

Bellaire ES Problem 1: 59% of 4th graders met standard on STAAR writing in 2016. **Annual Goal:** Increase student performance in writing on the 2017 STAAR to 70%. **Root Cause:** Campus does not have a vertical writing plan which provides opportunity for student to produce compositions and or write across content areas PK-5th. **Strategy:** Vertically aligned PK-5th writing plan that develops students craft in writing compositions, revising and editing TEKS and provides opportunities for students to write in all content areas.

| Quarter 1 (Aug, Sept, Oct) | Quarter 2 (Nov, Dec, Jan) | Quarter 3 (Feb, Mar) | Quarter 4 (April, May, June) |
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| Goal: 100% of K-5 th teachers' lesson plans will reflect writer's workshop components & high yield writing strategies for journaling across content areas. | Goal: 80% PK- 5 th teachers will be implementing high yield writing strategies to engage students in writer's workshop and journaling as determined by WT data collected by admin team. | Goal: 60% of 4 th graders will meet standard on district writing benchmark. (Composition and revising and editing combined). | Goal: 70% of 1 st - 5 th grade students will meet the passing standard on the district EOY writing assessment. |
| Admin and Pk-5 teachers will participate in campus wide training on implementation of the writer's workshop in their classrooms. District will provide Balance Literacy training for K-2 nd in September. Campus wide expectations will be communicated in PLC's and monitored in walk-throughs. Expectations: 1. <u>Classroom set up</u> : writing center, interactive word walls and author's chair, 2. <u>Lesson plans</u> will address the components of the writer's workshop: modeled writing (Think Alouds, mentor texts, anchor charts), shared/interactive, guided, and independent . 3. Teachers will use an <u>instructional framework</u> to ensure all components are covered within the writing workshop. | Principal will contact district C & I to assist with campus PD on high yield strategies for writing (writers workshop & interactive journals). Training will be ongoing and include follow up with observations and feedback on classroom implementation. Admin. will attend PLC's and provide support to teachers to effectively implement the high yield strategies: stop and jot, writing process, quick writes, think-ink- pair- share, pause & paraphrase. | Fourth grade teachers will administer the district benchmark in writing. The benchmark will simulate STAAR with assessment of composition skills and revising and editing TEKS. Admin and teachers will use rubrics to score expository composition. Teachers will review revising and editing data to identify targeted TEKS for review/remediation. Intervention /enrichment will be provided to identified students on targeted skills. | 1 st - 5 th grade teachers will administer EOY district writing assessment. Teachers will use the data to identify TEKS for targeted review and plan interventions for students who did not meet passing standard. As part of the end of year assessment 1 st -5 th graders will write a composition. (K-2 narrative, 3 and 5 expository) Papers will be scored with rubrics. Admin. and teachers will review results. |
| Admin will provide PLC/planning time with structured agendas to include: 1. Lesson planning-unwrapping TEKS and selecting instructional activities that align to the TEKS. 2. Ongoing job embedded PD on high yield strategies: stop and jot, writing process, quick writes, think-ink- pair- share, pause & paraphrase. 3. Data Analysis– access, | Admin will provide training to K-5 teachers on holistic scoring. Teachers will be trained to use rubrics to score writing compositions and provide feedback to students to improve their writing. Rubrics will be grade level specific. PK-5 teachers will score the 4 th grade compositions using the TEA rubrics. 4 th grade teachers will conference with | Student conference and goal setting: 4 th graders will use charts/ graphs to track progress on their assessments. Teachers will conference with students for goal setting (2 x per 6 weeks). Teachers will share assessment results with parents following the district simulation. | In May, the principal will schedule Author's Day. Parents and community members will be invited to celebrate students' writing. |

