

Gildo Rey SIP Plan 2023-2024

Planning Year 2023-2024

Implementation September 2017-June 2024

Gildo Rey Elementary
School Improvement Plan



Gildo Rey Elementary

Goal 1: By June of 2021, 92% of the students at Gildo Rey will reach proficiency on the state ELA assessment.

Action Step 1

We will teach the CCSS using a balanced literacy approach, implementing district adopted and building created materials.

- **Wonders:** Building-wide implementation with fidelity.
- **Focus 5:** Staff will identify a focus 5 and learn to make instructional decisions to support their achievement.
- **Balanced Literacy:** Teachers will learn the components to balanced literacy instruction and implement in core classrooms.
- **Writing:** Teachers will analyze student writing samples and/or writing rubrics to improve writing instruction for all modes of writing (narrative, information, and opinion).
- **Unit Plans and Standards Alignment:** Grade levels will use a template for unit plans/standards alignment.

Action Step 2

We will use explicit instruction and active participation practices daily.

- **Instructional Routines:** Instructional staff will be trained in the use of high yield instructional strategies which will be utilized and implemented during core instruction.

Goal 2: By June of 2021, 94% of the students at Gildo Rey will reach proficiency on the state Math assessment.

Action Step 1

We will teach the CCSS using the balanced math model in no less than a 60-minute core math block daily.

- **Balanced Math:** Teachers will learn the components to balanced math instruction and implement in core classrooms. Core math instruction will include math fact fluency, skill practice, and problem solving.
- **Learning Targets and Success Criteria:** Instructional staff will be trained in the development and use of learning targets and success criteria. Students will learn to use success criteria to assess their own learning.

Action Step 2

We will use explicit instruction and active participation practices daily.

- **Instructional Routines:** Instructional staff will be trained in the use of high yield instructional strategies which will be utilized and implemented during core instruction.

Goal 3: By June of 2021, current ELL students at Gildo Rey will perform at the same proficiency level as all students measured by the DIBELS assessment.

Action Step 1

We will create collective teacher efficacy by writing and agreeing on a statement of the “Gildo Rey Way”. It will include strategies and beliefs from NEU, Capturing Kids’ Hearts, and Deep Equity.

- **NEU Book Study/Gildo Rey Way:** The No Excuses University book study will guide collaborative conversations to define the “Gildo Rey Way.”
- **LSC Model:** Staff will gain greater understanding of the LSC model, how DI groups support core instruction and how all students are best served across the school ensuring academic success.
- **Formative & Summative Assessment:** Instructional staff will be trained to understand the difference in formative and summative assessment. Teachers will use their learning to make data informed instructional decisions.
- **Deep Equity:** Staff will learn about the 7 principles of culturally responsive teaching and seek ways to implement learning in instruction.

Action Step 2

We will use language acquisition strategies and practices daily, across all content areas.

- **Implementation of WOW:** Instructional staff will be trained in the use of WOW materials. Materials will be utilized and implemented as a Wonders companion.
- **Implementation of Glad/SIOP Strategies:** Instructional staff will be trained in the use of GLAD/SIOP strategies which will be utilized and implemented during core and DI instruction.

September 2017-June 2024
Auburn School District Strategic Plan

Aspiration:

As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

District Goal 1: Engage: Connect students to their schools and learning.

1. Build student, family and community relationships and partnerships.
2. Create safe and supportive learning environments that result in high levels of daily attendance and engagement.
3. Involve students in establishing ownership for their own learning.
4. Enrich and support the whole child through a range of curricular and extracurricular opportunities.

District Goal 2: Educate: Ensure relevant learning, high achievement and graduation for each student.






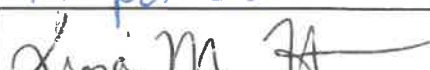

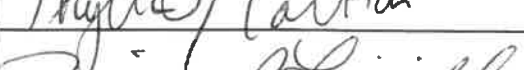

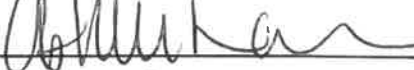
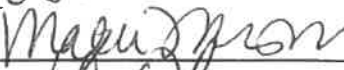



1. Hold ourselves accountable for each student's learning and graduation.
2. Ensure all students experience relevant and rigorous instruction.
3. Ensure equitable access to learning opportunities.

District Goal 3: Empower: Enable students and staff to thrive now and in the future.

1. Ensure each student has a personally relevant PK-12 educational program.
2. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics in addition to core academic skills.
3. Elevate professional practice by investing in staff and leaders.



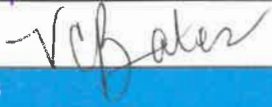




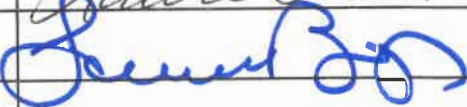
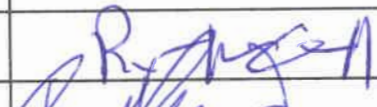
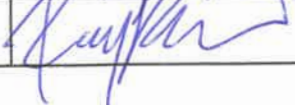
School			
Gildo Rey Elementary			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Phyllis Carlton	ELL Certificated Staff	AnnMarie Pagoria	Title I Specialist
Lenny Holloman	Principal	Karine Rasmussen	Instructional Specialist
Lisa Horn	District Representative	Nelda Trujillo	Parent Representative
Dianna Linville	2-3 Grade Level Rep.	Shawn Welsh	Specialist Representative
Ashley Lorenzano	K-1 Grade Level Rep.	Gelinda Williams	Asst. Principal
Maki Matsuno	Special Education		
Kristina Olson	4-5 Grade Level Rep.		

SIP Template

School Improvement Plan Signatures 2017-2018			
Date Submitted	6/8/18	Date of School Board Approval	
Name	Title/Position	Signature	
Lenny Holloman	Principal		
Gelinda Williams	Asst. Principal		
Nelda Trujillo	Parent		
Serenity Faasao	Student		
Felipe Mendoza	Student		
Lisa Horn	District Representative		
Phyllis Carlton	Staff		
Dianna Linville	Staff		
Ashley Lorenzano	Staff		
Maki Matsuno	Staff		
Kristina Olson	Staff		
AnnMarie Pagoria	Staff		
Karine Rasmussen	Staff		
Shawn Welsh	Staff		

Each board must include staff, students, families, parents, and community members.

SIP Template

Department of Student Learning		
Heidi Harris	Assistant Superintendent Student Learning	
Julie DeBolt	Executive Director High School/Post Secondary Programs	
Vicki Bates	Assistant Superintendent Technology	
Department of School Programs		
Ryan Foster	Associate Superintendent Principal Leadership and School Programs	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
Superintendent		
Alan Spicciati	Superintendent	
School Board		
Laura Theimer	School Board	
Laurie Bishop	School Board	
Robyn Mulenga	School Board	
Ryan Van Quill	School Board	
Ray Vefik	School Board	

Auburn School District Mission

In a culture of equity and excellence we engage, educate and empower each student for success beyond graduation.

Auburn School District Vision

As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

School Mission

The mission of the Gildo Rey community is to provide academic and social opportunities in a safe and positive environment dedicated to the belief that all students will reach their greatest potential.

School Vision

At Gildo Rey we value the uniqueness of each child. We work together with the strong belief that “all of our kids are all of our kids”. We hold the expectation that each child can achieve to high levels with appropriate support and instruction.

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and “At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.” School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, ELPA21, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Stakeholder Input

The SIP Team was comprised of members representing all grade levels, certificated learning teams and other stakeholders in our Gildo Rey Elementary Learning Community. We began this process on October 3, 2017 and met officially 16 times; whole staff, SIP Team, or in break out SIP team groups through June 2018. We reviewed our comprehensive school-wide data including achievement, demographics, and attendance data with all staff and discussed our noticings, wonderings, perceived celebrations, and perceived challenges. Our building leadership team used this information to build a culture of collective responsibility for the achievement of all of our students. This will require our staff to focus on the articulation of the skills and concepts needed for students to be successful, ECE through grade 5. Through research, discussion, and collaboration the SIP team drafted three SMART Goals to guide our focus for the next three years and presented them to staff along with proposed action plans. Staff used the Gildo Rey Decision-making model to vote on and reach consensus on the goals and action plans. The SIP team continues to meet and plan evidence of implementation, evidence of impact, leadership responsibilities and staff trainings to support our SIP goals and action plans.

Highly Qualified Staff – SWT 2 & 3/LAP

All of the staff at Gildo Rey Elementary meet the highly qualified requirements set out in the NCLB mandates.

High Quality, Highly Qualified Teachers – SWT 2 & 3/LAP

SIP Template

Support for teacher growth and retention includes: district new teacher mentor program, monthly meetings with the principal, Instructional Specialist coaching and model teaching, instructional framework collaboration with building administration throughout the year, and a highly collaborative professional learning community.

COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Executive Summary

Demographic Data

The staff reviewed demographic data for the years 2012-2017. The data was disaggregated by low income, SPED, ELL, and race and ethnicity. The trends most notable in the data are as follows:

Enrollment:

Gildo Rey's Pre K- 5 enrollment has increased steadily over the last five years from 531 in 2012-2013 to 627 in 2016-2017.

* Enrollment based on October 1 count.

Year	Enrollment	Change
2012-13	531	+68
2013-14	562	+36
2014-15	600	+33
2015-16	604	-9
2016-17	627	+23

Mobility:

Mobility rates have increased over the last three years, bringing mobility back to comparable numbers in 2012-13. During the 2014-2015 school year, 77 new students enrolled. In 2015-2016, 80 new students enrolled and in 2016-2017, 139 new students enrolled.

Year	Mobility Rate
2012-13	34%
2013-14	30%
2014-15	25%
2015-16	24%
2016-17	31%

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Free and Reduced Lunch:

The number of students who applied and qualified for free and reduced lunch is higher than the state and district averages. From 2012-2013 to 2016-2017 the percent of students identified as Free/Reduced decreased 88.3% to 74.3%

Year	WA State Percentage	ASD Percentage	Gildo Rey Percentage	Gildo Rey Change
2010-11	43.7	52.1	80.4	+2
2011-12	45.5	53.6	82.7	+1.6
2012-13	46.1	55.5	88.3	+5.6
2013-14	45.9	54.3	83.6	-4.7
2014-15	45.0	55.0	82.5	-1.1
2015-16	44.0	53.0	80.7	-1.8
2016-17	42.9	52.1	74.3	-6.4

Ethnic Data:

Over the last 5 years (October 2012 to October 2016) trends in the ethnicity data show that the percent of students identified as two or more races increased from 6.6 % to 8.6%. The percent of students identified as Hispanic increased from 50.8% to 56.6%. The percent of students identified as White decreased from 25% to 20.4%. The the percent of students identified as African American decreased from 5.0% to 3.4%. Over the last four years there has been very little change in the ethnic makeup of the student population. Hispanic students still comprise the majority of students enrolled followed by white students and then students of two or more races.

Year	2012-13		2013-14		2014-15		2015-16		2016-17	
Amer. Indian/ Alaskan Native	7	1.4%	6	1.1%			2	0.3%	2	0.3%
Asian	20	3.9%	21	3.8%	30	5%	26	4.4%	28	4.5%
Nat Haw/Pac Isl	38	7.4%	44	7.9%	51	8.5%	36	6.1%	38	6.2%
Black	26	5.0%	35	6.3%	27	4.5%	26	4.4%	21	3.4%
Hispanic	262	50.8%	266	47.7%	300	50.1%	315	53.3%	349	56.6%
White	129	25.0%	138	24.7%	134	22.4%	131	22.2%	126	20.4%

SIP Template

2 or more races	34	6.6%	48	8.6%	52	8.7%	55	9.3%	53	8.6%
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Special Education:

From 2012-2013 to 2016-2017 the percent of students identified as SPED increased from 10.4% to 10.7%. Over the last four years, Special Education enrollment has increased from 9.8% in 2013-14 to 10.7% in 2016-17.

Year	2012-13		2013-14		2014-15		2015-16		2016-17	
# / % Students	55	10.4%	55	9.8%	56	9.6%	64	10.7%	66	10.7%

*Numbers based on May 1 count.

English Language Learners:

From 2012-2013 to 2016-2017 the percent of students identified as ELL increased from 38.6% to 40.5%. Over the last 5 years the number of ELL students has increased from 205 (38.65) in 2013-14 to 251 (40.5%) in 2016-17, although the percentage has remained relatively stable.

Year	2012-13		2013-14		2014-15		2015-16		2016-17	
# / % Students	205	38.6	230	40.9 %	243	41.6 %	250	41.7%	251	40.5%

*Numbers based on May 1 count.

Discipline

Discipline data has not been tracked or collected on a regular basis. Baseline data was collected during the 2016-2017 school year and will continue to be tracked.

