

<b>READING Goal</b>	All students will demonstrate an increase in reading comprehension as measured by the NWEA reading assessment.
<b>STRATEGIES</b>	Push-In Support and Coaching from the Support Staff and the District Coordinator/ Daily 5 and CAFÉ instruction

INTERVENTIONS	ED	SWD	ELL	30% Focus
	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• Small group Instruction</li> <li>• Differentiated instruction</li> <li>• Summer school</li> <li>• 21<sup>st</sup> Century ACCESS tutoring</li> <li>• AVID program</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• Co-teaching</li> <li>• Homework assistance in community center</li> <li>• Focusing on academic vocabulary</li> <li>• Read 180 Program</li> <li>• Summer school</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• Small group instruction</li> <li>• Differentiated instruction</li> <li>• Focusing on academic vocabulary</li> <li>• Summer school</li> <li>• AVID program</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• Differentiated instruction</li> <li>• Focusing on academic vocabulary</li> <li>• Summer school</li> <li>• AVID program</li> </ul>

<b>PD FOCUS</b>	Reading Apprenticeship	Language and Literacy/SIOP	Close and Critical Reading	Common Core and Student Learning Targets
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<b>Salina Intermediate's READING GOAL</b>		
All students will demonstrate an increase in reading comprehension as measured by the NWEA reading assessment.		
<b>Strategies for reaching the goal: Tier I</b>	<b>Responsible Party</b>	<b>Timeline</b>
<i>Reading will be taught in mini-lessons grades 4-6 using the district mandated readers workshop model (daily5/CAFE) and 7-8th grade will use Readers Apprenticeship model. Emphasis on flexible strategy groups, comprehension strategies, re-teaching based on progress monitoring.</i>		
<b>Strategy 1. Utilize the QAR (Question Answer Relationship strategy to strengthen comprehension during reading across the curriculum.</b>	All Staff and Resource Teachers	Sept-June
<i>Steps to implement QAR (Activities)</i>		
1. Have all staff trained in QAR at the beginning of each school year.	Resource Teachers staff	Sept- of every school year
2. Resource Teachers and support staff will push into classrooms to model QAR, work in small group and re-teach at-risk students.	All Resource Teachers and support staff	Throughout the year
3. Staff in all core areas will continue to		

implement QAR throughout each month to ensure the students retain the practice and learning.	All Staff and Resource Teachers	Sept-June
<b>Strategy 2. Implement Close and Critical strategies throughout all grade levels.</b>	All Staff/ MTSS/support staff.	On-going
<i>Steps to implement Close and Critical (Activities)</i>		
1. Have all staff trained in Close and Critical as needed.	Resource Teachers	On-going
2. Staff will continue to implement Close and Critical consistently to ensure the students retain the practice/strategy.	All ELA teachers	On-going
<b>Strategy 3. Utilize Cornell Notes for effective note taking to strengthen comprehension</b>	AVID coordinator: Samir Dakhlallah	
<i>Steps to implement Cornell Notes</i>		
1. Staff professional development will be provided on the implementation of Cornell Notes	Samir Dakhlallah/AVID team	At beginning of year and as needed
2. Staff will use Cornell Notes during lessons	All core content teachers and AVID elective class	On-going
<b>Additional steps for sub-groups/ struggling students: Tier II</b>	<b>Responsible Party</b>	<b>Timeline</b>
<i>Teaching that is additional to Tier 1 Differentiation</i>	All staff/ Resource Teachers	
QAR- small group instruction and re-teaching. Reading material at the students' level (good fit) Scaffold Questions/ and chunk questions in groups until the scaffolding can be removed slowly. Progress Monitor and Formative and Summative Assessments.	Classroom Teacher, Resource Teachers	On-going
Close and Critical: small group instruction and re-teaching. Reading material at the students' level (good fit) Scaffold Questions/ and chunk questions in groups until the scaffolding can be removed slowly. Needs determined by formative and summative assessments.	Classroom Teacher, Resource Teachers	On-going

For all Strategies and teaching...there needs to be added reinforcement for Tier 2 students- Small group instruction is non-negotiable. Push-in services or modeling by support staff always available. Short attainable goals based on formative Assessments, Progress monitoring weekly and adjust teaching based on Progress monitoring. If progress is not being made MTSS meeting will be scheduled.	All staff, Resource Teachers	Ongoing

