

Elementary School Name: Gomez Heritage Elementary

<p><b>District Intended Summative Outcome:</b>          Increase the number of students demonstrating proficiency and growth on state ELA assessments</p>	
<p><b>School ELA Goal:</b> All students will make growth in ELA through receiving instruction with a balanced literacy approach.</p>	
<p><b>Strategy(ies) (add AQUESTT Tenets after each strategy):</b></p> <ul style="list-style-type: none"> <li>- Use the core resources (Journeys, Storytown, Being a Writer) to plan and deliver instruction based on state standards (College and Career Ready, Assessment)</li> <li>- Provide daily guided reading instruction using the Literacy Continuum (College and Career Ready, Assessment)</li> <li>- Provide students with daily literacy opportunities that build rigor during independent reading (College and Career Ready, Assessment)</li> <li>- Instruction to include use of interactive journaling, writing across content areas, book clubs/literature circles, book talk, and independent reading (College and Career Ready)</li> <li>- LLI (Leveled Literacy Intervention) to support identified lowest achieving students with intervention time built into the schedule (Educational Opportunities and Access)</li> <li>- Implementation of Transforming Kindergarten: Purposeful Play with explicit ELA activities in learning stations (support from Melissa Wolken- Educational Facilitator) (College and Career Ready, Assessment)</li> <li>- All classroom teachers will provide Guided Reading to all students daily (Educational Opportunities and Access, College and Career Ready)</li> <li>- MAP data will be used for goal setting (individual or class) and diagnostic teaching (plan, execute, evaluate) (Educational Opportunities and Access, Assessment)</li> <li>- Gradual Release of Instruction used for the delivery of lessons (College and Career Ready)</li> <li>- All teachers receive training on and use on high probability literacy strategies (Six Step Vocabulary, Think Alouds, QAR, Text Tagging, Higher Level Questioning, Text Structures, and Text Features) (College and Career Ready, Assessment)</li> <li>- Use of Engagement Structures (Kagan) throughout each lesson daily (College and Career Ready)</li> <li>- Tutoring will be provided, outside of the school day, for students identified by teachers as below grade level in reading (Educational Opportunities and Access)</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Teachers are providing students opportunities for higher level thinking using the core resources and instruction through the A+ OPS Curriculum Guides</li> <li>- Lesson plans will reflect daily ELA instruction with a balanced literacy approach</li> <li>- All components of a guided reading lesson will be taught daily and evidence of the Literacy Continuum in their lesson plans</li> <li>- Daily independent reading and rigorous literacy opportunities will be provided to students and evident in teacher planning</li> </ul>	<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Whole group, guided reading, writing conferencing plans checked at scheduled times throughout the year for each grade level</li> <li>- Running record data submitted each quarter</li> <li>- LLI data monitored throughout the year</li> <li>- NWEA-MAP assessment growth, 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quarters with data analysis done during XCT and team meetings</li> <li>- Classroom summative assessments following the A+ OPS Curriculum Guides</li> </ul>

