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| **Goal**: In 2 years we will reduce the number of office referrals for reckless behavior incidents to 105 or fewer. | | | | |
| **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? |
| Common clear understanding of behavior by staff  Behavior data tracking and use  Building relationships at Sherman (staff, student)  Pre-teaching schoolwide expectations using MTSS-B lessons in all classrooms for all settings  Use of positive and descriptive feedback  Staff/Sherman non negotiables | Finalize Classroom behavior flowchart  Implement Check In/Check Outs (Counselor/Social Worker/PAC)  Set up mentor/mentee (Counselor/Social Worker)  Review Code of Conduct with staff and students  Train staff and students Shark Reinforcement schoolwide plan  Review and revise with staff | Staff positive feedback (4:1)  Staff writing fewer office referrals  More reteaching opportunities  Staff verbally communicates important takeaways from Code of Conduct | Less student office referrals  Students are able to locate Student Handbook/Code of Conduct on ipad  More students participating in Shark Positive Celebrations  Students and staff can state MTSS-B expectations in all areas (4 B’s)  Students model/demonstrate expected behaviors in all areas | Code of Conduct/Referral Writing  Positive Reinforcement training and practice  At Risk/SEL student success strategies |
| **Goal: The percentage of students at or above grade level reading norm will increase by 5% by Spring 2024** | | | | |
| **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? |
| Teachers backwards plan for assessments  Scaffolding lessons  Data driven interventions  -Literacy in a Flash  -Small Groups | Review Module/Weekly/Student Work at Grade Level Meetings  Create and Review Lesson plan components with teachers  Create best practices and ideas for interventions to be used  Calendar out grade level assessments for planning purposes  Use and review data for individual students  Use EL best practices in whole group/small group | Grade level meetings focused on Student Achievement (assessments, work, lesson planning)  Grade Level Mtg Agendas and notes  Use of scaffolding (EL) activities in reading instruction in all classrooms  Intervention documentation in student data binder  Yearly calendar in teacher lesson plan/student binder  Quarterly review of student data | Student Map data  Technology Student Results (Lexia, Amira, IRead) monthly  HMH Weekly and Module Assessments | High Expectations for All training (district)  Learning Framework (district)  Peer Observations and Coaching  Teacher/Student Goal Setting  Scaffolding and Intervention best practices and processes  Understanding and using data (tracking and outcomes) |

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| **Goal**: Sherman Staff will show a 3% increase in perception of the school as a positive place (68%) and a 3% increase of having trust and acceptance among themselves (76%). | | | | |
| **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? |
| Various means of communication  Collaboration activities at staff meetings (Teacher PD)  Morning greetings  All Staff Book Study  Staff climate/culture input | Create Weekly Note, Daily Good News Email, Monthly Smore  Create and implement teachers sharing and presenting strategy strengths at PD Meetings  Standing at classroom and school doors with different greeting ideas  Visibility and Supervision where children are present  Read and summarize chapters “Atomic Habits” & “The Joyful Teacher” by grade levels  Recognizing staff for positive actions and going above and beyond. Implement quarterly staff check ins forms  Create courtesy committee roles and responsibilities  Notetaking/video staff meetings | Staff knowing about and talking about events and important information for Sherman  Teachers complete strengths & strategies, calendar of teacher presenting at monthly meetings, coaching visits based on teacher strengths  Classroom teachers at hallway doors in the morning. Staff being present where students are and promoting a welcoming environment to begin school (smiles, conversations, etc.)  Staff creating chapter presentations to share out with all others at meetings  Staff attitudes and actions are positive. Little to no drama within staff member team. Open and honest conversations between staff. Staff actions towards each other are building each other up and setting example for students watching. | Student survey  Teacher attitude and actions | SEL and Regulation strategies for students and adults  MTSS-B teaching and management strategies |
| **Goal: Sherman** will reduce the percent of students who are moderate and chronically absent by 3% from 30.2% to 27.2% | | | | |
| **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? |
| Family contacts weekly for high chronic absence students  Daily recording of students attendance and recognition for 10, 20, 30, perfect days of being present  Shoutouts to classes with best attendance weekly | Hold bi-weekly Attendance meetings with key staff—creating student contact lists for key staff to follow up with  Record and recognize students when reach daily milestones on day and iin announcements and in school newsletter  Completing attendance charts outside classrooms--Rewarding classes for best weekly attendance  Analyze intersection of attendance data and achievement results | Students attendance improves daily  Student recognition  Class recognition and rewards as earned | Attendance Dashboard  Infinite Campus Student Attendance Records |  |