<b>WRITING Goal</b>	All students will demonstrate an increase in their ability to communicate effectively in writing as measured by the local writing assessments.
<b>STRATEGIES</b>	<b>Push-In Support</b> and Coaching from the Support Staff and the District Coordinator/ <b>Daily 5 and CAFÉ instruction</b>

INTERVENTIONS	ED	SWD	ELL	30% Focus
	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• SAR</li> <li>• 6 + 1 Traits</li> <li>• Small group Instruction</li> <li>• AVID program</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• SAR</li> <li>• 6 + 1 Traits</li> <li>• Co-Teaching</li> <li>• Small group instruction</li> <li>• Read 180 program</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• SAR</li> <li>• 6 + 1 Traits</li> <li>• AVID program</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• SAR</li> <li>• 6 + 1 Traits</li> <li>• AVID program</li> </ul>

<b>PD FOCUS</b>	SAR (Short Answer Response) Across the Curriculum	Language and Literacy/ SIOP	Common Core and student learning targets
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## Salina Intermediate's WRITING GOAL

**All students will demonstrate an increase in their ability to communicate effectively in writing as measured by the local writing assessments.**

*All 4<sup>th</sup>-6<sup>th</sup> grade students will be taught using the district mandated model of Writer's Workshop. The writing will focus on the three text types, narrative, opinion/argumentative, and informational. As a school, we will be consistent in using common blueprints/ graphic organizers to teach these text types. Units will be delivered by teaching mini-lessons and will follow district pacing guides/curriculum expectations. All teachers will also teach the 6 traits of writing, explicitly at the beginning of each year and then throughout the year. 4th and 5th grade will follow the Dearborn Writing Framework Units.*

Strategy for reaching the goal: Tier I	Responsible Party	Timeline
<b>Strategy 1: Implement the 6+1 Traits of Writing Model across all grades and content areas</b>	Classroom Teachers/Resource Teachers	On-going
<i>Steps for Implementation:</i>		
1. Survey staff to determine level of knowledge of writing model	Resource Teachers	TBD
2. Provide multiple sessions of training (Use of PLC time as PD and Support)	Resource Teachers	On-going

3. Purchase materials to aid implementation	Resource Teachers and Administrators	On-going
4. Coach push-in to model and coach teachers	Resource Teachers	On-going
5. On-going progress monitoring to assess where students are with use of the model	Resource Teachers and Classroom Teachers	On-going
6. Additional Resource Teacher push-in to meet with students 1 on 1 in writing conferences	Resource Teachers and Classroom Teachers	On-going
7. Formative assessments to plan small group instruction and targeted interventions	Resource Teachers and Classroom Teachers	On-going

**Strategy 2: Implementation of the Short Answer Response (SAR) strategy for Constructed Response**

<i>Steps for Implementation:</i>	<b>Responsible Party</b>	<b>Timeline</b>
1. Provide multiple sessions of training (Use of PLC time as PD and Support)	Resource Teachers and Catherine Morrison	On-going
2. Coach push-in to model and coach teachers	Resource Teachers	On-going
3. Implement SAR Strategy into daily lessons a minimum of 1 time per week	All classroom teachers and core content teachers	On-going
4. Incorporate SAR questions into our classroom-based formative and summative assessments	All classroom teachers and core content teachers	On-going
5. Ongoing progress monitoring to assess where students are with use of the model	All classroom teachers and core content teachers	On-going
6. Additional Resource Teacher push-in to meet with students 1 on 1 in writing conferences	Resource teachers	On-going
7. Formative assessments to plan small group instruction and targeted interventions	All classroom teachers and core content teachers	On-going