	<ul style="list-style-type: none"> <li>- Coaching visits done by the leadership team specific to guided reading, LLI, and whole group reading</li> <li>- Summative and formative assessments will be used as progress monitoring and action plans will be written.</li> </ul>
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<p><b>Monitor and Adjust –</b></p> <ul style="list-style-type: none"> <li>- Goal will be monitored and adjusted quarterly after progress monitoring data is reviewed</li> <li>- Communication with staff and adjustments to instruction will take place at team and/or staff meetings</li> <li>- Staff will be updated on progress towards the goal quarterly during staff and/or team meetings</li> <li>- BST meetings focus on reviewing, monitoring, and adjusting SIP plan</li> </ul>
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<p><b>District Intended Summative Outcomes:</b> Increase the number of students demonstrating proficiency and growth on state Math assessments</p>
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<p><b>School Math Goal:</b> All students will receive high quality mathematics instruction utilizing the strategies of critical thinking and reasoning, collaboration, math discourse, conceptual understanding, procedural fluency, and authentic problem solving.</p>
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<p><b>Strategy(ies) (add AQUESTT Tenets after each strategy):</b></p> <ul style="list-style-type: none"> <li>- Provide daily cumulative review to foster mastery and retention of math content (Educational Opportunities and Access)</li> <li>- Provide opportunities for “Math Talk” allowing students to share their mathematical reasoning and thinking (College and Career Ready)</li> <li>- Teachers will plan with fidelity using the core resources of Go Math! and the A+ OPS Curriculum Guide in grades kindergarten through fourth (College and Career Ready, Assessment)</li> <li>- MAP data will be used for diagnostic teaching (plan, execute, evaluate), and assigning MAP resources in all grades (College and Career Ready, Assessment)</li> <li>- Differentiated Instruction will be included in the planning and instruction of mathematics (College and Career Ready, Educational Opportunities and Access)</li> <li>- Tutoring, outside of the school day, will be provided for students identified by their teachers as below grade level in math (Educational Opportunities and Access)</li> <li>- Math Professional Development provided to all grade levels</li> </ul>
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<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Lesson plans will show evidence of daily cumulative review, journaling, math talk, and Kagan engagement structures</li> <li>- Long range planning will be done to increase lessons in specified areas of need based on data prior to testing</li> <li>- Teachers’ lesson plans will include evidence of utilizing CPA (concrete, pictorial, and abstract) representations</li> </ul>	<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Math lesson plans checked at scheduled times throughout the year for all grade levels</li> <li>- NWEA-MAP assessment growth, 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quarters with data analysis done during XCT and team meetings</li> <li>- Formative and summative assessments (common assessments to be given at each grade level)</li> <li>- Coaching visits done by the leadership team to look for daily cumulative review, CPA, multiple representations, and discourse</li> </ul>
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<ul style="list-style-type: none"> <li>- Students will engage in lessons that include multiple methods of problem solving, as also evident in teacher planning</li> </ul>	<ul style="list-style-type: none"> <li>- Summative and formative assessments will be used as progress monitoring and action plans will be written</li> </ul>
<p><b>Monitor and Adjust –</b></p> <ul style="list-style-type: none"> <li>- Goal will be monitored and adjusted quarterly after progress monitoring data is reviewed</li> <li>- Communication with staff and adjustments to instruction will take place at team and/or staff meetings</li> <li>- Staff will be updated on progress towards the goal quarterly during staff and/or team meetings</li> <li>- BST meetings focus on reviewing, monitoring, and adjusting SIP plan</li> </ul>	

<p><b>District Intended Summative Outcomes:</b> Increase the number of students demonstrating proficiency and growth on state Science assessments</p>	
<p><b>School Science Goal:</b> All students will receive instruction in the new Pearson Elevate curriculum and state science standards as written in the A+ OPS Curriculum Guides.</p>	
<p><b>Strategy(ies) (add AQUESTT Tenets after each strategy):</b></p> <ul style="list-style-type: none"> <li>- Utilize the A+ OPS Science Curriculum Guide and core resource, Elevate science, to plan and deliver instruction based on state standards (College and Career Ready)</li> <li>- Professional Development for science instruction to be provided to teachers (College and Career Ready)</li> <li>- MAP data will be used for diagnostic teaching (plan, execute, evaluate), and assigning MAP resources in all grades (College and Career Ready, Assessment)</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Teachers will collaborate with each other during team and XCT meetings</li> <li>- Lesson plans will reflect science instruction using Elevate science and A+ OPS science curriculum guides</li> <li>- Students will communicate what they have learned and use evidence and justification to support their learning</li> <li>- Teachers will utilize the online resource, Realize, when planning and incorporating 3-dimensional learning within the science instruction</li> </ul>	<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Lesson plan checks in science at scheduled times throughout the year for all grades</li> <li>- NWEA-MAP assessment growth, 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quarters with data analysis done during XCT and team meetings</li> <li>- Coaching visits done by the leadership team to observe 3-dimensional learning and hands on learning experiences taking place</li> </ul>
<p><b>Monitor and Adjust –</b></p> <ul style="list-style-type: none"> <li>- Goal will be monitored and adjusted quarterly after progress monitoring data is reviewed</li> <li>- Communication with staff and adjustments to instruction will take place at team and/or staff meetings</li> <li>- Staff will be updated on progress towards the goal quarterly during staff and/or team meetings</li> </ul>	

- BST meetings focus on reviewing, monitoring, and adjusting SIP plan

**District Intended Behavior Outcomes:**

Engage in ongoing data-based decision-making and solution planning to decrease exclusionary discipline practices

**School MTSS-B Goal:** Implement MTSS-B Tier 1 practices and systems with fidelity based on Tiered Fidelity Inventory (TFI) and Self-Assessment Survey (SAS) data

