

| <b>Strategy # 1</b>    | Develop, implement, and monitor a campus-wide literacy plan that encompasses all five essential components of reading.   |  |  |  |  |
|------------------------|--|--|--|--|--|
| <b>Annual Goal</b>     | At least 60% of All Students will achieve Approaches Grade Level in Reading on 2018 STAAR.   |  |  |  |  |
| <b>Root Cause</b>      | There is a lack of a consistently implemented and monitored campus-wide literacy plan that encompasses all five essential components of reading.   |  |  |  |  |
| <b>Problem</b>         | 39% of All Students achieved Approaches Grade Level in Reading on 2017 STAAR.  |  |  |  |  |
| Activity/Objective     | Resp   | Progress Measuring – includes formative and summative assessments, results, and data results         |  |  |  |
|                        |  | Q1 Status: Aug, Sep  | Q2 Status: Oct, Nov, Dec   | Q3 Status: Jan, Feb, Mar   | Q4 Status: Apr, May, Jun   |
| <b>QUARTERLY GOALS</b> |  | <b>All K-5 teachers align daily classroom schedules to AISD Literacy Plan recommended schedules.</b> | <b>All K-5 reading teachers observed follow the recommended grade level schedules, utilize the selected curriculum, and teach the selected reading comprehension strategies</b>                                  | <b>All grade 3-5 students' results show at least a 55% pass rate on the MOY Exam (at a 60% cut score).</b>   | <b>At least 60% of All Students will achieve Approaches Grade Level in Reading on 2018 STAAR.</b>  |
| A                      | <b>Curriculum</b><br>Implement a balanced literacy approach that incorporates the five essential components of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension) by adhering to the recommended grade level schedules that are part of the AISD Literacy Plan. | Principal, AP, and Specialists   | <ul style="list-style-type: none"> <li>Distribute and review the recommended grade level schedules with the teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>% of teachers whose daily schedules reflect the recommended schedules (goal: 100%)</li> <li>% of K-5 reading teachers observed follow the recommended grade level schedules (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of K-5 reading teachers observed follow the recommended grade level schedules. (goal: 100%)</li> <li>% of K-5 teachers observed follow the recommended grade level schedules. (goal: 100%)</li> </ul>   |
| B                      | Utilize the Heggerty (English/Spanish), Really Great Reading Materials (English), and Esperanza (Spanish), in grades PK-2 for instruction and small group intervention in phonics and phonemic awareness.  | Principal, AP, and Specialists   | <ul style="list-style-type: none"> <li>Ensure 100% of teachers have identified materials.</li> <li>Reading Specialist supports teachers in utilizing these resources by providing training as needed.</li> </ul> | <ul style="list-style-type: none"> <li>% of PreK-2 teachers observed utilize selected curriculum for phonics and phonemic awareness instruction. (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of PreK-2 teachers observed utilize selected curriculum for phonics and phonemic awareness instruction. (goal: 100%)</li> <li>% of PreK-2 teachers observed utilize selected curriculum for phonics and phonemic awareness instruction. (goal: 100%)</li> </ul> |
| C                      | Utilize IStation lessons for targeted intervention in phonics instruction and comprehension in the intermediate grades.  | Principal, AP, and Specialists   | <ul style="list-style-type: none"> <li>Train the ILT in the appropriate use of IStation interventions for identified Tier I, II &amp; III students.</li> </ul>   | <ul style="list-style-type: none"> <li>% teachers attend professional learning on the appropriate use of IStation interventions for identified Tier I, II &amp; III students.</li> <li>% of grades 3-5 reading teachers observed utilize IStation intervention lessons. (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of grades 3-5 reading teachers observed utilize IStation intervention lessons. (goal: 100%)</li> <li>% of grades 3-5 reading teachers observed utilize IStation intervention lessons. (goal: 100%)</li> </ul>   |
| D                      | <b>Instruction</b><br>Utilize a common weekly lesson planning template, inclusive of strategies for formative assessment and differentiation (i.e., ELLs, SPED) during PLCs. Lesson plans will be reviewed and feedback will be provided.  | Principal, AP, and Specialists   | <ul style="list-style-type: none"> <li>Develop a common lesson planning template.</li> <li>Communicate expectations for utilization of the lesson plan template.</li> </ul>                                      | <ul style="list-style-type: none"> <li>% of teachers using the common lesson planning template</li> <li>% teachers attend professional learning on: formative assessment (goal: 100%), differentiation (goal: 100%), and Sheltered Instructional Strategies for ELLs (goal: 100%). - <i>sign in sheets</i></li> <li>% lesson plans include formative assessment and differentiation strategies (goal: 100%)</li> </ul> | <ul style="list-style-type: none"> <li>% lesson plans include formative assessment and differentiation strategies (goal: 100%)</li> <li>% lesson plans include formative assessment and differentiation strategies (goal: 100%)</li> </ul>   |
