

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

To increase overall student performance in ELA

- Continued focus on Common Core State Standards: English/Language Arts
- Continue analyzing STAR data in deficient areas to incorporate skills into daily lessons
- Continue to incorporate thematic units of study aligned to CCSS
- Utilize *Journeys/Collections* resource along with available online resources including Moby Max and target checklists
- Increase parent communication regarding formative and summative assessments
- Continued focus on differentiation and RtI
- Focus on writing, with emphasis on citing text evidence
- Continue offering intervention groups beyond the school day for tiered students

To increase overall student performance in mathematics

- Continued focus on increasing performance overall in the areas of Geometry, Fractions, and Representing & Interpreting Data
- Continue analyzing STAR data in deficient areas to incorporate skills into daily lessons
- Utilize “Problem of the Day/Week” in math classes and Skills and Strategies time to reinforce skills
- Increase parent communication regarding formative and summative assessments
- Continued focus on differentiation and RtI
- Continued focus on Common Core State Standards: Mathematics
- Continue to incorporate use of *Go Math* resource in addition to online resources including Moby Max and target checklists

Continue Implementation and Refinement of Positive Behavioral Interventions and Supports

- Monthly and quarterly behavioral data review sessions to guide reinforcement of expectations
- Refinement of tier two interventions, SAIG incorporated
- Provide PBIS “kick-off” and boosters to entire student body
- Enhance positive communication through the use of Walker WOW Postcards
- Continue use of “Student Ambassadors”
- Continue implementing “Cool Tools” in every classroom utilizing Second Step as a resource
- Conduct quarterly PBIS “celebrations” rewarding positive behaviors
- Conduct Team PBIS rewards monthly or upon achieving expected number of Team PAWs
- Continue use of PBIS Store/PawMart to reward/reinforce expectations
- Continue utilizing Universal Screening Process for students at risk in the area of social-emotional development

Continue Implementation and Refinement of Social-Emotional Resource Program

- Continue analyzing ongoing social-emotional skill deficits that impede their ability to sustain participation in the general education setting across the school day
- Continue to incorporate designed instruction that may include: social skills, school success strategies, conflict resolution, functional academic skills and executive functioning skills
- Continue implementing student participation in the general education classroom/curriculum while receiving supports within the SER Program for up to 50% of school day