Attendance

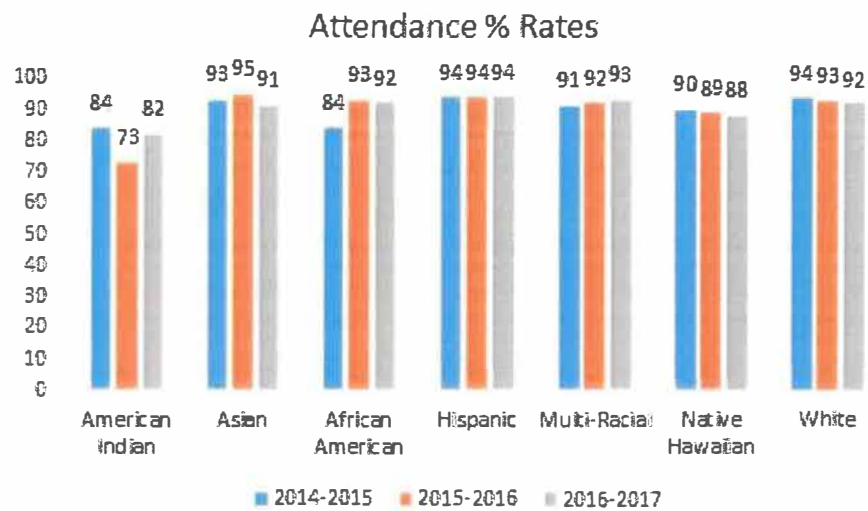
The staff reviewed attendance data for the school years 2014/2015 - 2016/2017. The trends most notable in the data are:

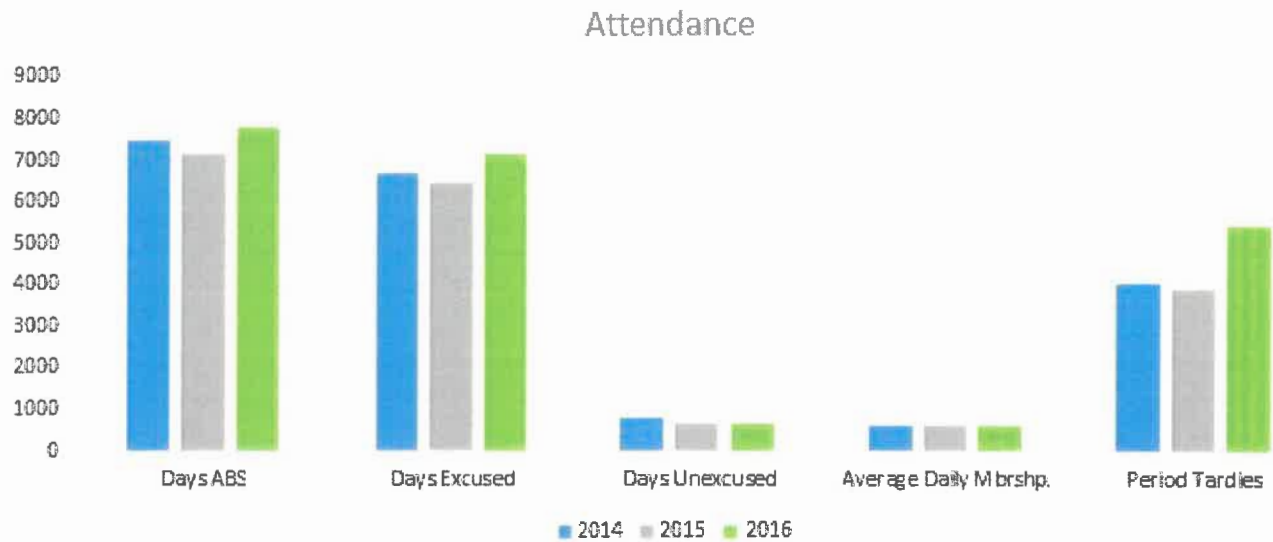
- The average attendance rate was consistently lower among the Native Hawaiian ethnic group than all other racial and ethnic groups from 2014-2015 to 2016-2017.
- Overall the average yearly attendance rate has been less than 95%. In 2014-2015 the average daily attendance rate was 93.07%. In 2015-2016 the average daily attendance rate was 93.36%. In 2016-2017 the average daily attendance rate was 92.96%.

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- The Hispanic ethnic group has the highest average yearly attendance rate at 94% each year.

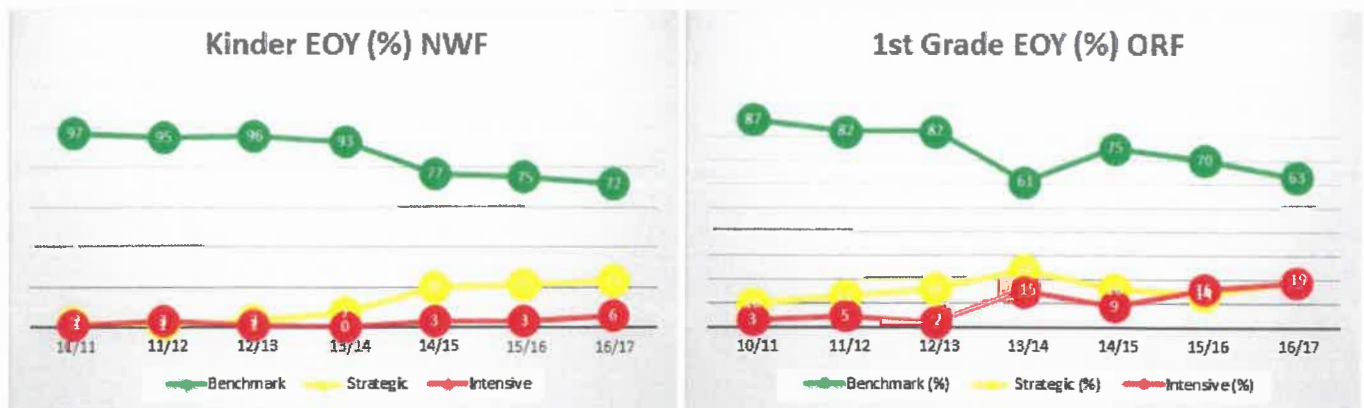
Year	Attendance Rate
2012-13	94%
2013-14	93.5%
2014-15	93.07%
2015-16	93.36%
2016-17	92.96%



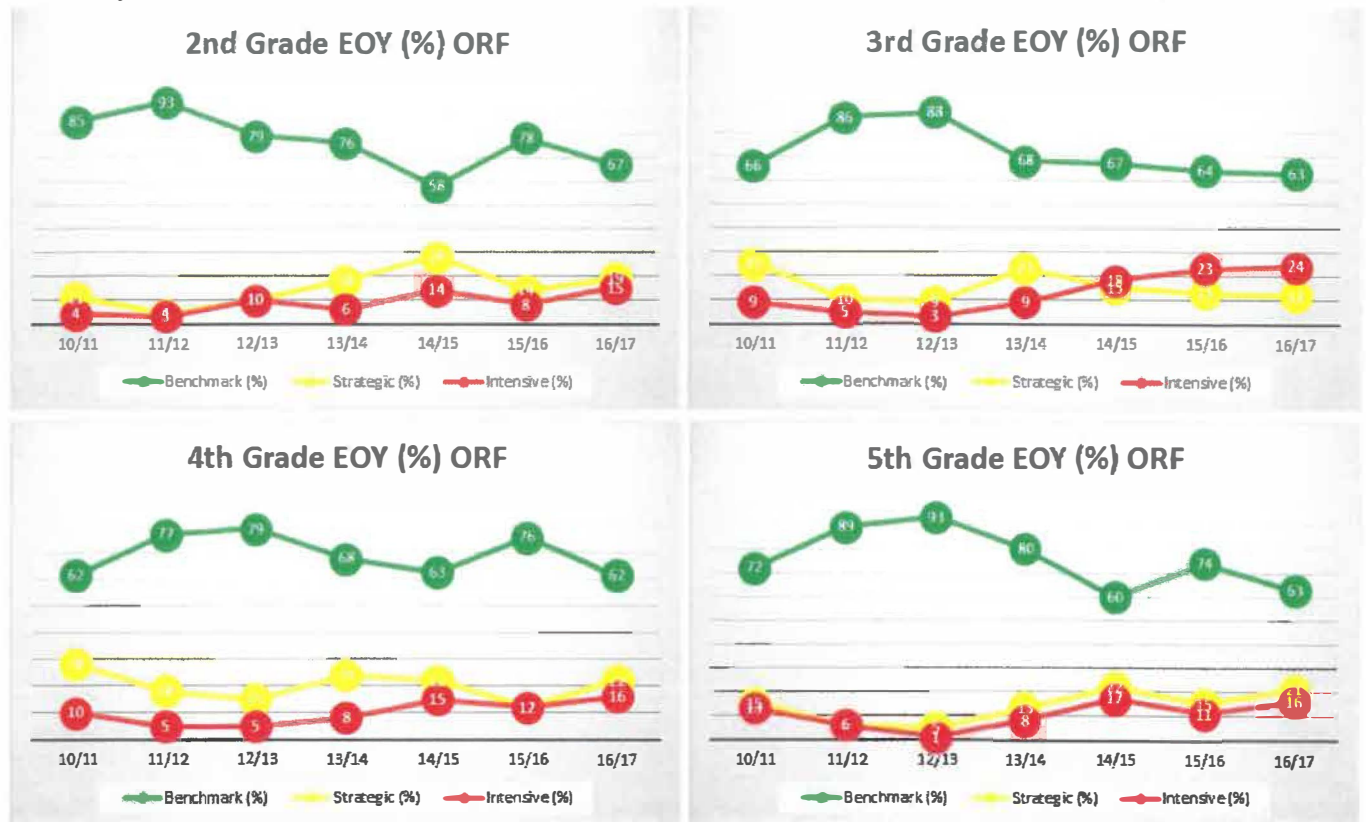


Data Analysis- DIBELS

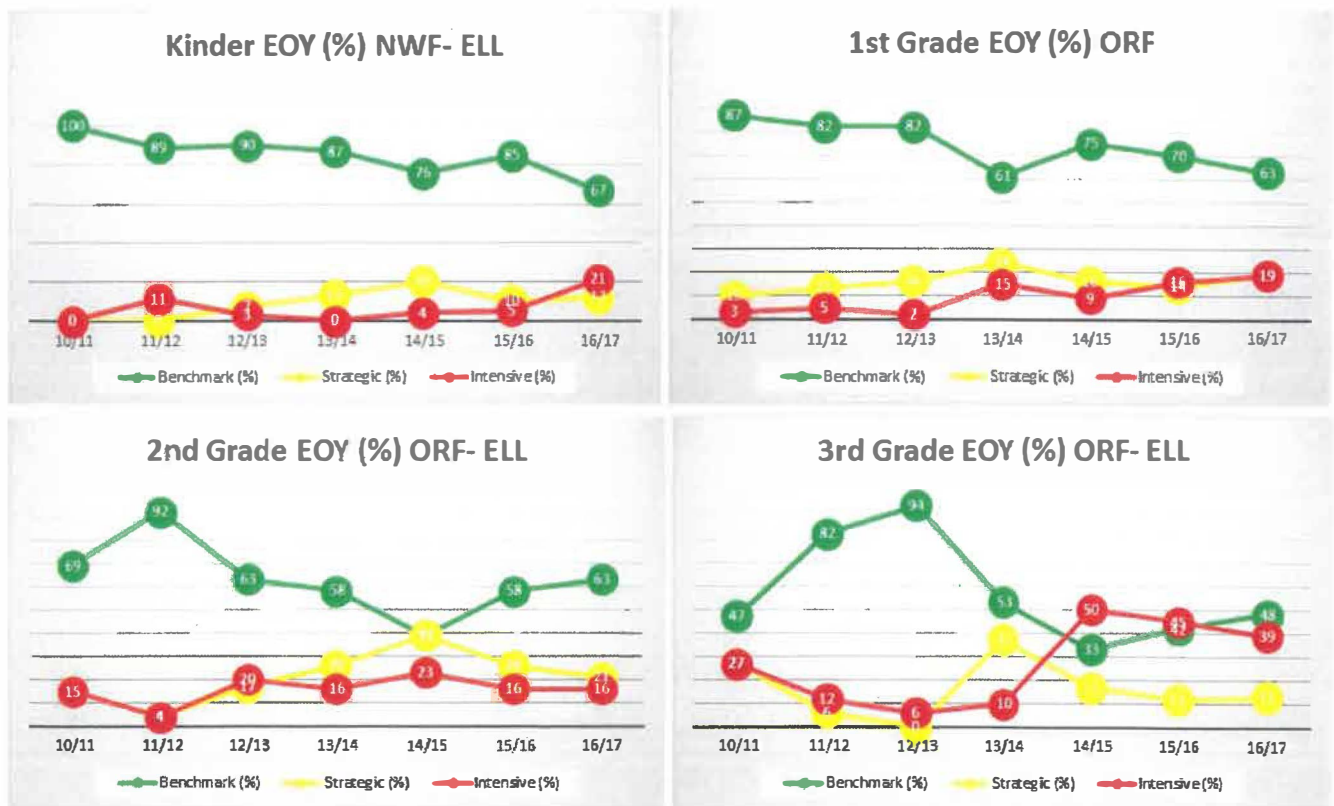
The staff reviewed DIBELS data for the years 2010-2016, disaggregated by ELL, gender, grade level, and race and ethnicity. The most notable trend is that between 2010 and 2016 benchmark scores decreased at all grade levels. Between 2013 and 2016 the number of students in the intensive category has increased at each grade level.

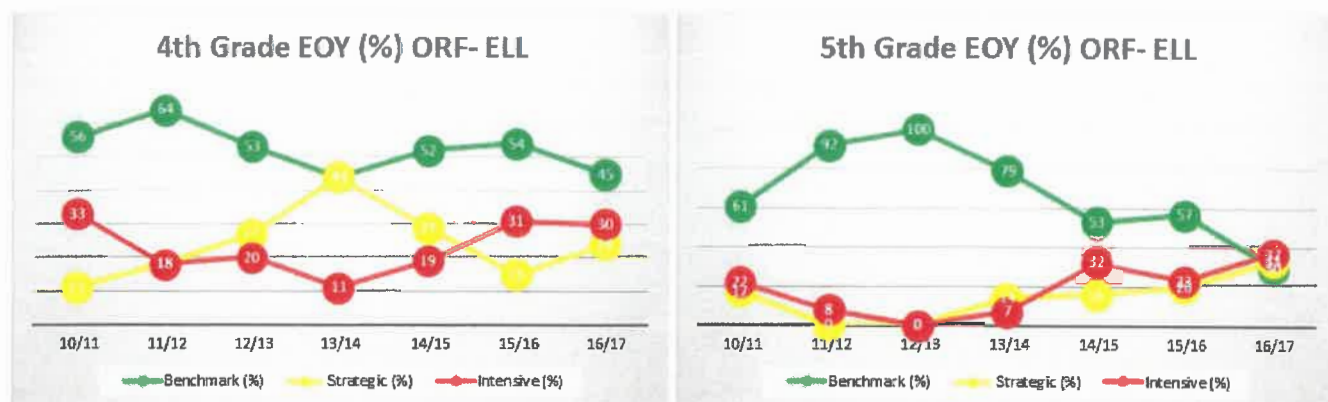


Gildo Rey SIP Plan 2023-2024



ELL DIBELS Data:





Data Analysis- ELPA21 (ELL Data)

The staff reviewed ELL program enrollment and transition data for the years 2013-2017. The trends most notable in the data are:

The percentage of ELL students has remained steady from 2013-2017 ranging from 42% to 44%. Schoolwide in 2016-17, 23.8% of ELL students transitioned out of ELL, which is an increase over previous years. (12% in 2013-14; 14% in 2014-15; 15% in 2015-16).

