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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 trainingInfinite 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  |