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| analyze and use data to inform instructional decisions and monitor student progress. | students to provide feedback and students will maintain a writing portfolio. Teachers will share writing portfolios with parents. | | |
| Admin will provide training on interactive journals to 1 st -5 th grade teachers. Expectations: 1. Teachers will keep interactive journals to model (thinking, writing, library of ideas). 2. Teachers will include High Yield strategies in their lesson plans. 3. Admin and or district personnel will attend PLC's and provide support to teachers to effectively implement journal writing across content areas. | Teachers will implement shared writing morning/afternoon message (PK-2) and Daily Oral Language (3 rd -5 th) to provide opportunities for students to apply revising and editing skills to authentic writing samples. PK – 5 th gr teachers will develop ARMS and CUPS anchor charts. STAAR formatted Daily Oral Language practice will be provided spring semester in 4 th grade. | 2 nd - 5 th teachers will bring student journals to PLCs to discuss the interactive journal process and evidence of student use of high yield strategies. PK-1 st grade teachers will bring a writing piece to PLCs. | After STAAR administration, the admin team and 4 th grade teachers will review STAAR 2017 writing data including student compositions to identify areas of growth and targets for planning purposes for next school year. |
| Admin will provide training to 4 th grade teachers to establish purpose and contents for writing portfolio. Writing portfolios will include evidence of: 1. Steps in writing process 2. Published papers 3. Scoring with rubrics 4. Teacher log to document student conferences 5. Teacher feedback to improve writing and set goals. K-5th teachers will submit student compositions (classroom set) to admin each 6 weeks which will show evidence of the writing process to publication. Student compositions will be reviewed in PLCs. Admin and teachers will identify/discuss characteristics of high, middle, and low writing samples. | Every 6 weeks, admin will meet with 4 th gr teachers in writing conferences to review teacher's lesson plans, writing data, and writing samples to monitor progress and provide support. Admin will share walkthrough data with the teachers to discuss and set goals. | | Principal will survey teachers to determine their professional development needs for writing in preparation for the 2017-18 school year. |
| Data: | | | |
| BOY Data: 4th grade teachers will administer a writing pre-assessment. Student will write narrative and | | | |

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| <p>expository compositions to establish baseline. Admin and teachers will review compositions to identify student needs.</p> | | | |
| <p>Common assessments (revising and editing) will be administered 1X per 6 weeks for 1st- 5th grade. Data will be disaggregated to identify targeted TEKS. Data will be reported on Zones charts for 4th to monitor progress towards standard progression, Final, and Advanced standards.</p> | <p>Common assessments (revising and editing) will be administered 1X per 6 weeks for 1st- 5th grade. Data will be disaggregated to identify targeted TEKS. Data will be reported on Zones charts for 4th to monitor progress towards standard progression, Final, and Advanced standards.</p> | <p>4th grade teachers will administer the district writing benchmark. Data will be used to plan interventions/enrichment in preparation for STAAR.</p> | <p>EOY Data: 1st- 5th grade teachers will administer the district EOY writing assessment. Admin will review results with teachers to determine growth and targets for improvement.</p> |
| <p>Compositions will be scored- 4th grade every three weeks, 1st -5th - 1X per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (1st-3rd, 5th) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.</p> | <p>Compositions will be scored- 4th grade every three weeks, K -5th - 1X per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (1st-3rd, 5th) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.</p> | <p>Compositions will be scored- 4th grade every three weeks, K -5th - 1X per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (1st-3rd, 5th) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.</p> | <p>Compositions will be scored- 4th grade every three weeks, K -5th - 1X per 6 weeks. Scored papers will be shared in grade level planning. Admin team will review student writing samples (1st-3rd, 5th) and 4th grade writing portfolios. Admin will be reviewing 4th grade portfolios for process writing, scoring, and teacher feedback.</p> |
| <p>Admin will review teacher's lesson plans for evidence of writer's workshop components & high yield writing strategies for journaling across content areas. Feedback will be electronic, written, and/or face to face.</p> | <p>Targeted WTs will be conducted by admin team to collect evidence of 1) teachers using and implementing high yield writing strategies to engage students in writer's workshop and/or journaling. 2) Evidence of students' use of high yield strategies in journals. Feedback will be electronic, written, and/or face to face.</p> | <p>Targeted WTs will be conducted to observe interventions/enrichment for 4th graders following the writing simulation. Feedback will be provided face to face, electronically as needed</p> | <p>Targeted WTs will be conducted by admin team to collect evidence of 1) teachers using and implementing high yield writing strategies to engage students in writer's workshop and/or journaling. 2) Evidence of students' use of high yield strategies in journals. Feedback will be electronic, written, and/or face to face.</p> |