Data Analysis- CEE Perceptual Survey

The SIP team reviewed CEE Perceptual survey data including staff, parent and student results. The sample size for the multiple year comparison was inconsistent which made the comparison less reliable. The N sizes include:

N Size	2012	2014	2016
Staff	35	11	56
Student	59	42	202
Parent	106	45	84

Educational Effectiveness Survey, Student Edition

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools engaged in improvement activities focus on these characteristics of “organizational and educator capacity” to create and improve the system(s) that ultimately drive performance outcomes. Understanding the perceptions of your student population is essential to inform changes for improvement. The Characteristics, “Curriculum, Instruction, and Assessment” and “Focused Professional Development”, are professional activities conducted amongst the adult school community and are rarely viewed by students. Thus questions regarding those Characteristics are not a part of the survey.

The trends most notable in the student data are:

Gildo Rey SIP Plan 2023-2024

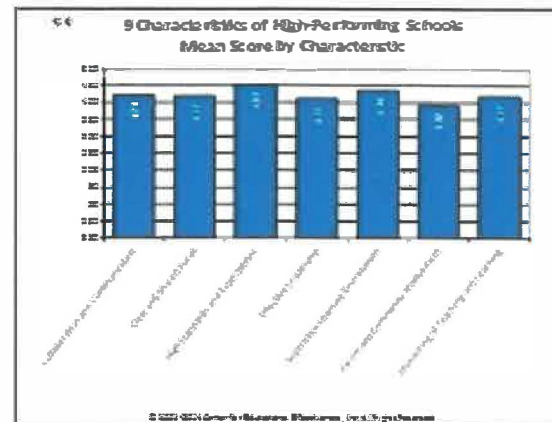
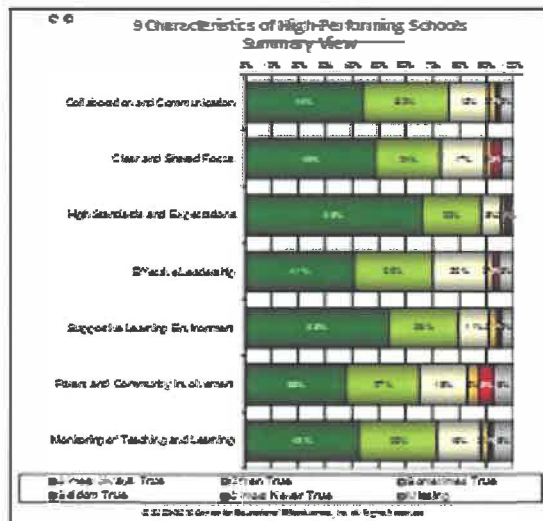
- Students feel our school has high standards and expectations.
- Students have a positive perception of a supportive learning environment.
- Parent and community involvement is our lowest performing area.

Educational Effectiveness Survey—Student

Gildo Rey Elem: 5/23/2022 Sample Size: No 202

Summary Chart: Overall

Summary Chart: Mean Score View



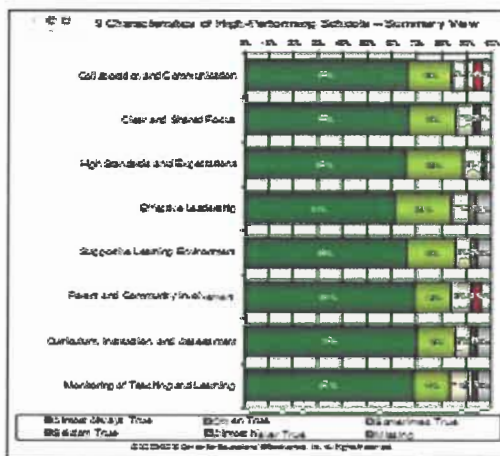
Educational Effectiveness Survey, Parent Edition

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools known as the 9 Characteristics. Successful schools that are engaged in improvement activities focus on these characteristics of “organizational and educator capacity” to create and improve the system(s) that ultimately drive performance outcomes. The Characteristic, “Focused Professional Development”, is a professional activity conducted amongst the adult school community and is rarely viewed by parents. Thus questions regarding this Characteristic are not a part of the survey.

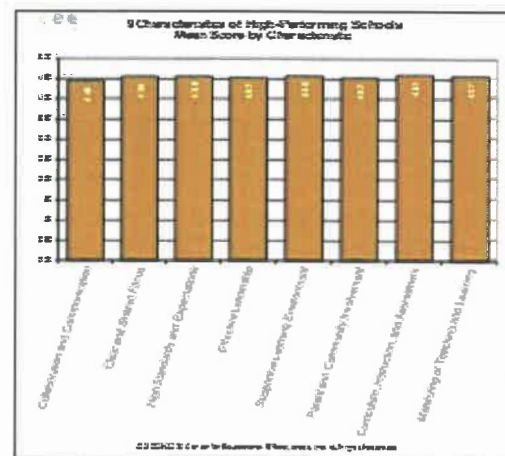
The trends most notable in the parent data are:

- Parents’ perceptions across all eight characteristics surveyed are high (all above 80%).
- Parents feel our school has high standards and expectations.

Summary Chart: Overall

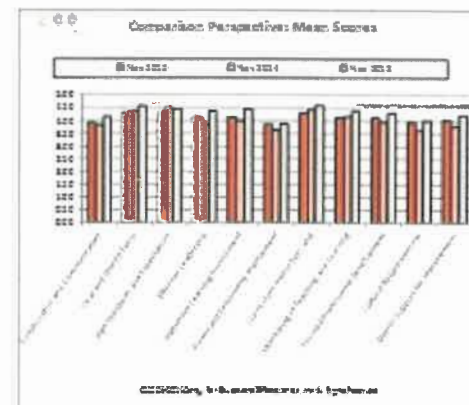
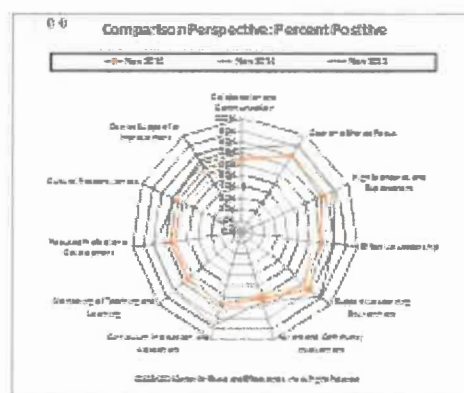


Summary Chart: Mean Score View



Summary—Comparison View of Combined Percent Positives

The left-hand chart compares the "crisis statistic summary" value (combined positives) of three groups of respondents. Recall that in these pie graphs, closer to the edge (further from center) is more positive. The right-hand chart compares mean scores which represent the entire spectrum of responses, and therefore, will show the impact of negativity (Seldom True and Almost Never True responses).



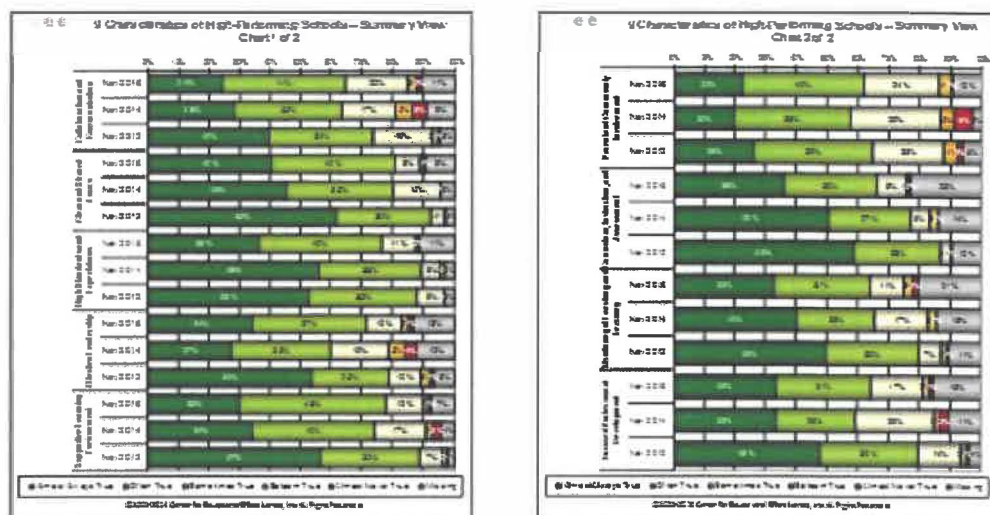
EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)—a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

Gildo Rey Elem: Nov 2012 vs. Nov 2014 vs. Nov 2016

Summary—Comparison View of Characteristics



EES Staff V10.1 © 2002-2014 Center for Educational Effectiveness. All Rights Reserved

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The trends most notable in the staff data are:

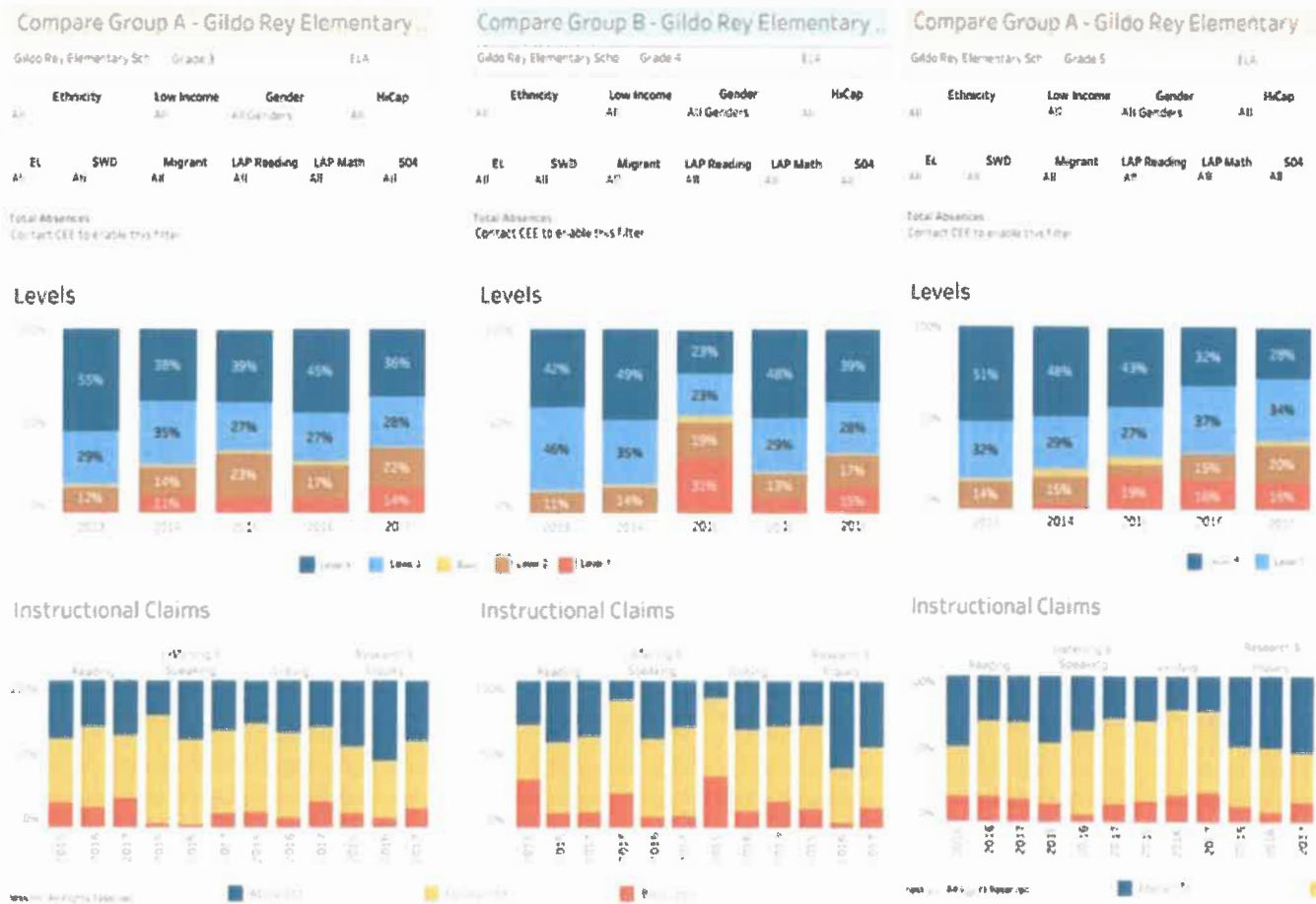
- There is significant variance in the N size over the three years surveyed.
- From 2012 to 2016 there is a downward trend in all 11 areas surveyed.

