Solution Tree

DISTRICT SOLUTIONS
SCHOOL IMPROVEMENT

Needs Assessment Summary

District: Bibb County

School: Appling Middle School

Principal: Dr. Christopher Ridley

Date: October 11, 2016

Solution Tree Coach: Kimberly Rodriguez Cano

Table of Contents

Part 1

Purpose of the Needs Assessment for Continuous School Improvement

The Needs Assessment for Continuous School Improvement is utilized to determine how the school is performing in relation to the Critical Practices and Guiding Principles to be leveraged in the Professional Learning Community process. The process is data-driven and objectively identifies a school's strengths as well as opportunities for improvement. This report offers specific direction for school improvement based on the findings.

Critical Practices and Guiding Principles for Continuous School Improvement

The table below outlines the critical practices and guiding principles that are foundational to a school improvement process leveraging Professional Learning Communities. Each component falls within one or more of the three big ideas of a Professional Learning Community to include:

1. A Focus on Learning
2. A Collaborative Culture With a Focus on Learning for All
3. Results Orientation

The purpose of the work is to ensure that all students learn at high levels. Helping all students learn requires a collective and collaborative effort. A school wide focus is necessary with able and willing adults ready to implement any needed changes in order for students to reach proficiency. In order to assess the effectiveness of our work and the student progress, there must be evidence of student learning continuously. A school must be prepared to respond immediately to students who need intervention or extensions.

Culture of Success	A culture of success supports a safe, orderly, and equitable learning environment. There is an expectation of high levels of learning for all and culture of doing whatever it takes for each student to succeed. Creating Collective Commitments is a first step in establishing a culture of success.
Engaging in the Right Work	Implementation of an ongoing process in which educators work collaboratively in recurring cycles (unit by unit) of collective inquiry and action research to achieve better results for the students they serve. Collaboration is the engine that drives the school improvement process. Teams focus on answering four critical questions that guide the process and ensure everyone is engaged in the right work.

1. What is it we expect students to know and be able to do?	A guaranteed and viable curriculum (1) gives students access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time allotted. Teachers must work collaboratively to determine the guaranteed and viable curriculum for each course and grade level. The essential learnings are derived from the state standards and broken down into learning targets.
2. How will we know when they have learned?	The teachers collaboratively create common formative and summative assessments to help students acquire agreed upon knowledge and skills. Formative assessments for learning are part of an ongoing process to monitor each student's progress on a continuous basis, to inform the teachers of the effectiveness of their practices, and to provide scaffolding to students. SMART goals are established to monitor the progress made.
3. How will we respond when they do not learn?	A multi-tiered system of interventions in a school wide plan ensures that every student in every course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The intervention occurs during the school day and students are required to devote the extra time and secure the skills. This is a collective school wide responsibility.
4. How will we respond when they have already learned?	Extension opportunities are created for students who have reached proficiency with the guaranteed and viable curriculum. This group of students will engage in extensions of learning connected to the essentials.
Shifting From All to Each	School schedules, operational systems, grouping of students, and any activities impacting student learning are all focused to provide each student with the necessary skills and knowledge to become proficient in the guaranteed and viable curriculum. All decisions are made with this purpose as the most crucial goal.
Leadership for Learning	A Guiding Coalition comprised of teachers and administrators will be established to lead and monitor the school improvement processes that ensure learning for all. The building principal is responsible for implementing the Professional Learning Community at Work framework with fidelity. This includes but is not limited to data review weekly, scheduling, protecting instructional time, and supporting teachers with embedded professional development and time to do the work.
Engaging Students in Owning Their Learning	Schools and teachers adopt and ensure a growth mindset to improve achievement for each student. Students set their own learning goals in the form of SMART goals and track their own growth. Teachers create learning opportunities that personalize and engage students in owning their learning, bringing meaning to the process.

Methodology: Summary of Observations, Interviews, and Team Meetings

Methodology	Quantity
Classroom Observations	10
Interviews with Teachers, Administrators, and Students	35 teachers 3 Administrators 18 Students
Observations of Content and Grade Level Team Meetings	9
Observation of School Leadership Team Meeting	2
Document Review	12

Classroom observations, interviews with stakeholders, team meetings, review of curriculum documents, school achievement data, and demographic statistics informed the recommendations of this need assessment.