Bellaire Problem 2 : 42% of special education students met passing standard on STAAR assessments (All Subjects Combined) **Annual Goal:** 50% of special education students will meet or exceed passing standard on STAAR assessments (All Subjects Combined) **Root Cause:** Teachers do not know how to differentiate instruction in order to meet the needs of all learners **Strategy:** PK-5th grade teachers will participate in targeted professional development and collaborate with special education teachers in order to provide differentiated instruction during Tier 1 and RtI/Enrichment to meet the needs of all learners

| Quarter 1 (Aug, Sept, Oct) | Quarter 2 (Nov, Dec, Jan) | Quarter 3 (Feb, March) | Quarter 4 (April, May, June) |
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| 100% of classroom teachers will understand and plan for instruction based on the student’s Individualized Education Plan (IEP). | 75% of K-5 teachers will show evidence of small group instruction and differentiation in RtI/Enrichment period as measured by admin. WT form. | 40% of 3 rd -5 th grade special education students will meet or exceed passing standard on district/campus benchmarks (All Subjects Combined) | 95% of special education students will be able to meet or exceed their IEP goals. |
| Special Education teachers will meet with each classroom teacher to discuss and provide copies of IEPs and accommodations for students in their class. During weekly planning, classroom teachers will reflect on progress and plan instruction for special education students. Teachers will review and select student’s accommodations and supplemental aids to provide support during daily lessons. Lesson plans will document accommodations per student and be reviewed by admin on Mondays. Special Education teachers will collaborate with classroom teachers to develop lesson plans using TEKS Resource System. Lesson plans will be submitted to Eduphoria each Friday. | Admin will arrange with district and/or campus personnel to provide campus-based training on differentiated instructional strategies and other needs identified by principal, special education teachers, and/or classroom teachers. Principal will schedule a minimum of 1 professional development session (Jan). | Third-fifth grade teachers will administer district/campus benchmarks in all content areas. Admin and teachers will review the data to 1) determine % of special education students meeting standard 2) use the data to identify individual student needs and provide further interventions /enrichment 3) use the data to identify instructional targets (TEKS) for small group instruction. Data will be used to regroup students as needed. | At EOY, special education teachers will review data to determine the % of students meeting or exceeding IEP goals. Admin will share data with staff. |
| Admin will implement a school wide RtI/Enrichment schedule to provide differentiated instruction for reading and math. Schedule: (K-5) an additional 30 minutes daily for reading or math. A common | Every 3rd/6 weeks, admin will provide time in PLCs for special education teachers to meet with classroom teachers to review student progress on IEP and coordinate support to meet student | Special education teachers and classroom teacher will meet with each 3rd-5th grade special education student to review results and set goals. Assessment results will be shared with parents. | Principal will review STAAR data for special education students with staff (when available). Staff will discuss areas of growth and targets for improvement. Data will be used to begin planning for 2017-2018. |

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| <p>intervention period will be scheduled for each grade level K-5 in order to provide opportunities for teachers to 1) meet the needs of all students through targeted small group instruction 2) foster grade level collaboration in order to keep groups small 3) use instructional strategies and materials that engage students in high order thinking and problem solving. Admin will share RtI / Enrichment schedule, purpose, expectations, and assign student groups to each teacher. BOY Data: K-5 students will be pre-assessed and placed into leveled groups for differentiated, targeted instruction during RtI/Enrichment period. The RtI specialist, special education teachers, ARI/AMI teacher and assistant will pull small groups at designated grade levels.</p> | <p>needs. Special education teachers will participate in data reviews to monitor special education student progress and plan targeted instruction. Special education teachers will work with classroom teachers to review TEA approved supplemental aids and make Supplemental Aids folders for individual students.</p> | | |
| <p>Assessment/Progress Monitoring: K-5 teachers will administer assessments periodically and analyze data in order to monitor student progress, identify instructional targets, and group students for small group instruction in Tier 1 and RtI/Enrichment period. Teachers will share BOY (baseline data) with students in their assigned small groups for goal setting and progress monitoring.</p> | <p>Special education teachers and administrators will look for evidence of student use of supplemental aids in daily lessons and on assessments. Students should be able to explain and effectively use their supplemental aids.</p> | <p>Admin will conduct WTs in 3rd-5th grade Tier 1 and RtI/Enrichment period to 1) observe interventions and enrichment lessons developed to increase special education student success on STAAR assessments 2) monitor formative data to determine success of interventions/enrichment lessons and help teachers make adjustments as needed.</p> | <p>Principal and teachers will provide information to parents and students about district Summer school opportunities.</p> |
| <p>Data:</p> | | | |
| <p>Master Schedule, Faculty Agenda, lesson plans for RtI/Enrichment period</p> | <p>Agenda, sign in sheet for campus based PD on differentiated instruction.</p> | <p>Agenda, sign in sheet for campus based PD on differentiated instruction.</p> | <p>Agenda, sign in sheet for data reviews</p> |