SBA ELA (MSP)

Between 2013 to 2017 there was a downward trend with the percent of all students proficient on the MSP/Smarter Balanced Assessment in ELA. From 2013 to 2017 the percent of all students proficient in 3rd grade decreased from 84% to 64%. In 4th grade the percent of all students proficient decreased from 88% to

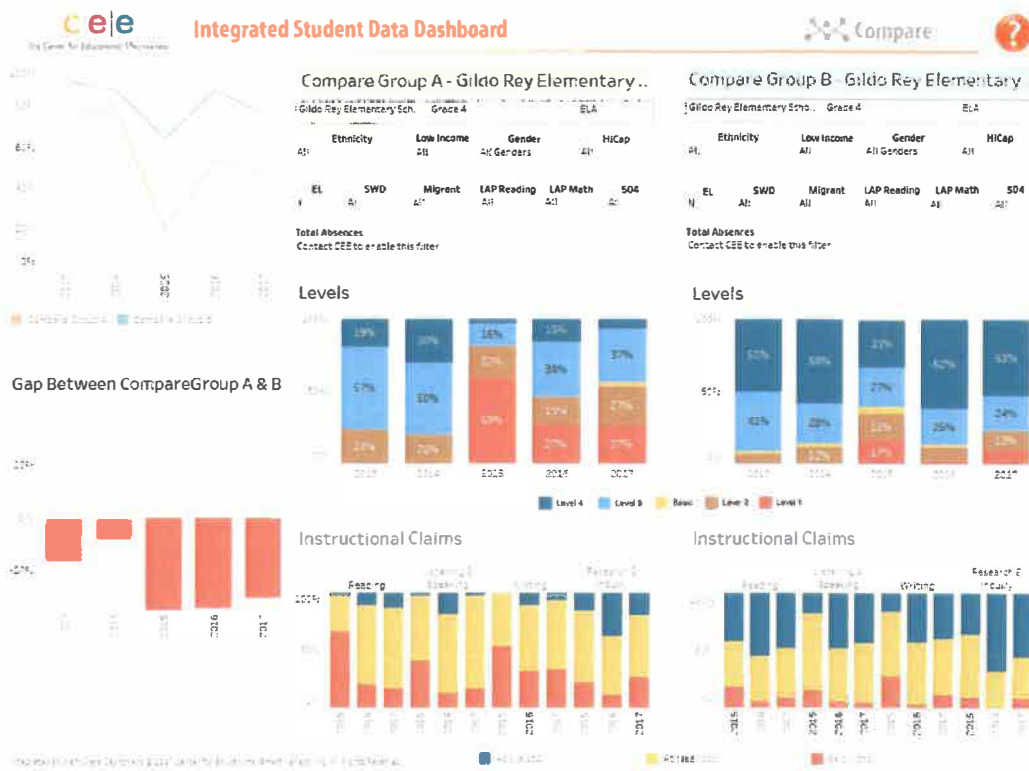
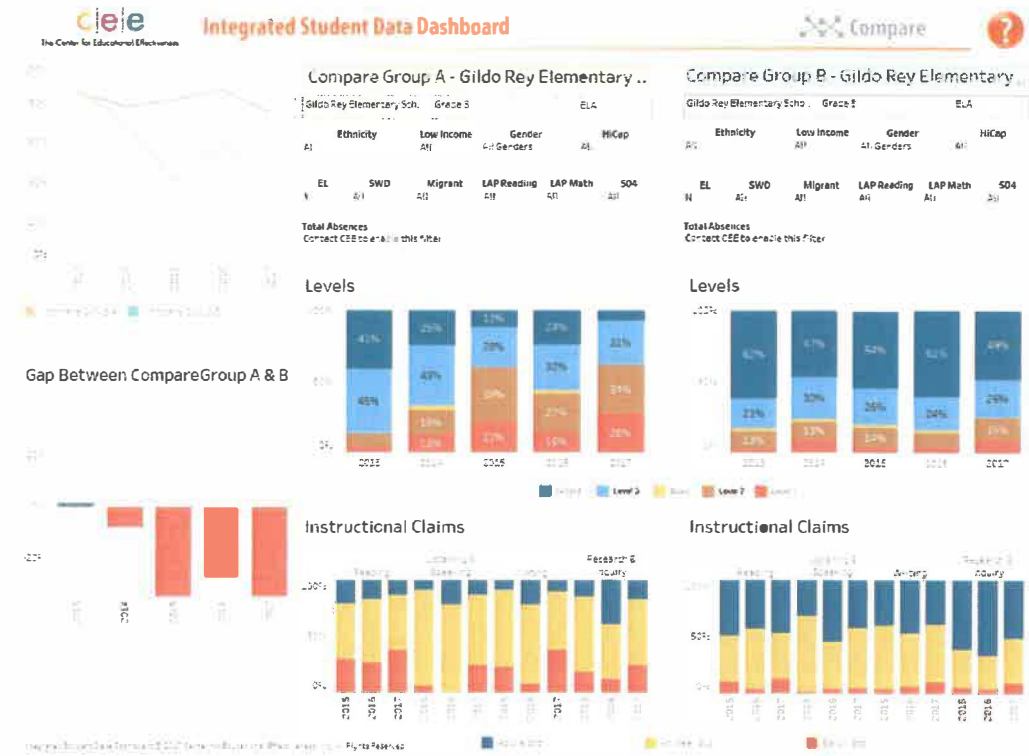
SIP Template

67%. In 5th grade the percent of all students proficient decreased from 83% to 62%.

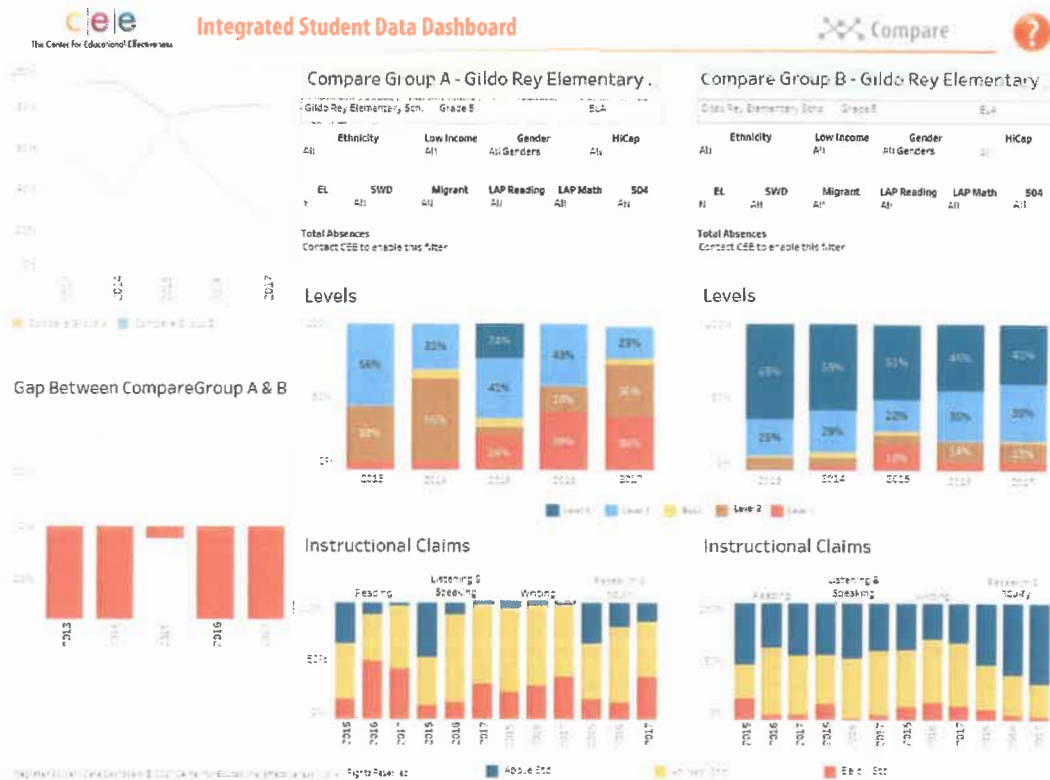


Between 2013 to 2017 there was a downward trend with the percent of proficient ELL students on the MSP/SBA in ELA. From 2013 to 2017 the percent of ELL students proficient in 3rd grade decreased from 86% to 38%. In 4th grade the percent of ELL students proficient decreased from 76% to 46%. In 5th grade the percent of ELL students proficient decreased from 56% to 23%.

Gildo Rey SIP Plan 2023-2024



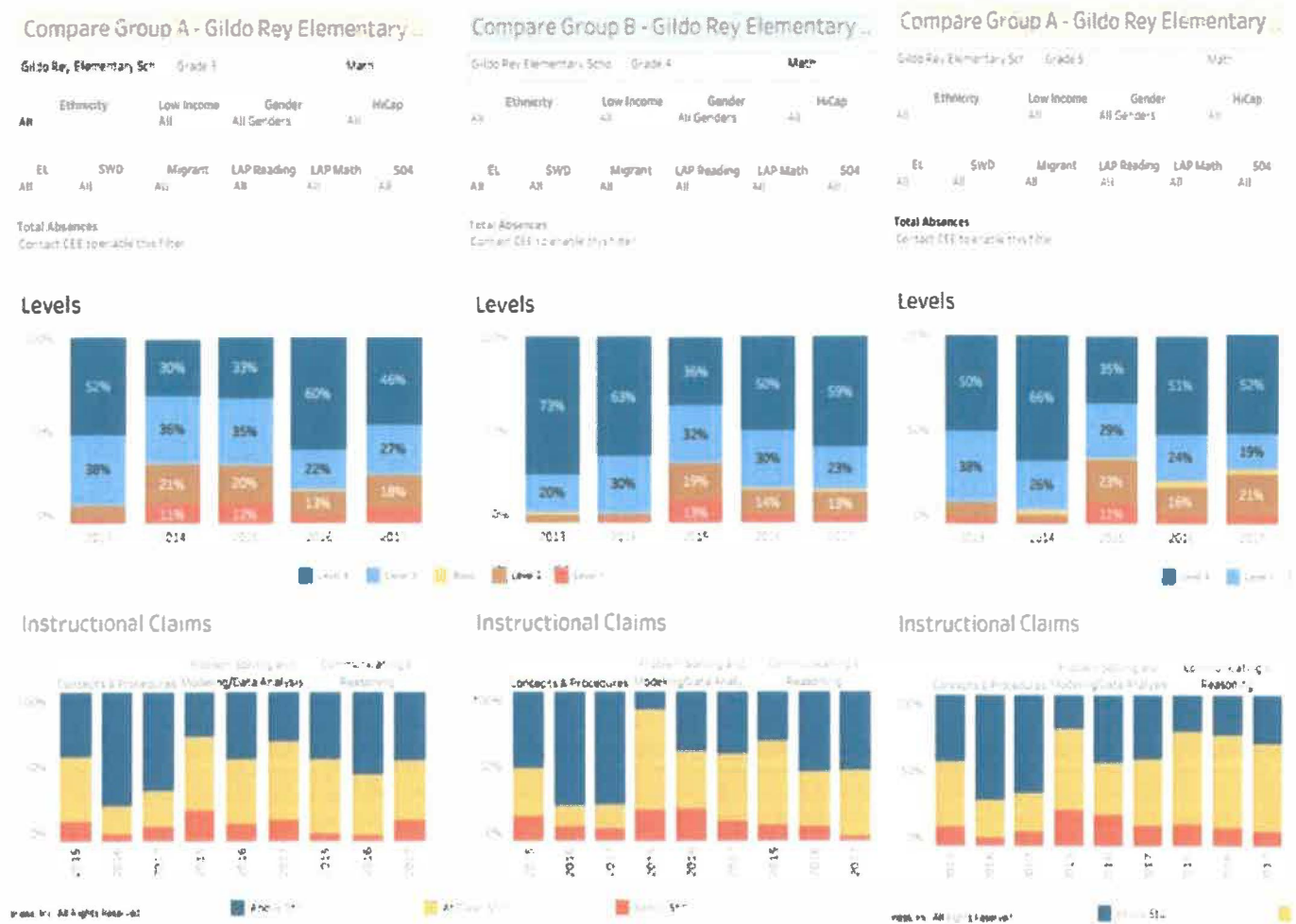
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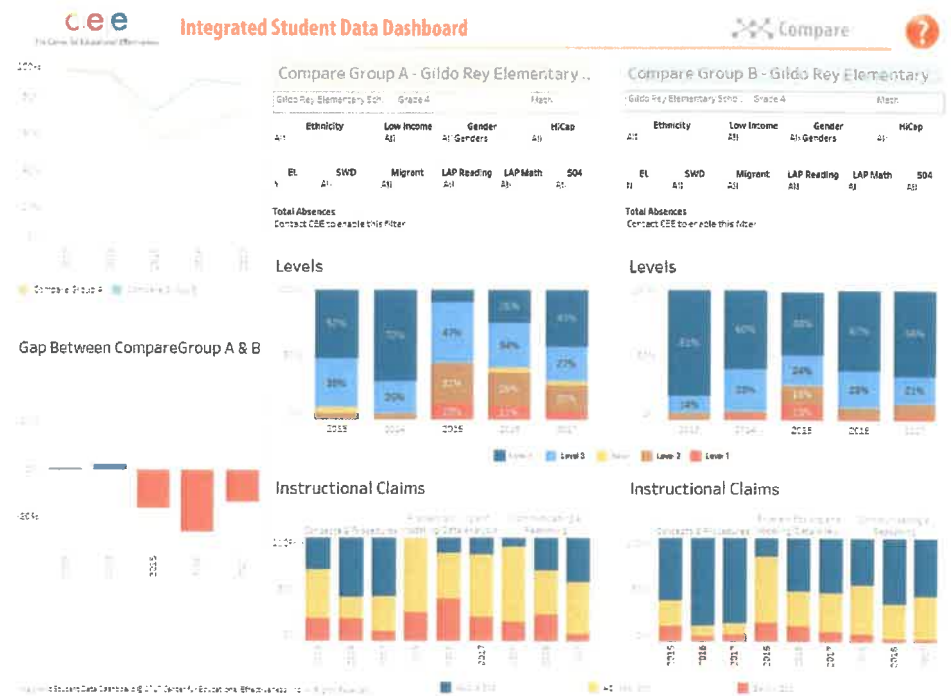
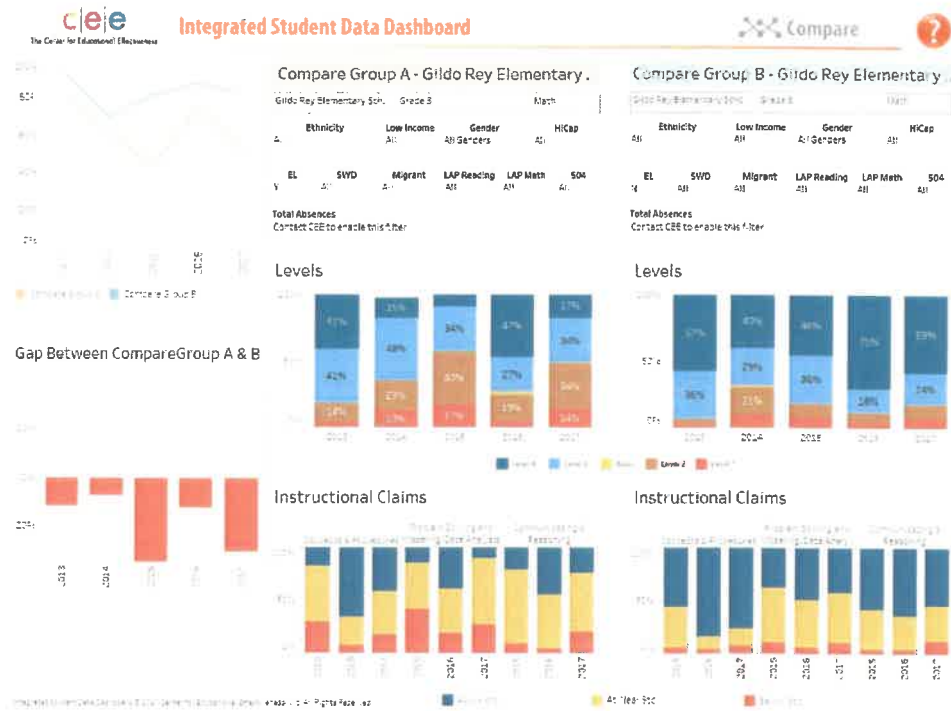
SBA Math (MSP/EOC)

Between 2013 to 2017 there was a downward trend with the percent of all students proficient on the MSP/Smarter Balanced Assessment in Math. From 2013 to 2017 the percent of all students proficient in 3rd grade decreased from 90% to 73%. In 4th grade the percent of all students proficient decreased from 93% to 82%. In 5th grade the percent of all students proficient decreased from 88% to 71%.

