**SCES’ 90-60-30 Day Plan for Maintaining Distinguished Status**

**Spring 2016**

90 Days – Provide Additional Instructional Time / Maintain K-PREP Focus

* Offer “Bubble Babies” sessions – tutoring focus
* Offer “Zero Hour” sessions – extension focus
* Students complete K-PPREP Questions, Assignments, Reading Passages, and given K-PREP Tasks within given time restraints on a daily basis
* “Live Scoring” on a weekly basis

60 Days – Focus on Special Education Accommodations / Provide More Intervention Time to Targeted Students

* Ensure case load Special Education teachers are working with Special Education students on how to use their given accommodations for success
* Train all test proctors on accommodations (3-11-16 @ 2pm)
* Do a “practice” run with all Special Education students and their assigned test proctor; complete the practice run like a “Live Scoring” event with a focus on Reading and Math (3-22-16 @ 10am, 4-12-16 @ 10am, 5-3-16 @ 10am)
* No more probing with Tier II students (doing so will provide an hour more, per student, per week of instructional intervention time)
* Special Area teachers will work with 3rd-5th grade classes to provide additional instructional assistance, based upon the special area master schedule

30 Days – Content Re-enforcement Sessions (3 hours each)

* Sessions will take place on Fridays (4-15-16 @ 11am-12pm & 1pm-3pm, 4-22-16 @ 9am-12pm, 4-29-16 @ 11am-12pm & 1pm-3pm) with Third, Fourth, and Fifth grades
* Primary Teachers (Kindergarten through 2nd Grade) will be assigned a “partner” to cover their partner’s class while the partner assists with a designated Third, Fourth, and Fifth grade teacher during the Content Re-enforcement Sessions
* Coverage will take place in order for the Assisting Teacher to have common planning with their assigned Third, Fourth, and Fifth grade teacher prior to the Content Re-enforcement Session
* Focus areas for Content Re-enforcement Sessions are Reading and Math
* Content Re-enforcement Sessions will focus on providing three hours of intense remediation, additional content coverage, and extensions for the students based upon their identified academics.

\*\*Monitoring for implementation and effectiveness will be completed by Mr. Thomas

Content Re-enforcement Sessions Assignments

|  |  |
| --- | --- |
| 3rd-5th Grade Teacher | Content Re-enforcement |
| C Abell | Howie |
| Atcher | Dunning |
| Blackburn | Hagman |
| A Coots | White |
| Pollett | Browning / Beavin |
| Thomas | Frederick |
| Barnett | Grigsby / Mantle |
| Dennis | Tobbe |
| Harrelson | Murphy / Wyraz |
| Mallory | B Coots |
| Sanford | McGinnis |
| Fladung | Whitlock |
| Isaac | Baird |
| Noel | Pietz / Miles |
| Penrod | Mercer |
| Zurkuhlen | Weed / Miles |

Primary Teacher Partners (those who will be providing coverage)

|  |  |
| --- | --- |
| Content Re-enforcement | Coverage Partner  |
| Beavin | D Lawson |
| Dunning | Maynard |
| Hagman | L Abell |
| Howie | Tappan |
| Mantle | Hutchins |
| Miles | Blumeier / Phillips |
| Murphy | Wood |
| Tobbe | Drake |
| White | Ingram |