| E                      | Develop, implement, and monitor a campus-wide text processing strategy.  | Principal and AP   | <ul style="list-style-type: none"> <li>Develop text processing strategy.</li> <li>% of teachers attend professional learning on text processing strategy. (goal: 100%)</li> </ul>                                | <ul style="list-style-type: none"> <li>% of grade 2-5 teachers effectively use the text processing strategy (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of grade 2-5 teachers effectively use the text processing strategy (goal: 100%)</li> <li>% of grade 2-5 teachers effectively use the text processing strategy (goal: 100%)</li> </ul>   |
| F                      | Utilize specific strategies from Jennifer Serravallo's <i>The Reading Strategies Book</i> and the ORS (Orchestrating Reading Success) modules for teaching specific comprehension skills.  | Principal, AP, and Specialists   | <ul style="list-style-type: none"> <li>Select strategies for specific reading comprehension skills and share selections with staff.</li> </ul>   | <ul style="list-style-type: none"> <li>% of teachers attend professional learning on selected reading comprehension strategies. (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of grade 2-5 teachers effectively use the selected comprehension strategies (goal: 100%)</li> <li>% of grade 2-5 teachers effectively use the selected comprehension strategies (goal: 100%)</li> </ul>   |

|    |   |                                |   |  |  |   |
|----|---|--------------------------------|---|--|--|---|
|    |   |                                |   | <ul style="list-style-type: none"> <li>% of grade 2-5 teachers effectively use the selected comprehension strategies (goal: 100%)</li> </ul>   |  |   |
| G  | <b>Assessment</b><br>Create and administer bi-weekly interim assessments in grades 3-5. Administrators review bi-weekly assessments and give feedback on rigor and alignment. Students track and record their performance on the interim assessments in data folders.   | Principal and AP               | <ul style="list-style-type: none"> <li>% of grade 3-5 teachers attend professional learning on creating assessments. (goal: 100%)</li> <li>Teachers create bi-weekly interim assessments.</li> <li>Student data folders created and distributed to grade 3-5 students.</li> </ul> | <ul style="list-style-type: none"> <li>Administrators review bi-weekly assessments and give feedback on rigor and alignment.</li> <li>% of 3-5 students track and record their performance on the interim assessments in data folders. (goal: 100%)</li> </ul> | <ul style="list-style-type: none"> <li>Administrators review bi-weekly assessments and give feedback on rigor and alignment.</li> <li>% of grade 3-5 students track and record their performance on the interim assessments in data folders. (goal: 100%)</li> </ul> | <ul style="list-style-type: none"> <li>Administrators review bi-weekly assessments and give feedback on rigor and alignment.</li> <li>% grade 3-5 students track and record their performance on the interim assessments in data folders. (goal: 100%)</li> </ul> |
|    | Teachers analyze interim assessment results utilizing a Verification of Mastery form and submit them to the campus administration. Administrators facilitate data analysis of interim assessments with grade level teams at least 1x per month, and use the results to inform future instruction and interventions. | Principal and AP               | <ul style="list-style-type: none"> <li>% of 3-5 reading teachers conduct data analysis bi-weekly (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of 3-5 reading teachers conduct data analysis bi-weekly (goal: 100%)</li> <li>Grade level teams and CLT meet 1x per month to conduct data analysis</li> </ul>   | <ul style="list-style-type: none"> <li>% of 3-5 reading teachers conduct data analysis bi-weekly (goal: 100%)</li> <li>Grade level teams and CLT meet 1x per month to conduct data analysis</li> </ul>   | <ul style="list-style-type: none"> <li>% of 3-5 reading teachers conduct data analysis bi-weekly (goal: 100%)</li> <li>Grade level teams and CLT meet 1x per month to conduct data analysis</li> </ul>  |