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| <p>BOY assessments will be administered 1st-5th including but not limited to mClass, TPRI. Data will be used to group students for small group instruction.</p> | <p>MOY assessments will be administered K-5th including but not limited to mClass, TPRI. Data will be used to group students and identify instructional targets.</p> | | <p>EOY assessments will be administered K-5 (mClass, TPRI, district EOY assessments) Data will be used to assess student progress in reading and math.</p> |
| <p>Campus and district assessments will be administered 1X each six weeks to measure progress on TEKS/Process Standards. Data will be disaggregated by content area, grade level, teacher, student, and TEKS.</p> | <p>Campus and district assessments will be administered 1X each per six weeks to measure progress on TEKS/Process Standards. Data will be disaggregated by content area, grade level, teacher, student, and TEKS.</p> | <p>District/campus benchmarks will be administered to 3rd-5th graders. Data will be disaggregated by content area, grade level, teacher, student, and TEKS.</p> | <p>District benchmarks will be administered for 3rd, 4th (reading/math) 5th (science). District/Campus EOY assessments will be administered for 1st-5th (reading, math, writing, science, social studies)</p> |
| <p>Walkthroughs in Tier 1 and Rtl/Enrichment period will collect evidence of use of lesson cycle, small group instruction, use of manipulatives, and use of differentiated (high yield) instructional strategies.</p> | <p>Walkthroughs in Tier 1 and Rtl/Enrichment period will collect evidence of use of lesson cycle, small group instruction, use of manipulatives, and use of differentiated (high yield) instructional strategies.</p> | <p>Walkthroughs in Tier 1 and Rtl/Enrichment period will collect evidence of use of lesson cycle, small group instruction, use of manipulatives, and use of differentiated (high yield) instructional strategies.</p> | <p>Walkthroughs in Tier 1 and Rtl/Enrichment period will collect evidence of use of lesson cycle, small group instruction, use of manipulatives, and use of differentiated (high yield) instructional strategies.</p> |

Bellaire Problem 3: Less than 42 % of 3rd – 5th graders scored final or above on STAAR Assessments (Reading 41%, Math 33%, Writing 5%, Science 33%) **Annual Goal:** Increase % of 3rd-5th graders scoring final or above by 10% in each content area. **Root Cause:** Lack of time to share strategies and plan (vertically and horizontally) with clear outcomes and expectations. **Strategy:** Provide structured PLC time for PK- 5th grade teachers to meet for lesson planning, data reviews and ongoing professional development(PD) in order to increase the percentage of students scoring final or above in each content area.

