

**Mahomet-Seymour CUSD #3  
Board of Education**

**October 1, 2018  
Board Meeting Packet**



---

# MAHOMET-SEYMOUR CUSD #3

1301 South Bulldog Drive, PO Box 229, Mahomet, IL 61853

Phone (217) 586-2161



[www.mahometseymour.org](http://www.mahometseymour.org)

**Dr. Lindsey Hall, Ed.D., Superintendent**

**Board of Education:** *Max McComb (P), Jenny Park (VP), Lance Raver (S), Merle Giles, Dr. Jeremy Henrichs, Nezar Kassem, Lori Larson*

---

BOARD OF EDUCATION  
Study Session  
Board Conference Room – Administrative Center  
Monday, October 1, 2018  
7:00 P.M.

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Approval of Agenda Discussion/Action
5. Public Comment
6. School Improvement Plans Discussion
7. Closed Session: Personnel
8. Adjournment

Upcoming Meetings

- October 15 – Regular Board Meeting, Board Conference Room – Middletown Prairie, 7:00 p.m.  
November 5 – Study Session, Board Conference Room – Middletown Prairie, 7:00 p.m.  
September 17 – Regular Board Meeting, Board Conference Room – Middletown Prairie, 7:00 p.m.

# School Improvement Plan

## Building:

### 18-19



For each goal:

- *List a reason for the goal (is there data or research to support?)*
- *List the action steps you will take to reach goal (what will you do and by what date?)*
- *List the resources you'll need (support? Funds?)*
- *List the indicators to know if you've reached the goal—i.e. how will you know if you met the goal, what will have changed?*
- *What is the timeline for reaching the goals?*

**Goal #1: The high school administration will re-develop the RTI team at the high school during the 2018-2019 school year. The RTI team will review and re-define its purpose to service the students that are in need of academic, social and or behavioral intervention(s).**

**Reason for goal: The RTI team at the high school has not reviewed its procedures, policies and interventions since the addition and change in staff. Those policies, procedures and interventions need to be reviewed, adapted and in some cases changed to meet the ever changing needs of the students.**

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
<p>The first step in the review process is to re-establish the team. Once the team is established meetings will be scheduled to create norms, review interventions in place, discuss policies and procedures that have been formally created. Once the review process has been completed, an updated copy of the intervention handbook will be distributed to the staff.</p>	<p>Staff that are willing to serve on the RTI committee, and a common established/developed time that the team can meet to discuss the students and their needs. The RTI/Intervention handbook will be utilized to guide the review process. Finally, we will need to establish a communication chain that allows staff and the RTI team to effectively share information regarding student needs in order to best serve the students.</p>	<p>Re-established RTI/Intervention handbook that will be developed throughout the school year. Redeveloped data collection process for identifying students that are in need of both academic and or behavioral intervention. Recreate communication system to allow teachers the opportunity to provide the RTI team information on struggling students.</p>	<p>The first semester of the 18-19 school year will be used for establishing the RTI team, reviewing the RTI/Intervention guidebook, discussing current student needs, establishing or adjusting interventions to meet current student needs and developing communication tools for teachers to provide RTI team members with information of struggling students. Second semester of 18-19 school year will be utilized for the implementation of the interventions and data collection process.</p>

**Goal #2: The high school administration will review current opportunities for students related to Dual-Credit, Advanced Placement and other off campus opportunities for students. Once current opportunities are reviewed, a plan to expand those opportunities will be developed and implemented.**

**Reason for goal: Continuing to explore and expand partnerships with outside organizations benefits our students in many areas. Expansion of Dual-Credit and Advanced Placement opportunities and access to those opportunities provides our students the opportunity to earn college credit while still in high school. This can assist in preparing them for college as well as earning college credit at a significantly reduced rate.**

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
<p><b>The steps in the process will be to work with the counselors and division heads to gain some perspective on what is currently offered to the students. Once that process is complete conversations will begin with the counselors and division heads about the possibilities of expanding options for our students.</b></p>	<p><b>Resources needed will include an inventory of what is currently offered in addition to what possibilities are available either through Parkland College or Eastern Illinois University.</b></p>	<p><b>Final indicators will include a comprehensive review of where we currently stand, a comprehensive review of what is available and a plan moving forward with detailed outline of recommendations.</b></p>	<p><b>The process and recommendations will be completed by the end of the 18-19 school year.</b></p>

**Goal #3: The high school will average a 1200 composite score on the SAT exam which would place us in the 81st national percentile.**

