

Short Term Action Plan 1st Quarter 2020-2021

Area to be Addressed: Social Emotional Supports

Strategies or Initiatives	Timeline	Resources	Monitoring
Building Community/Assessing Emotional Health of students <ul style="list-style-type: none"> ● Implement a “daily meeting” time (ie. morning meeting) ● Grades K-3 have a book to read and ask questions/responses to ascertain how students are doing (due to Covid and Social Unrest) ● Grades 4-5 share a book or relevant article to generate conversations re: COVID and Social Unrest ● Create Google Classrooms; train students on the procedures for accessing online resources 	First two weeks of school and then ongoing	Books and sample lessons (media center); School Counselor has books available Ideas for how to run a morning meeting (which would not have to be morning) Digital PL - Just in Time Learning & Introduction to Synchronous Learning; Google Classroom PL from RESA	Informal assessment of students. If concerns arise, teachers will make a referral to counselor Teachers will invite admin and coach to Google Classrooms
House System <ul style="list-style-type: none"> ● Welcome back message via announcements ● Sort new students and faculty into houses ● Introduce new classroom goal sheets and post outside classrooms 	First week of school	PBIS committee Instructional Coach Admin team Media specialist	Updated house master list in Google Drive Weekly check of classroom goal sheets
Re-introduce the Exceptional 10 <ul style="list-style-type: none"> ● First focus behavior “Making our school a better place” <ul style="list-style-type: none"> ○ Washing hands frequently ○ Wearing masks ○ Hands off yourself and others 	First two weeks of school - Nurse Melanie on announcements Ongoing - recognize students via announcements and	PBIS committee Instructional coach School nurse Media specialist	

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<ul style="list-style-type: none"> • Nurse Melanie will demo handwashing and other disease control measures via announcements • Post pictures of students demonstrating proper health measures in high traffic areas of the building; share via announcements 	<p>pictures in high traffic areas</p>		
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<p>Introduce additional Exceptional 10 behaviors each subsequent week:</p> <ul style="list-style-type: none"> • Week 2: Encouraging a classmate (social distancing; ways to greet and support without making physical contact; review house hand signals) • Week 3: Taking initiative (social distancing; hand washing; using hand sanitizer; maintaining clean areas in classroom & common areas) • Week 4: Being respectful (social distancing; hand washing; covering coughs/sneezes; using hand sanitizer) • Week 5: Being on task when others are not (social distancing; following routines and procedures during workshop times; washing hands) • Week 6: Working well in a group (social distancing as it relates to small groups) • Week 7: Being a problem solver (what to do in a variety of situations - crowded water fountain, too many students in the restroom; classmate gets injured) • Week 8: Helping a classmate academically, physically, or emotionally (how to stay safe when helping others) • Week 9: Exceptional work that goes above and beyond what was asked for 	<p>Ongoing</p>	<p>PBIS committee Instructional coach School nurse Media specialist</p>	
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Area to be Addressed: Reading

Strategies or Initiatives	Timeline	Resources	Monitoring
MAP BOY Assessment for 1st-5th students to determine gaps/needs.	TBA (First two weeks will be focused on SEL, new routines, etc.)	MAP Reports	Grade Level data digs
Brief running record (or progress monitoring on TRC) on every student to roughly determine current reading level.	Weeks 2-4 (TRC testing window TBA)	Leveled bookroom books, TRC monitoring books	Classroom and grade level data spreadsheets
DIBELS assessment for K-2 students by school SWAT team	TBA	DIBELS online; EIP laptops	Classroom and grade level data spreadsheets
Units of Study implementation; launching the reading workshop & establishing routines and procedures	First 3-4 weeks of school	Units of Study materials; grade level plans shared via Google Drive; ongoing PL with Instructional Coach; leveled bookroom books	Grade level plans; informal walk-throughs
Establish expectations for reading: <ul style="list-style-type: none"> • Distribute summer reading books donated by PTO in the spring of 2020 • Encourage reading at home via announcements • Post pictures with the hashtag #CLESreads • Teachers will guide students to set personal goals for independent reading time (Grade levels could set an overall goal, but consider students' individual needs as well.) 	First week of school - distribute books Ongoing - communication between home/school regarding daily reading; weekly social media posts to encourage reading at home	Variety of picture and chapter books donated by PTO in the spring of 2020; PL on alternatives to traditional reading logs with Instructional Coach	Classroom rosters - at least one book per student; social media feed; classroom data spreadsheet monitoring

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Area to be Addressed: Math

Strategies or Initiatives	Timeline	Resources	Monitoring
MAP BOY Assessment for 1st-5th students to determine gaps/needs.	TBA (First two weeks will be focused on SEL, new routines, etc.)	MAP Reports	Grade Level data digs
IKAN on all 3rd-5th graders to determine areas of greatest need in math	Weeks 3-5 of school; whole class administration (10-15 min. per class)	Instructional coach will deliver; grade level teams will score during planning	Classroom and grade level data spreadsheets
Small group math interviews based on GLOSS for 1st and 2nd grade students (assess basic counting; addition/subtraction strategies; fractional reasoning)	Weeks 4-6 of school	Instructional coach will provide PL & resources; teachers will administer and score	Classroom and grade level data spreadsheets
Kindergarten checklist completed on all entering K students to determine baseline level	Weeks 2-4 of school	Kindergarten team (teachers and paras); support personnel as available	Classroom and grade level data spreadsheets
Launching the math workshop - establishing basic procedures	First three weeks of school	Grade level teachers and support personnel as available	Grade level plans; informal walk-throughs
Incorporate lessons, strategies, and assessments from the Math in Practice resource books	Informal assessments first three weeks of schools	Math in Practice books	Grade level plans; informal walk-throughs; classroom and grade level data spreadsheets



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