| Quarter 1 (Aug. Sept.Oct) | Quarter 2 (Nov. Dec. Jan.) | Quarter 3 (Feb. Mar) | Quarter 4 (Apr. May. June) |
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| Goal: 90% of PK-5 classrooms will have objectives posted and instructional activities will align to the level of the TEKS/Process standards. | Goal 85% of PK-5 th teachers will implement High Yield Strategies (identified by CLT) during Tier 1 lessons as measured by campus WT form. | Goal: 3 rd -5 th graders will score final or above on district/campus benchmarks – Reading 40%, Math 30%, Writing 7%, Science 30% | Goal 20 % of 1st-5 students will be above grade level on EOY assessments in each content area. |
| Admin will establish a schedule for PK-5 th teachers to plan collaboratively in Professional Learning Communities (PLCs). Schedule: 1)Bi weekly -PK-5 th teachers will meet w/ admin for grade level planning 2) Six Weeks- PK, K-2 nd (grade level) and 3 rd -5 th (content area teams) will meet w/ admin for planning. 3) Admin will include district personnel in PLCs as needed in order to provide ongoing job embedded PD to support instruction in Tier 1 & RtI/Enrichment period. Special Education staff will attend PLCs as determined by principal to support planning. Admin will use DuFour’s guiding principles to establish purpose, guidelines, expectations, and norms for PLCs. Admin will develop structured agendas and facilitate PLCs. PK-5 th grade teachers will meet in weekly and 6 week PLC’s: 1) Lesson planning Unwrap TEKS and plan instructional activities/strategies which are aligned to rigor of TEKS 2) Infuse process standards into daily lessons 3) Data Reviews- Review data for progress monitoring, grouping students for differentiated instruction, identification of focus TEKS for targeted reviews 4) Participate in ongoing PD based on campus needs. | Admin will schedule campus based training during PLCs. PD will include: 1) Training to support campus wide implementation of Lead4ward/high yield strategies 2) Admin will use Notice & Note to identify Strategies for Close reading and note taking 3) Teachers will be trained to write effective goals. | 3rd -5th grade teachers will administer district/campus benchmarks in all content areas. During PLCs, admin and teachers will review data to 1) determine % of students scoring final or above in each content area 2) use data to identify individual student needs and provide further intervention/ enrichment. 3) use data to identify instructional targets (TEKS) for small group instruction during Tier 1 and RtI/Enrichment period. Data will be used to regroup students as needed. | EOY Data: PK-5th teachers will administer EOY assessments and review data to measure student progress and program effectiveness including 1) K-3 TPRI, mClass; 3rd-5th DRA (Developmental Reading Assessment) 2) District EOY assessments in reading and math K-5. Principal will facilitate data reviews to 1) determine % of students on grade level in reading and math 2) % of students scoring in final to advanced ranges (benchmark) 3) % of students that made progress from BOY to EOY. |
| Admin team will provide ongoing training with the use of the PLC menus, routines, and instructional strategies to support | During PLCs, admin will lead discussions on the following to improve instructional delivery 1) elements of the lesson cycle (I | Student Goal Setting/Conferences: 3 rd -5th teachers will conference with students to discuss assessment results | Admin will meet with DL teachers to review TELPAS results to determine |

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| <p>effective planning. Admin team will work with teachers to develop a PLC notebook to facilitate planning. Notebooks will include Lead4ward PLC documents, district curriculum/pacing guides, student level data, and other planning documents as needed.</p> | <p>Do, We Do, You Do) and district frameworks 2) implementation of small group instruction during reading and math 3) use of manipulatives and other hands on tools to support learning. Admin, District Personnel and Instructional coaches will support implementation of lesson cycle/frameworks, use of manipulatives, and small group instruction.</p> | <p>and set goals. Students will track progress in data folders. Assessment results will be shared with parents.</p> | <p>percent of student making at least one level of growth from previous year.</p> |
| <p>Focus on ELL 1. PK-5th DL teachers will attend ELLs in TX: What teachers need to know 2. Admin will meet with PK-5th DL teacher's monthly afterschool in PLC to discuss implementation of 7 Steps to a Language rich classroom and ELPS in daily lesson plans. 3. PK-5th will use question/sentence stems to promote reading, writing, speaking and listening. Admin will conduct walkthroughs to collect evidence of use ELPS and SIOP strategies. 4. DL teachers will share SIOP strategies will regular ED teachers to support LEP denial student achievement. 5. Admin will provide 2016 TELPAS results to DL teachers for current students and set goals.</p> | <p>Admin will schedule C and I support specialists to attend PLCs each 6 weeks to support effective lesson planning. District specialists will meet with teachers to "Look Ahead" in the curriculum, unwrap TEKS, plan instructional activities, strategies, and assessments. Data Reviews- During PLCs, PK-5 teachers will review assessment data, develop action plans to address student needs and/or TEKS, progress monitor, group students for interventions/enrichment. As part of the planning process, teachers will develop campus assessments to assess student understanding of "taught" curriculum and spiral reviews. DL monthly PLCS: Admin and DL teachers will review TELPAS rating protocols. Teachers will use TELPAS rating rubrics to review released writing samples in order to enhance teacher's ability to accurately rate student writing samples.</p> | <p>Admin will conduct WTS in 3rd-5th grade Tier 1 and RtI/Enrichment period to 1) observe interventions and enrichment lessons developed to increase student success on STAAR assessments 2) monitor formative assessment data to determine success of interventions/enrichment lessons and help teachers make adjustments as needed. Additional staff will be assigned to support small group instruction as determined by principal.</p> | <p>Principal will review STAAR data with staff 1) % of students meeting standards and % scoring final and above. 2) Identify areas of growth and targets for improvement.</p> |
| <p>BOY Data- 1st--5th grade teachers will administer BOY TPRI/ mClass (K-3rd) and DRA (4th-5th). Principal will contact district C & I support specialists to meet with teachers in PLCs to review BOY data, identify targets for improvement, and share instructional strategies. In October teachers will share knowledge and skills for each grade level /content area.</p> | <p>MOY Data- PK-5th teachers will administer MOY TPRI/mClass (K-3), DRA (4th-5th). Admin will contact district C & I support specialists to meet with teachers in PLCs to review MOY data, identify targets for improvement, and share instructional strategies. BOY and MOY data will be compared to measure student progress. Teachers will use MOY data to regroup students as needed for reading and math to meet needs of all learners. Teachers</p> | <p>DL teachers will meet with LPAC committee to determine Linguistic Accommodations and language for STAAR test.</p> | <p>Principal will meet with teachers to survey PD needs in preparation for 2017-2018 school year.</p> |

