

Title:

Content Area:

Literacy

Grade Level:

K-3

Objective Statement

Describe the overall objective, identifying the specific outcome that will be achieved by the end of the interval of service. The objective statement should be specific enough to clarify the focus of the Special Assignment Objective.

I will offer and provide professional learning opportunities for teachers that focus on activities to support MLL's through traditional coaching cycles ,CPT and SCI sessions. I will utilize activities from Ellevations and modules provided by the district to support K-3 at [REDACTED] I will also offer opportunities for coaching and feedback sessions by working in teachers' individual classrooms. We will continue to use shared documents to communicate and improve teaching and learning for all students by doing this.

Rationale

Describe the (date-driven) explanation for the focus of the Special Assignment Objective and indicate if it is aligned with a school or district priority.

The rationale for this objective is demonstrated in the ELA IRLA Data. Grades K-3 data from 12/1/21 showed that 24% of students performed at the proficient level or above, while 76% of students performed in the at risk or emergency category.

The rationale for this objective is also demonstrated in the our district data driven dashboard on Ellevations. We currently have 242 Active MLLs, including ENE students, who are Eligible but Not Enrolled.

The data supports the need for targeted, well designed instructional plans that meet the needs of all students. The activities and resources found on Ellevations will help educators develop the capacity to support English Learners in their language acquisition and content mastery.

Target(s)

Describe what you expect to achieve at the end of the interval of service. If baseline data/information suggests meaningful differences, targets could be tiered to be both rigorous and attainable.

The rationale for this objective is demonstrated in the ELA IRLA Data. Grades K-3 data from 12/1/21 showed that 24% of students performed at the proficient level or above, while 76% of students performed in the at risk or emergency category.

The rationale for this objective is also demonstrated in the our district data driven dashboard on Ellevations. We currently have 242 Active MLLs, including ENE students, who are Eligible but Not Enrolled.

During the 2021-2022 school year 2/4 of the teachers, or 50% will participate in at least 1 full coaching cycle (one on one pre-conference/planning session, actual lesson, feedback session, follow up lesson) where the coach and coachee will focus on implementing a new activity from the Ellevations Platform or one that targets input or output. Notes from the feedback session will be used to follow up with each teacher.

Not Met: less than 50% will participate in at least 1 full coaching cycle.

Met: 50% of teachers or 2/4

will participate in at least least 1 full coaching cycle.

Exceeded: 75% or 3/4 of teachers, or greater, will participate in at least 1 full coaching cycle.

Rationale for Target(s)

Explain how the target(s) was determined including data source(s) and why the target(s) is appropriate, rigorous and attainable.

ELA IRLA Data. Grades K-3 EOY data will show show that 34% of students will perform at the proficient level or above, while 66% of students will perform in the at risk or emergency category. This is a 10% increase.