

Language Arts

1. **At a minimum, teachers will identify and teach at least one SBI group, four days per week, for 20 minutes each day.** The group should be composed of students with the largest reading deficits in their own classroom. In addition, teams may choose to continue using forty minutes per day and utilize additional interventionists to continue the WIN Time model. Remediation lessons should be taught using 95% Multi-syllabic intervention, PLL kits, blending kit and chip kits and other evidence-based interventions identified by the school/district.
2. **Progress monitor according to the following schedule:**
 - a. Students Above Benchmark: Benchmark assessments only (on grade level)
 - b. Students On Benchmark: Monthly at teachers' discretion-focus on bubble students (on grade level)
 - c. Students Below Benchmark: Every two weeks (on grade level)
 - d. Students Well Below Benchmark: Every two weeks (on instructional level)
3. Using PLC time to analyze data, adjust groups and adjust instruction.
4. Utilize instructional aides to provide additional support through small group and individual remediation and/or enrichment under the direction of classroom teachers.
5. All Grades will use:
 - Acadience Pathways of Progress or ROI data (Beginning of Year to End of Year)
 - 95% Interventions and PLL kits.
 - District-Wide Standards-Based Assessments (DWSBAs or as directed by CSD) at the BOY, MOY, and EOY.
6. We will **support students who are not meeting benchmark goals** by providing scaffolding including front-loading, reteaching, review, and approved intervention materials and using progress monitoring from Acadience to inform Tier 2/3 supports and adjust instruction in real time.
7. Hire 5 interventionists from Land Trust and 2 interventionists from TSSP focused on supporting literacy, skills-based instruction and assessment. (LT: \$60616) (TSSP: \$22,644)
8. Replace and update district intervention materials (loss, damage, meet class size fluctuation) (LT: \$1,500)

Math

1. Teachers will implement Canyons Structured Classroom Discussion (SCD) best practices to increase student and teacher discourse moves in math.
2. Provide professional development on SCD best practices and integrating Amplify Desmos progress monitoring into classroom instruction.
3. Teachers will provide sentence frames and visual supports for students to use during math discussions.
4. Teachers will teach math vocabulary words from each topic during the vocabulary section of the math block using our district's systematic vocabulary routine.
5. Teachers will use Amplify Desmos progress monitoring tools to track growth on grade-level standards-aligned concepts and use DWSBAs to monitor mastery of district-aligned math standards.
6. Replace and update approved curriculum (Land Trust: \$1,500) (TSSP: \$1,800)
7. STEAM Support: Parent Night (TSSP\$1,000) and Supplies (TSSP \$500)
8. Provide subs for teachers to analyze data and evaluate instruction: 1/2 day per teacher (TSSP: \$600)
9. Provide professional development for teachers, subs to attend conferences and/or guest presenters. (TSSP: \$2,000)

School Climate

- 75% of Quail Hollow students will be "on-track" (95% attendance)
- Reduce tardies by 20%
- Reduce the number of students with moderate/high risk as measured by Student Risk Screening Scale (SRSS-IE) by 10% in externalization and internalization.
- Reduce ODRs for physical aggression