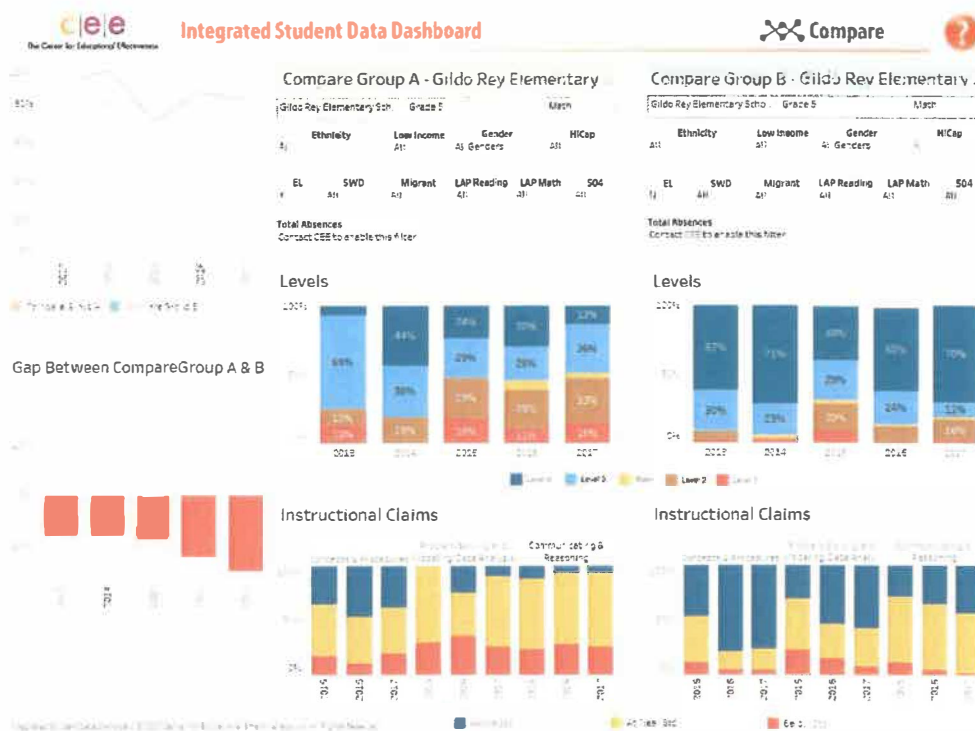
Gildo Rey SIP Plan 2023-2024



Between 2013 to 2017 there was a downward trend with the percent of proficient ELL students on the MSP/SBA in Math. From 2013 to 2017 the percent of ELL students proficient in 3rd grade decreased from 82% to 51%. In 4th grade the percent of ELL students proficient decreased from 90% to 70%. In 5th grade the percent of ELL students proficient decreased from 74% to 49%.



Gildo Rey SIP Plan 2023-2024



MSP Science/EOC Biology

The staff reviewed SBA science data for the years 2014-2015, 2015-2016, and 2016-2017. The trends most notable in the data are:

- The percentage of students meeting standard has decreased from 67.7% in 2014-2015 to 52.6% in 2016-2017.
- The percent of students scoring at a level 1 has increased from 11% in 2014-2015 to 27% in 2016-2017.
- The percent of students scoring at a level 3 has decreased from 41% in 2014-2015 to 33% in 2016-2017.
- All ethnic groups have decreased in percentage passing from 2014-2015 to 2016-2017 with the exception of white.



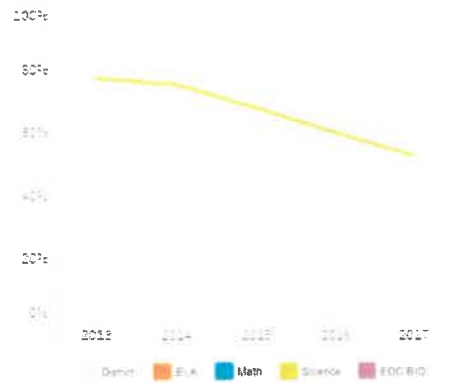
School
Gilco Rey Elementary School

Grade
Grade 5

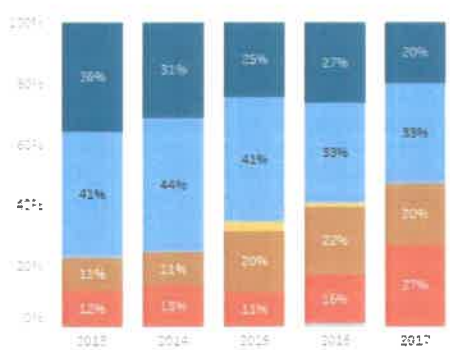
Test
Science

Diploma Control
10th Grade Results are showing College and Career Ready cut score

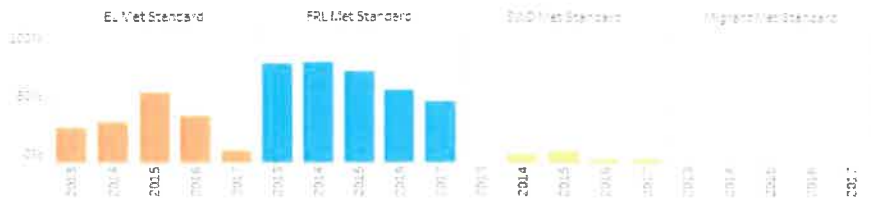
SCIENCE



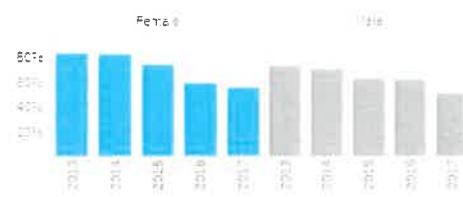
School Levels



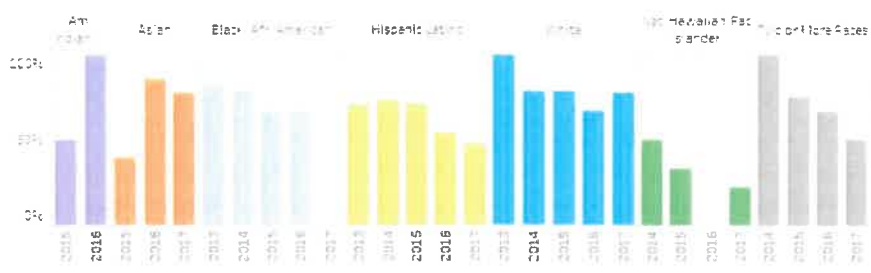
Program



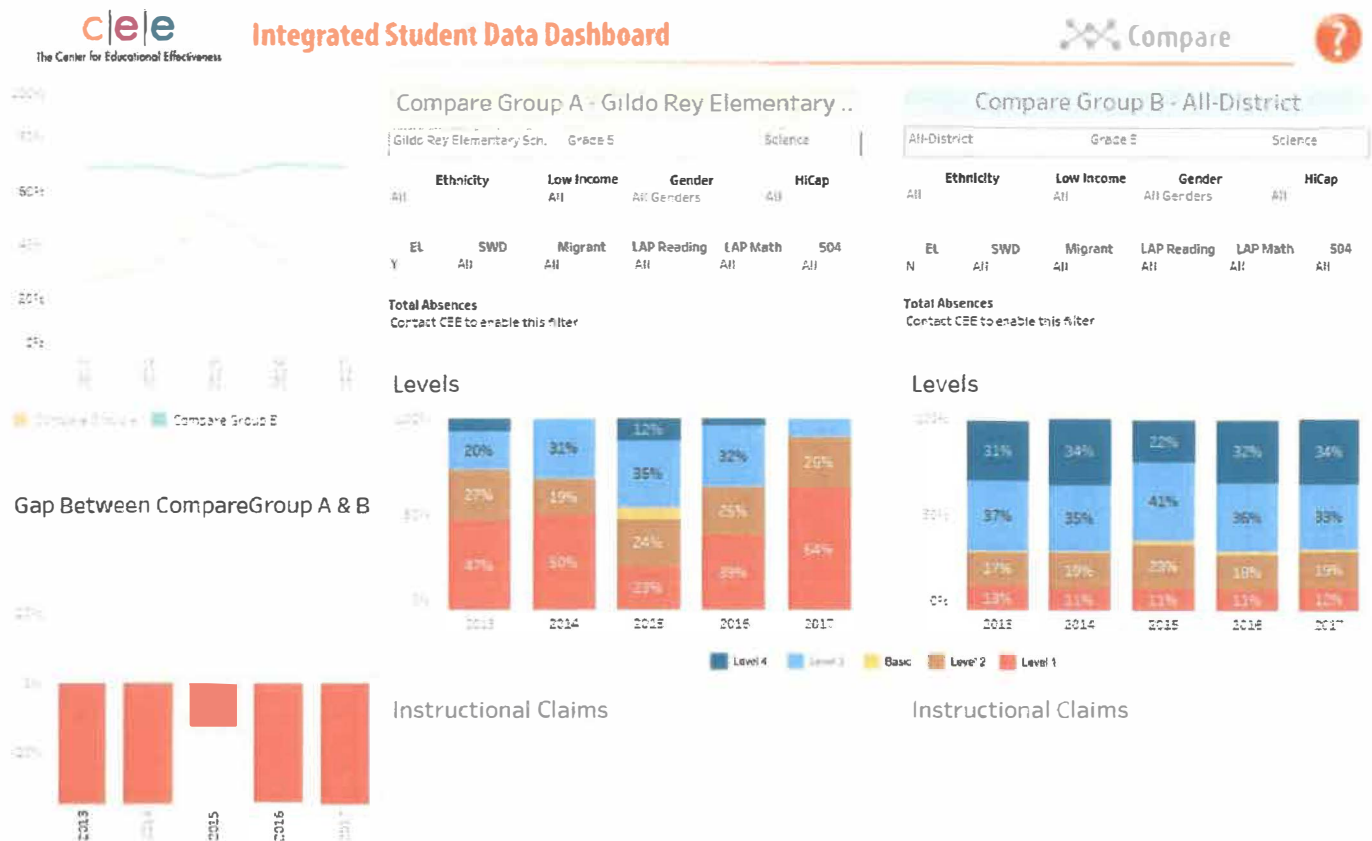
Gender



Ethnicity



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Parent Engagement – SWT 2/LAP

Administrators and teachers explicitly communicate with families regarding achievement, attendance, back-to-school nights, and volunteering at school. Additional activities also include:

Activities during Fall:

- Building-wide Open House
- Recruiting parents volunteers
- Partnering for Student Academic Success Night (Curriculum Night)
- PTA Bingo Night
- Parent/Teacher Conferences
- Book Fair
- Report Cards
- Parent CEE Survey (paper/pencil or online)

SIP Template

Activities during Winter:

- Holiday Giving Event
- Food Drive
- Report cards
- Recruiting parents volunteers
- PTA Meetings
- Family Dance Night

Activities during Spring:

- Kindergarten Orientation
- Kindergarten Family Night
- Family BBQ
- Run-a-thon/Hawk run (fundraiser for PTA)
- Kids' Day (through Family Engagement Liaison w/summer giveaway materials)
- Multicultural Night (through Family Engagement Liaison)
- Volunteer Recognition
- Report Cards
- Math Fact Flash Cards and summer materials/resources sent home
- 5th grade & Kindergarten Graduation

Activities all year long:

- Phone, email contacts
- Award Assemblies (for Citizenship, Achievement, Attendance, etc.)
- Parent library
- Conferences as requested/needed
- Student materials
- PTA general and/or board meetings
- School newsletters
- Flyers, website posts and Facebook posts and reminders to inform of upcoming activities/events
- After school clubs
- Academic Technology Access (MobyMax, CODE.org, Typing Agent, Library website links)
- Library reading programs (Bookit, Mr. Welsh's Top Picks, PTA monthly reading logs)
- Skyward Parent Access

Activities outside of school:

- McTeacher Night
- Soccer for Success
- King County Library Summer Reading Program
- PTA events including Skate Nights

Student Transitions – SWT 2 & 3/LAP

- ECE to elementary: The ECE teacher initially meets with school administration, specialists, support staff and kindergarten teachers to communicate the most appropriate placement for each child as well as needed support for students transitioning from ECE to kindergarten. All identified services are maintained across that transition as noted in individual IEPs. At a second meeting, parents are invited to join their child's educational team in the planning process. In addition, ECE kids have the opportunity to join kindergarten classrooms for some days in the spring to build familiarity with Kindergarten teachers and procedures. Selected incoming kindergarteners are also invited to summer school, where readiness skills are taught over a period of three weeks. In the fall of students' kindergarten year, families are invited in for individual meetings with their child's kindergarten teacher. During this meeting families have the opportunity ask questions, teachers begin initial student assessments, and students have the opportunity to see their classroom and meet their teacher in the safety of their parents presence. This initial meeting serves as the foundation for ongoing home-school communication and an ongoing school family partnership.
- Elementary to middle school: Information relevant to parents of 5th grade students who transition to middle school is included in a designated section in the school newsletter. Every year, Gildo Rey 5th graders visit Mt. Baker Middle School in an effort to make transition to middle school easier. They get a first impression of the building and meet the middle school teachers, administrators and the principal. Transitioning students and their parents are invited to an information night with a Q and A opportunity with the Gildo Rey principal.

