



**Goal Statement:** In TUSD 202, we will increase the performance of every student as measured by district assessments, state assessments, and post-secondary data by providing teacher clarity in curriculum, creating rigorous and collaborative learning activities, increasing student efficacy, and personalizing learning.

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## **Student Achievement**

### **Strategies and Action Steps, 2021 - 2022**



*Strategy I:* TUSD 202 will ensure teacher clarity of the PK - 12 Bullseye Curriculum to enhance student learning.

*Action Step I:* Review, ensure, and refine teachers' understanding of Bullseye Curriculum.

*Action Step II:* Instructional teams will collaborate to identify instructional strategies and resources aligned to the Bullseye Curriculum, in order to facilitate classroom instruction.

*Action Step III:* Align common assessments to the Bullseye Curriculum, and analyze the results, to ensure student understanding and plan for future instruction.

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### **Strategies and Action Steps, 2021 - 2022**



**Strategy II:** TUSD 202 teachers will use relevant instructional practices that promote rigorous collaborative learning for all students in the classroom.

**Action Step I:** Provide learning opportunities for teachers on being culturally responsive in the classroom.

**Action Step II:** Provide learning opportunities for secondary teachers on how to integrate multiple WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies into a daily lesson/activity.

**Action Step III:** Provide learning opportunities for integrating multiple instructional strategies including inquiry and collaboration while teaching at the elementary level.

**Action Step IV:** Utilize the formative assessment data to guide and inform instruction.

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### Strategies and Action Steps, 2021 - 2022



**Strategy III:** TUSD 202 will empower all students to reach their full potential by setting goals, providing specific feedback, intervention, and enrichment to further their growth and development.

**Action Step I:** Initiate collaborative individual goal setting conversations between students and educators with a plan to monitor progress and make necessary adjustments in math and reading.

**Action Step II:** Utilize pre-assessments, teacher observations, student work and available data to determine which students require intervention and which enrichment.

**Action Step III:** Provide professional learning for teachers on providing personalized, positive, and specific feedback, such as aggressive monitoring, conferring, and small group instruction.

**Action Step IV:** Utilize SRSS-IE data, teacher observations, and parent input to identify students in need of more support in behavior or social-emotional learning and intervene.

**Action Step V:** Improve alternative and student support programs to decrease the number of non-graduates.

**Action Step IV:** Improve kindergarten readiness skills in students' birth to age five in literacy.