**Reason for goal: Last year we scored 1191. The data for all other high schools will not be available until end of October but 2 years ago only 9 schools in the state of Illinois managed this task. Their average profile was 2500 students, and around 6% low SES. This would be a huge accomplishment and challenge considering the profile of schools that have reached this accomplishment.**

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
<p><b>Goal will be established and shared with faculty and staff including the SAT Prep Team. Throughout the school year the SAT prep team will be checking progress, making adjustments related to test scores and providing strategies for students.</b></p>	<p><b>Testing results throughout the year to make adjustments in instruction. Continued collaboration regarding instructional strategies utilized based on continued test analysis. Continued support for the SAT prep class, including but not limited to staffing, stipend dedicated to coordinator position, and continued support for testing the Freshman and Sophomores in the PSAT to compare data and measure growth.</b></p>	<p><b>The final results in April will be the final comparison that we will utilize. Utilization of the assessment results in the SAT class leading up to the final exam in April.</b></p>	<p><b>Review of the SAT prep test results throughout the year and compare to end results in April. The final test in April and those results will be what we use as a final comparison.</b></p>

**Goal #4: The high school will have at least 45% of our low SES students meet standards in both ELA and Math.**

**Reason for goal: Again, 2 years ago only 7 high schools in Illinois managed to achieve this goal. Their profile is so different from us averaging 2404 kids and roughly 7% low SES. If this is achieved our low SES population would achieve way higher than the overall state performance in both subjects (40% for ELA and 37% for Math).**

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
<p><b>Goal will be established and shared with faculty and staff including the SAT Prep Team. Throughout the school year the SAT prep team will be checking progress, making adjustments related to test scores and providing strategies for students.</b></p>	<p><b>Testing results throughout the year to make adjustments in instruction. Continued collaboration regarding instructional strategies utilized based on continued test analysis. Continued support for the SAT prep class, including but not limited to staffing, stipend dedicated to coordinator position, and continued support for testing the Freshman and Sophomores in the PSAT to compare data and measure growth.</b></p>	<p><b>The final results in April will be the final comparison that we will utilize. Utilization of the assessment results in the SAT class leading up to the final exam in April.</b></p>	<p><b>Review of the SAT prep test results throughout the year and compare to end results in April. The final test in April and those results will be what we use as a final comparison.</b></p>

## 2018-2019 MSJH School Improvement Plan:



*For each goal:*

- *List a reason for the goal (is there data or research to support?)*
- *List the action steps you will take to reach goal (what will you do and by what date?)*
- *List the resources you'll need (support? Funds?)*
- *List the indicators to know if you've reached the goal—i.e. how will you know if you met the goal, what will have changed?*
- *What is the timeline for reaching the goals?*



**Goal #1:**

The junior high school administration and staff will reestablish the PBIS team and the philosophies behind PBIS during the 2018-2019 school year. The PBIS team will review and strengthen its' purpose to service the students that are in need of academic and or behavioral intervention(s).

**Reason for goal:**

Since there have been so many changes at the junior high, the PBIS team will work to build a positive school climate for staff and students. Positive relationships will help to reduce behavioral incidents and improve academics.

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
<p>First step in the process is to form a PBIS team for the 2018-2019 school year. Once the PBIS team has been created, meetings will be scheduled to review current systems in place and create a plan for new procedures and processes. The team will create a MSJH staff survey to gather feedback on building wide beliefs and perceived weaknesses. Survey results will drive team discussion and school goals. The entire MSJH Staff will be informed of the reoccurring and new procedures through our school's PBIS handbook.</p>	<p>MSJH Staff members that are willing to serve on the PBIS Team, and reoccurring meeting times that the team can meet to discuss the students, their needs, and the overall vision to improve the school's climate. PBIS Handbook will be updated throughout the 2018-2019 school year.</p>	<p>The team will create a MSJH staff survey to gather feedback on building wide beliefs and perceived weaknesses. Goals will be set off of the data collected from this initial survey. PBIS Team will analyze current discipline data and compare with previous year's discipline data.</p>	<p>The first quarter of the 2018-2019 school year will be used for building the PBIS Team, reviewing current systems and PBIS Handbook, collecting and analyzing data, and then forming updated procedures. The remainder of the year will be devoted to implementing the PBIS procedures and data collecting/analyzing.</p>

**Goal #2:**

**Working with grade level teams, MSJH administration will review and analyze 2017-2018 PARCC ELA data to drive and improve instructional methods for the 2018-2019 school year.**

