

System Goal: All students will meet 2 or more Evidence of Learning Measures.

School Goal(s): All students will achieve MAP proficiency by attaining an assigned score of 3 or higher.

- **Literacy - LEP students will increase their RIT score by +18 points** (*See Exhibit D doc for other focus group data points)
- **Math- LEP students will increase their RIT score by +22 points** (*See Exhibit D doc for other focus group data points)

Professional Learning on the Standards

The literacy and mathematical standards that teachers need to know/do

Leaders need:

- To provide feedback to staff on implementation of standards based lesson that include the four domains of academic language (speaking/discourse, reading, writing, and listening).

Teachers need:

- To utilize the standards during planning including planning assessments.
- To plan standards based lessons that include academic language strategies.

Students need teachers to:

- Use strategies to develop academic language with an emphasis on student centered learning across the four domains.

Analyzing Data to Inform Instruction

Obtaining EOL data and using it to make instructional decisions

Leaders need:

- Learning around utilization of NWEA/MAP data in daily instruction.
- Practice coaching teachers to analyze data to impact instruction.

Teachers need:

- Learning around how to identify relevant data sources to inform instruction.
- Structured data chats in cohort planning meetings.
- Learning around how to align assessments to the standards.

Students need teachers to:

- Align assessments to standards.
- Provide multiple opportunities to demonstrate their mastery of the standard.
- Provide appropriate supports needed to master the standard.

Equity & Culturally Responsive Instructional Strategies

What knowledge, skills and disposition do staff need to meet the needs of the focus students?

Leaders need:

- To engage in Study Circles to address current structures, practices and policies in place at GMS and the impact on student achievement, school culture and climate.
- Focused study on trauma through the lens of race/equity
- Skills to facilitate courageous conversations about race and implicit bias.

Teachers need:

- To examine *Implicit Bias* through restorative circles and the impact on student achievement, school culture and climate.
- Examine the alignment of equity strategies and cohort planning

Students need teachers to:

- Utilize student voice data to build relationships and inform instructional practices.
- Examine and utilize trauma informed practices through the lens of race.

School Climate and Culture

***For students** -- What knowledge, skills, or programs do staff need to address the well-being of students? **For staff** -- What actions will be taken to build on the strengths and address concerns in the Employee Climate Survey?*

Leaders need:

- To know strengths and areas of focus based on climate survey.
- To develop strategies to build on the strengths and areas of focus.

Teachers need:

- To know how to support students in accessing tiered supports
- To have leadership deploy strategies to build on the strengths and areas of focus.
- To be aware of the Student Care Coordination Plan.

Students need teachers to:

- Know the GMS tiered supports and be able to refer students to the appropriate supports.