

Goal #1: By June 2018, 70% of all students at each grade level will have met the Student Growth Percentile (SGP) expectation of 50 or greater in the area of Reading as measured by the STAR Reading Assessment.

Action Steps/Monitoring Plan

| Step# | Strategies/Activities | Timeline | Team/Person Responsible |
|--------------|---|-------------------|--|
| 1 | Data Team Meetings: Staff will utilize various forms of data collected in order to create a culture of inquiry, while promoting continuous improvement, and accountability. | Monthly | Curriculum Coordinator/Grade Level Teams |
| 2 | ELA Content Team Discussion PLCs: Support and collaborate with team/ PLC in order to address areas of strength and weakness within STAR. | Monthly | Curriculum Coordinator/Academic Deans/ELA Teachers |
| 3 | Reading Specialist: supports, supplements and collaborates with classroom teachers in order to implement quality reading instruction and strategies that are researched based. | Weekly | Reading Specialist |
| 4 | Independent and Guided Reading: Staff will conduct in-class observations, while conferring with students. Staff will also provide students scaffolding as needed within a Readers Workshop Model. | 17-18 School Year | Grade Level Educators |
| 5 | Achieve3000: Staff will provide students opportunities to build reading and comprehension skills within informational text that is Lexiled to each child's independent reading level. | 17-18 School Year | All Staff |
| 6 | Administrative Observation/Evaluation Process: School Administrative team will support teachers SLO'S which address and target reading. | 17-18 School Year | Administrative Team |

Goal #2: In the 2017-2018 school year, TRMS will continue to cultivate a positive learning climate and increase levels of support and communication with all stakeholders (students, teachers, parents, communities) as measured by:

Action Steps/Monitoring Plan

| Step# | Strategies/Activities | Timeline | Team/Person Responsible |
|--------------|---|-------------------|--|
| 1 | Diversity Awareness and Cultural Responsibility: Staff and students will strive to embrace the uniqueness of all individuals within the Timberlane community. | Monthly | Administration/School Counselors/Teachers |
| 2 | Complete “Cleaner Greener” event with the assistance of administration, staff, students, and community members. | 17-18 School Year | Administration, students, staff, community |
| 3 | Continue to improve security measures and facility to create better learning, teaching, and working environments for staff and students . | 17-18 School Year | Administration/Elwell/Mills |
| 4 | Tripod Survey – Confer: Staff will promote discussions, encourage student input while creating an environment where students respect multiple perspectives. | 17-18 School Year | All professional staff and administration |
| 5 | Communication via School Messenger and Social Media (emails, texts, posts, tweets). | 17-18 School Year | All professional staff and administration |

Goal #3: In the 2017-2018 school year, TRMS teachers will recognize individual student needs and personalize learning to support students as measured by walk-through data collection, Tripod Student Perceptions, and the successful completion of specific action steps.

Action Steps/Monitoring Plan

| Step# | Strategies/Activities | Timeline | Team/Person Responsible |
|--------------|--|-------------------|--|
| 1 | Continuous Professional Development in order to promote personalized learning practices (student, learning environment and educator) . | 17-18 School Year | All professional staff and administration |
| 2 | Monthly PLC using multiple text resources which highlight specific tools, strategies and activities related to extended learning time. | 17-18 School Year | All professional staff and administration |
| 3 | Grade level/content area will share and develop common formative and summative assessments to inform individualized instruction. | 17-18 School Year | All professional staff/administration/academic deans |
| 4 | Increased flexible seating opportunities for students to create a better learning environment | 17-18 School Year | Mr. Flynn along with professional staff |
| 5 | Collect walkthrough data and provide educators with feedback related to differentiation practices. | 17-18 School Year | Administration/academic deans |
| 6 | Continue to support implementation of Extended Learning Blocks. | 17-18 School Year | Administrative Team |
| 7 | Personalized Learning: continuous professional development to understand individual student learning styles in order engage students in a learning activity while providing them with assignments tailored to their needs/strengths. | 17-18 School Year | All Staff |
| 8 | Implementation of dedicated devices in grade 6 | 17-18 School Year | Grade 6 Staff |