

We will Re-imagine Teaching and Learning

**Academic Goal: 100% of students will demonstrate student growth as measured by common assessments within their content area.**

<b>Molin School Focus Areas</b>	<b>Person(s) Responsible for Implementation</b>	<b>Outcomes and Measurements</b>
<p><b>Focus on Informed Instruction:</b> Collaborative teams will meet regularly to review student data (including: STAR 360, student work, teacher developed formative &amp; summative assessments) to identify instructional goals as well as plan and implement appropriate instruction, interventions &amp; enrichment.</p>	<p>Classroom Teachers, Special Education Staff, Principal, Asst. Principal, Literacy Coordinator, Interventionists</p>	<p><i>Outcome:</i> Teachers will meet regularly to use relevant data to inform instruction to meet the needs of the grade level learners in order for students to meet grade level benchmarks.</p> <p><i>Measurement:</i> Formative and summative assessments will demonstrate student's progress towards grade level benchmarks.</p>
<p><b>Focus on new Social Studies Standards:</b> Unpack new Social Studies standards and assess curriculum currently used to determine what new materials are needed.</p>	<p>Classroom Teachers, CELs, Principal, Asst. Principal</p>	<p><i>Outcome:</i> Teachers use planning time to assess social studies standards with a diversity, equity, inclusion and anti-racism lens. Potential purchase of new curriculum.</p> <p><i>Measurement:</i> Use of equity rubrics and new scope and sequence at each grade level.</p>
<p><b>Focus on Literacy Instruction:</b> Continued implementation of MyView. Continued implementation of Keys to Literacy Vocabulary &amp; Comprehension, and Blooms Taxonomy strategies into all curriculum areas, specifically literacy blocks.</p>	<p>Classroom Teachers, Special Education Staff, Principal, Asst. Principal, Literacy Coordinator, Instructional Assistants</p>	<p><i>Outcome:</i> PD on MyView, Keys to Literacy Vocabulary &amp; Comprehension across content areas. Focus on Bloom's Taxonomy.</p> <p><i>Measurement:</i> Evidence of Keys vocabulary &amp; comprehension instruction in the classrooms, student evidence of vocabulary work across content areas, increase in student understanding of Bloom's Taxonomy/Questioning strategies and evidence of student independence in using strategies.</p>

<p><b>Focus on Language-Based programming:</b> Continue work with consultants on identifying the variety of reading and language-based disabilities and matching appropriate programs to the specific student profile.</p>	<p>Special Education Staff, General-Ed Co-Taught Staff, Classroom Teachers, Principal, Asst. Principal, Literacy Coordinator, Consultant</p>	<p><i>Outcome:</i> PD with Landmark language based consultant. Case study work. Staff training as needed in reading programs.</p> <p><i>Measurement:</i> Reading programs vetted and matched for students with specific reading disabilities. Reading data showing student growth. Full language-based program.</p>
<p><b>Focus on Intervention &amp; Enrichment:</b> Increase number of students receiving academic intervention in both math and literacy. Develop programming for students needing enrichment in literacy and math.</p>	<p>Principal, Asst. Principal, Interventionists Teachers, CELs. Literacy Coordinator</p>	<p><i>Outcome:</i> Keep second interventionist in budget (currently an Esser Grant position)</p> <p>Hire a literacy (reading &amp; writing) and math enrichment coordinator to work with students at both grade levels.</p> <p><i>Measurement:</i> More students receiving the 6-8 week specific academic interventions. Increase in students academically on grade level.</p> <p>Students receiving enriched instruction at their level academically and developmentally. Students being challenged by complex texts and problem-solving.</p>
<p><b>Focus on Adult Learning &amp; Growth:</b> Exploration of professional development to increase staff and student learning.</p>	<p>Principal, Asst. Principal, Interventionists Teachers, Instructional Assistants, CELs</p>	<p><i>Outcome:</i> Engage in meaningful professional development directly connected to student's academic, social-emotional, and developmental growth.</p> <p><i>Measurement:</i> Array of professional development opportunities meeting individual teacher needs. Survey staff regarding professional development needs as well as staff opportunities to coach and lead professional development.</p>

