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| **Goal:** Instructional staff will increase the documentation of all baseline data for goals, objectives and progress reporting on student’s IEPs and progress reports by 50%. | | | | |
| **Strategy:**  What will we focus on to achieve our goal-our commitments? | **Actions:**  To do list: things we need to do to implement our strategies  (Lead with a verb) | **Success Criteria:**  What are we expecting to see and hear from  the leadership team and teachers? | **Progress/Outcomes**  What evidence will we use to monitor student progress? | **Professional Development:**  What will you teach to support effective strategy implementation? |
| Data collection process in student academic and behavioral progress and outcomes. | Review current collect processes.  PD on data collection and reporting.  Review IEPs and data collection periodically through the year in a collaborative format. | IEPs will contain all data on objectives and goals.  Hear that student data is easier to report when all data is available in an IEP meeting. | Increase of data collection techniques by teachers with samples of data charting provided.  Increased ease of discussion during IEP meetings. | Data collection strategies and samples.  Review data collected together in teacher workshop.  Review curriculum day material on goal writing for IEPs. |
| **Goal:** Improve student engagement by decreasing the amount of time out of class as reflected by Out of Class Logs by 5% per year. | | | | |
| **Strategy:**  What will we focus on to achieve our goal-our commitments? | **Actions:**  To do list: things we need to do to implement our strategies  (Lead with a verb) | **Success Criteria:**  What are we expecting to see and hear from  the leadership team and teachers? | **Progress/Outcomes**  What evidence will we use to monitor student progress? | **Professional Development:**  What will you teach to support effective strategy implementation? |
| Use of School Wide Management Plan  Use of Mandt skills and appropriate interventions for more intense behavioral needs | Staff training on SWM plan  PD on autism interventions  Tier 2 focus on universal autism interventions and focus on specific students’ needs.  Data analysis of OCLs quarterly | Increase of student time in class  Increase in student engagement academically  Questions on use of interventions, specific student situations brought to teacher workshops and Tier 2 intervention requests | OCL time out of class data  Engagement of students during instruction time seen in coaching visits, reported by teachers  Student grades, MAP growth results, NSCAS scores | Use of the OCL form  Collecting data from Tableau, review data available, analysis of data  PD review SWM plan  PD review Mandt, chapters 1 through 3 |

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| **Goal**: Increase student passing percentage in classes (classes offered/classes failed) by 10%. ACP students increase progress on extended indicators. | | | | |
| **Strategy:**  What will we focus on to achieve our goal-our commitments? | **Actions:**  To do list: things we need to do to implement our strategies  (Lead with a verb) | **Success Criteria:**  What are we expecting to see and hear from  the leadership team and teachers? | **Progress/Outcomes**  What evidence will we use to monitor student progress? | Professional Development:  What will you teach to support effective strategy implementation? |
| Quality standards based instruction, altering instruction based assessments, student engagement | Understand content standards  Understand common grading practices and procedures  Analysis of student performance across curriculum areas | Questions about applying standards  Discussion on grading practices  Discussion regardingIEP accommodations | Student progress reports  Student grades  Performance on IEP objectives  Student engagement during coaching | Common Grading Practices  1:1 sessions with standards, lesson planning, graded student work and discussion |
| **Goal:** Increase student attendance rate of chronically absent students by 3% each year as shown by attendance records. | | | | |
| **Strategy:**  What will we focus on to achieve our goal-our commitments? | **Actions:**  To do list: things we need to do to implement our strategies  (Lead with a verb) | **Success Criteria:**  What are we expecting to see and hear from  the leadership team and teachers? | **Progress/Outcomes**  What evidence will we use to monitor student progress? | **Professional Development:**  What will you teach to support effective strategy implementation? |
| Student/school engagement  Consistent school to home contact through the year | Hold weekly Attendance meetings  Identify students on chronic list  School to home communication for those students | Identified students are reporting to school more consistently  Decrease of student on the chronically absent list | Attendance records | PD on making those phone calls, components of the communication  Process for documentation of family contacts |