| H  | <b>Leadership Development</b><br>Conduct observations in each PreK-5 teacher's classroom at least once a week. Provide written and/or face-to-face feedback to teachers within 48 hours of observation.   | Principal and AP               | <ul style="list-style-type: none"> <li>Develop a teacher observation schedule with identified focus areas.</li> <li>Develop an agenda for the face-to-face feedback sessions.</li> </ul>  | <ul style="list-style-type: none"> <li>% of teachers observed once per week (goal: 100%)</li> <li>% of teachers receive written or face-to-face feedback once per week (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of teachers observed once per week (goal: 100%)</li> <li>% of teachers receive written or face-to-face feedback once per week (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of teachers observed at least 2x month (goal: 100%)</li> <li>% of teachers receive written or face-to-face feedback once per week (goal: 100%)</li> </ul>  |
| I  | Provide support for struggling teachers early on and continuing as needed to ensure quality instruction for all students.   | Principal, AP, and Specialists | <ul style="list-style-type: none"> <li>% of teachers identified as in need of support in Q1 received support (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of teachers identified as in need of support in Q2 received support (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of teachers identified as in need of support in Q3 received support (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of teachers identified as in need of support in Q4 received support (goal: 100%)</li> </ul>  |
| D  | <b>Quarter goal status (quarter goal in bold text)</b>  |                                | Choose an item.   | Choose an item.  | Choose an item.  | Choose an item.   |
| CS | <b>Next steps</b>   |                                |   |  |  |   |
| I  | <b>End of year evaluation</b>   |                                |   |  |  |   |

|                           |   |   |  |   |   |   |
|---------------------------|---|---|--|---|---|---|
| <b>Strategy # 2</b>       | Develop, implement, and monitor a rigorous writing plan for 4th grade teachers and students.  |   |  |   |   |   |
| <b>Annual Goal</b>        | At least 60% of All Students will achieve Approaches Grade Level in Writing on 2018 STAAR.  |   |  |   |   |   |
| <b>Root Cause</b>         | There is a lack of a consistently implemented and monitored rigorous writing plan for 4th grade teachers and students.  |   |  |   |   |   |
| <b>Problem</b>            | 33% of All Students achieved Approaches Grade Level in Writing on 2017 STAAR.   |   |  |   |   |   |
| <b>Activity/Objective</b> | <b>Resp</b>   | <b>Progress Measuring – includes formative and summative assessments, results, and data results</b> |  |   |   |   |
|                           |   | <b>Q1 Status: Aug, Sep</b>  | <b>Q2 Status: Oct, Nov, Dec</b>  | <b>Q3 Status: Jan, Feb, Mar</b>   | <b>Q4 Status: Apr, May, Jun</b>   |   |
|                           | <b>QUARTERLY GOALS</b>  | All K-2 grade teachers align daily classroom schedules to AISD Literacy Plan recommended schedules. | All K-2 grade teachers follow the recommended grade level schedules, and all grade 2-4 teachers are teaching the writing TEKS    | All grade 4 students' results show at least a 54% pass rate on the MOY Exam (at a 60% cut score).   | All grade 4 students' results show at least a 60% pass rate on the STAAR Release (at a 60% cut score).  |   |
| A                         | <b>Curriculum</b><br>In order to build capacity in primary grades, implement a balanced literacy approach to the teaching of writing at grades K-2 by adhering to the recommended grade level schedules (Writing Workshop) that are part of the AISD Literacy Plan. | Principal, AP, and Specialists  | <ul style="list-style-type: none"> <li>Distribute and review the recommended grade level schedules with the teachers.</li> </ul> | <ul style="list-style-type: none"> <li>% of K-2 grade teachers observed follow the recommended grade level schedules. (goal: 100%)</li> </ul> | <ul style="list-style-type: none"> <li>% of K-2 grade teachers observed follow the recommended grade level schedules. (goal: 100%)</li> </ul> | <ul style="list-style-type: none"> <li>% of K-2 grade teachers observed follow the recommended grade level schedules. (goal: 100%)</li> </ul> |

|   |  |                                |   |   |  |  |
|---|--|--------------------------------|---|---|--|--|
| B | Review the grades 2-4 writing TEKS with the appropriate teachers, and ensure they are being taught.  | Principal, AP, and Specialists | <ul style="list-style-type: none"> <li>Writing TEKS reviewed with grade 2-4 teachers.</li> </ul>  | <ul style="list-style-type: none"> <li>% of grade 2-4 teachers are teaching the Writing TEKS (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of grade 2-4 teachers are teaching the Writing TEKS (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of grade 2-4 teachers are teaching the Writing TEKS (goal: 100%)</li> </ul>   |