<p><b>Focus on Robotics &amp; Technological Communication:</b> Exploration of robotics, coding, and media technology.</p>	<p>Principal, Asst. Principal, STEM teacher, Technology teacher, Classroom teachers</p>	<p><b>Outcome:</b> Integration of robotics into classrooms. Integration of media technology as a form of communication.</p> <p><b>Measurement:</b> Increased use of robots and coding by students in STEM, technology, and general education. Additional student choice in presentation formats such as video, podcasting, audio, and animation.</p>
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We will provide supports so all students are ready and able to learn.

**Social-Emotional Goal: Provide a trauma sensitive, pro-social framework where all students and staff feel safe, welcomed, and supported.**

Molin School Focus Areas	Person(s) Responsible for Implementation	Outcomes and Measurements
<p><b>Focus on Positive Behavior Interventions and Supports:</b> Continue implementation of PBIS.</p>	<p>Principal, Asst. Principal, Classroom Teachers, Instructional Assistants, Explore Staff, PBIS Team</p>	<p><i>Outcome:</i> Staff using SWIS for discipline referrals. Staff consistently using behavior flowchart</p> <p><i>Measurement:</i> Discipline referral data, behavioral strategy data, weekly &amp; monthly anchor stamp data. Number of staff tickets given monthly.</p>
<p><b>Focus on consistent training for all staff:</b> Continue staff education on safe and supportive schools, impact of trauma on learning, and mindfulness.</p>	<p>Counselors, Classroom Teachers, Special Education Staff, Principal, Asst. Principal, Instructional Assistants, Staff with Lesley graduate certification in Trauma &amp; Learning</p>	<p><i>Outcome:</i> PD throughout the year on maintaining safe and supportive schools, mindfulness, and equity.</p> <p><i>Measurement:</i> SWIS data, RTI process, school climate survey results, evidence of student learning in self-regulation, relationship building, &amp; academic success.</p>

<p><b>Focus on the social, emotional, and behavioral functioning of students:</b> Continue administration and analysis of BIMAS (Behavior Intervention Monitoring Assessment System) twice yearly.</p>	<p>Principal, Asst. Principal, Counselors, School Psychologist, School Nurse, Classroom Teachers</p>	<p><i>Outcome:</i> Identify students who might be at risk or in need of further assessments via analyzing BIMAS results. Progress monitor the effectiveness of interventions.</p> <p><i>Measurement:</i> Number of students receiving interventions from one assessment to the next in each category. Overall percentage of students at risk in each category. Interventions completed with students. Analyzing year to year trends.</p>
<p><b>Focus on Parent/Guardian Involvement:</b> Continue discussion on the impact of parent involvement on student learning and identify strategies to develop supportive parent involvement.</p>	<p>Principal, Teachers, Instructional Assistants, School Council, BLT</p>	<p><i>Outcome:</i> PD sharing research on parent involvement. Identify current ways parents are involved.</p> <p><i>Measurement:</i> Identify additional ways for school-parent communication and/or involvement.</p>
<p><b>Focus on diversity, equity, and inclusion</b> Continue Cultural Competencies work with staff.</p>	<p>Principal, Assistant Principal, CEL Leaders, Teachers, Instructional Assistants</p>	<p><i>Outcome:</i> Expand professional learning and school community education around understanding and embracing individuality, including topics of bias, race, culture, language, gender identity, sexual orientation and ability at the appropriate developmental level of students.</p> <p><i>Measurement:</i> Staff will work to recognize biases, ideas, and stereotypes of cultures that are different from their own. Educate themselves and others on cultural differences to gain more understanding. All students are represented in the curriculum.</p>

