

Goal: By 2017 students of Warren City schools will demonstrate achievement and progress toward becoming college and career ready as evidenced by the local report card data...

Strategy 1: Improve core instruction through implementation of research-based practices aligned with formative instruction.

Adult Implementation Indicator: 100% of teachers will demonstrate implementation of research-based practices as evidenced by district walkthrough (general walkthrough for strategy 1 and instructional frameworks walkthroughs).

Student Performance Indicator: possible DLT to determine

- A. Deconstruct standards to ensure alignment and clearly articulate what students need to know and be able to do (FIP Modules 1-2)
 - a. Lesson plans outline learning targets with instruction at the rigor of the standards and activities lead to what students need to know and be able to do
 - b. Learning Target written within the classroom and is able to be articulated by students
 - c. Daily common Exit Slip K-12 to check for understanding and assists with flexible groups for following day
- B. Implement literacy framework (K-5 Literacy Collaborative, 6-8 Reading/Writing Workshop)
Evidence: running records, leveling, Record of Book Reading Progress, etc...
- C. Implement mathematics instructional framework
- D. Implement developmentally appropriate practices in early learning initiatives (PreK-3 specifically MILs and Ready Schools) Evidence: 8 Math Practices used and referenced throughout lesson
- E. Frameworks that support College & Career Readiness

Strategy 2: Implement a proactive system of intervention and support to meet the academic needs of diverse learners

Adult Implementation Indicator: 100% of teachers will demonstrate implementation of intervention (small flexible groups) as evidenced by review of TBT minutes and district walkthrough data for Strategy 2.

Student Performance Indicator: DLT to determine (monthly for students receiving intervention)

- A. Convene a subcommittee of DLT to define, create and implement a proactive continuum of multisystem of support
- B. Utilize the TBT structure to support the needs of all learners with small flexible groups during core instruction as outlined in Step 3.
- C. Utilize all staff (general ed, special ed, tutors, coaches and coordinators) to deliver instruction through co-planning to so-serve all students

Strategy 3: Implement multi-tiered system of support to meet the behavioral and social emotional needs of all students

Adult Implementation Indicator: 100% of teachers will demonstrate implementation of behavioral/social emotional supports (climate and conditions) as evidenced by district walkthrough items for Strategy 3.

- Teachers stand at door greeting students as they enter
- Routines, procedures and transitions are clear to students (little loss of instructional time in transition, materials are prepared and accessible for the activity)
- Evidence of positive rapport with students that demonstrates respect and interest in all students
- Clear expectations for student behavior are evident with teacher monitoring and providing appropriate effective feedback to student(s)
- PBIS (implementation, survey, use of data)

Student Performance Indicator: Increase in attendance or percent of students SSC (support plans vs. or discipline referral)

- A. Implement school-wide practices that embrace PBIS and CASEL
- B. Implement of increasing support for the social emotional needs of all learners (SSC, liaisons, guidance counselors)