**Strategy 3: Use common graphic organizers/blueprints in all grades and text types to ensure consistency**

<i>Steps for Implementation:</i>	<b>Responsible Party</b>	<b>Timeline</b>
1. Agree on common graphic organizers	Resource Teachers	On-going
2. Coaches push-in to model and coach teachers	Resource Teachers	On-going
3. Implement Graphic Organizers when prewriting/planning during the writing process	Classroom Teachers and Resource Teachers	On-going
<b>Additional steps for sub-groups or struggling students: Tier II</b>		
Small group intervention groups where writing is the focus	Classroom Teachers and Resource Teachers	On-going
Individual writing conferences	Classroom Teachers and Resource Teachers	On-going
Scaffolding by inserting sentence stems	Classroom Teachers and Resource Teachers	On-going
Add transition words into graphic organizers	Classroom Teachers and Resource Teachers	On-going
Additional guided practice with teacher small group or 1 to 1	Classroom Teachers and Resource Teachers	On-going

<b>MATH Goal</b>	All students will demonstrate an increase in math knowledge, skills, and applications as measured by the NWEA math assessment.
<b>STRATEGIES</b>	Push-In Support and Coaching from the Support Staff and the District Coordinator

INTERVENTIONS	ED	SWD	ELL	30% Focus
	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• SLOT</li> <li>• Small group work</li> <li>• Title 1 after school Tutor</li> <li>• AVID program</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• SLOT</li> <li>• Co-teaching</li> <li>• Small group/partner work</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• SLOT</li> <li>• Differentiated Instruction</li> <li>• Small group/partner work</li> <li>• AVID program</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP/Language and Literacy</li> <li>• SLOT</li> <li>• Small group/partner work</li> <li>• AVID program</li> </ul>

<b>PD FOCUS</b>	SLOT	Small Group Work/Centers	Language and Literacy/SIOP	Common Core and student learning targets
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<b>Salina Intermediate's MATH GOAL</b>		
<b>All students will demonstrate an increase in math knowledge, skills, and applications as measured by the NWEA math assessment.</b>		
Push-In Support and Coaching from the Leadership Team and the District Coordinator	<b>Responsible Party</b>	<b>Timeline</b>
<b>1. Implement the SLOT strategy in math in all grades to ensure that skills/ strategies are retained and previous taught material is reviewed to help in memory retention.</b>	All elementary and middle school math teachers/ teacher leader	On-going
<i>Steps to Implement SLOT</i>		
<b>Staff PD training on the SLOT program</b>	Rita Stragalis, Beth Dunleavy	As-needed for new staff members
<b>SLOT: Monday: present the mini-lesson for 15 minutes. Tuesday-Thursday: Reinforce the concept Friday: administer SLOT quiz</b>	All elementary and middle school math teachers/ teacher leader	On-going
<b>Implementing SLOT on weekly basis throughout school year.</b>	All elementary and middle school math teachers/ teacher leader	On-going
<b>2. Formative Assessment to drive instruction (whole group and small group).</b>	All elementary and middle school math teachers/ teacher leader	On-going
<i>Steps to implement formative assessment driven instruction</i>		
Attend PD Training on creating effective formative assessments.	All elementary and middle school math teachers/Trainers: Beth Dunleavy	Beth Dunleavy, on-going

Using effective formative assessments to guide instruction and plan for grouping	All elementary and middle school math teachers	On-going
Co-teaching and modeling push -in services by all support staff.	All teachers and Resource Teachers	On-going
<b>Additional steps for sub-groups or struggling students : Tier II</b>	<b>Responsible Party</b>	<b>Timeline</b>
<i>Students who are at- risk will all receive small group instruction or re-teaching. Target interventions will be determined by assessing students' functioning level. Data will be used to set short term goals for explicit target interventions. These students will be progress monitored weekly to determine if skill level and progress is on target. Any student that is not progressing adequately will be referred to the MTSS team for other intervention suggestions.</i>		
<b>1. Use of manipulatives- when appropriate</b>	All elementary and middle school math teachers/ co-teachers	On-going
<b>2. Showing math videos and on-line tutorials</b>	All elementary and middle school math teachers	On-going
<b>3. Writing out the steps to solve math problems</b>	All elementary and middle school math teachers/ co-teachers	On-going
<b>4. Small group instruction or Math Workshop Model</b>	All elementary and middle school math teachers/ co-teachers	On-going
<b>5. Draw pictures for deeper understanding</b>	All elementary and middle school math teachers/ co-teachers	On-going
<b>6. Utilize Cornell Notes for effective note taking to strengthen comprehension</b>	AVID coordinator-Samir Dakhallah	