	District	School	Goal
CQA	2015-16	2015-16	2016-17
ELA - CQA Mastery 75% or above K-5	69.7%	76.0%	80.0%
Math - CQA Mastery 75% or above - K-5	74.3%	81.0%	83.0%
Writing - CQA Mastery 75% or above K-5	75.8%	80.0%	83.0%
Local Data	District	School	Goal
PRIDE	2015-16	2015-16	2016-17
PRIDE - Elementary Average out of 2	1.5	1.6	1.7
% of Student with No Behavioral Referrals	83.7%	90.5%	92.0%
# of Behavioral Referrals	1913	27	25
Student Attendance	95.0%	96.8%	98.0%

**P.L. 221 Calendar
2016-2017
Thomas Jefferson Elementary**

Week	Professional Development	Group	Monitoring
			Who – How monitored How results are used
July 25-29	July 25 th ELearning Conference July 26 th Welcome and Kick-off at CHS July 27 th Building Level Meetings	District Principal	
August 1-5	<u>Quarterly Focus: 90 Minute Literacy Block</u> Week One: PBIS- Review of Procedures Safe Crisis Management Data Analysis	Principal/AIC/BLT Grade Level Grade Level	Lesson Plans/Walk Through MRF/Data Binders
August 8-12	<u>Quarterly Focus: 90 Minute Literacy Block</u> Week Two: Data Wise Running Records: How to do a running record. Learning Check creation/ discussion	Principal/AIC/BLT Data Teams Grade Level	Lesson Plans/Walk Through MRF/Data Binders
August 15-19	<u>Quarterly Focus: 90 Minute Literacy Block</u> Week Three: PBIS: PRIDE expectations Daily Math Review Check In TEAM building Learning Check creation/discussion	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders

	Data Analysis		
August 22 - 26	<u>Quarterly Focus: 90 Minute Literacy Block</u> Week Four: Literacy Framework Reading Workshop Check-in SIRT time: Accountability piece Guided Reading: grades 3-5 (Sammie Bryan) LC Test data review & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
August 29- September 2	<u>Quarterly Focus: 90 Minute Literacy Block</u> Week Five: Literacy Framework Vertical Articulation (Guided reading) LC creation/discussion Date Analysis	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
September 6 - 9 <i>NO SCHOOL, Sept. 5</i>	<u>Quarterly Focus: 90 Minute Literacy Block</u> Week Six: Literacy Framework Data Analysis (ELA- specific to guided reading) LC creation/ discussion	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
September 12 - 16	<u>Quarterly Focus: 90 Minute Literacy Block</u> Week Seven: Digging into the Data LAR Creation IMPACT data review & skill planning	Principal/AIC/BLT PBIS Team Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders

<p>September 19 - 23</p> <p><i>TEACHERS ONLY, Sept. 21</i></p>	<p><u>Quarterly Focus: 90 Minute Reading Block</u></p> <p>Week Eight: Guided Reading & Balanced Math. GCCS professional development day; focus lesson, guided groups, technology, (Math) DMR, Key Concepts</p> <p>GLM: Running Record Review K-2</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>September 26-30</p>	<p><u>Quarterly Focus: 90 Minute Reading Block</u></p> <p>Week Nine: Digging into the Data / Learner Centered problem</p> <p>GLM: RISE Rubric Review</p> <p>GLM to set IMPACT groups</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>October 17 - 21</p>	<p><u>Quarterly Focus: Examining Instruction</u></p> <p>Week One: Next Steps for focus lesson /guided groups</p> <p>Hallway Walks</p> <p>GLM Writing Prompt grading</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>October 24 - 28</p>	<p><u>Quarterly Focus: Examining Instruction</u></p> <p>Week Two: Rigor in Literacy Instruction / guided groups</p> <p>GLM: LC creation</p> <p>Data Analysis & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>October 31 - November 4</p>	<p><u>Quarterly Focus: Examining Instruction</u> Week Three: Rigor in Literacy Instruction / guided groups</p> <p>IMPACT data review & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p>	<p>Lesson Plans/Walk Through</p>

