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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 staffBehavior data tracking and useBuilding relationships at Sherman (staff, student)Pre-teaching schoolwide expectations using MTSS-B lessons in all classrooms for all settingsUse of positive and descriptive feedbackStaff/Sherman non negotiables  | Finalize Classroom behavior flowchartImplement Check In/Check Outs (Counselor/Social Worker/PAC)Set up mentor/mentee (Counselor/Social Worker)Review Code of Conduct with staff and studentsTrain staff and students Shark Reinforcement schoolwide planReview and revise with staff | Staff positive feedback (4:1)Staff writing fewer office referralsMore reteaching opportunitiesStaff verbally communicates important takeaways from Code of Conduct | Less student office referralsStudents are able to locate Student Handbook/Code of Conduct on ipadMore students participating in Shark Positive CelebrationsStudents 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 practiceAt 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 assessmentsScaffolding lessonsData driven interventions -Literacy in a Flash -Small Groups | Review Module/Weekly/Student Work at Grade Level MeetingsCreate and Review Lesson plan components with teachersCreate best practices and ideas for interventions to be usedCalendar out grade level assessments for planning purposesUse 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 notesUse of scaffolding (EL) activities in reading instruction in all classroomsIntervention documentation in student data binderYearly calendar in teacher lesson plan/student binderQuarterly review of student data | Student Map dataTechnology Student Results (Lexia, Amira, IRead) monthlyHMH 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 processesUnderstanding 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 communicationCollaboration activities at staff meetings (Teacher PD)Morning greetingsAll Staff Book StudyStaff climate/culture input  | Create Weekly Note, Daily Good News Email, Monthly SmoreCreate and implement teachers sharing and presenting strategy strengths at PD MeetingsStanding at classroom and school doors with different greeting ideas Visibility and Supervision where children are presentRead and summarize chapters “Atomic Habits” & “The Joyful Teacher” by grade levelsRecognizing staff for positive actions and going above and beyond. Implement quarterly staff check ins formsCreate courtesy committee roles and responsibilitiesNotetaking/video staff meetings | Staff knowing about and talking about events and important information for ShermanTeachers complete strengths & strategies, calendar of teacher presenting at monthly meetings, coaching visits based on teacher strengthsClassroom 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 meetingsStaff 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 surveyTeacher attitude and actions  | SEL and Regulation strategies for students and adultsMTSS-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 studentsDaily recording of students attendance and recognition for 10, 20, 30, perfect days of being presentShoutouts to classes with best attendance weekly | Hold bi-weekly Attendance meetings with key staff—creating student contact lists for key staff to follow up withRecord 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 dailyStudent recognitionClass recognition and rewards as earned | Attendance DashboardInfinite Campus Student Attendance Records |  |