

Maplebrook Elementary School

Indicator IIB04: Teachers will differentiate instruction based on assessment results to provide support for some students and enhanced learning opportunities for others.

Tasks:

- Analyze the structure and schedule of the school day will maximize support staff.
- Engage in cross grade-level discussions to differentiate for our “above” students in literacy
- Learn to write SBG Proficiency Scale
- Create a master schedule of support staff availability
- Learn about student driven self-assessment and goal setting
- Create Maplebrook Data Warehouse for ELA and Math
- Professional learning around strategies to differentiate for our on-level learners

Indicator CL1: The school's Learning Support System will include academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs.

Tasks:

- Train staff on the new RTI paperwork (TIENET), including non-academic supports as a separate RTI component. SST grade-level liaisons will progress monitor usage of TIENET system each trimester.
- Implement a systematic approach to meeting non-academic student needs, including schedules for movement breaks and easy access to equipment.
- Form a committee to look into possible common language for behavior expectations. Develop clear consequences and school-wide expectations. Clearly communicate behavior expectations to parents.
- Explore implementing a behavior “boot camp” at the beginning of the school year and after winter break to demonstrate behavior expectations to students.
- Train staff on state SEL standards and how they integrate in the classroom.
- Evaluate our staff usage to ensure we’re utilizing all of our resources to best meet student academic needs, both for additional support and enrichment
- Create a master resource guide for different types of literacy interventions.

- Create a master resource guide for different types of mathematics interventions
- Revisit staff before- and after-school supervision plan.
- Develop a master schedule that best supports student needs while maximizing staff and resources.
- Train support staff to manage student social/emotional needs, including assistants, lunchroom supervisors, custodians, and office staff.
- Develop a transition plan for students and staff new to Maplebrook.

Indicator TL9: All teachers will incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills.

Tasks:

- Survey staff on their individual technology needs and wants for professional and personal use.
- Create and implement a Maplebrook professional learning plan based on needs of the staff.
- Create and implement a continuum of learning plan for students.
- Design and develop a clearly defined support structure for staff and student technology needs.
- Participate in district professional learning related to the Digital Learning Initiative.