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| **Goal**: Attendance ~ to increase the % of students who are in the not chronic (green) domain from 36.26 % to 38.26% |
| **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? |
| * TARDIES to include late arrivals as well as early dismissals.
 | * Charting students who are tardy
* Fullenkamp calling home after 5 tardy events
* Pulling attendance data bi-quarterly to share days tardy rather than minutes missed.
	+ Creating a letter for parents to share tardy data bi-quarterly.
 | Leadership Team:* Fullenkamp making phone calls to chronic families.
* Face-to-Face conversations at Parent Teacher Conferences with letter.
* Home Visits
* Letters Home
 | * Attendance reports
* Decrease in phone calls home recorded. (phone call log)
* Student behavior dashboard
* Student achievement dashboard
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| **Goal: Behavior ~ to decrease the # of student behavior incidents from 64 to 62.** |
| **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? |
| * Build Community (staff to student & student to student relationships), and Procedures and Routines (building wide, within the classroom, and common areas).
 | * Implementing family meeting with fidelity.
* Greeting students at the door in the am.
* Providing feedback @ 4:1 ratio.
* Making an effort to handout College Bound Slips outside of attendance.
* Pre-teaching expectations.
* Utilizing more Kagan/Engagement structures.
* Implementing schoolwide behavioral plan with fidelity.
* Create a Calm Down Corner
 | * Positive comments/praise.
* Smiling and more positive body language.
* Common Language around behavior.
* More class compliments.
* Kagan Structures during instruction.
 | * Office referral data
* Think sheets
* College Bound Slips
* Increase in student achievement
 | * How to use COUNTS or hold students accountable if on a point sheet.
	+ Practice whole class
	+ Behavior Flow Chart
* Kagan Structures
	+ Assigning roles
	+ Management of teams
* MTSS-B
	+ Effective Classroom Practices
* Think Sheets & Office Referral Procedures
	+ Paper for both Think Sheets & Referrals
* Think Sheets are to be filled out by students.
	+ If student refuses PAC facilitator will support.
* Referral Procedures (stu to office)
	+ Teacher on the radio to the office, ‘TH is coming to the office, referral to follow.’
	+ Teacher fills out referral and sends to office with prior think sheet(s).
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| **Goal**: English Language Arts ~ By May of 2025, we will increase the number of students reading at grade level from 49% to 55% as measured by the MAP assessment |
| **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? |
| * K-2 Structured Literacy
* 3-5 Constructing Arguments with Complex Texts
* Differentiated Intervention by grade level or team.
 | * Deliver direct and explicit instruction for 60 minutes daily.
* Prioritize the 60 minute block for all students.
* Utilizing the Structured Literacy curriculum with fidelity
* Engage students in complex texts utilizing protocols to guide instruction in Science.
	+ 1st quarter: Teach the structure of Silly Debates
	+ 2nd Quarter: Teach the protocol Talk Read Talk Write
* Collaborate through data conversations to create intervention groups.
* Revisit groups quarterly.
 | Teachers:* Explicit instruction following the curriculum for Structured Literacy
* Eliciting responses from students using TPR, Total Physical response.

Leadership Team:* Touchpoint coaching notes focusing on the Look Fors for Structured Literacy.

Teacher:* Explicit instruction following the protocols for complex text in science, ie…silly debates and/or Talk Read Talk Write
* Engaging academic discourse.

Leadership Team:* Touchpoint coaching notes focusing on protocols in science.

Teacher:* Explicit instruction in Word Study Studio/Foundational Skills, Phonics Mastery Guides, and daily reading comprehension.

Leadership Team:* Touchpoint coaching notes focusing on intervention strategies.
 | * Pre and Post assessment for each module.
* Student work samples
* MAP
* Amira
* Lexia
* Phonics mastery guides data
* Weekly assessments
 | * District Curriculum Day
* Peer Observation for Calibration
* District Curriculum Day
* Book study utilizing Talk Read Talk Write.
* Foundational skills
* Phonics Mastery Guides
* Reading Act
* Data sources for grouping by grade level or team.
* Understanding MAP Data:
	+ Using reports to determine need.
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| **Goal: To retain 83.3% of Edison staff (outside of retirement).** |
| **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? |
| * RULER Charter:
	+ Respected
	+ Inspired
	+ Content
	+ Supported
	+ Values
 | * Engage in personal and professional conversations with other staff members.
* Plan quarterly staff social gatherings.
* Provide scaffolded support to staff members as needed.
* Collaborate as instructional teams.
* Build community through food days and spirit days.
* Plan building wide activities (pickleball, marshmallow war, secret pals, etc).
* Mentor new teachers.
 | * Positive conversations and interactions
* Positive body language
* Participation
 | * # of staff social events planned
* # of staff that participate in the planned events.
* Decreased staff absences.
* Maintain high rate of staff retention.
* Quarterly mentoring survey.
 | * Revisit the RULER Charter
* Interest form at beginning of the year.
* Monthly meetings between Mentor and Mentee.
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