Assessment Decisions – SWT 3/LAP

Assessments are administered and analyzed regularly at Gildo Rey. Ongoing formative assessments are developed and analyzed within grade level teams and in cross grade level Professional Learning Communities. Instructional decisions are made based on student success in meeting specific learning targets and Common Core State Standards (CCSS). These assessments, both from curriculum materials and teacher-created materials, are used to guide instruction and determine student placement within intervention, benchmark, and/or enrichment groups.

Summative assessments, including end of unit tests, DIBELS, ELPA21 and SBA are all analyzed at the building-wide level. Results are used to provide feedback on success of instructional strategies and curricular materials.

DIBELS data is analyzed formally at least every 6 to 8 weeks by the instructional staff. For the majority of students, ongoing progress monitoring using DIBELS also occurs on a monthly basis. Our mid-year data provides information regarding students continuing to grow and red flags on students not growing or students that are in need of further intervention. Careful analysis at the student level leads to instructional changes.

Effective, Timely Assistance – SWT 2 &3/LAP

Student data is collected throughout the year, with benchmark assessments in reading and math occurring Fall, Winter, and Spring and progress monitoring occurring weekly to monthly. At Gildo Rey, we use a braided services model, aligning our ELL, SPED, and Title resources with the classroom teacher teams and working as a cohesive team to look at student need and provide services accordingly. Every 6 to 8 weeks, the instructional team for each grade level (Title, SPED, ELL, classroom teachers, TOSA, Instructional Specialist, Administrators) meet to review the data on a student by student basis. Students are rank ordered by the most recent data collected (DIBELS, SBA interims, EasyCBM, math module/domain assessments, etc). This rank order is then used to facilitate the discussion of placement into Differentiated Instruction (DI) groups for both reading and math. The grade level rank orders also identify students that are ELL and/or require SPED services. These considerations are taken into account as students are placed in DI groups (either Title, ELL, or SPED). Every student in our building participates in a DI Reading group (5 days per week) and a DIMath group (4-5 days per week depending on grade level). Students who are below benchmark are placed in groups with fewer students and highly skilled teachers, using materials and programs that are designed for Tier 2 and 3 learners. Additionally, the most struggling learners are also identified through the rank order to receive triple dip reading instruction (30 minutes, 4 days per week). Additionally, extended day reading and/or math programs are also available to provide further instruction for targeted groups of students based on benchmark and progress monitoring data.

Prioritized Challenges

The school SIP team completed a comprehensive data review. Historical data from as far back as 2010 was reviewed to identify trends in student achievement. The SIP team shared data with all staff at the data carousel. Staff reviewed data for DIBELS, SBA ELA, SBA Math, and attendance for all students as well as data pertaining to the subgroups of ELL and SPED. Within small groups, teams analyzed each category of data to identify and prioritize the challenges noted in the data. After the data carousel, the SIP team used the staff feedback to draft SMART Goals and the building decision making model was implemented in approving the SMART goals and action steps.

Math

Math MSP/SBA showed a downward trend overall from 2013 to 2017 from 90.3% average in 2013 to 75.3% average in 2017. Our SBA average pass rates were 15 percent below MSP pass rates.

Our special education population had a more significant deficit in student SBA passing rates as compared to the pass rates of all students and all other subgroups.

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The SBA claim data showed our students were stronger in concepts & procedures (claim 1) than problem solving (claim 2 and 4) and communicating & reasoning (claim 3). The claim data discrepancy trend was more extreme with our ELL subpopulation.

ELA

Both MSP/SBA data showed a downward trend overall from 2013 to 2017 from 85% average in 2013 to 64.3% average in 2017.

Our special education population had a more significant deficit in student SBA passing rates as compared to the pass rates of all students and all other subgroups.

SBA claim data showed we have fewer students above benchmark in writing (claim 2) than the other claims (Reading, Listening & Speaking, and Research).

DIBELs showed a similar trend, from 85.6% average in 2013 to 65% average in 2017.

Equity

An achievement gap exists in subgroups across ELA, Math, and Science. Subgroups that exhibit the greatest discrepancy are ELL, Pacific Islander, Special Education, and students that qualify for free and reduced lunch.

The overall average yearly attendance rate has been less than 95% and was consistently lower among the Native Hawaiian ethnic group than all other racial and ethnic groups.

Mobility rates have increased over the last three years, bringing mobility back to comparable numbers in 2012-13.

SMART Goal 1:

By June of 2021, 92% of the students at Gildo Rey will reach proficiency on the state ELA assessment.

SMART Goal 2:

By June of 2021, 94% of the students at Gildo Rey will reach proficiency on the state Math assessment.

SMART Goal 3:

By June of 2021, current ELL students at Gildo Rey will perform at the same proficiency level as all students as measured by the DIBELS assessment.

SMART Goal 1

Subject Area: ELA

Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	All of Gildo Rey's Pre K- 5 students are the target population. Enrollment has increased steadily over the last five years. The mobility rates have increased over the last three years, and the number of students who applied and qualified for free and reduced lunch is higher than the state and district averages. The percent of students identified as free/reduced remains high at approximately 75%. The ethnic data trends show an increase in two or more races, and an increase in our hispanic students, while our percent of Special Education students remains relatively stable. Over the last six years the percent of student being served as ELL has increased to approximately 41%. The average daily attendance remains at approximately 94%.
Our Reality: <i>(based on assessment data analysis)</i>	Over the last five years there was a downward trend with the percent of all students proficient on the MSP/Smarter Balanced Assessment in ELA.
Our SMART Goal: <i>(based on target population and your reality)</i>	By June of 2021, 92% of the students at Gildo Rey will reach proficiency on the state ELA assessment.

Action Plan

Action Step SWT 2,3,4/LAP	We will teach the CCSS using a balanced literacy approach, implementing district adopted and building created materials.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August: Wonders training--overview, Anita Archer, LID (District level)	Administrators will see teachers using Wonders materials and Anita Archer's instructional strategies in the classroom through walkthroughs, observations, and PLC conversations.	ASD DSL will provide professional development related to Wonders materials.	LID Day; August 28th
August: "State of the Union" data overview and SIP review (whole staff) Introduce Focus 5- how it relates to core and DI instruction. <ul style="list-style-type: none"> ● Preferential Seating ● Teach to Mastery ● Frequent student interaction ● Use formative and summative data to make instructional decisions. 	Administrators and teachers will engage in ongoing conversation around data and will be able to identify focus 5 students in the building. Administrators will see teachers implementing strategies to support focus 5 students.	Building Administrators will participate in /facilitate data meetings and conversations and monitor implementation of Focus 5 through walk throughs and observations.	Retreat, August 27th 6 Building Hours (shared with Smart Goal 3 Gildo Rey Way)

SIP Template

<p>August What is balanced literacy?</p> <ul style="list-style-type: none"> ● Writing Intro <ul style="list-style-type: none"> ○ CCSS grade level standards and vertical alignment ○ Common graphic organizers and language ○ Wonders and Step Up To Writing ○ K-1 Writing Continuum ● Foundational Skills ● Close Reading ● Comprehension ● Role of DI ● Unit planning/standards alignment 	<p>Administrators will see evidence of implementation of balanced literacy in all core classrooms.</p> <p>Evidence includes: teacher lesson plans, classroom observations and walkthroughs</p> <p>Teachers will implement balanced literacy in all core classrooms.</p>	<p>Building Administrators will communicate building tights for balanced literacy instruction.</p> <p>ELA Curriculum Adoption Committee Members will facilitate PD.</p>	<p>6 Bldg hours, August 30th</p>
<p>September Informational Writing K-2</p> <ul style="list-style-type: none"> ● Analysis of student writing and/or writing rubrics <p>3-5</p> <ul style="list-style-type: none"> ● Analysis of student writing ● Author's Craft 	<p>Administrators will see the agreed upon informational writing strategies, instructional routines, graphic organizers, in lesson plans, walkthroughs, classroom observations, and PLC conversations.</p> <p>Teachers will implement the agreed upon informational writing strategies, instructional routines, graphic organizers, assessments, etc.</p>	<p>IS/Title Specialist will find writing samples and writing guiding questions to support PLC leads</p> <p>Building Administrators will provide staff with writing samples and guiding questions a week prior to staff meeting</p> <p>PLC leads will facilitate PD and table talk.</p> <p>IS/Title Specialist will support implementation through PLC, planning, and coteaching.</p>	<p>Staff Meeting</p>
<p>October: Grade level unit planning/standards alignment using a common template</p>	<p>Teams will submit unit plans to administration who will provide feedback and additional support as needed.</p>	<p>Building Administrators will review unit plans and provide</p>	<p>PLC</p>

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<ul style="list-style-type: none"> • By the end of this unit, students will be able to... • Common Assessment and Rubric/Scoring Procedures • Standards focus is.. • Common Language and Vocabulary • Instructional Strategies 	<p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>feedback and additional support as needed.</p> <p>PLC Leads will facilitate grade level planning conversations</p> <p>ELA Curriculum Adoption Committee Members will support grade levels with Wonders program navigation</p>	
<p>October: Wonders Implementation</p> <ul style="list-style-type: none"> • Curriculum Implementation Support • Questions/Answers • Best Practices • Success Stories 	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members will collect teacher feedback and facilitate PD</p>	1 bldg hour
<p>November: Opinion Writing</p> <p>K-2</p> <ul style="list-style-type: none"> • Analysis of student writing and/or writing rubrics <p>3-5</p> <ul style="list-style-type: none"> • Analysis of student writing • Author's Craft 	<p>Administrators will see the agreed upon opinion writing strategies, instructional routines, graphic organizers, in lesson plans, walkthroughs, classroom observations, and PLC conversations.</p> <p>Teachers will implement the agreed upon opinion writing strategies, instructional routines, graphic organizers, assessments, etc.</p>	<p>IS/Title Specialist will find writing samples and writing guiding questions to support PLC leads</p> <p>Building Administrators will provide staff with writing samples and guiding questions a week prior to staff meeting</p>	1 Bldg Hour

SIP Template

		<p>PLC leads will facilitate PD and table talk.</p> <p>IS/Title Specialist will support implementation through PLC, planning, and coteaching.</p>	
<p>November: Grade level unit planning/standards alignment using a common template</p> <ul style="list-style-type: none"> ● By the end of this unit, students will be able to... ● Common Assessment and Rubric/Scoring Procedures ● Standards focus is.. ● Common Language and Vocabulary ● Instructional Strategies 	<p>Teams will submit unit plans on the template to administration who will provide feedback and additional support as needed.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will review unit plans and provide feedback and additional support as needed.</p> <p>PLC Leads will facilitate grade level planning conversations</p> <p>ELA Curriculum Adoption Committee Members will support grade levels with Wonders program navigation</p>	PLC
<p>December: Grade level unit planning/standards alignment using a common template</p> <ul style="list-style-type: none"> ● By the end of this unit, students will be able to... ● Common Assessment and Rubric/Scoring Procedures ● Standards focus is.. ● Common Language and Vocabulary ● Instructional Strategies 	<p>Teams will submit unit plans to administration who will provide feedback and additional support as needed.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will review unit plans and provide feedback and additional support as needed.</p> <p>PLC Leads will facilitate grade level planning conversations</p> <p>ELA Curriculum Adoption Committee Members will</p>	<p>PLC</p> <p>WERA Conference</p>

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		support grade levels with Wonders program navigation	
December: Wonders Implementation <ul style="list-style-type: none"> Curriculum Implementation Support Questions/Answers Best Practices Success Stories 	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members will collect teacher feedback and facilitate PD</p>	Staff Meeting
January: Narrative Writing K-2 <ul style="list-style-type: none"> Analysis of student writing and/or writing rubrics 3-5 <ul style="list-style-type: none"> Analysis of student writing Author's Craft 	<p>Administrators will see the agreed upon narrative writing strategies, instructional routines, graphic organizers, in lesson plans, walkthroughs, classroom observations, and PLC conversations.</p> <p>Teachers will implement the agreed upon narrative writing strategies, instructional routines, graphic organizers, assessments, etc.</p>	<p>IS/Title Specialist will find writing samples and writing guiding questions to support PLC leads.</p> <p>Building Administrators will provide staff with writing samples and guiding questions a week prior to staff meeting.</p> <p>PLC leads will facilitate PD and table talk.</p> <p>IS/Title Specialist will support implementation through PLC, planning, and coteaching.</p>	1 Bldg Hour

SIP Template

January: Grade level unit planning/standards alignment using a common template <ul style="list-style-type: none"> • By the end of this unit, students will be able to... • Common Assessment and Rubric/Scoring Procedures • Standards focus is.. • Common Language and Vocabulary • Instructional Strategies 	Teams will submit unit plans to administration who will provide feedback and additional support as needed. Administrators will look for implementation of unit plan through classroom observations and walkthroughs.	Building Administrators will review unit plans and provide feedback and additional support as needed. PLC Leads will facilitate grade level planning conversations ELA Curriculum Adoption Committee Members will support grade levels with Wonders program navigation	PLC
February: Grade level unit planning/standards alignment using a common template <ul style="list-style-type: none"> • By the end of this unit, students will be able to... • Common Assessment and Rubric/Scoring Procedures • Standards focus is.. • Common Language and Vocabulary • Instructional Strategies 	Teams will submit unit plans to administration who will provide feedback and additional support as needed. Administrators will look for implementation of unit plan through classroom observations and walkthroughs.	Building Administrators will review unit plans and provide feedback and additional support as needed. PLC Leads will facilitate grade level planning conversations ELA Curriculum Adoption Committee Members will support grade levels with Wonders program navigation	PLC
Wonders Implementation <ul style="list-style-type: none"> • Curriculum Implementation Support • Questions/Answers • Best Practices • Success Stories 	Teachers will apply new learning from the training in lesson plans and daily instruction.	Building Administrators will use walkthrough noticings to determine ongoing	Staff Meeting

