



Slate Hill ES

BUILDING ACTION PLAN

2022-23

21-22 POINTS OF CELEBRATION

- 4 star rating on the 2021-22 Ohio School Report Card for the Gap Closing Component which is a measure of the reduction in educational gaps for student subgroups.
- 78% of our 3rd-5th graders feel that they have a strong relationship with their teacher both within and outside of the classroom.
- 62% of our 2nd graders scored at or above benchmark on the beginning of the year Acadience assessment, demonstrating strength in phonemic awareness.



FOUNDATIONAL SKILLS & KNOWLEDGE

Goal: We will prepare students to be successful in an ever changing economy by equipping students with foundational knowledge and skills that support lifelong learning.

Strategies:

Reading

Expand capacity to identify and support students who are below grade level due to foundational reading skills through an expansion of evidence-based instructional strategies and implementation of tier 2 interventions, remediation strategies, and curriculum.

Integrate the use of active engagement strategies into large group phonemic awareness (Heggerty) instruction.

Explicitly and systematically teach our written alphabetic code through systematic phonics instruction (Foundations & Just Words) and use of mastery learning.

Heighten the use of close reading strategies to help students comprehend complex texts.

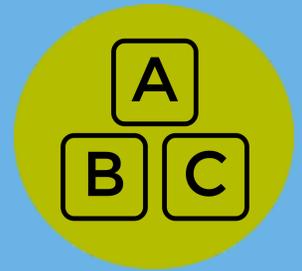
Heighten the use of small group question answer relationships (QAR) across depths of knowledge levels (DOK) while using high interest reading materials.

Writing

Implement instruction that provides all students with opportunities to make their thinking visible through writing in all content areas.

Provide daily time for students to write.

Help students understand the purpose for writing (describe, narrate, inform, persuade).



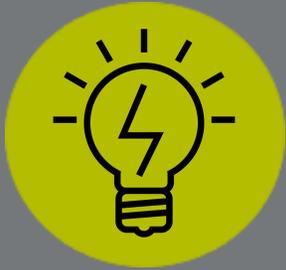
Mathematics

Address unfinished learning for all students by implementing formative instructional practices.

Implement instruction that scaffolds and supports productive struggle for students (MP1).

Engage all students in appropriately aligned DOK activities and assignments to foster critical thinking and problem solving skills (MP1, MP2, MP4, MP7, & MP8).

WELL ROUNDED CONTENT



Goal: We will expose students to a broad range of subjects and disciplines beyond foundational knowledge and skills to allow students to explore and identify their passions and aspirations, as well as discover connections and relationships among ideas and concepts.

Strategies:

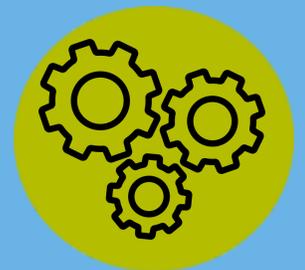
Increase the number of shared minutes (/week) which are addressing well rounded content. For example, ELA reading time that uses social studies content.

Use informational text in all content areas so students read to learn and extrapolate information that extends learning.

Implement instruction that provides all students with opportunities to make their thinking visible through writing in all content areas.

LEADERSHIP & REASONING

Goal: Future success will not just depend on academic content knowledge. It will require students to exhibit leadership skills. We will provide leadership opportunities, including among other things, learning from mistakes and improving for the future, listening to others and working to achieve a common goal and giving and receiving feedback. Reasoning skills are important too. Reasoning means that students know how to draw on multiple disciplines to synthesize information, develop creative solutions and generate new ideas. We aim to teach students specific skills such as critical thinking, problem-solving, design and computational thinking, information evaluation and data analytics.



Strategies:

All teachers will implement strategies that support a growth mindset.

All teachers will implement interactive learning structures and thinking routines in all content areas.



Goal: Research shows that being part of a community improves life satisfaction and health. We will equip students with an understanding of the importance of social interaction and personal feelings. This includes competencies like self-awareness, self-management, social awareness, collaboration, empathy, relationship skills, and responsible decision making to become resilient and persistent in life.

Strategies:

Teachers (K-5) will implement Morning Meetings.

Building teams (including teachers, mental health specialists, counselors, administrators and support staff) will utilize an MTSS process to brainstorm ideas and link students with appropriate supports to build SEL skills.

Teachers will be trained in Culturally Responsive Teaching and Learning.

Teachers will use Interactive Learning Structures, such as thinking routines, Socratic seminars, question formulation techniques, etc.