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| | will share MOY data with parents (student progress/goals). | | |
| Data: | | | |
| PLC – agendas, sign in sheets, lesson plans, Teacher’s PLC notebooks | PLC – agendas, sign in sheets, lesson plans Teacher’s PLC notebooks | PLC – agendas, sign in sheets, lesson plans Teacher’s PLC notebooks | PLC – agendas, sign in sheets, lesson plans Teacher’s PLC notebooks |
| BOY data (TPRI/TJL, DRA, mCLASS, iStation, 2016 TELPAS) | MOY data (TPRI/TJL,DRA, mCLASS, iStation) | | EOY data (TPRI/TJL,DRA, mCLASS, iStation, 2017 TELPAS) |
| Campus assessments will be administered 1X per six weeks to measure progress on TEKS/Process Standards. Data will be disaggregated by content area, grade level, teacher, student, and TEKS. Teachers will share data and discuss progress of ELL students in grade level planning. | Campus assessments will be administered 1X per six weeks to measure progress on TEKS/Process Standards. Data will be disaggregated by content area, grade level, teacher, student, and TEKS. Teachers will share data and discuss progress of ELL students in grade level planning. | District benchmarks will be administered in 4 th & 5 th for writing, 5 th (reading/math) Data will be disaggregated by content area, grade level, teacher, student, TEKS. Teachers will share data and discuss progress of ELL students in grade level planning. | Campus assessments will be administered 1X per six weeks to measure progress on TEKS/Process Standards. Data will be disaggregated by content area, grade level, teacher, student, and TEKS. Teachers will share data and discuss progress of ELL students in grade level planning. |
| Walkthroughs will collect evidence of objectives posted and instructional activities aligned to the level of the TEKS/Process standards in PK-5 th classrooms. Admin will provide feedback on WT data in faculty meetings. WT data will be posted in data room by objective and grade level to help monitor progress towards campus goals. | Walkthroughs will collect evidence of evidence of High Yield Strategies in PK – 5 th classrooms. Admin will provide feedback on WT data in faculty meetings. | Walkthroughs will collect evidence of lesson cycle, small group instruction, use of manipulatives, objectives posted and aligned to lesson, and use of high yield strategies in PK-5 th classrooms. Admin will provide feedback on WT data in faculty meetings. | Walkthroughs will collect evidence of lesson cycle, small group instruction, use of manipulatives, objectives posted and aligned to lesson, and use of high yield strategies in PK-5 th classrooms. Admin will provide feedback on WT data in faculty meetings. |