**Reason for goal:**

**The goal is set in place to help teachers learn how to analyze data and identify gaps in the MSJH ELA curriculum. Analyzing the data will help identify areas of weakness in instruction and student learning; we can then take the information learned from the gaps in instruction and work to improve on the teaching methods.**

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
<p><b>The first step in the process is to meet with each grade level team and review last year’s PARCC scores. Grade level teams will consist of ELA, History, and Science teachers. Next, we will discuss the various ways in which to organize or sort this data. We will discuss the outlying data points and analyze why we feel there is a gap there. The next step will be to set goals on how to improve in the identified areas. Teachers will incorporate lessons into their curriculum that address those identified gaps.</b></p>	<p><b>MSJH grade level teams, administrators, PARCC data from 2017-2018, and current MSJH curriculum.</b></p>	<p><b>Indicators will include the review of PARCC ELA scores for each grade level at MSJH, a review of areas of weakness, and a detailed plan on improving the areas of weakness.</b></p>	<p><b>First semester, the MSJH administration and grade level teams will meet to analyze previous PARCC scores and set goals on ways in which teachers can improve their instructional methods to better meet student need in those outlying areas indicated as weak on the 2017-2018 PARCC results. Teachers will incorporate those lessons identified to fill the gap throughout the entire 2018-2019 school year.</b></p>

**Goal #3:**

**Working with grade level teams, MSJH administration will review and analyze 2017-2018 PARCC Math data to drive and improve instructional methods for the 2018-2019 school year.**

**Reason for goal:**

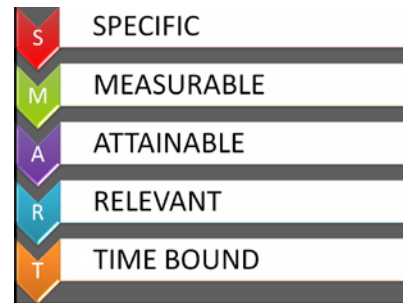
**The goal is set in place to help teachers learn how to analyze data and identify gaps in the MSJH Math curriculum. Analyzing the data will help identify areas of weakness in instruction and student learning; we can then take the information learned from the gaps in instruction and work to improve on the teaching methods.**

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
<p><b>The first step in the process is to meet with each grade level team and review last year’s PARCC scores. Grade level teams will consist of ELA, History, and Science teachers. Next, we will discuss the various ways in which to organize or sort this data. We will discuss the outlying data points and analyze why we feel there is a gap there. The next step will be to set goals on how to improve in the identified areas. Teachers will incorporate lessons into their curriculum that address those identified gaps.</b></p>	<p><b>MSJH grade level teams, administrators, PARCC data from 2017-2018, and current MSJH curriculum.</b></p>	<p><b>Indicators will include the review of PARCC ELA scores for each grade level at MSJH, a review of areas of weakness, and a detailed plan on improving the areas of weakness.</b></p>	<p><b>First semester, the MSJH administration and grade level teams will meet to analyze previous PARCC scores and set goals on ways in which teachers can improve their instructional methods to better meet student need in those outlying areas indicated as weak on the 2017-2018 PARCC results. Teachers will incorporate those lessons identified to fill the gap throughout the entire 2018-2019 school year.</b></p>

# School Improvement Plan

## Building: Lincoln Trail

### 18-19



For each goal:

- *List a reason for the goal (is there data or research to support?)*
- *List the action steps you will take to reach goal (what will you do and by what date?)*
- *List the resources you'll need (support? Funds?)*
- *List the indicators to know if you've reached the goal—i.e. how will you know if you met the goal, what will have changed?*
- *What is the timeline for reaching the goals?*

## **Goal #1: Literacy**

### **3<sup>rd</sup> Grade**

85% of all 3<sup>rd</sup> grade regular education students will score at or above the 25<sup>th</sup> percentile by the end of the school year as measured on MAP in Reading.

60% of all 3<sup>rd</sup> grade special education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP Reading.

### **4<sup>th</sup> Grade**

87% of all 4<sup>th</sup> grade regular education students will score at or above the 25<sup>th</sup> percentile by the end of the school year as measured on MAP in Reading.

60% of all 4<sup>th</sup> grade special education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP Reading.

### **5<sup>th</sup> Grade**

85% of all 5<sup>th</sup> grade regular education students will score at or above the 25<sup>th</sup> percentile by the end of the school year as measured on MAP Reading.

