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| **Goal: By June 2025, we will increase the percentage of students on grade level in reading MAP/NSCAS by 5%.** | | | | |
| **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? |
| 1.Backwards planning of literacy assessments as a grade level.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.Fidelity of small group instruction. | Engage in the PLC process of backwards planning using the Kennedy structure.  Inclusion of EL differentiation from EL Excellence Everyday book.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Plan and implement small group instruction based upon data. | Teachers submit lesson plans with key components evident (ie: problem numbers, highlighting, sticky notes, reminders, high level questions, rigorous activities)  The PLC agenda reflects planning with strategies from EL Excellence Everyday book.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Running records of reading data.  Use of Amira and Lexia. | Increase in proficient scores on module assessments.  Students’ progressing at an appropriate pace.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Data indicates usage and progress for students.  Leadership should see small groups during walkthroughs/coaching. | Professional Learning Committee training from core group attending conference.  Revisit Backwards planning protocols  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Planning for small group instruction, making know what non-negotiables leadership will look for during visits (math and reading) to determine fidelity of practices. |
| **Goal: By 2025, 100% of classrooms will participate in the Kennedy structures of Professional Learning Communities and Project Based Lessons** | | | | |
| **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? |
| 1.Knowledge of all standards and integration opportunities for a project-based lesson. | Identification and unpacking the priority standards. | Teachers’ PBL overview will show the integrated standards. | Calendar matrix of standards included along with progression of the lessons to achieve the final product. | Tiered PBL training  PBL 101  Leadership in PBL (Returning staff) |
| **Goal: By 2025, we will decrease the number of students with 9 or more days absent by 3%.** | | | | |
| **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? |
| 1.Parent education and engagement on importance of attendance  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.Attendance tickets and incentives | Engage with parents through phone calls, meetings and flyers about students attending all day, communicate about various opportunities throughout the year.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Coordinate attendance ticket pass out, collections and incentives given | - Increased communication from families about illness, busing and appointments  - Decrease in # of tardies and early pick-ups  - Tracking or patterning awareness for students prior to the 5-day benchmark  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Number of tardies drops with tickets being handed out | Decrease in red percentage on attendance dashboard and an  increase in the green percentage on attendance dashboard.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Weekly attendance meetings | Success Mentors training  Infinite Campus and attendance tracking in the classroom training.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  none |
| **Goal: By 2025, decrease behavior incidents requiring administration support by 5%.** | | | | |
| **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? |
| 1.Teaching RULER emotions and Mood Meter in students  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.Creation of behavior matrix and school-wide expectations | Implement RULER and school wide MTSS-B PBL for staff/students.    Implement behavior intervention (CICO, social skills, etc…)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Behavior flowchart creation and usage with fidelity | MTSS-B meetings for Tier 1 and 2/3 regarding students in need and progress  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  PAC & Counselor will keep notes and documentation about students’ progress on behavior management | The number of students in Tier 2 and 3 throughout the year will decrease.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Analyzing data from the Behavior dashboard (patterns, numbers, etc…) | RULER training and Morning Meeting  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Behavior Flowchart and MTSS-B training |