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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 PlanUse of Mandt skills and appropriate interventions for more intense behavioral needs | Staff training on SWM planPD on autism interventionsTier 2 focus on universal autism interventions and focus on specific students’ needs.Data analysis of OCLs quarterly | Increase of student time in classIncrease in student engagement academicallyQuestions on use of interventions, specific student situations brought to teacher workshops and Tier 2 intervention requests | OCL time out of class dataEngagement of students during instruction time seen in coaching visits, reported by teachersStudent grades, MAP growth results, NSCAS scores | Use of the OCL formCollecting data from Tableau, review data available, analysis of dataPD review SWM planPD 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 standardsUnderstand common grading practices and proceduresAnalysis of student performance across curriculum areas  | Questions about applying standardsDiscussion on grading practicesDiscussion regardingIEP accommodations | Student progress reportsStudent gradesPerformance on IEP objectivesStudent engagement during coaching | Common Grading Practices1:1 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 engagementConsistent school to home contact through the year | Hold weekly Attendance meetingsIdentify students on chronic listSchool to home communication for those students | Identified students are reporting to school more consistentlyDecrease of student on the chronically absent list | Attendance records | PD on making those phone calls, components of the communicationProcess for documentation of family contacts |