| C | <b>Instruction</b><br>Utilize a common weekly lesson planning template for 4th grade writing during PLCs. Lesson plans will be reviewed and feedback will be provided.   | Principal, AP, and Specialists | <ul style="list-style-type: none"> <li>Develop a common lesson planning template.</li> <li>Communicate expectations for utilization of the lesson plan template.</li> </ul>   | <ul style="list-style-type: none"> <li>% grade 4 lesson plans submitted include required components (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% grade 4 lesson plans submitted include required components (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% grade 4 lesson plans submitted include required components (goal: 100%)</li> </ul>  |
| D | Include an explicit daily lesson on grammar and mechanics with application to the current composition, and a daily quick write within the writing block. Grade 4 teachers attend the Writing Cadre and Writing Academy professional learning.                      | Principal and AP               | <ul style="list-style-type: none"> <li>% of grade 4 teachers attend the Writing Cadre professional learning. (goal: 100%)</li> <li>% of grade 4 teachers participate in the Writing Academy professional learning. (goal: 100%)</li> </ul>                                    | <ul style="list-style-type: none"> <li>% of grade 4 teachers attend the Writing Cadre professional learning. (goal: 100%)</li> <li>% of grade 4 teachers include daily lesson on grammar and mechanics and daily quick write (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of grade 4 teachers attend the Writing Cadre professional learning. (goal: 100%)</li> <li>% of grade 4 teachers include daily lesson on grammar and mechanics and daily quick write (goal: 100%)</li> </ul>               | <ul style="list-style-type: none"> <li>% of grade 4 teachers include daily lesson on grammar and mechanics and daily quick write (goal: 100%)</li> </ul>   |
| E | Teach writing as a process from pre-write to publish, and use authentic mentor texts to exemplify quality writing. Ensure teacher-student and peer conferencing are occurring during the writing block.  | Principal and AP               | <ul style="list-style-type: none"> <li>Review teacher-student writing conference form with the grade 4 writing teachers.</li> </ul>   | <ul style="list-style-type: none"> <li>% of grade 4 teachers include daily lesson on grammar and mechanics and daily quick write (goal: 100%)</li> <li>% of grade 4 teachers attend professional learning on teacher-student conferencing. (goal: 100%)</li> <li>% of grade 4 teachers conducting teacher-student writing conferencing. (goal: 100%)</li> </ul> | <ul style="list-style-type: none"> <li>% of grade 4 teachers include daily lesson on grammar and mechanics and daily quick write (goal: 100%)</li> <li>% of grade 4 teachers conducting teacher-student writing conferencing. (goal: 100%)</li> </ul>              | <ul style="list-style-type: none"> <li>% of grade 4 teachers include daily lesson on grammar and mechanics and daily quick write (goal: 100%)</li> <li>% of grade 4 teachers conducting teacher-student writing conferencing. (goal: 100%)</li> </ul>              |
| F | Provide frequent opportunities for students to write across all content areas as recommended in the AISD Literacy Plan.  | Principal, AP, and Specialists | <ul style="list-style-type: none"> <li>Communicate expectations to teachers that students will have an interactive journal in all content areas.</li> </ul>   | <ul style="list-style-type: none"> <li>% of PreK-5 teachers who have students write in journals 2-3 times per week. (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of PreK-5 teachers who have students write in journals 2-3 times per week. (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of PreK-5 teachers who have students write in journals 2-3 times per week. (goal: 100%)</li> </ul>  |
| G | <b>Assessment</b><br>Create and administer bi-weekly interim assessments in grade 4. Administrators review bi-weekly assessments and give feedback on rigor and alignment. Students track and record their performance on the interim assessments in data folders. | Principal and AP               | <ul style="list-style-type: none"> <li>% of grade 4 teachers attend professional learning on creating assessments. (goal: 100%)</li> <li>Teachers create bi-weekly interim assessments.</li> <li>Student data folders created and distributed to grade 4 students.</li> </ul> | <ul style="list-style-type: none"> <li>Administrators review bi-weekly assessments and give feedback on rigor and alignment.</li> <li>% of grade 4 students track and record their performance on the interim assessments in data folders. (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>Administrators review bi-weekly assessments and give feedback on rigor and alignment.</li> <li>% of grade 4 students track and record their performance on the interim assessments in data folders. (goal: 100%)</li> </ul> | <ul style="list-style-type: none"> <li>Administrators review bi-weekly assessments and give feedback on rigor and alignment.</li> <li>% of grade 4 students track and record their performance on the interim assessments in data folders. (goal: 100%)</li> </ul> |