Part 2

Background and Demographics

Appling Middle School is located in Macon, Georgia and is part of the Bibb County School District. The district is located approximately one hour southeast of Atlanta and serves 24, 938 students and employs 1,383 faculty members. The school district is comprised of 23 elementary schools, 6 middle schools and 6 high schools. The vision statement is: "Each student demonstrates strength of character and is college or career ready." The mission statement is: "The Bibb County School District will develop a highly trained staff and an engaged community dedicated to educating each student for a 21st century global society."

This school is currently a 2 star/opportunity school.   The grade teams are departmentalized and most teachers have been at Appling for over five years. There is a strong 8th grade team that is very animated about their concerns and efforts. My concerns include a unified approach to data analysis, consensus on a PBIS program school-wide, and streamlining of initiatives to support student growth.

Appling Middle School has a focus on increasing the level of rigor, differentiated instruction, and increasing student engagement. The principal, Dr. Ridley, is fairly new (within the last three years) and has attempted to bring unity to the campus. He is definitely on board with the PLC process and wants to strive to be the best in the district. His school has some challenges with the PLC implementation and understanding data driven instructional planning. I met with his leadership team (the instructional coach

Ms. J-Walker is out on maternity leave) to determine areas of concern and areas of strength. Leadership team included Dr. Ridley, Ms. Childers (AP), Mr. Phillips (AP), Dr. Turner (Counselor) and Mr. Vicks (Counselor). All seem very willing to support the efforts of school improvement.

Grades Served	6th – 8th
Enrollment	589
% of Students on Free and Reduced Lunch	93%
% of English Language Learners	>0.5%
% of Students With Special Needs	10%
Student Attendance Rate	95%
Teacher Attendance Rate	98%

Leadership Interview Summary

I met with the Appling Middle School leadership team on September 22, 2016 for the initial interview. We reviewed the purpose of Solution Tree's support and how we can effectively use the PLC process to ensure that all students learn at high levels. We looked at the three target areas that have already been determined (student engagement, differentiated instruction, increasing rigor) and how those support all students learning at grade level expectations. Since it has been determined that a school wide focus is necessary to implement any needed changes in order for students to reach proficiency, the consensus was that it will take an authentic collaborative effort by all.

The principal's vision is to provide a community based school that continues to move from good to great by striving for excellence in everything that they do.   The leadership team indicated there are a lot of structures that are in place at the school and district level. They commend the teaching and learning department for providing a tremendous amount of resources for their teachers and staff including instructional focus calendars, benchmark assessments, protocols for common planning and professional learning communities, and learning targets for each grade group to mention a few. The leadership team is ready and willing to make the necessary changes to improve the outcomes for all students.

We discussed the school wide positive behavior instructional support system currently in place and how this could be evaluated to determine strategic improvements to increase student engagement.   The academic data was reviewed and how the current data analysis efforts and how they supported the Georgia Milestones summative assessment that is given each spring.

Teacher Focus Group Summary

I met with teachers on September 23, 2016 in independent grade teams (6th, 7th, 8th, and Connections). The special education teachers met within the appropriate grade levels they serve. Teachers were somewhat hesitant to be forthcoming with information, most likely due to the primary meeting with me. The 8th grade team however was very animated and looked forward to implementing some impactful practices for students. When asked if the school has identified what they expect students to know and be able to do with learning targets for each subject, they indicated that the district has provided that information in instructional frameworks. They have pacing guides for each content area and have a manner in which they progress monitor student progress via a data management program every nine weeks.

When asked about common formative assessments teachers responded that they do use common formative assessments, however I was not clear on if they knew how to assess specific learning targets to ensure the mastery of the overall standard. They also indicated that they had many resources, sometimes too many, to support quality classroom instructional practices.

We did touch on student engagement and their understanding of the schoolwide positive behavior instruction support (PBIS) system. They specified that some students are just not motivated to learn and they are "frequent flyers" that have multiple behavior referrals and frequent absences. The connection teachers were from diverse backgrounds (i.e. band, physical education, media, and technology integration). This group of teachers are enthusiastic about their area and work with all grade levels in the schools.

Student Focus Group Summary

On October 11, 2016 I met with students from all three grade levels. These students are also part of the "student ambassadors." The ambassadors are selected to be role models of a responsible student, both academically and behaviorally. All of these students were extremely respectful and very engaged during the interview process.