		Data Teams	MRF/Data Binders
November 7 - 11 <i>Teacher only</i> <i>Nov.8</i>	<u>Quarterly Focus: Examining Instruction</u> Week Four: Parent/Teacher Conf. GLM: Pacing and LC creation Data Analysis & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
November 14 - 18	<u>Quarterly Focus: Examining Instruction</u> Week Five: Rigor in Mathematic Instruction (poster method too) Hallway Walks	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
November 21 - 22 <i>NO SCHOOL, Nov. 23 - 25</i>	<u>Quarterly Focus: Examining Instruction</u> Week Six: None GLM: Data Analysis & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
November 28- December 2	<u>Quarterly Focus: Examining Instruction</u> Week Seven: Rigor in Mathematic Instruction GLM: Poster Method strategies and share IMPACT data review & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
December 5 - 9	<u>Quarterly Focus: Examining Instruction</u> Week Eight: PRIDE GLM Writing Prompt grading Data Analysis & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
December 12 - 16	<u>Quarterly Focus: Examining Instruction</u> Week Nine: Building data review	Principal/AIC/BLT	Lesson Plans/Walk Through

	<p>Q3 Pacing Guide Review & Instructional Planning</p> <p>GLM to set IMPACT groups</p>	<p>Grade Level</p> <p>Data Teams</p>	<p>MRF/Data Binders</p>
<p>January 3 - 6</p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week One: Data review quarter 2</p> <p>Review PRIDE expectations</p> <p>As a school and classroom</p> <p>Data Analysis & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>January 9 -13</p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week Two: examine our class poster method strategies as it pertains to conceptual teaching</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>January 17 - 20</p> <p><i>NO SCHOOL, Jan. 16</i></p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week Three: examine multi –step problems and steps for persevering (reading)</p> <p>IMPACT data review & skill planning</p> <p>Hallway Walks</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>January 23 -27</p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week Four: examine multi –step problems and steps for persevering (math)</p> <p>LC data review & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>

<p>January 30 - February 3</p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week Five: PRIDE – teaching empathy</p> <p>GLM: LC data review & skill planning</p> <p>Hallway Walks</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>February 6 - 10</p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week Six: IMPACT groups</p> <p>LC Creation</p> <p>Data Analysis & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>February 13 - 17</p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week Seven: IMPACT Groups</p> <p>Data Analysis & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>February 21 - 24</p> <p><i>NO SCHOOL or snow make up– Feb. 20</i></p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week Eight: NONE</p> <p>Meet /Grade level only</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>February 27- March 3</p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week Nine: vertical discussion impact groups</p> <p>IMPACT data review & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
<p>March 6 -10</p>	<p><u>Quarterly Focus: Rigor in the classroom</u></p>		<p>Lesson Plans/Walk Through</p>

	<p>Week Ten: Q4 Pacing Guide Review & Instructional Planning, LAR creation</p> <p>GLM Writing Prompt grading</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>MRF/Data Binders</p>
March 13 -17	<p><u>Quarterly Focus: Rigor in the classroom</u></p> <p>Week Eleven: Q4 Pacing Guide Review & Instructional Planning, LAR creation</p> <p>GLM to set IMPACT groups</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
April 3 - 7	<p>Week One: Data Review for Quarter 3</p> <p>Hallway Walks</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
April 10 -14	<p>Week Two: Next steps based on data and learner centered problem</p> <p>Data Analysis & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
April 17 -21	<p>Week Three: Literacy student review</p> <p>IMPACT data review & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p> <p>Data Teams</p>	<p>Lesson Plans/Walk Through</p> <p>MRF/Data Binders</p>
April 24 - 28	<p>Week Four: Math student review</p> <p>Data Analysis & skill planning</p>	<p>Principal/AIC/BLT</p> <p>Grade Level</p>	<p>Lesson Plans/Walk Through</p>

		Data Teams	MRF/Data Binders
May 1 -4 NO SCHOOL <i>or snow make up– May 5</i>	Week Five: PRIDE and positive behavior to finish the year Hallway Walks	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
May 8 - 12	Week Six: Evaluation of the year and how to improve next year in literacy and math instruction Data Analysis & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
May 15 - 19	Week Seven: EOY class planning goal follow-up EOY IMPACT data review & skill planning	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
May 22 - 26	Week 8: EOY class planning GLM Writing Prompt grading GLM to set & review growth IMPACT	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders
May 30-June 1 NO SCHOOL– May 29 Last student day- June 1	EOY	Principal/AIC/BLT Grade Level Data Teams	Lesson Plans/Walk Through MRF/Data Binders