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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/connect  2. 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/connect  2. 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 |