When asked how the teachers and staff at Appling Middle School can help them do better in school, the students' responses are as follows:

- Do more hands on lessons, especially in Science
- Make the classroom time more engaging
- Make assignments less boring

- Help make the school better by making sure everyone "behaves" so we can learn
- Better food in the cafeteria
- More field trips
- More PBIS celebrations like the pizza party
- A school store for PBIS money
- More pep rallies and in school celebrations

I found these responses to be candid and authentic. I was happy to hear the students use the PBIS vocabulary and wanted to have a more engaging learning environment.

When asked what could be done better in order to improve your school, they shared the following:

- Have more parents involved than just the same ones
- Have all students "behave" and require them to be respectful to everyone (adults and peers)
- Have better food in the cafeteria
- More fun activities in classes, like lab experiments
- Encourage other students to do better if they are having a hard time

Based upon the student focus group interview, I believe that the students are happy about being enrolled at Appling Middle School. They indicated feel safe and welcomed each day.

Parent Focus Group Summary

On October 11, 2016 I was able to conduct interviews with five mothers of students at Appling Middle School. A couple of the parents had multiple students in attendance or had one that matriculated to high school and one current student. When asked if they believe that the teachers at your child's school have the skills to help your children succeed in school. Why or why not? The responses were as follows:

- Yes, but you can always improve
- I feel teachers (some) go above and beyond to help students, but some do not
- They can add more book reports and more hands on activities
- They can help more children by including more opportunities for writing

I found it interesting that some of the responses and casual conversations were regarding student engagement which mirrored the student responses.

When asked what suggestions or concerns do you have that could help this school do a better job of preparing students for the future. They indicated that they would:

- Like to have more parents involved in the school
- More mentoring opportunities especially for struggling students

- Supports for students to have manners and social skills
- Parent workshops for those parents who do not know how to help their child at home

I believe these parents were extremely authentic with their answers. One of the mothers shared that she thinks a lot of the lack of parent involvement is due to that the majority ($< 45\%$) of the students are living with young mothers with the average age of those parents being under 30 years old.

Part 3

Comprehensive Needs Assessment Walkthrough Summary

Instructional Rounds

Observer: Kimberly Cano Grade/Subject: 6th -8th Date: 9/22/2016

Stimulus Observed - What are students doing? (Engaged in dialogue, independent, worksheet, project based, manipulatives, writing, reading, etc.)

Observation of Students:

Taking tests (1 classroom)

Discourse with peers (3 classrooms)

Project based (2 classrooms)

Listening to lecture (3 classrooms)

Reviewing prior lesson (1 classroom)

Cognitive Demand – Highlighted observed/facilitated

Analysis/Interpret	Apply	==Cause/Effect==
==Compare/Classify/Categorize==	==Create/Develop==	==Draw Conclusions==
==Generalize==	Infer	Justify/Evaluate
Make Connections Summarize	==Predict/Estimate==	==Sequence/Order==
Synthesize	Other (explain)	

Locus of Control – Who is responsible for most of the Thinking/Talking? Teacher/Students? Note Evidence observed.

Teachers are responsible for most of the thinking. Of the classrooms visited the majority were teacher led classrooms with limited opportunities for all students to engage in the lesson. In some classrooms students were seated in collaborative structures, but worked independently.

Learning Targets – What is the connection between what the students are doing and the posted learning target?

There were learning targets posted in classrooms, however I did not observe the connection to student learning.

Differentiated Instruction – What scaffolding/support for differentiated learning was observed?
(modeling, graphic organizers, visual supports, small group instruction, manipulatives, project based, extended time, etc.)

Students were physically seated in groups, however assignments were identical. Teachers were doing mostly lecturing. Some classrooms had a collaborating teacher, but they were mostly monitoring students.

Classroom Environment – Desk Configuration, Anchor Charts, Literacy/Numeracy Rich, etc.

The classroom environment was different in each classroom. Some of the classrooms were set in groups of four, others in groups of two and others in traditional rows. Depending on the subject there were some visual displays to support student learning.

Instructional Strategies Observed –

One of the 8th grade mathematic classroom teachers were using iPads to engage students. One of the social studies teachers was using role playing to have students identify the different types of government.

