



SMES Success Plan 2021-22

Goal

1

High Impact Instruction: *All students' learning and practice experiences match the rigor of the standards (BEST and Florida Standards).*

- Engage in professional development opportunities around the new and innovative ideas that includes Transforming Time, Differentiated PD, Early Release PD and Walk-a-bout Wednesdays.
- Professional Development will be designed and implemented to support all teachers so they can utilize student work in order to plan for whole class, small group or individualized instruction.
- Implement targeted common assessments aligned to the curriculum in all content areas.
- All students learning and practice experiences match the rigor of the standard.
- PD will be conducted by administration, LDC and select teachers. This PD will also cover the new BEST standards and how they will be implemented into our ALUs.
- Prioritize PLC work with the curriculum in order to plan appropriate lessons to increase rigor and higher order questioning. Match ALUs re-align with ELA BEST standards and their implement them where needed in the SMES ALUs and Curriculum.
- Utilize PLC time to understand the standards and then prioritize new and current standards.
- PLCs create and implement common assessments based on standards and rigor and evaluate results.
- PLCs will institute lessons that provide more involvement with students in academic discussions and collaboration. Students will be given opportunities to be part of the lesson and engagement strategies that keeps the students focused on achievement.
- Weekly planning with PLC's
- Vertical PLC's every six weeks.
- SMES Rubric (Structures, FEAPs) and the Top 10 "Must SEEs" at SMES.
- PD that is targeted and designed to meet teacher specific needs.

Increase in Reading & Math learning gains in grades 4 and 5 in lowest 25% from 2020-2021 school year.

- Materials are differentiated by student interests, prior knowledge of content, and skill level
- Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)
- Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners. Questions are differentiated by students or group of students to meet their needs.

- Teachers provide small group as needed
- Support staff provide foundational learning opportunities to close the achievement gap in our approaching learners.

Excellence in Student Achievement

Goal

2

Collaborative Culture: Sustain a culture of collective responsibility that is connected to and evident through the mission, vision, core values, behavior expectations, goals, design principles and everyday 21st century expectations.

- Sustain PLC teams, norms and support their work
- Sustain a culture of collective responsibility that is evident through the mission, vision, core values, goals and design principles.
- Cultural Diversity is recognized throughout our daily dealings, lessons and ALUs.
- **LATI Leaders/Walk-a-bout Wednesdays other committees- Continues the engagement of all staff in the decisions of the direction in classrooms and 21st century teaching strategies and be a part of school-wide decisions.**
- Support and sustain School Leadership Team (SLT)
- Respect and honor time for collaboration even though it looks different
- Incorporate engagement engineers--Teachers that were involved in summer trainings will be the leaders of each grade level for Climate and Culture, Rigor and student engagement.
- **Parents/Community Experts take part in students' education.**
- New techniques that promote discipline and respect through the use of manners and soft skills (S.P.E.C.I.A.L.)
- Opportunities for staff morale building and support. Includes House competitions between students and staff, mingles, recognition, celebrations and contests.
- Culture connections: Diversity Committee and monthly diversity education/celebrations. This will continue with implementation of diversity in ALUs and other activities.
- Houses: Continue to cultivate and improve behavior systems, structures, academics, events and a school wide community around the SMES House System. RCA App

Goal

3

Data Driven Decisions: A systematic process that guarantees every student will receive the time and support needed to learn at high levels.

- Professional Development will be designed and implemented to support all teachers so they can utilize student work in order to plan for whole class, small group or individualized instruction. Implement targeted common assessments aligned to the curriculum in all content areas.
- Data Day chats will be scheduled quarterly for each grade level to determine student needs. Teachers will look into adjusting lessons to meet students needs.
- PLC will use data from CFAs to identify students in need of Tier 2 support by standard, and learning target.
- School Intervention Team (SIT) will assist in identifying , diagnosing , treating, prioritizing and monitoring Tier 3 interventions.
- SIT will assist in providing resources based upon students' greatest needs.
- PBIS-monthly review of Tier 2 behavior data.

Excellence in Student Achievement