# Learning and Achievement for All Commitment

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| **Goal 1:** |  | All UBMS students will demonstrate growth in mathematics |

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| **Strategy 1:** |  | Establish a consistent CLT structure across all grade levels *(ESSA Component 2)* | | |
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| Activity 1 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Develop Common CLT Norms and Expectations *(ESSA Component 2)* | | | | CLT Meeting Forms, Survey Data |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Create a consistent meeting schedule   (dates, times, separate preps? for CLT meetings) | | | | August 2021 |
| Plan and Brainstorming the framework / agenda of a CLT Meeting | | | | August 2021 |
| Create a common CLT meeting form and location to maintain these for all staff | | | | August 2021 |
| Presenting the purpose of CLT meetings & CLT agenda / framework to staff | | | | August 2021 |
| Determine support staff to attend and avenues for feedback from these staff | | | | August 2021 - ongoing |
| Self-assessment survey regarding the implementation of the norms/expectations | | | | End of first quarter |
| Supervising Admin monitors the CLT meeting norms / expectations | | | | Weekly August - June |
| Family and Community Engagement | | | | Dates/Times/Places |
| Not applicable for this activity | | | |  |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| Substitute support for staff to attend CLTs or vertical alignment by department | | | | $1500 |
| Progress Monitoring | | | What are the next steps based on data? | |
| Survey data, admin walkabouts | | | Determined by the data collected | |
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| Activity 2 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Develop Common Assessments and Learning Experiences | | | | Lesson Plans and Assessments |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Determine the assessment platform (powerschool, IXL, mastery connect) | | | | August 2021 |
| Identify the priority standards and learning targets to be assessed | | | | August / Ongoing |
| Develop / modify a pacing and assessment calendar where needed | | | | August and reviewed Quarterly |
| Collaboratively develop the IBMYP Unit Plan | | | | Prior to each unit |
| Collaboratively develop the Summative assessments | | | | Prior to each unit |
| Plan rigorous learning activities, experiences and formative assessments | | | | Prior to each unit |
| Family and Community Engagement | | | | Dates/Times/Places |
| Share with the community our pacing and assessment calendar | | | | September / BTSN |
| Communicate how we will provide feedback / evaluate progress | | | | September |
| Offer opportunities for parents to understand targets and how they can support their students | | | | September and 2-3 times during the SY |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| Assessment Platform (IXL, Mastery Connect) | | | | $9,000 (IXL cost for Mathematics) |
| Substitutes for planning / assessment creation purposes | | | | $3,000 - $4,000 (3 – 4 days per year) |
| Supplies and resources for parent night / opportunities | | | | $1,500 |
| Progress Monitoring | | | What are the next steps based on data? | |
| Documents (Unit Plans, Assessments, Observations) | | | Data monitoring, providing feedback to staff at faculty meetings, sharing out with community, | |
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| Activity 3 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Data Tracking Sheet / Monitoring and next steps for recovery and acceleration *(ESSA Component 4)* | | | | Data Sheet w/ Student info |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Develop consistent Data Trackers (teacher and students) and what is included on it | | | | August 2021 |
| CLTs complete Data Tracker using Mastery Connect / other common assessments | | | | Ongoing w/in 1 week of assessment |
| Discuss student performance on assessments during CLT meetings | | | | Ongoing w/in 1 week of assessment |
| Discuss student performance on assessments with students | | | | Ongoing w/in 1 week of assessment |
| PD on using the trackers / data talks with students | | | | August & September |
| Creating T1 and T2 strategies to support next steps in response to the data | | | | Ongoing |
| Reflection to determine if the strategies are working | | | | Ongoing |
| Team / Counselor discussion when T1/2 strategies are not impactful | | | | Monthly in Team Meetings |
| Family and Community Engagement | | | | Dates/Times/Places |
| Share (initially and ongoing) information about data with parents so that they can monitor student progress | | | | August and September (initial info) Ongoing for student progress |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| Tier 1 / 2 resources / materials | | | | $1,500 |
| Progress Monitoring | | | What are the next steps based on data? | |
| Data talks conducted during CLTs / teacher data reflection, and student data reflection | | | taking data back to CLTs for planning and instruction for recovery / acceleration. | |