Classroom Observation Summary

Strengths (I liked…)

- Students were aware of classroom routines
- Teachers were responsive to individual student needs
- Teachers were enthusiastic about learning
- Expectations for work completion

Growth (I wonder…)

- How could teachers include more student to student discourse?
- What additional structures could be put in place to support an increase in the level of rigor when asking student questions?

- How student engagement could be improved so that all students had an opportunity to "show what they know?"
- Would teachers consider looking at classroom expectations differently?

The teachers were randomly selected for walk-throughs by me and the principal. All classrooms had their lesson plans available outside their doors and we were able to review prior to entering the room. The lesson plans are completed on a district provided template and do show the learning targets for each instructional period. This was very useful to determine consistent "look-fors" with limited time to stay in each classroom.

The classroom environments varied from grade to grade and teacher to teacher. The room configuration supported collaborative groups; however I did see little evidence of student to student discourse. Even though the desks were physically divided, the students worked on assignments independently. All of the classrooms had the learning targets displayed in student friendly term, but only a couple teachers made reference during the walk-through process.

With this "snap-shot" observation process it is challenging to make determinations. Overall, there are very good structures in place for students to learn at high levels. I would recommend that the level of rigor is increased, differentiated instruction implemented with fidelity, and teachers increase their knowledge about student engagement strategies.

Part 4

Student Learning Data

INDICATOR	CURRENT YEAR	PREVIOUS YEAR
% of Students Reading at Grade Level	20 % Proficient or Advanced	% Proficient or Advanced
State Test Results Reading/English/Writing (by grade level or course)	10% Proficient or Advanced	11% Proficient or Advanced
State Test Results Mathematics (by grade level or course)	5% Proficient or Advanced	7% Proficient or Advanced
Gap Analysis State Assessment Results for Reading/English/Writing by Subgroups	10% Proficient or Advanced (Black & ED) same group of students	11% Proficient or Advanced (Black & ED) same group of students
Gap Analysis State Assessment Results for Mathematics by Subgroups	5% Proficient or Advanced (Black & ED) same group of students	7% Proficient or Advanced (Black & ED) same group of students
District/Benchmark/Interim Assessment Results	% Proficient or Advanced ELA (1st 9 weeks) 6th – 0% 7th – 8% 8th – 8% Mathematics 6th – 23% 7th – 10% 8th – 7%	% Proficient or Advanced
Literacy Data (Lexile Levels, Fluency, or Other Measures School Wide)	% Proficient or Advanced 6th -- % 7th--24% 8th-- 51%	% Proficient or Advanced 6th—24% 7th—51% 8th—45%
% of Student Failing Courses Reading/English/Writing by course or grade level	% Course/grade failures N/A	% Course/grade failures
% of Student Failing Courses in Mathematics by course or grade level	15% Course/grade failures Algebra (8th) Benchmark	% Course/grade failures
High School Graduation Rate	N/A	
Other Achievement Indicators (ACT, SAT,	N/A	

Work Keys, Course Recovery, Aspire, ELL Assessments, etc.)			14

Documents Review

In addition to assessment results the needs assessment includes a review of pertinent documents. These may include but are not limited to school and team schedules, school improvement plans, leadership and collaborative team meeting agendas, meeting records, team norms, team SMART goals, common formative assessments, curriculum guides, pacing information, standards and learning targets, intervention schedules and learning plans, lesson plans, formative data, etc.

Documents Reviewed
Georgia Milestones/School Improvement Plan
AIMS Web plus
Attendance Data
Progress Monitoring Assessments
Observational Data/Feedback
School Digger
Instructional Frameworks/Pacing Guides
PBIS protocol

Part 5

Major Findings in Examining Critical Practices and Guiding Principles for Continuous School Improvement

Culture of Success

At Appling Middle School there is an expectation for educators and leaders work in collaboration to improve student learning and there are many structures in place to support this process. The department of teaching and learning has provided an instructional framework for all content areas, as well as, many resources to support the PLC process. The teachers are utilizing the frameworks to support unpacking of the standards, developing learning targets, and creating common formative assessments. The instructional coach (Ms. J-Walker) along with the Assistant Principal (Ms. Childers) monitor and maintain this process through collaborative planning meetings and classroom observations. Even though there are many structures in place, teachers do struggle with authentic collaborative learning, increasing the level of rigor in instruction and assessment, and quality interventions for struggling students.

