

<b>Priority ONE Academic: Performance Index</b> Achieve a Performance Index Score of 60/120		
<p><b>Strategic Statement(s)</b> Clarity on how a team is going to achieve measurable improvement using evidence-based practices.</p> <ul style="list-style-type: none"> <li>• Begin each statement with "Teachers/Staff will..." (specific group of teachers and staff).</li> <li>• Use an action verb of observable behavior which must be done.</li> <li>• Write clear, concise statement(s) that describe what you intend to accomplish.</li> <li>• Make sure each teacher/staff strategy connects back to the measurable priority</li> </ul>	<p><b>Evidence:</b> What type(s) of evidence will you collect to show progress? Types of evidence can include:</p> <ul style="list-style-type: none"> <li>• Observations of behavior (staff/student)</li> <li>• Products/Protocols created</li> <li>• Perceptions (staff/students)</li> </ul>	<p><b>Monitor: (see guidance doc for help)</b></p> <ul style="list-style-type: none"> <li>• How will your team know that you're making progress?</li> <li>• How and what evidence/data be will be collected to measure growth towards meeting the priority?</li> <li>• How will your team respond if it isn't moving?</li> <li>• How will your team respond if it is moving?</li> </ul>
<p>School-based writing initiative – focus: using evidence to support a claim. Strategies include RACES writing format and reading comprehension strategies.</p>	<p>Content teams create their own writing assessments benchmarked to OST rubric.</p> <p>OST-based writing prompts Q1, Q2, Q3. Davis will create our own prompts and will not participate in Network/District writing initiative.</p>	<p>NWEA Data, Writing Sample Data, Content Assessment Data</p> <p>Data will be reviewed quarterly in Administrator Designed Professional Time. Teachers will have opportunities to share best practices in their classes in addition to PD coming from Admin</p> <p>Teachers will use Common Planning Meetings to ensure strategies and next steps are embedded into lessons.</p>
<p>Common Language around Math Problem Solving Strategies – Based on George Polya’s “How to Solve It” problem solving resource. “Understand the problem, Create a Plan, Execute the Plan, Check Work”</p>	<p>Problem Solving Strategy Outlines, Student work samples, problem solving reflections (written responses outlining the four steps they used to solve problems)</p>	<p>Math teachers will conduct cycles to review student work in 100 minutes and in common planning teams to monitor student implementation of problem solving strategy process.</p>

<p>Math teachers will teach students to use these strategies when solving problems in the classroom. These strategies will be monitored through written student reflections describing the four steps they used to solve difficult problems.</p>		
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**Resources:**

Research-based writing initiative implementation strategies - "Taking Initiative on Writing: A Guide for Instructional Leaders" (NCTE) or similar resource

Research-based math initiative implementation strategies - "How to Solve It" (George Polya)

Compensation aligned with CBA for planning and development of initiative details outside of traditional work year (Summer/Interim Breaks) (\$2000)

Priority ONE <i>SUBGROUP(s)</i> : Students at risk of credit-deficiency, Academic Challenge		
<b>Strategic Statement for identified subgroup:</b> Describe how you will modify each strategy to engage identified subgroup? Be specific using guidance above for developing a strategy(s).	<b>Evidence:</b> What type(s) of evidence will you collect to show progress? Types of evidence can include:	<b>Monitor: (see guidance doc for help)</b>
<p>Subgroups – SpEd teachers will have time made available during weekly common planning meetings to ensure math and writing/reading strategies are differentiated appropriately to meet needs of students with IEPs.</p> <p>Intervention Specialists will have advisories composed of students with IEPs. This will allow daily targeted support and progress monitoring, especially for Tier 2 and 3 students.</p> <p>High-achieving students, as indicated by incoming NWEA scores and teacher recommendations, will take an accelerated math track. 9th graders in Algebra 2 will still take the Algebra 1 OST, but will receive instruction supporting them solving the most difficult problems, and scoring 4 and 5 on the OST.</p>	<p>Master Schedule</p>	<p><b>Monitor: (see guidance doc for help)</b></p> <ul style="list-style-type: none"> <li>• How will you monitor forward progress?</li> <li>• How will your team respond if it isn't work?</li> <li>• What/how will evidence/data be collected towards meeting the priority?</li> </ul> <p>Intervention Specialists will participate in all sessions described above designed to monitor strategies for reading/writing through the lens of students with IEPs.</p> <p>Advisory will be used to help students set and monitor academic goals, and will provide an opportunity for Intervention Specialists to monitor PI-related strategies as related to the students in their advisories.</p> <p>Students in Algebra 2 Honors who have not yet taken the Algebra 1 OST will have Algebra 1 OST-benchmarked problems incorporated into their class to ensure they are prepared for the OST.</p>
<p>Credit Deficient Students will take Fuel-Ed recovery as an alternative to electives. Instruction will be provided by a licensed teacher. Demonstrable effort will be made to ensure, when pragmatic, that the supervising teacher will be certified in the course being recovered.</p>	<p>Credit Recovery Enrollment</p> <p>Graduation Data</p>	<p>Credit-Recovery progress checks. Additional after school and interim support will be provided if necessary.</p> <p>Especially in English, this additional support and gap-filling should have an impact on future OST, since many of the skills overlap.</p>