| H | Review scored writing compositions (using the TEA Writing Rubric) on a regular basis to assess and respond to identified needs and to provide feedback to teachers.  | Principal and AP               | <ul style="list-style-type: none"> <li>Develop a writing calendar for collecting and reviewing essays.</li> </ul>   | <ul style="list-style-type: none"> <li>Review scored writing compositions with grade 4 team two times per quarter. Identify patterns and trends and agree on next steps.</li> </ul>   | <ul style="list-style-type: none"> <li>Review scored writing compositions with grade 4 team two times per quarter. Identify patterns and trends and agree on next steps.</li> </ul>  | <ul style="list-style-type: none"> <li>Analyze student performance on Writing STAAR.</li> </ul>  |
| I | <b>Leadership Development</b><br>Conduct observations in each PreK-5 teacher's classroom at least once a week. Provide written and/or face-to-face feedback to teachers within 48 hours of observation.  | Principal and AP               | <ul style="list-style-type: none"> <li>Develop a teacher observation schedule with identified focus areas.</li> <li>Develop an agenda for the face-to-face feedback sessions.</li> </ul>  | <ul style="list-style-type: none"> <li>% of teachers observed once per week (goal: 100%)</li> <li>% of teachers receive written or face-to-face feedback once per week (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of teachers observed once per week (goal: 100%)</li> <li>% of teachers receive written or face-to-face feedback once per week (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of teachers observed at least 2x month (goal: 100%)</li> <li>% of teachers receive written or face-to-face feedback once per week (goal: 100%)</li> </ul>   |
| K | Provide support for struggling teachers early on and continuing as needed to ensure quality writing instruction for all students.  | Principal, AP, and Specialists | <ul style="list-style-type: none"> <li>% of teachers identified as in need of support in Q1 received support (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of teachers identified as in need of support in Q2 received support (goal: 100%)</li> </ul>  | <ul style="list-style-type: none"> <li>% of teachers identified as in need of support in Q3 received support (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% of teachers identified as in need of support in Q4 received support (goal: 100%)</li> </ul>   |

|    |  |                 |                 |                 |                 |
|----|--|-----------------|-----------------|-----------------|-----------------|
| D  | Quarter goal status ( <i>quarter goal in bold text</i> ) | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| CS | Next steps   |                 |                 |                 |                 |
| I  | End of year evaluation                                   |                 |                 |                 |                 |

|                     |   |
|---------------------|---|
| <b>Strategy # 3</b> | We will design, implement and monitor a campus-wide program that focuses on supporting positive classroom environments.   |
| <b>Annual Goal</b>  | There will be a 20% reduction in discipline referrals in 2017-18 as compared to 2016-17 (from 50 total referrals to 40 total referrals).  |
| <b>Root Cause</b>   | There is not a well-developed, clearly communicated and implemented Campus Culture and Climate Plan founded on proactive SEL strategies to support positive classroom environments. |
| <b>Problem</b>      | There was a high volume of disciplinary incidents that negatively impacted the teaching and learning environment and required administrative action.                                |

| Activity/Objective   | Resp                                 | Progress Measuring – includes formative and summative assessments, results, and data results   |   |   |   |
|--|--------------------------------------|--|---|---|---|
|  |                                      | Q1 Status: Aug, Sep  | Q2 Status: Oct, Nov, Dec  | Q3 Status: Jan, Feb, Mar  | Q4 Status: Apr, May, Jun  |