The school also has school wide expectations for student expectations and positive behavior instructional support. They utilize "Raider bucks" as their token economy system and do have a school uniform policy. Although not implemented with fidelity in all classrooms, there is a sense of order and student engagement.

Engaging in the Right Work

Professional Learning Communities

In a Professional Learning Community, teachers focus on three big ideas:

1) A focus on learning
2) A focus on learning for all in a collaborative culture
3) A focus on results

There is a schedule in place for collaborative planning time within grade level teams. The teachers are provided progress monitoring data from the district based on the results from a standard assessment that

is developed from the instructional frameworks and pacing guides. Currently the teachers do use common assessments, typically administered weekly, to determine if students are meeting the learning targets.

1. *What is it we expect students to know and be able to do?*

Teachers must work together with authentic collaboration to determine the guaranteed and viable curriculum for each grade level. Appling Middle School does have these standards broken down into learning targets; however these were not generated by the teachers (district provided). The teachers are following a common pacing guide and are developing their lesson plans collaboratively with support from the administration.

2. *How will we know when they have learned it?*

Teachers do have tools to monitor progress; however the current data management system only reports progress typically every nine weeks. The common formative assessments are monitored individually and discussed during the PLC time. Formative assessments for learning are part of an ongoing process to monitor each student's progress on a continuous basis and to inform the effectiveness of the core instruction.

3. *How will we respond when they do not learn?*

A multi-tiered system of interventions in a school-wide plan ensures that every student will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. Appling Middle School does have time built in the master schedule for a common intervention time at the end of every day for a forty minute duration. A need to improve this crucial support is required to ensure that struggling students are receiving supplemental and intensive support. Students that are not successful with core instruction could be more purposefully assigned to smaller group settings to assist students in reaching grade level standards.

4. *How will we respond when they do learn?*

Extension opportunities are created for students who have reached proficiency with the guaranteed and viable curriculum. Students at Appling Middle School would benefit from extension activities during the dedicated intervention time at the end of each day. The use of

16

common formative assessment data along with the district provided progress monitoring data could be utilized to identify these students.

Shifting From All to Each

Interventions

Currently there is a dedicated intervention period at the end of every school day. Each day has a dedicated content area as follows:

- Monday – Mathematics
- Tuesday – English/Language Arts
- Wednesday – Science
- Thursday – Social Studies
- Friday – rotation every 4th Friday

Students are currently assigned as needing remediation according to the common formative assessments and progress monitoring data.

Remediation

Individual students that do not respond to instruction interventions are then referred to a problem solving team. The response to intervention (RtI) team meets weekly to determine intensive instruction needs of these students to support their overall success.

Leadership for Learning

The principal has developed many structures to ensure learning for all. He has made a lot of changes over the past two years to guarantee that he has matched staff to student and school needs. He not only supports the PLC process but ensures that time is set aside for teachers to engage in this process, but for his leadership team to reinforce and monitor the work.

Engaging Students in Owning Their Learning

Students at Appling Middle School do have celebrations for achievement and maintaining appropriate behavior as a collective group. Although there is some evidence of students monitoring their own learning is apparent, more work could be done to individualize for each student.

Challenges and Creating First Steps

The following action items were derived in the closing meeting with the principal/Leadership Team and the Solution Tree Coach.

Challenges

- Increasing the level of instructional rigor

- Implementing differentiated instruction based on common formative assessment results

- Increasing student engagement

- Implementing the PBIS system schoolwide with fidelity and creating consensus with staff

- Increasing student learning in literacy skills across all grade levels

- Increasing student learning in mathematics skills across all grade levels

- Making connections between all of the state, district, and school initiatives to streamline

- Implementing the PLC process with fidelity school-wide

- Implementing a multi-tiered system for school-wide interventions and extensions to support all students meet and exceed grade level expectations

Action Steps

- Determine goals for each grade group team to support the school's mission and vision and align those goals with the school's Continuous Improvement Plan (CIP)

- Use the literacy and mathematics district frameworks and district pacing guide to create weekly common formative assessments

- Determine supplemental instructional interventions in literacy and mathematics to drive instructional planning (differentiated instruction)

- Revise and implement the PBIS system school-wide to ensure an increase in student engagement and authentic collaborative classroom structures

- Revise and implement the dedicated intervention block to address the needs of all students

- Establish consensus on non-negotiables with staff to support a positive school culture and align with the district VIP vision

- Provide school based embedded professional development to support the above action steps in addition to the established coaching days (RtI, School Culture).

