

**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.