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	Administrators will look for implementation of unit plan through classroom observations and walkthroughs.	needs and next steps. ELA Curriculum Adoption Committee Members will collect teacher feedback and facilitate PD	
March: Grade level unit planning/standards alignment using a common template <ul style="list-style-type: none"> • By the end of this unit, students will be able to... • Common Assessment and Rubric/Scoring Procedures • Standards focus is.. • Common Language and Vocabulary • Instructional Strategies 	Teams will submit unit plans to administration who will provide feedback and additional support as needed. Administrators will look for implementation of unit plan through classroom observations and walkthroughs.	Building Administrators will review unit plans and provide feedback and additional support as needed. PLC Leads will facilitate grade level planning conversations ELA Curriculum Adoption Committee Members will support grade levels with Wonders program navigation	PLC
April: Grade level unit planning/standards alignment using a common template <ul style="list-style-type: none"> • By the end of this unit, students will be able to... • Common Assessment and Rubric/Scoring Procedures • Standards focus is.. • Common Language and Vocabulary • Instructional Strategies 	Teams will submit unit plans to administration who will provide feedback and additional support as needed. Administrators will look for implementation of unit plan through classroom observations and walkthroughs.	Building Administrators will review unit plans and provide feedback and additional support as needed. PLC Leads will facilitate grade level planning conversations ELA Curriculum Adoption Committee Members will support grade	PLC

SIP Template

		levels with Wonders program navigation	
April: Wonders Implementation <ul style="list-style-type: none"> Curriculum Implementation Support Questions/Answers Best Practices Success Stories 	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members will collect teacher feedback and facilitate PD</p>	Staff Meeting
May: Grade level vertical alignment conversations <ul style="list-style-type: none"> Grade Level Transition Loops Instructional Practices and Vocabulary Scope and Sequence 	<p>Observation of more tightly aligned language, routines, and strategies on either side of each looping team.</p> <p>Instruction by LSC staff and core classroom teachers will be tightly aligned and will utilize research validated best practice. Changes made in core will be clearly communicated and agreed on by the grade level team and LSC team. Students will not experience confusion about taught strategies or vocabulary, as those will be completely aligned.</p>	<p>Building Administrators and LSC leadership will support conversations.</p> <p>PLC Leads will facilitate transition/looping conversations</p>	PLC
Wonders Implementation <ul style="list-style-type: none"> Curriculum Implementation Support Questions/Answers Best Practices Success Stories 	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption</p>	Staff Meeting

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		Committee Members will collect teacher feedback and facilitate PD	
June: Wonders Implementation <ul style="list-style-type: none"> Curriculum Implementation Support Questions/Answers Best Practices Success Stories 	Teachers will apply new learning from the training in lesson plans and daily instruction. Administrators will look for implementation of unit plan through classroom observations and walkthroughs.	Building Administrators will use walkthrough noticings to determine ongoing needs and next steps. ELA Curriculum Adoption Committee Members will collect teacher feedback and facilitate PD	Staff Meeting
Action Step SWT 2,3,4/LAP	We will use explicit instruction and active participation practices daily.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August: Instructional time and Routines	Grade level teams will determine time management for 90 minute ELA Core instruction. Set daily schedules for each grade level. Teachers will be Introduced to the Instructional Routines Handbook and best practices from Anita Archer training. Administrators will see the instructional routines, in lesson plans, walkthroughs, classroom observations, and PLC conversations.	Building Administrators will use walkthrough noticings to determine ongoing needs and next steps. ELA Curriculum Adoption Committee Members and the Visible Learning team will collect teacher feedback and facilitate PD.	(1.5 bldg hrs shared with Smart Goal 2)

SIP Template

<p>September: Instructional routines *wrap in foundational skills</p>	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members and Visible Learning Team will collect teacher feedback and facilitate PD</p> <p>Classroom teachers using strong routines will facilitate PD</p>	<p>Staff Meeting</p>
<p>November: Instructional routines *wrap in foundational skills</p>	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members and Visible Learning Team will collect teacher feedback and facilitate PD</p> <p>Classroom teachers using strong routines will facilitate PD</p>	<p>Staff Meeting</p>

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<p>December: Instructional routines *wrap in foundational skills</p>	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members and Visible Learning Team will collect teacher feedback and facilitate PD</p> <p>Classroom teachers using strong routines will facilitate PD</p>	<p>Staff Meeting</p>
<p>January: Instructional routines *wrap in foundational skills</p>	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members and Visible Learning Team will collect teacher feedback and facilitate PD</p> <p>Classroom teachers using strong routines will facilitate PD</p>	<p>Staff Meeting</p>

SIP Template

<p>February: Instructional routines *wrap in foundational skills</p>	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members and Visible Learning Team will collect teacher feedback and facilitate PD</p> <p>Classroom teachers using strong routines will facilitate PD</p>	<p>Staff Meeting</p>
<p>March: Instructional routines *wrap in foundational skills</p>	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members and Visible Learning Team will collect teacher feedback and facilitate PD</p> <p>Classroom teachers using strong routines will facilitate PD</p>	<p>Staff Meeting</p>

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<p>April: Instructional routines *wrap in foundational skills</p>	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members and Visible Learning Team will collect teacher feedback and facilitate PD</p> <p>Classroom teachers using strong routines will facilitate PD</p>	<p>Staff Meeting</p>
<p>June: Instructional routines *wrap in foundational skills</p>	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of unit plan through classroom observations and walkthroughs.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>ELA Curriculum Adoption Committee Members and Visible Learning Team will collect teacher feedback and facilitate PD</p> <p>Classroom teachers using strong routines will facilitate PD</p>	<p>Staff Meeting</p>
<p>Alignment to District Improvement: <u>Engage: Connect students to their schools and learning.</u> 3. Involve students in establishing ownership for their own learning. • Cultivate each student's purpose for learning by providing meaningful academic support, tools and resources. <u>Educate: Ensure relevant learning, high achievement and graduation for each student.</u></p>			

SIP Template

1. Hold ourselves accountable for each student's learning and graduation.
 - Partner with students who need additional time and support to meet grade level goals to have input in and access to achieve these goals.
2. Ensure all students experience relevant and rigorous instruction.
 - Implement seven principles of culturally responsive teaching in all classrooms.
 - Enact systemic plans for curriculum review, pilot, adoption and implementation that support culturally responsive classrooms.
 - Leverage technology, activities and instructional strategies that lead to improved student outcomes.
3. Ensure equitable access to learning opportunities.
 - Maximize learning time for all students through the use of culturally responsive classroom and school management strategies.
 - Measure and expect progress in access to resources and equity in student outcomes over time.

Empower: Enable students and staff to thrive now and in the future

1. Ensure each student has a personally relevant PK-12 educational program.
 - Strengthen transitions between PreK-K, grades 5-6, grades 8-9 and high school and postsecondary options.
2. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics in addition to core academic skills.
 - Support the development of these competencies by leveraging all content area coursework (including the arts, career and technical education, etc.) and extracurricular opportunities.
 - Leverage 1:1 technology to empower students in communication, critical thinking, collaboration, creativity and digital citizenship.
3. Elevate professional practice by investing in staff and leaders.
 - Utilize the instructional framework, leadership framework and other evaluation tools to provide a shared focus for continued professional growth for all staff.

SMART Goal 2

Subject Area: **Math**

Target Population:
(based on demographic,
discipline and attendance
data analysis)

All of Gildo Rey's Pre K- 5 students are the target population. Enrollment has increased steadily over the last five years. The mobility rates have increased over the last three years, and the number of students who applied and qualified for free and reduced lunch is higher than the state and district averages. The percent of students identified as free/reduced remains high at approximately 75%. The ethnic data trends show an increase in two or more races, and an increase in our hispanic students, while our percent of Special Education students remains relatively stable. Over the last six years the percent of student being served as ELL has increased to approximately 41%. The average daily attendance remains at approximately 94%.

Our Reality: (based on
assessment data analysis)

Over the last five years there was a downward trend with the percent of all students proficient on the MSP/Smarter Balanced Assessment in Math.

Gildo Rey SIP Plan 2023-2024

Our SMART Goal: (based on target population and your reality)	By June of 2021, 94% of the students at Gildo Rey will reach proficiency on the state Math assessment.		
Action Plan			
Action Step SWT 2,3,4/LAP	We will teach the CCSS using the balanced math model in no less than a 60-minute core math block daily.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August: What is balanced math? <ul style="list-style-type: none">● Fact Fluency● Skills and Concepts● Problem Solving	Administrators will see evidence of implementation of balanced math in all core classrooms. Evidence includes: teacher lesson plans, classroom observations and walkthroughs Teachers will implement balanced math in all core classrooms.	Building Administrators will communicate building tights for balanced math instruction. Math instructional leaders will facilitate PD.	August 30th 1.5 Building Hour
September: Learning Targets and Success Criteria	Administrators will see evidence of implementation of learning targets and success criteria for math lessons in core classrooms and DI groups. Evidence includes: teacher lesson plans, classroom observations, and walkthroughs.	Building Administrators will complete one observation cycle for a math lesson and provide specific feedback as it relates to learning targets and success criteria. The Visible Learning Team will facilitate PD.	Staff Meeting
January: Learning Targets and Success Criteria	Administrators will see evidence of implementation of learning targets and success criteria for each math lesson in all core classrooms and DI groups.	Building Administrators will complete one observation cycle for a math lesson and provide specific feedback as it relates to learning targets and success criteria.	Staff Meeting

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	<p>Evidence includes: teacher lesson plans, classroom observations, and walkthroughs.</p> <p>Students will be able to restate the learning target in their own words and articulate how they will know when they have learned/met it.</p>	The Visible Learning Team will facilitate PD.	
Action Step SWT 2,3,4/LAP	We will use explicit instruction and active participation practices daily.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August: Instructional time	<p>Grade level teams will determine time management for 60 minute Math Core instruction. Set daily schedules for each grade level.</p> <p>Teachers will be Introduced to Anita Archer Explicit Instruction book and implement learning from PD into daily instruction.</p> <p>Administrators will see the instructional routines, in lesson plans, walkthroughs, classroom observations, and PLC conversations.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>Math Instructional Leaders will facilitate PD.</p>	.5 Building Hours

August: Instructional Routines	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC and data meeting conversations.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>Math Instructional Leaders and Visible Learning Team will collect teacher feedback and facilitate PD</p> <p>Classroom teachers using strong routines will facilitate PD</p>	1 Building Hour
September: Instructional Routines	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC and data meeting conversations.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>Math Instructional Leaders and Visible Learning Team will collect teacher feedback and facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Staff Meeting
November: Instructional Routines	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>Math Instructional Leaders and Visible Learning Team will collect teacher</p>	Staff Meeting

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	and data meeting conversations.	feedback and facilitate PD. Classroom teachers using strong routines will facilitate PD.	
December: Instructional Routines	Teachers will apply new learning from the training in lesson plans and daily instruction. Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC and data meeting conversations.	Building Administrators will use walkthrough noticings to determine ongoing needs and next steps. Math Instructional Leaders and Visible Learning Team will collect teacher feedback and facilitate PD. Classroom teachers using strong routines will facilitate PD.	Staff Meeting
January: Instructional Routines	Teachers will apply new learning from the training in lesson plans and daily instruction. Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC and data meeting conversations.	Building Administrators will use walkthrough noticings to determine ongoing needs and next steps. Math Instructional Leaders and Visible Learning Team will collect teacher feedback and facilitate PD. Classroom teachers using strong routines will facilitate PD.	Staff Meeting

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February: Instructional Routines	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC and data meeting conversations.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>Math Instructional Leaders and Visible Learning Team will collect teacher feedback and facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Staff Meeting
March: Instructional Routines	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC and data meeting conversations.</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>Math Instructional Leaders and Visible Learning Team will collect teacher feedback and facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Staff Meeting
April: Instructional Routines	<p>Teachers will apply new learning from the training in lesson plans and daily instruction.</p> <p>Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC</p>	<p>Building Administrators will use walkthrough noticings to determine ongoing needs and next steps.</p> <p>Math Instructional Leaders and Visible Learning Team will collect teacher</p>	Staff Meeting

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	and data meeting conversations.	feedback and facilitate PD. Classroom teachers using strong routines will facilitate PD.	
May: Instructional Routines	Teachers will apply new learning from the training in lesson plans and daily instruction. Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC and data meeting conversations.	Building Administrators will use walkthrough noticings to determine ongoing needs and next steps. Math Instructional Leaders and Visible Learning Team will collect teacher feedback and facilitate PD. Classroom teachers using strong routines will facilitate PD.	Staff Meeting
June: Instructional Routines	Teachers will apply new learning from the training in lesson plans and daily instruction. Administrators will look for implementation of instructional routines through lesson plans, classroom observations, walkthroughs and PLC and data meeting conversations.	Building Administrators will use walkthrough noticings to determine ongoing needs and next steps. Math Instructional Leaders and Visible Learning Team will collect teacher feedback and facilitate PD. Classroom teachers using strong routines will facilitate PD.	Staff Meeting
Alignment to District Improvement: <u>Engage: Connect students to their schools and learning.</u> 3. Involve students in establishing ownership for their own learning. <ul style="list-style-type: none"> • Cultivate each student's purpose for learning by providing meaningful academic support, tools and resources. 			

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Educate: Ensure relevant learning, high achievement and graduation for each student.

1. Hold ourselves accountable for each student's learning and graduation.
 - Partner with students who need additional time and support to meet grade level goals to have input in and access to achieve these goals.
2. Ensure all students experience relevant and rigorous instruction.
 - Implement seven principles of culturally responsive teaching in all classrooms.
 - Enact systemic plans for curriculum review, pilot, adoption and implementation that support culturally responsive classrooms.
 - Leverage technology, activities and instructional strategies that lead to improved student outcomes.
3. Ensure equitable access to learning opportunities.
 - Maximize learning time for all students through the use of culturally responsive classroom and school management strategies.
 - Measure and expect progress in access to resources and equity in student outcomes over time.

Empower: Enable students and staff to thrive now and in the future

1. Ensure each student has a personally relevant PK-12 educational program.
 - Strengthen transitions between PreK-K, grades 5-6, grades 8-9 and high school and postsecondary options.
2. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics in addition to core academic skills.
 - Support the development of these competencies by leveraging all content area coursework (including the arts, career and technical education, etc.) and extracurricular opportunities.
 - Leverage 1:1 technology to empower students in communication, critical thinking, collaboration, creativity and digital citizenship.
3. Elevate professional practice by investing in staff and leaders.
 - Utilize the instructional framework, leadership framework and other evaluation tools to provide a shared focus for continued professional growth for all staff.

