

<p><b><u>STUDENT &amp; STAKEHOLDER FOCUS</u></b></p> <p>As a result of the root cause analysis, it was revealed that students need their teachers to provide:</p> <p><b>Instructional Focus: Clarity of Instruction</b></p> <p>Well planned lessons designed for student learning and mastery, that include:</p> <ul style="list-style-type: none"> <li>• Mastery objectives written in kid-friendly language,</li> <li>• Effectively opening and closing the daily learning with students,</li> <li>• The implementation of engaging, differentiated and meaningful instruction and instructional strategies geared towards the adolescent learner,</li> <li>• Frequent and regular checks for understanding aligned to the mastery objective.</li> </ul> <p><b>Cultural Proficiency Focus</b></p> <ul style="list-style-type: none"> <li>• High expectations communicated daily.</li> </ul>	<p><b><u>LEADERSHIP</u></b></p> <p><b>Vision:</b> Empowering students to utilize appropriate social and academic skills to be successful in any environment.</p> <p><b>Mission:</b> Blair G. Ewing Center staff serve students with a variety of learning and social emotional needs in a safe and supportive environment. We are committed to delivering personalized, rigorous and engaging instruction, nurturing positive connections and using flexible teaching methods to promote critical thinking and college and career readiness.</p>	<p><b><u>ORGANIZATIONAL PERFORMANCE RESULTS</u></b></p> <p>*See attachment</p> <p>Eligibility data</p> <p>Attendance data</p> <p>Suspension data</p>
<p><b><u>FACULTY &amp; STAFF FOCUS</u></b></p> <p>In order for <b>teachers</b> to provide <i>clarity of instruction</i> daily, teachers will deepen their knowledge with professional learning around,</p> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Writing mastery objectives that communicate what students will know and be able to do by the end of the lesson</li> <li>• Planning differentiated learning experiences (UDL, small group, student-centered discourse)</li> <li>• Designing frequent checks for understanding aligned to the mastery objective</li> <li>• Summarizing the lesson</li> </ul>	<p><b><u>STRATEGIC PLANNING</u></b></p> <p><b>Literacy:</b> Seventy-percent of BGEC students will show growth from the pre-assessment to the post-assessment in English.</p> <p><b>Mathematics:</b> Seventy-percent of BGEC students will show growth from the pre-assessment to the post-assessment in Math.</p>	
<p>In order for <b>leaders</b> to support teachers in providing well planned lessons designed for student learning and mastery, leaders will deepen their knowledge with professional learning around,</p> <ul style="list-style-type: none"> <li>• Effectively utilizing coaching stances to support collaborative planning.</li> <li>• Providing effective feedback and coaching in regards to the use of engaging, relevant and effective instructional practices,</li> <li>• Facilitating data chats around planning for daily instruction that is differentiated</li> </ul> <p><b>Cultural Proficiency Focus</b></p> <p>In order for <b>teachers</b> to communicate high expectations to students daily, teachers will deepen their professional learning around,</p> <ul style="list-style-type: none"> <li>• Communicating the four key messages: <ul style="list-style-type: none"> <li>1. This is important.</li> <li>2. You can do it.</li> <li>3. I won't give up on you.</li> <li>4. Effective effort leads to achievement.</li> </ul> </li> <li>• Needs of an adolescent learner</li> <li>• Growth mindset v. Deficit thinking</li> </ul>	<p><b><u>PROCESS MANAGEMENT</u></b></p> <p>As a result of root cause analysis, the following structures and processes will be implemented and monitored to address student and staff needs:</p> <ul style="list-style-type: none"> <li>• Staff led PLC's for professional learning to be delivered at staff meetings <ul style="list-style-type: none"> <li>◦ Clarity of Instruction</li> <li>◦ Diversity and Equity</li> <li>◦ Social Emotional /Restorative Practices</li> <li>◦ Instructional Technology</li> </ul> </li> <li>• Professional learning modules</li> <li>• Data Chats and Collaborative Planning Sessions <ul style="list-style-type: none"> <li>◦ Utilizing the coaching stances (consulting, collaborating, coaching) RT's and SDT's will work with teachers to analyze formative and summative data to plan instruction that communicates high expectations daily and offers opportunities for <ul style="list-style-type: none"> <li>• Choice in process or product</li> <li>• Differentiation</li> <li>• Discourse</li> </ul> </li> </ul> </li> <li>• Student focus groups</li> </ul>	<p><b><u>MEASUREMENT, ANALYSIS, &amp; KNOWLEDGE MANAGEMENT</u></b></p> <p><b>Student Data Points:</b></p> <ul style="list-style-type: none"> <li>• Pre and post assessment data</li> <li>• Quarterly attendance data</li> <li>• Behavior point sheets</li> <li>• Suspensions</li> <li>• ISAI data</li> <li>• Student voice data</li> </ul> <p><b>Teacher Data Points:</b></p> <ul style="list-style-type: none"> <li>• Teacher reflections</li> <li>• Teacher voice data</li> <li>• Informal &amp; Formal observation data</li> <li>• SLO's linked to instructional focus</li> </ul>