### School Motto

**Communicate**

**Collaborate**

**Connect**

### School Targets and Strategies

#### Mathematics Target

Students in Grades 3-5 will improve to an average of 70% on PARCC 2019 Mathematics Assessments and reduce the six-point percentage difference between girls achieving (65%) and boys achieving (70%) in PARCC 2018.

#### Reading Target

Students in Grades 3-5 will improve to an average of 74% on PARCC 2019 Reading Assessments. Students in the combined Hispanic & Farm student groups will improve from an average of 38% (PARCC 2018) to an average of 40.8% (PARCC 2019).

#### Discipline Target

Students in Grades PreK-5 will reduce the number of Minor Incident Reports from 67 to 50 for the school year of 2018-2019. Male students receiving MIR’s will reduce from being 86% of those students who received MIR’s, as reported in 2017-2018, to 67% or less.

#### Strategies

**I Collaborative Cycle of Planning/Instruction/Data Reflection:**

Supports differentiated and challenging instruction for all students.

- Evidence of collaborative planning in team documentation for mathematics and writing standards with evidence of differentiated small group instruction and direct instruction of writing standards. This will be observed through formal observations, content walkthroughs and learning walks.

- Evidence of data conversations utilizing the Data Protocol to reflect on student performance on: teacher-selected assessments, benchmarks, MAP and PARCC.

**II Foster a Classroom Environment that Supports Productive Struggle:**

Also Foster a Classroom Environment that Encourages Risk-Taking

- Evidence of team documentation of problem-based learning and strategies designed to support independence and to offer the opportunity to increase risk-taking and student stamina in reading, writing and math.

- This will be observed during formal observations, content walkthroughs and learning walks. Evidence of time on task, growth data: progress in benchmarks, growth quotient in MAP and students’ performance in PARCC.

**III Direct Instruction on Social-Emotional Competencies and School-wide Expectations**

Students will have the opportunity to use the social-emotional skills they received instruction on.

- Evidence of schedules with reserved times for social-emotional skill instruction and the monitoring that it is taking place.