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| **Strategy 2:** |  | Utilize a variety of instructional strategies and explicit instruction during core, recovery and special education classes *(ESSA Component 2)* | | |
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| Activity 1 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Plan and Implement explicit instruction in alternate methods that were presented in the co-taught or general education math classes during recovery and SPED classes *(ESSA Component 4)* | | | | Reassessment data |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Recovery and SPED teachers meet with the UBMS Math coach to plan and implement explicit teaching and learning experiences for students that are different than what was done in the classroom | | | | In CLTs and during data analysis after unit summative assessments |
| Math recovery teachers / Special Education work with core math teachers to assess data and assessments | | | | Weekly in CLT meetings |
| Recovery / Special Education teachers plan and implement targeted lessons that address weaknesses in student performance or skills identified in class | | | | Weekly / Ongoing |
| Family and Community Engagement | | | | Dates/Times/Places |
| Information on alternate strategies and alternate teaching presenting at math nights | | | | September, Winter and Spring |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| Collaborative time with Math Coach and Content PLC (subs may be required) | | | | $500 |
| Math resources to support alternate / hands on activities in classes | | | | $2500 |
| Hire additional math support teacher / offer 6th class supplements to provide additional opportunities for students to receive T2 support | | | | $30,000 - $90,000 |
| Progress Monitoring | | | What are the next steps based on data? | |
| During monthly observations of instruction, data discussion in CLTs after assessment. | | | Continue to develop alternate assessments | |
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| Activity 2 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Embed individualized practice opportunities for students through the use of IXL *(ESSA Component 3)* | | | | IXL report data |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Planning for this will occur during August planning and CLT meetings | | | | August 2021 and Weekly |
| Implementation plan | | | | Created in August / September 2021 |
| Progress monitoring of program and determine next steps | | | | Monthly in CLT meetings |
| Family and Community Engagement | | | | Dates/Times/Places |
| Information about IXL will be shared with parents during math nights | | | | September, Winter and Spring |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| Use of IXL software for math | | | | $9,000 |
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| Progress Monitoring | | | What are the next steps based on data? | |
| Amin will monitor IXL data and reports for usage and progress. | | | Continue to offer individual opportunity, or PD for staff if the program is not being utilized with fidelity. | |
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| **Goal 2:** |  | All students will demonstrate growth in reading and writing |

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| **Strategy 1:** |  | Establish a consistent CLT structure across all grade levels. (ESSA Component 2) | | |
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| Activity 1 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Develop Common CLT Norms and Expectations *(ESSA Component 2)* | | | | CLT Meeting Forms, Survey Data |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Create a consistent meeting schedule (dates, times, separate preps? for CLT meetings) | | | | August 2021 |
| Plan and Brainstorming the framework / agenda of a CLT Meeting | | | | August 2021 |
| Create a common CLT meeting form and location to maintain these for all staff | | | | August 2021 |
| Presenting the purpose of CLT meetings & CLT agenda / framework to staff | | | | August 2021 |
| Determine support staff to attend and avenues for feedback from these staff | | | | August 2021 - ongoing |
| Self-assessment survey regarding the implementation of the norms/expectations | | | | End of first quarter |
| Supervising Admin monitors the CLT meeting norms / expectations | | | | Weekly August - June |
| Family and Community Engagement | | | | Dates/Times/Places |
| Not applicable for this activity | | | |  |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| Substitute support for staff to attend CLTs or vertical alignment by department | | | | $1500 |
| Progress Monitoring | | | What are the next steps based on data? | |
| Survey data, admin walkabouts | | | Determined by the data collected | |
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| Activity 2 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Develop Common Assessments and Learning Experiences | | | | Lesson Plans and Assessments |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Determine the assessment platform (powerschool, IXL, mastery connect) | | | | August 2021 |
| Identify the priority standards and learning targets to be assessed | | | | August / Ongoing |
| Develop / modify a pacing and assessment calendar where needed | | | | August and reviewed Quarterly |
| Collaboratively develop the IBMYP Unit Plan | | | | Prior to each unit |
| Collaboratively develop the Summative assessments | | | | Prior to each unit |
| Plan rigorous learning activities, experiences and formative assessments | | | | Prior to each unit |
| Family and Community Engagement | | | | Dates/Times/Places |
| Share with the community our pacing and assessment calendar | | | | September / BTSN |
| Communicate how we will provide feedback / evaluate progress | | | | September |
| Offer opportunities for parents to understand targets and how they can support their students | | | | September and 2-3 times during the SY |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| Assessment Platform (IXL, Mastery Connect) | | | | $9,000 (IXL cost for Language Arts) |
| Substitutes for planning / assessment creation purposes | | | | $3,000 - $4,000 (3 – 4 days per year) |
| Supplies and resources for parent night / opportunities | | | | $1,500 |
| Progress Monitoring | | | What are the next steps based on data? | |
| Documents (Unit Plans, Assessments, Observations) | | | Data monitoring, providing feedback to staff at faculty meetings, sharing out with community, | |
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| Activity 3 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Data Tracking Sheet / Monitoring and next steps for recovery and acceleration *(ESSA Component 4)* | | | | Data Sheet w/ Student info |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Develop consistent Data Trackers (teacher and students) and what is included on it | | | | August 2021 |
| Discuss student performance on assessments during CLT meetings | | | | Ongoing w/in 1 week of assessment |
| Discuss student performance on assessments with students | | | | Ongoing w/in 1 week of assessment |
| PD on using the trackers / data talks with students | | | | August & September |
| Creating T1 and T2 strategies to support next steps in response to the data | | | | Ongoing |
| Reflection to determine if the strategies are working | | | | Ongoing |
| Team / Counselor discussion when T1/2 strategies are not impactful | | | | Monthly in Team Meetings |
| Family and Community Engagement | | | | Dates/Times/Places |
| Share (initially and ongoing) information about data with parents so that they can monitor student progress | | | | August and September (initial info) Ongoing for student progress |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| Tier 1 / 2 resources / materials | | | | $1,500 |
| Progress Monitoring | | | What are the next steps based on data? | |
| Data talks conducted during CLTs / teacher data reflection, and student data reflection | | | taking data back to CLTs for planning and instruction for recovery / acceleration. | |