SMART Goal 3			
This goal supports the development of a culture of six exceptional systems where			
Subject Area: Cultural of Universal Achievement			
Target Population: <i>(based on demographic, discipline and attendance data analysis)</i>	Gildo Rey’s English Language Learners are the target population. Over the last six years the percent of students identified as ELL increased to approximately 41%.		
Our Reality: <i>(based on assessment data analysis)</i>	Gildo Rey has a discrepancy in the performance of ELL students on the DIBELS assessment compared to non ELL students. This discrepancy exists across all grade levels.		
Our SMART Goal: <i>(based on target population and your reality)</i>	By June of 2021, current ELL students at Gildo Rey will perform at the same proficiency level as all students as measured by the DIBELS assessment.		
Action Plan			
Action Step SWT 2,3,4/LAP	We will create collective teacher efficacy by writing and agreeing on a statement of the “Gildo Rey Way”. It will include strategies and beliefs from NEU, Capturing Kids’ Hearts, and Deep Equity.		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August: Intro of framework to development the “Gildo Rey Way” using No Excuses University (NEU) culture of universal achievement. (book study) Chapters 1-10 First weeks of school routines, procedures and class meetings.	All staff will participate in the creation and implementation of the Gildo Rey Endorsement. Teachers will implement the agreed upon tights for school routines, procedures, and class meetings. Administrators will sign all classroom social contracts and monitor for evidence of student learning and adherence to building wide expectations and routines.	Building Leadership Team (BLT) will collaborate with building administration to plan and present PD. Administrators will set tights for first days of school.	August Day 6 building hours

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September: Learning Support Center (LSC) model <ul style="list-style-type: none"> • NEU book study- Chapter 6 • RTI • Student Support Team (SST)/Case Study 	<p>Teachers will use the information gained from PD to make data-driven instructional decisions in core and participate in data meetings to maximize the resources available to students in DI groups.</p> <p>Administrators will attend data meetings to support implementation of LSC model.</p>	<p>LSC Cert Staff and counselor will plan and facilitate PD.</p>	<p>1 building hour</p> <p>(looking for day when LSC staff are present)</p>
October: Formative and summative assessment <ul style="list-style-type: none"> • NEU book study- Chapter 8 • What is formative assessment? • What is summative assessment? • Balance between formal and informal formative assessment 	<p>Teachers will demonstrate the understanding between formative and summative assessment as shown through lesson plans, PLC conversations, and data meetings.</p> <p>Administrators will look for evidence of understanding of formative and summative assessments as seen in classroom observations and walkthroughs.</p>	<p>LSC Cert Staff will plan and facilitate PD.</p>	<p>2 Staff Meetings</p>
November: Set up for parent-teacher conferences <ul style="list-style-type: none"> • How do we engage families during conferences? • Building-wide tights • NEU book study 	<p>Teachers will implement engagement strategies to improve conference attendance.</p> <p>Administrators will determine the building tights.</p>	<p>Building Administration and BLT will lead PD</p> <p>Classroom teachers will turn in conference attendance data</p>	<p>Staff Meeting- Prior to Conferences</p>
December: (NEU book study, NEU Endorsement, Building of Gildo Rey Way) <ul style="list-style-type: none"> • Deep Equity- Phase 4 Classroom Implications and Applications • Seven Principles for Culturally Responsive Teaching. • CEL 5-D/Culturally Responsive Teaching Document. • NEU book study 	<p>Teachers will learn about the 7 principles for culturally responsive teaching.</p> <p>Administrators will look for evidence of understanding of the 7 principles for culturally responsive teaching in classroom walkthroughs, and as seen in lesson plans, PLC conversations, and data meetings.</p>	<p>Deep Equity Cohort 1 and Cohort 2 will facilitate PD.</p>	<p>Staff Meeting</p>

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<p>February: Data State of the Union (staff mtg)</p> <ul style="list-style-type: none"> • NEU book study 	<p>Teachers and Administrators will review mid year data points looking for patterns of growth/trends.</p> <p>Teachers will use the information gained from the State of the Union PD to make data-driven instructional decisions for core and DI, and participate in data meetings to maximize the resources available to students in DI groups.</p>	<p>Administration and LSC Leadership will share building wide data.</p> <p>Data team will share discipline data. AP will share attendance data.</p> <p>Grade Levels will share a data point they are proud of and an area of growth for Feb.-June</p>	<p>Staff Meeting</p>
<p>March: Using formative and summative assessments to inform instruction (staff meeting)</p> <ul style="list-style-type: none"> • NEU book study 	<p>Teachers will demonstrate the understanding between formative and summative assessment as shown through lesson plans, PLC conversations, and data meetings.</p> <p>Administrators will look for evidence of understanding formative and summative assessments as seen in classroom observations and walkthroughs.</p>	<p>LSC Cert. Staff will plan and facilitate PD.</p>	<p>Staff Meeting</p>
<p>April: (NEU book study, NEU Endorsement, Building of Gildo Rey Way)</p> <ul style="list-style-type: none"> • NEU book Study • Gildo Rey Next Steps 	<p>All staff will participate in the creation and implementation of the Gildo Rey Endorsement.</p>	<p>Building Leadership Team (BLT) will collaborate with building administration to plan and present PD.</p>	<p>Staff Meeting</p>

Action Step SWT 2,3,4/LAP		We will use language acquisition strategies and practices daily, across all content areas.		
Evidence of Implementation		Evidence of Impact	Leadership Responsibility	PD
September: WOW (World of Words) <ul style="list-style-type: none"> • Instructional planning • Instructional strategies and best practices to support ELLs 		<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs</p>	<p>WOW Trained Certificated Staff</p> <p>Classroom teachers using strong routines will facilitate PD.</p> <p>ELL Certificated Staff</p>	Teacher collaboration time during WAC.
October: GLAD/SIOP (bldg hrs)		<p>Teachers will apply GLAD/SIOP strategies to lesson plans and daily instruction.</p> <p>ELL certs will gather feedback and noticings to plan ongoing PD.</p> <p>Administrators will look for implementation of GLAD/SIOP strategies through classroom observations and walkthroughs.</p>	<p>ELL Certificated Staff will facilitate PD.</p> <p>Building administrators will look for implementation of GLAD/SIOP strategies through teacher lesson plans, classroom observations and walkthroughs.</p>	1 Building Hour
October: WOW (World of Words) <ul style="list-style-type: none"> • Instructional planning • Instructional strategies and best practices to support ELLs 		<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs.</p>	<p>Wow Trained Certificated Staff and ELL Certificated Staff will facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Teacher collaboration time during WAC.
November: WOW (World of Words) <ul style="list-style-type: none"> • Instructional planning • Instructional strategies and best practices to support ELLs 		<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs.</p>	<p>Wow Trained Certificated Staff and ELL Certificated Staff will facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Teacher collaboration time during WAC.

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December: WOW (World of Words) <ul style="list-style-type: none"> • Instructional planning • Instructional strategies and best practices to support ELLs 	<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs.</p>	<p>Wow Trained Certificated Staff and ELL Certificated Staff will facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Teacher collaboration time during WAC.
January: WOW (World of Words) <ul style="list-style-type: none"> • Instructional planning • Instructional strategies and best practices to support ELLs 	<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs.</p>	<p>Wow Trained Certificated Staff and ELL Certificated Staff will facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Teacher collaboration time during WAC.
February: WOW (World of Words) <ul style="list-style-type: none"> • Instructional planning • Instructional strategies and best practices to support ELLs 	<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs.</p>	<p>Wow Trained Certificated Staff and ELL Certificated Staff will facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Teacher collaboration time during WAC.
March: WOW (World of Words) <ul style="list-style-type: none"> • Instructional planning • Instructional strategies and best practices to support ELLs 	<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs.</p>	<p>Wow Trained Certificated Staff and ELL Certificated Staff will facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Teacher collaboration time during WAC.
March: GLAD/SIOP (bldg hrs)	<p>Teachers will apply GLAD/SIOP strategies to lesson plans and daily instruction.</p> <p>ELL certs will gather feedback and noticings to plan ongoing PD.</p>	<p>ELL Certificated Staff will facilitate PD.</p> <p>Building administrators will look for implementation of</p>	1 Building Hour

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	Administrators will look for implementation of GLAD/SIOP strategies through classroom observations and walkthroughs.	GLAD/SIOP strategies through teacher lesson plans, classroom observations and walkthroughs.	
April: WOW (World of Words) <ul style="list-style-type: none"> Instructional planning Instructional strategies and best practices to support ELLs 	<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs.</p>	<p>Wow Trained Certificated Staff and ELL Certificated Staff will facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Teacher collaboration time during WAC.
May: WOW (World of Words) <ul style="list-style-type: none"> Instructional planning Instructional strategies and best practices to support ELLs 	<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs.</p> <p>Administrators and teachers will analyze ELPA21 scores to formulate new action steps for next year's language acquisition goal.</p>	<p>Wow Trained Certificated Staff and ELL Certificated Staff will facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Teacher collaboration time during WAC.
June: WOW (World of Words) <ul style="list-style-type: none"> Instructional planning Instructional strategies and best practices to support ELLs 	<p>Teachers will implement WOW curriculum in core classrooms using a variety of language acquisition strategies.</p> <p>Building administrators will look for implementation of curriculum through classroom observations and walkthroughs.</p>	<p>Wow Trained Certificated Staff and ELL Certificated Staff will facilitate PD.</p> <p>Classroom teachers using strong routines will facilitate PD.</p>	Teacher collaboration time during WAC.
Alignment to District Improvement: Engage: Connect students to their schools and learning. <ol style="list-style-type: none"> Build student, family and community relationships and partnerships. <ul style="list-style-type: none"> Create a culturally responsive, inclusive and welcoming environment across the district. Create safe and supportive learning environments that result in high levels of daily attendance and engagement. <ul style="list-style-type: none"> Create an environment that is culturally inclusive of students, staff and families. Address student safety through social, emotional and physical wellness. Establish practices to stretch students in their learning. 			

3. Involve students in establishing ownership for their own learning.
 - Apply practices that reflect a growth-mindset in the belief that each student can achieve at high levels.
 - Cultivate each student's purpose for learning by providing meaningful academic support, tools and resources.
4. Enrich and support the whole child through a range of curricular and extracurricular opportunities.
 - Reflect student culture in curriculum and environment.

Educate: Ensure relevant learning, high achievement and graduation for each student.

1. Hold ourselves accountable for each student's learning and graduation.
 - Partner with students who need additional time and support to meet grade level goals to have input in and access to achieve these goals.
 - Recognize student growth and accomplishments in academics, extracurricular activities and behavior.
2. Ensure all students experience relevant and rigorous instruction.
 - Implement seven principles of culturally responsive teaching in all classrooms.
 - Enact systemic plans for curriculum review, pilot, adoption and implementation that support culturally responsive classrooms.
 - Leverage technology, activities and instructional strategies that lead to improved student outcomes.
3. Ensure equitable access to learning opportunities.
 - Maximize learning time for all students through the use of culturally responsive classroom and school management strategies.
 - Measure and expect progress in access to resources and equity in student outcomes over time.

Empower: Enable students and staff to thrive now and in the future

1. Ensure each student has a personally relevant PK-12 educational program.
 - Strengthen transitions between PreK-K, grades 5-6, grades 8-9 and high school and postsecondary options.
 - Ensure that staff develop relationships with students and families that foster engagement in their education.
2. Ensure students achieve competency in communication, critical thinking, collaboration, creativity, character and civics in addition to core academic skills.
 - Support the development of these competencies by leveraging all content area coursework (including the arts, career and technical education, etc.) and extracurricular opportunities.
 - Strengthen students' character, civic development and social emotional learning.
3. Elevate professional practice by investing in staff and leaders.
 - Strengthen staff capacity to utilize a growth mindset to educate students.

Planning and Implementation Calendar for 2023-2024

Color Coding: **Goal 1** **Goal 2** **Goal 3**

Month	Building 28+6 principal's hours (34) Data Meetings = 13 Building Hours	Staff Meetings	WAC Collaboration Time	District/Waiver Days	PLCs	BLT Meetings
Count#	34	23			8	10
August	-State of the Union & Focus 5 Review (6 shared with Gildo Rey Way on August 27th) -Balanced Literacy (6 August 30) -What is Balanced Math? (1.5 August 30th) -Instructional Time (.5 August 29th (include ELA) -Instructional Routines (1.0 August) -Gildo Rey Way (6 August 27th)			-Wonders Training (LID Day)		
September	-Learning Support Center Model (1)	-Informational Writing -Instructional Routines -Learning Targets & Success Criteria	-WOW Materials K-1			-Plan for next month's PD. -ELA focus -NEU Book Study
October	-Wonders Implementation (1) -Glad/SIOP Training (1)	-Formative & Summative Assessment -Formative & Summative Assessment	-WOW Materials K-1		-Grade Level Unit Planning and Standards Alignment	-Plan for next month's PD. -ELA focus -NEU Book Study

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November	-Opinion Writing (1)	-Instructional Routines -Parent/Teacher Conferences	-WOW Materials K-1		-Grade Level Unit Planning and Standards Alignment	-Plan for next month's PD. -ELA focus -NEU Book Study
December		-Instructional Routines -Gildo Rey Way -Wonders Implementation	-WOW Materials K-1		-Grade Level Unit Planning and Standards Alignment	-Plan for next month's PD. -ELA focus -NEU Book Study -Prep for Data State of the Union
January	-Narrative Writing (1)	-Instructional Routines -Learning Targets & Success Criteria	-WOW Materials K-1		-Grade Level Unit Planning and Standards Alignment	-Plan for next month's PD. -ELA focus -NEU Book Study -Prep for Data State of the Union
February		-Instructional Routines -Data State of the Union -Wonders Implementation	-WOW Materials K-1		-Grade Level Unit Planning and Standards Alignment	-Plan for next month's PD. -ELA focus -NEU Book Study -SIP planning for 2019/2020
March	-Glad/SIOP Training (1)	-Instructional Routines -Formative & Summative Assessment	-WOW Materials K-1		-Grade Level Unit Planning and Standards Alignment	-Plan for next month's PD. -ELA focus -NEU Book Study
April		-Instructional Routines -Gildo Rey Way -Wonders Implementation	-WOW Materials K-1		-Grade Level Unit Planning and Standards Alignment	-Plan for next month's PD. -ELA focus -NEU Book Study

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May		-Wonders Implementation	-WOW Materials K-1		-Grade Level Vertical Alignment	-Plan for next month's PD. -ELA focus -NEU Book Study
June		-Instructional Routines -Wonders Implementation	-WOW Materials K-1			Finalize 2023-2024