

CURRICULUM GOAL:

By June 30, 2019, the district will initiate activities to audit and revise all district curriculum to align with state standards.

- Provide curriculum work sessions to all teachers to update and revise curriculum
 - Review of curriculum documents for all areas
 - Professional development opportunities provided to staff with documentation of staff attendance
 - Provide and analyze teacher feedback survey data on sessions
 - 7/1/2017-6/30/2019

- Pk-3 teachers will develop comprehensive ELA units
 - Review and revision of current curriculum documents
 - Admin review of documents
 - Development of ELA units with prioritized and supportive standards, big ideas and essential questions by 6/30/2018
 - First working draft of ELA curriculum completed by 6/30/2019
 - 7/1/2017-6/30/2019

- K-12 special area and 4-12 content area teachers will develop comprehensive units
 - Review and revision of current curriculum documents
 - Development of units with prioritized and supportive standards, big ideas and essential questions by 6/30/2018
 - First working draft of curriculum completed by 6/30/2019
 - 9/1/2017-6/30/2019

- Develop a plan to increase curriculum development time and opportunities in the 2018-19 school year
 - Review and compare professional development calendars from 2017-2018 to 2018-2019
 - Implement professional development calendar for 2018-2019
 - 1/1/2018-6/30/2018

- Pk-3 teachers will develop comprehensive Math units
 - Review and revision of current curriculum documents
 - Units shared out to admin/faculty to be used for vertical alignment conversations
 - 7/1/2018-6/30/2019

INSTRUCTION GOAL:

By June 30, 2019, the district will define, and teachers will apply, best practices for classroom and intervention instruction that will improve student performance.

- Budget for and implement a Director of Curriculum & Instruction and Instructional Coach
 - Reorganize administration to include a Director of Curriculum & Instruction to be line with most other GVEP school districts
 - 2017-2018 budget passing in May 2017
 - Hire and train instructional coach to support teachers in instructional practices
 - Include positions in budget
 - 2/1/2017-8/31/2017

- Implement consistent supplemental and formative reading assessment
 - Purchase Fountas & Pinnell Benchmark assessment system
 - Teachers and Admin trained to implement and administer assessments
 - Benchmark testing 3 times a year (Sept, Jan, May/June)
 - 7/1/2017-6/30/2018
 - Admin & K-6 Staff

- Review and use multiple sources of student performance data to inform instructional and programming decisions
 - classroom observations
 - Decreased percentage of students requiring Tier II and Tier III interventions
 - 9/1/2018-6/30/2019

- Apply best practices in Tier 1 instruction
 - Provide and review of data meeting schedule
 - Utilization of consistent documents used for staff data collection
 - Utilization of system of organizing student data
 - Use of multiple data points (i.e. iready, F&P, formative assessments, etc.) for all instructional decisions
 - 7/1/2017-6/30/2019

- Provide professional development for best practices in Tier 2 and 3 instruction
 - classroom observations
 - Decreased percentage of students requiring Tier II and Tier III interventions
 - 9/1/2018-6/30/2019

- Secondary staff will develop and implement a set of research based best practices and guidelines for grading
 - Admin and teachers will create and publish new guidelines
 - Teachers will implement and use the new grading guidelines reporting ten week grades.
 - Parents, staff and students will complete a survey about understanding the new guidelines and viewing them as positively impacting student learning
 - Admin and multiple stakeholders will create survey about the new guidelines and assessing their impact on student learning
 - 1/1/2017-6/30/2019

- Define and apply best practices in balanced literacy for classroom teachers
 - Staff development provided on balanced literacy
 - Scheduled and unscheduled classroom observations
 - Decreased percentage of students requiring Tier II and Tier III interventions
 - 7/1/2017-6/30/2019

- Implement (review) and revise guidelines and procedures in the District RTI handbook
 - Review of handbook revisions
 - 9/1/2017-9/1/2018
 - Plan established for implementation in the 2018-19 school year.
 - 1/1/2018-5/31/2018

- Provide professional development for best practices in Tier 1 classroom instruction
 - Training scheduled and completed for admin on best instructional practices in the classroom
 - Tier 1 professional development opportunities provided to staff with documentation of staff attendance
 - 9/1/2018-6/30/2019

- Apply best practices in Tier 1 instruction
 - Scheduled and unscheduled classroom observations
 - Decreased percentage of students requiring Tier 2 and Tier 3 interventions
 - Regular review of formative and summative assessment data to appropriately place students in intervention
 - 9/1/2018-6/30/2020

- Provide professional development for best practices in Tier 2 and 3 instruction
 - Training scheduled and completed for admin on best instructional practices in the classroom
 - Tier 2 & 3 professional development opportunities provided to staff with documentation of staff attendance
 - 9/1/2018-6/30/2019

- Apply best practices in Tier 2 and 3 instruction
 - Scheduled and unscheduled classroom observations
 - Decreased percentage of students requiring Tier 2 and Tier 3 interventions
 - Regular review of formative and summative assessment data to appropriately place students in intervention
 - 9/1/2018-6/30/2020

CHARACTER EDUCATION GOAL:

Implement a consistent character education program district wide and explore and implement increased opportunities for students to demonstrate positive character traits in the school and community.

- 4-6 designs, implements and then revises a PBIS program
 - Development and implementation of "PRIDE in the Tribe
 - In summer 2018, review and improve certain aspects of program that were unsuccessful
 - Increased positive recognition of students
 - Institute monthly student of the month assembly
 - Review of student and staff survey results about positives and negatives of PRIDE in the Tribe
 - 7/1/2017-8/31/2018

- PK-3 review and revise Tier 1 and Tier 2 PBIS procedures
 - Primary handbook updated
 - Biweekly team meetings to implement revisions/updates
 - 1/1/2018-8/31/2018

- PK-3 revise PBIS program
 - Staff trained on program to increase staff knowledge on PBIS
 - Admin review of implementation of PBIS
 - Staff survey on PBIS program implementation and needs
 - 10/1/2017-8/31/2019

- 7-12 explore, develop and implement a character ed program that aligns with PreK-6 programs and are developmentally appropriate for Jr/Sr High students
 - Team created to research character ed models
 - Regional support training for team
 - Plan developed and implemented for age and grade level appropriate character ed program consistent in language with Pk-6
 - After implementation, review of student and staff survey results and discipline referral rates to see reduction in negative student behaviors.
 - 10/1/2017-8/31/2019

- Explore and implement increased opportunities for students to demonstrate positive character traits in the school and community
 - Increased mentoring between students
 - Review of co-curricular groups presenting opportunities for students to work in community
 - Review of staff/parent survey to explore new opportunities for demonstration of character traits