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| **Climate Goal**: Suspensions will **decrease** from **2.92% to 2%.** 2018-2019 |
| **Key Action 1:**All classrooms will implement Morning Meetings to develop community.  | **Teacher Behaviors:**- Conduct morning meetings.- Use morning meetings to develop students’ knowledge of a growth mindset through specific targeted group questions and facilitation of discussion. - Incorporate the components of effective morning meetings including a daily greeting, sharing, message and activity.  | **Student Behaviors:****Battle Grove ES- SPP Snapshot**- Demonstrate respectful peer to peer and student to adult interactions.- Participate in morning meetings.- Collaborate with their peers through morning meetings to identify and discuss conflict resolution strategies, growth mindset, and positive character traits.  |
| **Key Action 2:** Teachers will work with students to develop their understanding and demonstration of a growth mindset.  | **Teacher Behaviors**: - Teach students what a growth mindset is and provide opportunities for students to explore the characteristics of a growth mindset. - Provide feedback and encouragement to student to support a growth mindset. - Help student develop individual academic and behavioral goals. - Help students monitor and revise their personal goals. - Celebrate success with students, focusing on continued effort.- Provide a safe space in the classroom where student can take a break when feeling frustrated. | **Students Behaviors:** - Use the language of a growth mindset. - Demonstrate grit as they persevere through challenging work. - Encourage their peers through verbal feedback.- Set, monitor, and revise individual goals. They will identify steps to take to reach their goal.- Celebrate the success of themselves and their peers.- Utilize tools within the classroom, including safe space, to manage frustration.  |
| **Mathematics Goal**: Students in grades K-5 will increase achievement scores (scoring at the 50th percentile or above) from 39.84% to 50%.  |
| **Key Action 1:**- Teachers will utilize instructional strategies that provide opportunities for students to engage in mathematical discourse.  | **Teacher Behaviors:**- Use varying questioning strategies to promote communication. - Probe students to explain their thinking and reasoning when problem solving.  | **Student Behaviors:**- Share solutions and compare their solutions to those of others. - Use mathematical vocabulary in their discussion- Ask and answer questions of each other about the mathematics they are learning.  |
| **Key Action 2:** Teachers will effectively implement the key components of the instructional process. 1. Engage/connect2. Teach- convey new learning/modeling/inquiry- independent practice/explanations | **Teacher Behaviors:** - Develop learning objectives which are clearly aligned with standards, curriculum, and assessment- Unpack learning objectives with students, making the purpose for learning clear- Provides a clear and succinct explanation of content, including an effective teacher model- Use high quality questions to engage learners in dialogue about the intended learning- Provide students with opportunities to practice the new learning through guided instruction and collaboration with peers- Is responsive in practice through providing descriptive feedback and prompting to students- Provides ample time for students to independently apply and practice new learning | **Student Behaviors:** - Demonstrate progression toward mastery of content standards- have the knowledge and ability to articulate the what, why, and how of learning- Cognitively engaged- Engaged in discussion with the teacher and their peers about the intended learning- Able to engage in productive struggle when working collaboratively and independently |
| **Key Action 3:** Teachers will effectively implement small group instruction for remediation and enrichment.  | **Teacher Behaviors:** **-** Multiple opportunities for assessment are planned into the instructional period to assess student learning- Small group instruction is planned based on ongoing student assessment throughout instruction- Small group instruction provides a variety of pedagogical strategies to support student learning- Use flexible grouping based on formative and summative assessments- Monitor and assign Dreambox lessons based on individual student need- Engage students in dialogue about the intended learning- Identify knowledge and/or skills the targeted aspect of the stand(s) requires in the lesson/lesson cycle- Provide ongoing immediate, and relevant feedback to students.  | **Student Behaviors:** - Using a variety of manipulatives to explore their understanding through concrete, representational, and abstract thinking- Collaborating, problem solving, and discussing their ideas with their peers- Engaged in meaningful learning which is suited to their individual needs- Cognitive engagement is high as students are working at their instructional level |
| **Reading/Language Arts Goal**: Students in grades K-5 will increase achievement scores (scoring at the 50th percentile or above) from 44.11% to 50  |
| **Key Action 1:**Teachers will effectively implement the key components of the instructional process. 1. Engage/connect2. Teach- convey new learning/modeling/inquiry- independent practice/explanations | **Teacher Behaviors:** - Develop learning objectives which are clearly aligned with standards, curriculum, and assessment- Unpack learning objectives with students, making the purpose for learning clear- Provides a clear and succinct explanation of content, including an effective teacher model- Use high quality questions to engage learners in dialogue about the intended learning- Provide students with opportunities to practice the new learning through guided instruction and collaboration with peers- Is responsive in practice through providing descriptive feedback and prompting to students- Provides ample time for students to independently apply and practice new learning | **Student Behaviors:** - Demonstrate progression toward mastery of content standards- have the knowledge and ability to articulate the what, why, and how of learning- Cognitively engaged- Engaged in discussion with the teacher and their peers about the intended learning- Able to engage in productive struggle when working collaboratively and independently |
| **Key Action 2:** Teachers will effectively implement small group instruction for remediation and enrichment. | **Teacher Behaviors:** - Multiple opportunities for assessment are planned into the instructional period to assess student learning- Small group instruction is planned based on ongoing student assessment throughout instruction- Small group instruction provides a variety of pedagogical strategies to support student learning- Use flexible grouping based on formative and summative assessments- Monitor the use of iReady to meet student needs- Engage students in dialogue about the intended learning- Identify knowledge and/or skills the targeted aspect of the stand(s) requires in the lesson/lesson cycle- Provide ongoing immediate, and relevant feedback to students.- Targeted small groups will provide skill and/or guided reading instruction | **Student Behaviors:** - Accessing multiple texts with varied levels of complexity to meet their instructional needs- Collaborating and discussing their ideas with their peers- Engaged in meaningful learning which is suited to their individual needs- Cognitive engagement is high as students are working at their instructional level- Actively interact with the text and employ note taking strategies to make their thinking visible  |