<p>Interim and/or summer breaks may be used to provide remediation and/or enrichment support for students. This may include leveraging support from community partners. Teacher participation is voluntary, but those who participate will be compensated in accordance with the CBA.</p>	<p>Gradebooks Report card/transcript data OST scores PSAT data</p>	<p>Students will be selected for remediation or enrichment opportunities based on student interest, teacher/administrator recommendations, and teacher availability.</p>
<p><b>Resources:</b> Online Credit Recovery Programs  Compensation aligned with CBA for after-school and interim support for students. (\$3000)</p>		

**Priority ONE FAMILY AND COMMUNITY ENGAGEMENT:** 80% of parents will attend Parent-Teacher Conferences

*Establishing effective school-to-home and home-to-school communication, strengthen families' knowledge and skills to support and extend their children's learning and connect students and families to community resource. \* remember use SPPF data guide to develop targets for CFL/SEL/engagement areas.*

**Strategic Statement(s):** Based on the goal and strategies you outlined above, identify how you will provide families information related to their child's development and creating a supportive learning environment, establish effective communication with families, and strengthen families' knowledge and skills to support their students' learning at home.

**Evidence:** What type(s) of evidence will you collect to show progress? Types of evidence can include:

- Observations of behavior (staff/student)
- Products/Protocols created
- Perceptions (staff/students)

**Monitor:** (see guidance doc for help)

- How will you monitor forward progress?
- How will your team respond if it isn't work?
- What/how will evidence/data be collected towards meeting the priority?

<p>Students will be assigned individual "Crew Advisors" to serve as primary liaison for communication between school and family.</p> <p>Advisors will hold "Student/Parent/Advisor" (SPA) conferences on District scheduled Parent-Teacher Conference day and the evening before. SPA Conferences will consist of the following:</p> <ul style="list-style-type: none"> <li>- Advisors will attempt to schedule individual conference times for their advisees and families. If unable to schedule, teacher will follow-up with administration.</li> <li>- Conferences will aim to be between 30-45 minutes in duration.</li> <li>- During conferences, attendees will review student report cards, credit accumulation data, and Student Academic Reflections composed in Advisory Crew periods prior to conferences. Advisor will facilitate the setting of student goals for the following marking period. These goals will be reviewed to determine future support provided by advisors.</li> <li>- If schedule permits, teachers will have the option to join part of a conference for students whom they teach but who are not in their advisory.</li> <li>- Teachers will have flexibility to choose to conduct SPA conferences outside of default conference times using Teacher Designed Professional Time in response to scheduling conflicts and unique scheduling needs.</li> <li>- Administrators will be available to join conferences upon request.</li> </ul>	<p>The following data will be reviewed with parents during SPA Conferences</p> <ul style="list-style-type: none"> <li>- Student Academic Reflections written in advisory</li> <li>- MP1, MP2, and MP3 report card grades</li> <li>- NWEA performance data</li> <li>- Credit Accumulation Data</li> </ul> <p>School will review parent sign-in sheets.</p>	<p>Students will set and record academic goals during SPA Conferences.</p> <p>Parent sign-in sheets</p>
<p>In teams, Staff will conduct "Home Visits" to incoming students as an onboarding procedure. Participation will be voluntary. VPD hours will be offered first. Any time spent on Home Visits exceeding available VPD time will be compensated in accordance with the CBA.</p>	<p>Home Visits Schedule, Home Visits Student Information Packet</p>	<p>Home Visits may be rescheduled if there are conflicts.</p>

<p>Administration and staff volunteers will create a menu of parent engagement activities. These may include events during school, after school, on the weekends when relevant, and during interim breaks when appropriate. Teachers working events outside of normal school hours will be compensated in accordance with the CBA or VPD hours.</p>	<p>Parent Events calendar with sign-in sheets</p>	<p>CFL Data Parent Surveys School staff will gather input from parents in order to plan events relevant to their needs/interests</p>
<p>Resources:</p> <p>Voluntary PD Funding</p> <p>Supplemental Time funded in accordance with AAP and CBA for Home Visits and developing Priority One initiatives over the summer. (\$5000)</p>		