SMART Goals

For the 2016 – 2017 school year, Appling Middle School will be working on meeting goals related to:

1) School Culture

2) Literacy

3) Mathematics

Each goal will support an increase in student achievement, proficiency, and student growth data as measured by quarterly progress monitoring (district tool)

Goal 1: Leadership team will facilitate and monitor consensus on non-negotiables (PBIS, RtI, and FIP) with all staff to support a positive school culture and an increase in student engagement.

- PBIS – Positive Behavioral Intervention and Supports
- RtI – Response to Intervention
- FIP – Formative Instructional Practices

Goal 2: Teachers will understand and plan in authentic collaborative teams to develop weekly common formative assessments in ELA and Mathematics that support specific learning targets and monitor individual student progress.

Goal 3: Teachers will understand the importance of and deliver rigorous classroom lessons with increasing depth of knowledge levels to support all students learning at high levels.

30-60-90 Day Plan

SCHOOL IMPROVEMENT ACTION PLAN FOR (NAME OF SCHOOL)

DATE: October 11, 2016

PRINCIPAL: Dr. Christopher Ridley

SOLUTION TREE COACH: Kimberly Rodriguez Cano

PRIORITIES BASED UPON NEEDS ASSESSMENT
Establish consensus on non-negotiables (PBIS, RtI, FIP)
Develop weekly common formative assessments based on learning targets
Provide professional development on increasing rigor in classroom instruction

Smart Goals (30 day plan)	**Goal 1:** Leadership team will facilitate and monitor consensus on non-negotiables (PBIS, RtI, and FIP) with all staff to support a positive school culture and an increase in student engagement. • PBIS – Positive Behavioral Intervention and Supports • RtI – Response to Intervention • FIP – Formative Instructional Practices
Actions	• Provide refresher training (faculty meeting) on PBIS, RtI, and FIP • Establish consensus with all staff on non-negotiables • Develop goals for each grade level team to support the CIP
Level of Implementation	Beginning
Expected Impact	• Increasing positive school culture • Increasing student achievement and mastery of standards in literacy and mathematics
Evidence	Observation to address implementation fidelity, common formative assessments, and student achievement data
End Date	November 30, 2016
Person(s) Responsible	Leadership Team, Principal, Solution Tree Coach

Smart Goals (60 day plan)	**Goal 2:** Teachers will understand and plan in authentic collaborative teams to develop weekly common formative assessments in ELA and Mathematics that support specific learning targets and monitor individual student progress. **Goal 3:** Teachers will understand the importance of and deliver rigorous classroom lessons with increasing depth of knowledge levels to support all students learning at high levels.

Actions	**Goal 2:** • Review the district provided instructional framework and pacing guide • Determine learning targets (if not provided) in ELA and Mathematics • Create weekly common formative assessments • Develop a monitoring plan **Goal 3:** • Provide professional development on depth of knowledge, engaging lessons, and classroom instructional strategies • Revise current intervention/extension block to meet the needs of all students
Level of Implementation	Developing
Expected Impact	• Increasing student achievement and mastery of standards in literacy and mathematics
Evidence	Classroom observation data, common formative assessments, lesson plans, schedules, and agendas
End Date	January 15, 2016
Person(s) Responsible	Leadership Team, Principal, Solution Tree Coach

Smart Goals (90 day plan)	**Goal 2:** Teachers will understand and plan in authentic collaborative teams to develop weekly common formative assessments in ELA and Mathematics that support specific learning targets and monitor individual student progress. **Goal 3:** Teachers will understand the importance of and deliver rigorous classroom lessons with increasing depth of knowledge levels to support all students learning at high levels.

Actions	## Goal 2: • Review weekly common formative assessments data • Continue to create weekly common formative assessments in literacy and mathematics • Revise monitoring plan (if needed) ## Goal 3: • Revise current intervention/extension block to meet the needs of all students • Provide follow-up support for teachers
Level of Implementation	
Expected Impact	• Increasing student achievement and mastery of standards in literacy and mathematics • Increase in lowest 25% student achievement data
Evidence	Classroom observation data, common formative assessments, lesson plans, schedules, and agendas
End Date	February 20, 2016
Person(s) Responsible	Leadership Team, Principal, Solution Tree Coach