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| **Strategy 2:** |  | Provide opportunities for students to read and write daily (incorporating additional curriculum areas). | | |
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| Activity 1 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Language Arts teachers will explicitly teach reading structures to all students. | | | | Student reflection and teacher/peer conferences. |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| LA teachers and librarians work to develop specific skills such as how to choose a book and when to abandon a book. | | | | August |
| Active reading strategies will be explicitly taught to all students to assist students in breaking down text, passages and novels in the classroom and independent reading by LA teachers | | | | September |
| LA Teachers will share these strategies with all content teachers so that students can continue to be reminded to use these when accessing a variety of reading content through frequent opportunities to practice reading in all subject areas and for pleasure | | | | September and Ongoing |
| Family and Community Engagement | | | | Dates/Times/Places |
| Not applicable | | | |  |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| None required | | | |  |
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| Progress Monitoring | | | What are the next steps based on data? | |
| CLT conversation | | | Reflection of new book ideas or strategies | |
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| Activity 2 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Language Arts teachers will explicitly teach daybook writing expectations to all students, and offer frequent opportunities for writing responses through a variety of prompts aligned with SOL writing prompts *(ESSA Component 2)* | | | | Student daybook writing submissions |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Design the template for daybook (either online or in composition book) | | | | August |
| Develop the themes for writing based on book clubs or other text | | | | August/Ongoing |
| Teachers will provide feedback to students on all elements of writing | | | | Ongoing |
| Family and Community Engagement | | | | Dates/Times/Places |
| Not applicable | | | |  |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| None required | | | |  |
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| Progress Monitoring | | | What are the next steps based on data? | |
| CLT conversations | | | Possible new topics for daybook writing. | |
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| Activity 3 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Create a school wide commitment to writing. | | | |  |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Meet with Literacy Committee | | | | Sept |
| Review previously created writing rubric established by UBMS teachers aligned to SOL standards, and norm usage of the rubric to provide feedback on student work | | | | Sept |
| PD in faculty meeting to discuss use across curriculum areas to provide feedback to student on written assignments in the areas of basic written expectations. | | | | Sept/Ongoing |
| Family and Community Engagement | | | | Dates/Times/Places |
| Provide a visual to parents on website and during community engagement nights. | | | |  |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
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| Progress Monitoring | | | What are the next steps based on data? | |
| Conversations with Admin during CLTs | | | Update the writing commitments base on feedback from other curriculum areas. | |

# Positive Culture and Climate Commitment

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| **Goal 1:** |  | All stakeholders will feel connected to / engaged / included in a positive and focused (holistic) school environment |

