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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 |  |
| **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. |
| **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. |