60% of all 5<sup>th</sup> grade special education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP Reading.

**Reason for goal: Continuation of focus on guided reading and building the capacity of all teachers to grow our students in literacy, with thoughtful and targeted instruction.**

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
Continued implementation of guided reading	<i>Next Step Forward in Guided Reading</i> <i>The Daily 5</i>	MAP Scores	November, December, January, February early dismissal time dedicated to guided reading and Daily 5 training
Tier 2 and Tier 3 students receive extra reading instruction daily	Instruction provided by interventionists and teachers.		Instruction provided daily.
Students with disabilities in reading will receive core instruction, interventions and specialized instruction in reading.	Instruction provided by general education teachers and case managers. Co-teaching model for inclusion of students with disabilities.	MAP Progress monitoring	Instruction provided daily. Progress towards individual goals reported at trimester.

## **Goal #2: Math**

### **3<sup>rd</sup> Grade**

90% of all 3<sup>rd</sup> grade regular education students will score at or above the 25<sup>th</sup> percentile by the end of the school year as measured on MAP in Math.

65% of all 3<sup>rd</sup> grade special education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP in Math.

### **4<sup>th</sup> Grade**

90% of all 4<sup>th</sup> grade regular education students will score at or above the 25<sup>th</sup> percentile by the end of the school year as measured on MAP in Math.

65% of all 4<sup>th</sup> grade special education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP in Math.

### **5<sup>th</sup> Grade**

85% of all 5<sup>th</sup> grade regular education students will score at or above the 25<sup>th</sup> percentile by the end of the school year as measured on MAP in Math.

65% of all 5<sup>th</sup> grade special education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP in Math.

**Reason for goal:** With the adoption of the Go Math curriculum and continued collaboration at grade levels instruction is being differentiated to meet the needs of all learners along the continuum.

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
Implementation of Go Math curriculum.	Grade level collaboration and assistance from instructional coach.	MAP	Bi-weekly and monthly meeting time provided for each grade level.
Tier 2 and Tier 3 students will receive extra instruction weekly.	Instruction provided by interventionists and teachers.		Instruction provided weekly.
Differentiated instruction for students using the Learning Continuum gleaned from MAP data.	Resources to provide targeted intervention for math instruction.	Data analysis during pod collaboration meetings.	Bi-monthly pod collaboration with assistance from administration and instructional coach.
Students with disabilities in math will receive core instruction, interventions and specialized instruction in the area of math.	Instruction provided by general education teachers and case managers. Co-teaching model for inclusion of students with disabilities.	MAP Progress monitoring	Instruction provided daily. Progress towards individual goals reported at trimester.



**Goal #3: Social and Emotional Learning**

**Reason for goal:** Research states that in a typical public school classroom, 13 of 30 students will have experienced 3 or more adverse childhood experiences. We have a need in our school district to provide an avenue for students who have experienced adverse childhood experiences to develop relationships. Students with adverse childhood experiences also require an approach to behavior management that is sensitive to trauma. Due to the increase in adverse childhood experiences for students in our district, there is a need to establish trauma sensitive classrooms.

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
Increase staff capacity and confidence in supporting students' social and emotional needs.	<p>Professional development in Responsive classroom practices</p> <p>Professional development opportunities provided at faculty meetings to support staff in implementation of restorative practices</p>	<p>Teacher feedback</p> <p>Use of restorative classroom practices and Responsive classroom elements</p> <p>Vertical PLCs at faculty meetings to offer support and collaboration among grade levels</p>	<p>Initial Responsive Classroom training beginning of school year 2018 -2019</p> <p>Additional Responsive Classroom training offered Summer of 2019</p> <p>Vertical PLCs established beginning of 2018 -2019 school year</p>
Multi-Tiered Systems of Support Model in place to support teachers in working with challenging behaviors.	<p>Multi-tiered system of support team established.</p> <p>Building leadership team established. One area of focus for the team will be addressing social emotional needs of students.</p>	<p>Feedback from team members</p> <p>Behavioral data collected to monitor student progress</p> <p>Feedback from team members</p>	<p>MTSS Team meets weekly at minimum throughout the year.</p> <p>Building leadership team meets continuously throughout the year.</p>
Provide student specific interventions based on need with an emphasis on building on areas of strength.	Systems in place for communication with staff and families of students in need of social emotional interventions and supports.	Comprehensive problem solving process, which includes families, implemented for identifying strengths and areas of deficit to focus instruction.	Continuously throughout the year

**School Improvement Plan**  
**Building: Middletown Prairie Elementary**  
**18-19**



*For each goal:*

- *List a reason for the goal (is there data or research to support?)*
- *List the action steps you will take to reach goal (what will you do and by what date?)*
- *List the resources you'll need (support? Funds?)*
- *List the indicators to know if you've reached the goal—i.e. how will you know if you met the goal, what will have changed?*
- *What is the timeline for reaching the goals?*

**Goal #1: Literacy****Kindergarten:**

80% of all Kindergarten students will know all of their letters by the end of the school year.

