

Little Ridge Intermediate ACIP 21-22

Little Ridge Intermediate School

<p>Vision</p> <hr/> <p>Little Ridge Intermediate, a place where....</p> <p>Academics are celebrated,</p> <p>Leadership is fostered,</p> <p>Innovation is embraced</p> <p>AND Students....</p> <p>Live with respect,</p> <p>Pursue their passions,</p> <p>Act with humility,</p> <p>and Delight in wisdom.</p>	<p>Mission</p> <hr/> <p>Prepare responsible, respectful individuals for success by creating a safe, engaging learning environment, celebrating all achievements, building meaningful relationships, and striving for academic growth.</p>	<p>Beliefs</p> <hr/> <p>Teachers, families, students, and community stakeholders play an active role in implementing and fulfilling the mission of the school and developing responsible citizens.</p> <p>Students should have access to a safe, positive, supportive learning environment where teachers have high expectations for all.</p>
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<p>Curriculum Alignment</p>	<p>Student Achievement</p>	<p>Mental Health Support</p>	<p>Improved Teacher Practice</p>
<p>Objectives</p>	<p>Objectives</p>	<p>Objectives</p>	<p>Objectives</p>
<ul style="list-style-type: none"> Teachers will design and utilize pacing guides aligned to State standards to drive instruction, adjusting pacing as needed to ensure student learning 	<ul style="list-style-type: none"> Teachers will provide targeted explicit math/reading instruction which addresses all students' strengths and deficits based upon benchmark assessments 	<ul style="list-style-type: none"> Students will have access to mental health support services by school social worker and/or guidance counselor to address social emotional needs. 	<ul style="list-style-type: none"> Teachers will participate in PD, coaching cycles, instructional walk-thru conferences, and reflection to promote teacher practice and student learning
<p>Critical Initiatives</p>	<p>Critical Initiatives</p>	<p>Critical Initiatives</p>	<p>Critical Initiatives</p>
<ul style="list-style-type: none"> Align lesson plans with curriculum pacing guides to ensure all standards are addressed and pacing is fluid based upon individual classroom student need 	<ul style="list-style-type: none"> Administer monthly diagnostic assessments to measure student growth and provide teachers with data to drive explicit small/whole group Tier 1 instruction and targeted daily Tier 2 	<ul style="list-style-type: none"> School social worker and community organizations will collaborate to provide individualized services to address emotional, behavioral, social, and mental health needs of 	<ul style="list-style-type: none"> Teachers will attend monthly math and reading PD sessions focused on improving essential teaching practices in math and reading.

Critical Initiatives
<ul style="list-style-type: none"> Administer common assessments in reading and math to ensure student understanding and competency of skills and use data to drive instructional decisions and intervention Provide opportunities for teachers to engage in common planning to identify instructional gaps and develop plans to bridge gaps to improve student achievement across grades Vertical leadership members will participate in PLC opportunities to improve instructional techniques in reading and math and disseminate information to teachers during monthly turn around training

Critical Initiatives
<p>intervention</p> <ul style="list-style-type: none"> Teachers will participate in regular data analysis to drive whole group and small group instruction in order to fill individual learning gaps, address misconceptions, and increase mastery of standards Students will access their individualized pathways a minimum of 30- 45 minutes each week to provide remediation and/or enrichment to meet growth targets toward proficiency Families are provided weekly reading and math Parent Helpers outlining weekly learning objectives/standards and activities/resources to support learning objectives and increase academic performance EL Students will receive daily language acquisition skill instruction and targeted intervention to reinforce reading, listening, writing, speaking, and writing skills across the curriculum. Provide tiered intervention, explicit phonics instruction, after school tutoring and summer reading program opportunities for students exhibiting reading deficits in one or more key components of rdg

Critical Initiatives
<p>all students.</p> <ul style="list-style-type: none"> Social worker will communicate with classroom teachers, guidance counselors, and administrators regarding support plans and behavioral strategies to ensure overall health and safety of all students Monthly guidance parent helper sent home to inform parents of social, emotional, and behavioral topics covered during monthly guidance lessons and home activities/conversation starters provided. Implementation of peer helper program to impact culture and climate of school in relation to student social emotional health, student involvement, leadership, and confidence and to eliminate bullying.

Critical Initiatives
<ul style="list-style-type: none"> Teachers will participate in surveys and self-evaluations, as well as, use rubrics to identify areas of competency and areas of needed growth in the essential teaching practices in reading and math. Cycle I teachers will participate in video evaluations to identify strengths and needs within their own teaching and will conference with colleagues and principal to review rubrics and set goals. New teachers will participate in weekly mentor program to promote best teaching practices. Teachers will engage in collaborative discussion to support new teacher learning and professional growth.

Key Measures
<ul style="list-style-type: none"> Pacing Guides and Lesson Plans Benchmark Assessments Data/Growth Monitoring Data Monthly Math and Rdg PD and Data Meetings Monthly Growth Monitoring Checks Common Assessments Aligned to Standards SRB Programs (SPIRE/Moving with Math) Daily Tier 3 Reading and Math Intervention

Key Measures
<ul style="list-style-type: none"> iReady diagnostic results Lesson plans and intervention strategies Student Engagement Survey Walk-Through Conference Data/Teacher Reflections iReady diagnostic results and data Data Analysis and iReady Management PD Quarterly Data Meeting Report

Key Measures
<ul style="list-style-type: none"> Care Plans and Community Resource Plans Student Discipline Data/Counseling Notes Referral Recommendations and Parent Information Behavior plans and strategies Community Resources Monthly Meeting Notes Student Discipline Data and Grades Monthly Parent Helper Letters

Key Measures
<ul style="list-style-type: none"> Math PLC-Effective Teaching Practices PD Monthly Reading and Math PD Agendas Effective/Essential Teaching Practices Rubrics Essential Teaching Practices Surveys Instructional Videos and Reflection Tools Weekly mentor logs Walk-through/Observation Data

Key Measures

- Student achievement data on benchmark assessments
- Common Planning Agendas and meeting briefs
- VLT PLC GO to Math Strategies for EL Students
- Vertical Alignment Team Meeting Agendas/Notes

Key Measures

- Data Reflection Sheet (students/goals)
- iReady individualized student progress data
- Student Benchmark Assessment Data
- Monthly Growth Monitoring Data
- Parent Involvement Survey
- Individual student progress data
- Reading and Math Parent Letters
- Elevation strategies per learning domain
- Student scores on ACCESS assessment
- Targeted WIN intervention time
- Moving with Math small group tiered instruction
- OGAP Strategies small group tiered instruction
- SPIRE small group tiered instruction
- Multi-syllabic routine during Tier 1 instruction
- After School Reading Program

Key Measures

- Monthly Group Guidance Lessons
- Provide school tours to new students
- Door Greeter Days
- Sit with a Peer at Lunch

Key Measures