



TABIONA SCHOOL

Learning Needs

- It is of the utmost importance that each K-3 student learns to read well and then, for the rest of their lives, become well-read.
- Students need to master basic numeracy and science skills and then advance, concept-by-concept, to contribute to our STEM world.
- We have identified a critical need in our core areas. Our scores have dropped since covid by an average of 10-20% proficient.
- Our High School has dropped the most over the years with ELA being the lowest. As we looked at ACT Data our reading scores were some of the highest, but our Language and grammar were the lowest. Our reading programs have been working. The use of IXL and a reading time have helped increase our reading scores, but we feel we need to focus on helping other students maintain focus.

Learning Goals

Learning Action Plans

<p>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.</p>	<p>1</p> <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.
<p>2. 2nd grade Reading: Increase the number of students at or above benchmark in “Fluency” from beginning to end of year.</p>	<p>2</p> <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.

<p>3. 1st - 3rd Grade Reading and Math: At least 60% of students make typical or above "Pathway To Progress" growth from beginning to end of year.</p>	<p>3</p> <ul style="list-style-type: none"> ● Students need to read. ● Implement parent nights focused on reading and math skills with students.
<p>4. Kindergarten Math: Increase the number of students at or above benchmark in "Beginning Quantity Discrimination" from beginning to end of year.</p>	<p>4</p> <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.
<p>5. Grades 7-12: Increase our proficiency across the curriculum to 75% of students proficient on state end-of-year tests in math, science and ELA.</p>	<p>5</p> <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. ● 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.

Dispositions Needs

- Societies that uphold such universal dispositions as integrity, responsibility, hard work, resilience, service, and respect are societies that lead to progress, happiness, and peace.
- Many of our students exhibit these dispositions already. However, all students and staff need continual reinforcement and support.
- We recognize that mental health flourishes within a culture that understands and supports people as they seek personal growth. Honesty and integrity could improve.
- Every individual needs and desires an Advocate who knows them, understands them, and will listen to help them through everyday issues.

Dispositions Goals

Dispositions Action Plans

<p>7. Students and staff will learn the value of integrity, responsibility, hard work, resilience, service, and respect as well as incorporate these traits into their life.</p>	<p>7. • We will have mini lessons during our advocacy time based on these topics and other topics the PLC team feel are important.</p>
<p>8. Students and staff will take appropriate actions to continually bolster their mental health.</p>	<p>8. • Advocacy time will be student driven and teachers will help to keep the discussions going without taking over. • Teachers will be in halls during passing time.</p>
<p>9. To build relationships with students and give them the appropriate tools to be successful contributing members of society.</p>	<p>9. • Tabiona school has built a 30-minute time frame right into the schedule that serves as intervention, Social Emotional, 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 8 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, careers.</p>