

## **The Learner**

Establish a culminating representation of learning honoring student voice and choice using the Essential Skills and Disposition Proficiencies

Develop and implement age-appropriate, consistent SU PLP's for short and long term personal and academic goals, with connection and evidence of student learning.

## **Instruction and Intervention**

The four elementary schools will implement a consistent, balanced comprehensive literacy approach.

Each school develops a local MTSS plan encompassing both academics and behavior. The plan is based on the TRSU template.

Schools will collect data to assess the implementation of social, emotional and behavioral learning.

## **Assessment**

Principals implement common performance assessments

Director of Curriculum and Principals ensure summative assessments that meet SCALE Quality criteria.

Director of Curriculum, Coaches and Principals ensure formative assessments are integrated into planning and classroom practice.

## **Professional Learning**

Each school will establish interdisciplinary learning communities focused on an aspect of Backward Design, Core Instructional Practices, Trauma-Informed Teaching or a common read such as “Leaders of their own Learning in Action, Proficiency -Based Assessment.”

Catalyst Cohort develops school-based Trauma Informed professional learning.

## **Instructional Design**

Principals, the Director of Curriculum and Superintendent will ensure development, reflection, and exhibition of a common K-12 approach to planning (module.)

## **Accountability**

The new Supervision and Evaluation tool will be introduced and calibrated.

The admin council follows a timeline for analyzing and using data (including data from the CIP) for identified purposes – at the SU, school, team/department and classroom level.

Principals at each school will initiate and monitor an inquiry cycle on the Core Instructional Practices.