60% of all Kindergarten students will know 33 sounds by the end of the school year.

75% of all Kindergarten students will be reading at a level C by the end of the school year.

**1<sup>st</sup> Grade:**

90% of all 1<sup>st</sup> grade students will be in the above 25% score by the end of the school year as measured on MAP in Reading.

75% of all 1<sup>st</sup> grade regular education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP Reading.

75% of all 1<sup>st</sup> grade students will be reading at a level I by the end of the school year.

**2<sup>nd</sup> Grade:**

90% of all 2<sup>nd</sup> grade students will be in the above 25% score by the end of the school year in Reading and as measured on MAP.

70% of all 2<sup>nd</sup> grade students will be at or above the college and career readiness cut score percentile of 62% in Reading and as measured on MAP.

75% of all 2<sup>nd</sup> grade students will be reading at a level N by the end of the school year

**Special Education:**

70% of all 1<sup>st</sup> grade special education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP Reading.

50% of all 2<sup>nd</sup> grade special education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP Reading.

**Reason for goal: Improving teaching and learning while implementing data driven decision making in reading.**

Action Steps:	Resources needed:	Indicators:	Timeline:
<ul style="list-style-type: none"> <li>● Data analysis of MAP data, Wonders assessments, teacher running records, and text leveling to determine guided reading instruction as well as to identify students who need Tier 2 interventions.</li> </ul>	<p>MAP Data, Float Substitute</p>	<p>MAP, Jan Assessment, Running Records, teacher anecdotal data.</p> <p>1<sup>st</sup> and 2<sup>nd</sup> grade teachers will use triangulated data (MAP, F&amp;P, Dibels) to determine the students needing intervention.</p>	<p>Fall 2018 Winter 2019 Spring 2019</p>
<ul style="list-style-type: none"> <li>● Implementation of Anna Plan in heavy RTI classrooms grade 1, 2.</li> <li>● Differentiated instruction in the ELA curriculum.</li> <li>● Implementation of the Daily 5 with fidelity at all grade levels.</li> <li>● Implementation of Jan Richardson framework for guided reading practice and using the Wonders curriculum.</li> <li>● Ensure increased stamina for students to</li> </ul>	<p>Weekly Daily 5 framework support for differentiated center work for high student engagement.</p> <p>Use of Instructional Coach to support differentiation by the classroom teacher.</p> <p>Usage of IPADs/Chromebooks during K, 1<sup>st</sup>, 2<sup>nd</sup> grade as listening centers during literacy instruction.</p> <p>Use of the Instructional Coaches framework for implementing a strong ELA block with students at the</p>	<p>Kindergarten teachers will use information from beginning of the year assessments to begin letter tracing in the classroom while establishing the Daily 5.</p> <p>1<sup>st</sup> and 2<sup>nd</sup> grade teachers will use triangulated data (MAP, F&amp;P, Dibels) to determine the students needing intervention.</p> <p>Data Day individual meetings with lead Interventionist, Administration, and Classroom Teacher to determine students who qualify for Tier 2 and Tier 3 Intervention in reading.</p>	<p>Fall 2018 Winter 2019 Spring 2019</p> <p>Quarterly</p> <p>Weekly Tier 3 Progress Monitoring Bimonthly Tier 2 Progress Monitoring Continually throughout school year.</p>