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| **Strategy 1:** |  | Reconnect students back into the school community with modified and / or embedded specific activities into the school day | | |
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| Activity 1 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Identify and plan first week topics for students (5 days) | | | | Lesson plans |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Collaborate with staff for feedback and ideas regarding the most important topics | | | | July 2021 |
| The committee will focus on the creating lessons for key topics including: (suggestions below) Day 1 : Welcome / Structure Day 2 : Expectations and Procedures Day 3 : Technology / Responsibilities Day 4 : Technology / How To Day 5 : Goal Setting / Organization / Planning for Success /Resources & Go To People | | | | August 2021 |
| Roll These plans out to staff for implementation | | | | August 2021 / Work Week? |
| Family and Community Engagement | | | | Dates/Times/Places |
| Create a community and outreach team, and an information nights possibly with breakout rooms or in-person rooms with parents and offer different languages | | | |  |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| None required for this | | | |  |
| Progress Monitoring | | | What are the next steps based on data? | |
| Survey students and staff frequently during advisory time / using Microsoft forms | | | Design and develop additional resources that are aligned with identified needs by students and staff | |
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| Activity 2 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Develop and implement ongoing lessons and strategies through advisory / Tier 1 type lessons *(ESSA Component 2)* | | | | Lessons and Tier 2 strategies |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Establish a separate committee with grade level / encore representation  (merged with MTSS?) | | | | August 2021 |
| Normed / Consistent Activities by day planned by committee (ie Tech Tip Thursday, Field Trip Friday, Talk to Me Tuesday) | | | | August 2021 and Weekly |
| Run the Advisory / Activities / Info through a school-wide Canvas page | | | | Daily |
| Family and Community Engagement | | | | Dates/Times/Places |
| Communicate to families how to access and follow the Canvas page | | | | September and in monthly newsletter |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| None required | | | |  |
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| Progress Monitoring | | | What are the next steps based on data? | |
| Collect data from students during advisory, and ongoing monitoring of advisory classes to ensure topics are being covered | | | Provide staff with feedback, and create alternate lessons that meet identified needs | |
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| Activity 3 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Process data, feedback from student/staff/parent surveys to add in needed skills and lessons that are identified during the school year | | | |  |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| School-wide parking lot for student/staff via (Microsoft form?) questions and concerns during orientation camp, prior to school starting, during the first week, sporadically as needed (even check in) | | | | Daily during first two weeks and then weekly thereafter |
| Admin responds regularly to the parking lot questions with a one-drive document available for teachers, or through advisory / lunch announcements | | | | Daily during first two weeks and then weekly thereafter |
| Committee looks at specific survey inquiry data or discipline data monthly and uses this in creating plans | | | | Monthly during MTSS committee meetings |
| Family and Community Engagement | | | | Dates/Times/Places |
| Poll / Engage parents during back to school night for their needs and concerns | | | | September 2021 |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| None required | | | |  |
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| Progress Monitoring | | | What are the next steps based on data? | |
| Collect and analyze survey data | | | Address needs presented by stakeholders through advisory lessons, skills and strategies shared with families | |

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| **Strategy 2:** |  | Staff Norms for Relationships / Consistency / Expectations / Accountability for implementing strategy 1 | | |
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| Activity 1 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Making sure the entire faculty is on the same page and working together on the same goal, and monitor with monthly instructional rounds | | | |  |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Principal centered / facilitated discussion around goals, purpose, expectations | | | | Teacher Workweek |
| Roll out the first week, committee focused information | | | | Teacher Workweek |
| Admin created a plan for all staff to be / remain connected to facilitating the lessons regardless of whether they have an advisory period, and monitored during frequent (monthly) instructional rounds by administrators | | | | Weekly monitoring / rounds |
| Family and Community Engagement | | | | Dates/Times/Places |
| Share out information in the newsletter on areas identified during the instructional rounds | | | | Monthly |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| None required | | | |  |
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| Progress Monitoring | | | What are the next steps based on data? | |
| Data collected during instructional rounds | | | Additional PD, positive reinforcement | |
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| Activity 2 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Turn the ideas and concepts faculty wide into action at the grade level | | | |  |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Grade level representative on the committee presents information, shares lessons, facilitates discussions at grade level meetings so that all staff have the same information and plans | | | | Monthly at committee meetings and then monthly at grade level meetings |
| Standing Agenda Item on grade level meetings tied to this | | | | Monthly |
| Reporting out monthly at faculty meetings regarding the (non-evaluative) observations made during the rounds | | | | Monthly |
| Family and Community Engagement | | | | Dates/Times/Places |
| Not applicable | | | |  |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| None required | | | |  |
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| Progress Monitoring | | | What are the next steps based on data? | |
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| **Strategy 3:** |  | Address social and emotional needs of students through flexible seating, skills lessons and a calming location | | |
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| Activity 1 | | | | What is the evidence to be collected indicating progress or a need for improvement? |
| Create and establish norms and procedures for using a calming / wellness room for students | | | | Track the use of the wellness room |
| Tasks/Meetings/Planning Sessions | | | | Dates/Times/Places |
| Professional school counseling team uses awarded grant funds to select sensory items and flexible seating for the wellness room | | | | August and September |
| Counseling team creates a routine / procedure to access and use the wellness room | | | | August and September |
| Information about the wellness room and the procedures are shared with teachers and students | | | | During advisory in September |
| Counseling team creates lessons that support students and build coping and resilience strategies based on feedback and reflections provided by students accessing the wellness room | | | | Ongoing |
| Family and Community Engagement | | | | Dates/Times/Places |
| Shared information about the wellness room with stakeholders | | | | Back to school night, newsletters |
| Potential Resources  (To include Title 1 Funding, if applicable) | | | | Potential  Cost(s) |
| Grant funding will provide sensory equipment and flexible seating | | | | $4,000 awarded for the wellness room |
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| Progress Monitoring | | | What are the next steps based on data? | |
| Data and feedback collected by counselling staff as students access the wellness room | | | Determine if procedures are working for access, monitoring the usage / need of the room and determine if additional reminders are needed for stakeholders. | |
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