| <b>QUARTERLY GOALS</b>   |                                      | <b>All teachers engage in professional learning on SEL and Responsive Classrooms.</b>  | <b>All teachers facilitate morning message and deliver SEL lessons.</b>   | <b>There will be a 20% reduction in student referrals when compared to 2016-17 3rd 9 weeks.</b>   | <b>There will be a 20% reduction in student referrals when compared to 2016-17 4th 9 weeks.</b>   |
| Develop, communicate, and implement a campus-wide culture and climate plan.  |                                      | <ul style="list-style-type: none"> <li>Develop a campus-wide culture and climate plan.</li> <li>Review campus culture and climate plan with staff, solicit feedback, and adjust plan accordingly.</li> <li>Communicate behavioral expectations to students.</li> </ul> | <ul style="list-style-type: none"> <li>Share student behavioral expectations with parents during parent conferences.</li> <li>Share student behavioral expectations with parents during a Principal Chat.</li> <li>Share campus-wide culture and climate plan with Campus Advisory Council.</li> <li>Review campus culture and climate plan with faculty and staff and solicit feedback.</li> </ul> | <ul style="list-style-type: none"> <li>Review campus culture and climate plan with faculty and staff and solicit feedback.</li> </ul>   | <ul style="list-style-type: none"> <li>Review campus culture and climate plan with staff, solicit feedback, and adjust plan accordingly.</li> </ul>   |
| Implement SEL and Responsive Classrooms, including a daily 20-minute Morning Meeting and explicit SEL lesson, which will provide students with strategies and tools designed to promote intrinsic motivation and positive student-to-student and student-to-teacher relationships. |                                      | <ul style="list-style-type: none"> <li>% of teachers facilitate morning message and deliver SEL lessons. (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% teachers engage in professional learning on SEL and Responsive Classrooms. (goal: 100%)</li> </ul>   | <ul style="list-style-type: none"> <li>% teachers engage in professional learning on SEL and Responsive Classrooms. (goal: 100%)</li> <li>% of teachers facilitate morning message and deliver SEL lessons. (goal: 100%)</li> </ul> | <ul style="list-style-type: none"> <li>% teachers engage in professional learning on SEL and Responsive Classrooms. (goal: 100%)</li> <li>% of teachers facilitate morning message and deliver SEL lessons. (goal: 100%)</li> </ul> |
| Engage in a year-long book study on <u>Culturally Responsive Teaching and the Brain</u> by Zaretta Hammond.  | Principal, Librarian, and Specialist | <ul style="list-style-type: none"> <li>Participate in webinar with Zaretta Hammond and organizational meetings to prep for book study.</li> <li>Distribute books, reflection journals, and set the stage for the book study.</li> </ul>                                | <ul style="list-style-type: none"> <li>Facilitate book study over Chapter 1.</li> <li>Facilitate book study over Chapters 2 and 3.</li> </ul>   | <ul style="list-style-type: none"> <li>Facilitate book study over Chapters 4 and 5.</li> <li>Facilitate book study over Chapters 6 and 7.</li> </ul>  | <ul style="list-style-type: none"> <li>Facilitate book study over Chapters 8 and 9.</li> </ul>  |
| Conduct problem solving meetings as needed to discuss students exhibiting persistent behavioral challenges by grade level that include CLT, PSS, counselors, MTSS coaches, licensed specialist in school psychology, and/or licensed mental health professional.                   |                                      | <ul style="list-style-type: none"> <li>Meet 2x monthly with grade level teams to discuss and problem solve individual students exhibiting persistent behavioral challenges.</li> </ul>   | <ul style="list-style-type: none"> <li>Meet 2x monthly with grade level teams to discuss and problem solve individual students exhibiting persistent behavioral challenges.</li> </ul>  | <ul style="list-style-type: none"> <li>Meet 2x monthly with grade level teams to discuss and problem solve individual students exhibiting persistent behavioral challenges.</li> </ul>  | <ul style="list-style-type: none"> <li>Meet 2x monthly with grade level teams to discuss and problem solve individual students exhibiting persistent behavioral challenges.</li> </ul>  |

|    |  |                 |                 |                 |                 |
|----|--|-----------------|-----------------|-----------------|-----------------|
| D  | Quarter goal status ( <i>quarter goal in bold text</i> ) | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| CS | Next steps   |                 |                 |                 |                 |
| I  | End of year evaluation                                   |                 |                 |                 |                 |