<p>read independently each day.</p>	<p>guided reading table for differentiated instruction.</p>	<p>Weekly progress monitoring of all students that are in the bottom 10<sup>th</sup>% on MAP.</p> <p>Bi-monthly progress monitoring of all students that are above the 10<sup>th</sup> and below the 20<sup>th</sup> %.</p> <p>Students in K-2 are receiving intervention including a Jan Richardson Pre-A plan in Kindergarten and a Jan Richardson guided reading plan in 1<sup>st</sup> grade and 2<sup>nd</sup> grade daily.</p> <p>Monthly data analysis of students in Tier 2 and Tier 3 for reading. Analyze data and make decisions about intervention success and what to do next.</p>	
<ul style="list-style-type: none"> <li>● Professional Development for Next Steps in Guided Reading and Daily 5</li> <li>● Using the Instructional Coach at data days to determine needs of teachers to build capacity at the guided reading table.</li> </ul>	<p>Professional Development for four more sessions on early out days.</p> <p>Instructional Coach facilitating peer observation and reflection at the guided reading table.</p>	<p>Professional Development evaluation and reflection pieces.</p> <p>Evidence of internal capacity to instruct guided reading with fidelity as witnessed through the Danielson Framework.</p>	<p>Every month</p> <p>Continually all school year.</p>

**Goal #2: Math****Kindergarten:**

70% of all Kindergarten students will know all of their counting to 50 and number ID 1-10 by Dec. 20, 2018.

**1<sup>st</sup> Grade:**

90% of all 1<sup>st</sup> grade students will be in the above 25% score by the end of the school year as measured on MAP in Math.

80% of all 1<sup>st</sup> grade regular education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP in Math.

**2<sup>nd</sup> Grade:**

90% of all 2<sup>nd</sup> grade students will be in the above 25% score by the end of the school year in Math as measured on MAP.

80% of all 2<sup>nd</sup> grade students will be at or above the college and career readiness cut score percentile of 62% in Math as measured on MAP.

80% of all 2<sup>nd</sup> grade regular education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP in Math.

**Special Education:**

65% of all 1<sup>st</sup> grade regular education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP in Math.

65% of all 2<sup>nd</sup> grade special education students will meet the projected RIT growth measure from Fall to Spring as determined by MAP in Math.

**Reason for goal:**

<b>Action Steps:</b>	<b>Resources needed:</b>	<b>Indicators:</b>	<b>Timeline:</b>
<ul style="list-style-type: none"> <li>Implementation of the Go Math curriculum</li> </ul>	Instructional coach, collaboration at grade level.	MAP	Bi-Weekly grade level meetings. Instructional Coach opportunities are continuous throughout the school year.
<ul style="list-style-type: none"> <li>Professional development around the Daily 3 and Nicky Newton.</li> </ul>	Professional Development Chicago Continued Professional Development at collaboration meetings.	MAP Danielson Framework	MAP 3X a year Yearly
<ul style="list-style-type: none"> <li>Differentiated instruction for students using the Learning Continuum in MAP data</li> </ul>	Resources to provide targeted intervention for math instruction.	Data day meetings	Professional Development in this area throughout the school year in Pod collaboration



**Goal #3: Embedded Social/Emotional Learning**

**Reason for goal: Creating and Sustaining a Culture of High Expectations**

Action Steps:	Resources needed:	Indicators:	Timeline:
<ul style="list-style-type: none"> <li>● Increase staff capacity to support student social emotional needs.</li> </ul>	<p>Professional Development in Responsive Classroom practices. Ongoing PD at staff meetings to build adult capacity in the building.</p>	<p>Teacher feedback throughout as well as monitoring student data for emotional needs.</p>	<p>Continuously throughout the school year.</p>
<ul style="list-style-type: none"> <li>● 3 Tiered Systems in place to collaborate and support teacher capacity to work with challenging student behavior.</li> <li>● Provide targeted behavior interventions for students in need of social/emotional support through the Tier 2 and 3 .</li> </ul>	<p>Building leadership team to build a culture of high expectations for positive learning behaviors by focusing on social emotional learning.</p> <p>Access to staff and systems in place for communication with staff and as well as families who need social/emotional support at school.</p> <p>Weekly and bi-monthly meetings to review referrals as well as data around student social emotional needs.</p>	<p>Building leadership to build staff capacity for implementing program components with fidelity.</p> <p>Using Responsive Classroom assessment tools to determine fidelity of implementation for reflection and growth in this work.</p> <p>Tier 2 team to analyze student behavior data, teacher referrals, for increased support through social skills targeted lessons, CICO and Colleague Consultation.</p> <p>Utilized Interactive Modeling to build student capacity to navigate school environment.</p> <p>Implementation of Social Conferencing for teachers and administration to increase minutes timed into instruction.</p> <p>Administration team will analyze all student contacts to determine if the correct supports and interventions are in place for students prior to the referral.</p> <p>Use of Administration and Teacher Assessment tool for reflection and growth targets around climate and culture.</p>	<p>Continuously throughout the school year.</p>