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

- Professional development provided to staff over MTSS-B so that all staff will use common language (Educator Effectiveness)
- MTSS-B team (includes leadership team and grade level representative) to meet monthly (Educator Effectiveness)
- Lessons were provided to teachers to be taught within the first two weeks of school (Educational Opportunities and Access)
- Lessons and videos will be revisited after Winter Break (Educational Opportunities and Access)
- Posters are used a model in the classroom and common areas in the school with the common language being used by all staff (Educational Opportunities and Access)
- Good Job Notes are utilized in all classrooms for positive reinforcement (Educational Opportunities and Effectiveness)
- Quarterly celebration to be held for students who receive the most Good Job Notes in the classroom (Educational Opportunities and Effectiveness)
- Implementation and staff trainings on Responsive Classroom to be implemented in all classes to support MTSS-B (teacher language, morning meeting, cozy corner, and positive time out for reflection) (Teacher Effectiveness)

**Success Criteria:**

- Teacher lesson plans will document the teaching of the 12 MTSS-B lessons and revisiting the lessons in January
- Teachers will submit a reflection form about teaching and implementing the lessons
- Coaching notes will be left documenting the MTSS-B lessons being taught and the common language being used

**Progress Monitoring:**

- Reflections forms and monitoring/adjusting the lessons and videos
- Coaching visits and feedback
- Collection and record keeping on the Good Job Notes being given to students
- Data from climate survey
- Data, including school suspensions, office referrals, and PAC room referrals

**Monitor and Adjust –**

- Goal will be monitored monthly at MTSS-B meetings
- Data and reflections to be monitored and discussed at team meetings

<p><b>District Intended Attendance Outcomes:</b> Promote and increase daily student attendance and reduce tardies throughout the school year.</p>	
<p><b>School Attendance Goal:</b> Our school will reduce the percentage of students missing 5% (about 9 days) or more of their school year by 2%.</p>	
<p><b>Strategy(ies) (add AQUESTT Tenets after each strategy):</b></p> <ul style="list-style-type: none"> <li>- Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal (Positive Partnerships, Relationships and Success)</li> <li>- The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports (Positive Partnerships, Relationships and Success)</li> <li>- Implementation of Attendance Mentoring Program (Positive Partnerships, Relationships and Success)</li> </ul>	
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Establish and maintain an Attendance Team to consist of the principal, assistant principal, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal</li> <li>- Attendance Team meets weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports</li> </ul>	<p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li>- Attendance Dashboard</li> <li>- Weekly attendance team meetings</li> <li>- Counselor small groups</li> <li>- SAT Meetings</li> <li>- Small group mentors</li> </ul>
<p><b>Monitor and Adjust –</b></p> <ul style="list-style-type: none"> <li>- Weekly Attendance Team Meetings</li> <li>- Quarterly District Attendance Team Meetings</li> </ul>	

<p><b>District Intended Wellness Outcomes:</b> Increase the number of wellness strategies implemented district-wide</p>	
<p><b>School Wellness Goal:</b> Staff and students will be provided various opportunities to be engaged in wellness activities and wellness education</p>	
<p><b>Strategy(ies) (add AQUESTT Tenets after each strategy):</b></p> <ul style="list-style-type: none"> <li>- Sports and athletic programs provided to students and families throughout the year (Educational Opportunities and Access, Positive Partnerships, Relationships, and Success)</li> <li>- Professional Development with topics including self-care and mindfulness (Educator Effectiveness)</li> <li>- Fresh Fruits and Veggies Program: Fruits and vegetables are delivered to classrooms twice a week (Educational Opportunities and Access)</li> </ul>	

- Operation School Bell, One World Dental offering dental services to students, On-site food pantry (CoCo's Kitchen), Girls On The Run: All programs available to students and families to increase wellness (Educational Opportunities and Access, Positive Partnerships, Relationships, and Success)
- Flu Shot Clinic and CPR training for staff (Educator Effectiveness)

**Success Criteria:**

- Teachers and staff attending and participating in provided wellness professional developments
- School social worker, bilingual liaison, teachers, staff, counselors, and family facilitator working together with families to support and provide needed resources

**Progress Monitoring:**

- Administer and collect results from surveys (from staff and families)
- Data collected from number of students participating in sports programs

**Monitor and Adjust –**

- Communication with staff during team and staff meetings about program and professional development
- Communication with families during Principal's Coffees, after school events, and through the school social worker, school nurse, bilingual liaison, and family facilitator