

Districtwide Action Steps to Address Academic Focus Goals

| Standards/Assessment/Accountability How will you use the data? | Curriculum & Instruction (Teaching and Learning) What will this look like in the classroom? | Teacher & School Support Structures (Prof Dev, School Climate & Safety, Technology/ Library Media, Parent Education) What support/training is needed for school staffs? |
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| <p>PLC*-Collaborate/Analyze student achievement data (e.g., feeder school collaboration/Summits, department meetings, and grade-level planning)</p> <p>RTI**- Analyze data to determine level of intervention support needed by students (e.g., Tier I, II, III)</p> <p>Utilize walk-throughs, classroom observations, and reflective practices <u>by administrators and teachers as a means of improving practices and implement districtwide forums for sharing best practices.</u></p> <p><u>Use of districtwide forums/focus groups for sharing best practices.</u></p> <p>Analyze Ttechnology <u>Use-use</u> survey data and Data Director reports for sharing data and assessments. <u>Develop Refine and implement</u> a common system for documenting interventions using Aeries <u>and Data Director.</u></p> | <p><u>Creative Strategic</u> use of resources and time to deliver effective research-based instruction for all students (e.g., RTI-Tier I)</p> <p>Implementation of targeted strategic and intensive interventions (e.g., RTI-Tier II and III)</p> <p><u>Modification and differentiation of i</u>nstructional practices <u>strategies</u> designed to meet <u>all</u> student needs <u>(including students with disabilities)</u> and foster authentic learner engagement (e.g., Marzano strategies)</p> <p>Full implementation of standards-based instruction and adopted curricula-</p> <p><u>Rethinking and revising</u> <u>Revision and modification of</u> pacing guides to <u>match address the</u> essential learnings <u>within the pacing of the adopted texts identified in the content standards</u></p> <p>Effective use of technology to support instruction and to document interventions-</p> | <p><u>Collaboration and follow-through with the implementation of Training and follow up on implementation of PLCs and RTI</u> and sharing of best practices in districtwide forums/<u>focus groups</u>-</p> <p><u>Additional training and follow up on RTI</u></p> <p>Prof. development- on-on implementation and evaluation of strategic <u>and</u> /intensive interventions in ELA & <u>and</u> math</p> <p><u>Collaborative planning time for sharing and refining research based best instructional practices</u> Prof. <u>development on strategies for modifying and differentiating instruction for students with special needs.</u> <u>Utilize content area experts and coaches along with online technology to provide extra support and training for classroom teachers.</u></p> <p>SB472 training in ELA & <u>and</u> math</p> <p><u>Provide GLAD and SIOP training for EL</u></p> <p>Training in the use of technology in the classroom to support RTI and the adopted curriculum-</p> |
| <p>Develop/identify and use common departmental or grade-level formative assessments</p> | <p><u>Use of data and common assessments to modify and differentiate daily instruction.</u> <u>Modification and differentiation of daily instruction</u></p> | <p><u>Training in-in</u> how to <u>develop/identify analyze and utilize</u> <u>use</u> common formative assessments</p> <p>Training on-in how to modify and differentiate instruction</p> <p>Training in-in data technology system</p> |

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*PLC-Professional Learning Communities

**RTI-Response to Intervention

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| Analyze CELDT, AMAO and formative assessment data for English Learners | Leveled ELD instruction to learn English and SDAIE to access core curriculum | Training on <u>in <i>Moving into English (K-5), High Point (6-12)</i>, on adopted instructional materials for English Learners</u> and SDAIE strategies |
| Analyze data related to school climate and <u>student</u> support (e.g., CHKS, discipline referrals, expulsions, suspensions) | Systems in place to ensure environments conducive to learning | Training in programs to improve attendance and help <u>ensure students sueeeed success</u> (e.g., Character Education, <i>Second Step, Renaissance</i> , Conflict Resolution) |
| Analyze P parent Survey-survey data to determine needs for parent education to support district goals for student achievement | Parent education designed to support student achievement Enhanced parent involvement in instructional support, leadership, and advisory roles | Parent training to support academic achievement (e.g., PESA, Family Nights, Family Literacy, Parent Centers) Training for Advisory-advisory Groups <u>groups</u> , volunteers, PTA |

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