



TABIONA SCHOOL

School Goals & Plans 2023-2024

Learning Goals

Learning Action Plans

1. 1st Grade Reading: Increase the number of students at or above benchmark in “Clear Letter Sounds” by 15% from beginning to end of year.	1 <ul style="list-style-type: none">• Tabiona will utilize our aids and teacher specialists for Core, Tier 2 intervention effectively.• The teacher will effectively use sound walls and other skills learned in LETRS Training.• Core instruction time will be sacred and taught the first thing in the morning when minds are fresh.• We will use small groups to meet the students at their current levels.• We will use 95% intervention program.• Every student will have an individual reading goal as determined by the teacher, parent, and student.
2. 2nd grade Reading: Increase the number of students at or above benchmark in “Fluency and comprehension” from beginning to end of year.	2 <ul style="list-style-type: none">• Tabiona will utilize our aids and teacher specialists for Core Instruction and Tier 2 intervention effectively.• Tabiona School will train teachers and aids to support learning to ensure that it is all about learning and not just assignments. The teacher will effectively use sound walls and other skills learned in LETRS Training.• Core Literacy instruction time will be sacred and taught the first thing in the morning when minds are fresh. We will get 150 minutes of Literacy each day.• We will use small groups to meet the students at their current levels. Groups will adjust based on the end-of-week evaluations and PLC discussions.• We will use 95% intervention program.• Every student will have an individual reading goal as determined by the teacher, parent, and student.

3. 1st - 3rd Grade Reading and Math: At least 65% of students make typical or above "Pathway To Progress" growth from beginning to end of year.	3 <ul style="list-style-type: none"> Students need to read. Implement parent nights focused on reading and math skills with students. We will use our aids effectively to aid teachers in interventions and reteach opportunities.
4. Kindergarten Math: Increase the number of students at or above benchmark in "Beginning Quantity Discrimination" from beginning to end of year.	4 <ul style="list-style-type: none"> With the implementation of full-day kindergarten we will have more time to focus on Math instruction and intervention.
5. Grades 3-12: Increase our proficiency across the curriculum to 50% of students proficient on state end-of-year tests in math, science and ELA. Elementary Current Data: ELA % Prof. 28% Growth 31.5% Math % Prof. 31% Growth 33% Science % Prof. 35% Growth 31.5% Growth of Lowest 25% - High School Current Data: ELA % Prof. 38 Growth 50% Math % Prof. 29 Growth 33% Science % Prof. 29 Growth 50% Growth of Lowest 25% -	5 <ul style="list-style-type: none"> Use PLC's to align standards and use collaborative data to ensure students are learning and to discuss best practices. Close Reading skills will be a focus. The use of our 20-minute advocacy time will be used for teaching close reading and vocabulary skills. Reading time is to develop a deep love of reading. As students learn to close read they will develop purpose in reading. Use RTI to help fill holes of basic skills students have missed. In math, change up the way we use edgenuity so the teacher has more of a hands-on approach to the teaching and intervention of math concepts. Math Teacher will PLC with Mr. Jenkins 2 times a month to discuss how we can better help students, support learning, review data and intervention plans. We will use our Special Education Aid to focus on tier 3 intervention and help all students learn at their highest levels. We have too many students slipping through the cracks and Rigor has got to be strengthened.

- We have got to do a better job of using our data to drive our instruction.**
- We will model for our students that we value their best work every day.**
- We will discuss our data with the students so that they know how and why we do what we do and that we really do use their data to drive our instruction.**
- We will focus on student engagement and rigor in each classroom to ensure learning for all students is taking place.**

Dispositions Goals	Dispositions Action Plans
<p>6. Students and staff will learn the value of integrity, responsibility, hard work, resilience, service, and respect as well as incorporate these traits into their lives.</p>	<p>6.</p> <ul style="list-style-type: none"> ● We will have mini lessons during our advocacy time based on these topics and other topics the PLC team feel are important. ● We will do weekly rewards for 100% of students. ● We will reward students based on teachers catching them doing positive things in the classroom and halls. ● Staff will model positive interactions and behaviors as they are in the halls and around students.
<p>7. Students and staff will take appropriate actions to continually bolster their mental health.</p>	<p>7.</p> <ul style="list-style-type: none"> ● Advocacy time will be student driven and teachers will help to keep the discussions going without taking over. ● Teachers will be in the halls during passing time.
<p>8. To build relationships with students and give them the appropriate tools to be successful contributing members of society.</p>	<p>8.</p> <ul style="list-style-type: none"> ● Tabiona school has built a 20-minute time frame into the schedule that serves as intervention, Social Emotional, reading, and Advocacy time. ● Students have been randomly divided into groups with all students grades 7-12 involved. The groups are split between 9 teachers or staff members so that the group size is 10 or less. ● Give each staff member the opportunity to build a solid relationship and be an advocate for each student in their group. This is not formal class time where a new lesson is prepared each day, but a time for students to work on homework, and careers.

Tabiona High School

PBIS and SEL Plan

2023-24

Purpose:

- To build relationships with students and give them the appropriate tools to be successful contributing members of society.
- Help Students grow academically where they are and reach their personal greatest potential.

How:

- Tabiona school has built a 20-minute time frame into the schedule that serves as intervention, Social Emotional, reading and Advocacy time. Students have been randomly divided into groups with all students grades 7-12 involvement. The groups are split between 9 teachers or staff members so that the group size is 10 or less. This gives each staff member the opportunity to build a solid relationship and be an advocate for each student in their group. This is not formal class time where a new lesson is prepared each day, but a time for students to work on homework, careers, reading and teacher discussions.
- Teachers will use the Citizenship criteria to determine citizenship. Honor role will be determined on both GPA and Citizenship. There will be a means of redemption to improve citizenship as determined by the teachers during PLC time.

Interventions:

- Based on the four questions of PLC.
 - What are students supposed to know
 - How will I know if they know it?
 - What if they do? Extension
 - What if they don't? Intervention Who needs to be where

Questions for teachers –

How do we hold each other accountable?

How do we make this time so its not just do what you want time or prep time?

How do we make sure everyone is here on time ready to work?

How do we know who needs to go to what intervention?

Who watches the kids that don't need intervention?

How can we make PLC's more productive for you and still maintain effectiveness?

What do we need to add to the our PBIS Plan up top?

Is our intervention and advocacy time effective? If not why and how?

