

HS Priorities 2024-25

Priority	EOY Goals	Progress Metrics	Drivers
<p>Improve the Quality of Instruction: We need to ensure that all teachers are strong in core instructional skills (AOTY), planning (IP), and their content-specific curriculum.</p> <p>Owner: Principal</p> <p>Key Performer: Coaches (3)</p> <p>“If we – principal and coaches – don’t win on AOTY and IP, we didn’t have a good year.”</p>	<p><input type="checkbox"/> ELA State Exams exams: +10 percentage points in % of kids proficient on ACT/Pre ACT ELA and Reading. This the total # of students proficient / total # of students.</p> <p>GOALS: 9th: 17.76%(24) 10th: 22.32% (23) 11th: 16.58% (17)</p> <p><input type="checkbox"/> Math State exam: +10 percentage points in % of kids proficient on ACT / Pre-ACT Math This the total # of students proficient / total # of students.</p> <p>GOALS: 9th: 16.03% (22) 10th: 12.18% (13) 11th: 13.95% (14)</p>	<p><input type="checkbox"/> 80% of teachers meet 3 of 4 AOTY for each Arc</p> <p><input type="checkbox"/> HS Only: After Arc 1, measure Arc 1 goals for the rest of the year with goal of 80% of teachers meeting 3 of 4 goals</p> <p><input type="checkbox"/> From IA1, IA2 10% of students move to proficiency, IA2 and IA3 10% more of students move to proficiency in ELA & Math</p>	<p><input type="checkbox"/> Strong Execution of core AOTY strategy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Weekly practice-based PD (or PDs if differentiated) <input type="checkbox"/> Weekly practice-based coaching meeting of all teachers <input type="checkbox"/> Daily RTCing of teachers by each coach (1 hour/day per coach RTCing) <input type="checkbox"/> Daily intensive coaching of 1-2 teachers per leader (extra 30-60 min/day for each intensive teacher) <input type="checkbox"/> Weekly scoring of all teachers to Arc <input type="checkbox"/> Weekly LT meeting to review scores to plan PDs and coaching strategy <input type="checkbox"/> Weekly coaching meeting of all leaders by the principal <input type="checkbox"/> Weekly observation, including RTC for all leaders by the principal <input type="checkbox"/> Preserve time for coaching through the following: <ul style="list-style-type: none"> <input type="checkbox"/> AP Operations can be in parent meetings and will handle operations; can also stand in for partnership meetings <input type="checkbox"/> Culture team to handle core culture <input type="checkbox"/> Three coaches dedicated to only coaching - no culture response, subbing, etc. <p><input type="checkbox"/> Curriculum Fidelity for Math (K-12: Eureka Squared) & ELA (9-12: Fishtank), Action step practiced in coaching meetings for each teacher each week</p> <ul style="list-style-type: none"> <input type="checkbox"/> Regular review with content experts (and school staff) to support IP and execution (video & in-person support) <input type="checkbox"/> Clarity of excellence through VOE + pacing guide <input type="checkbox"/> Targeted feedback and coaching to VOE <input type="checkbox"/> Weekly school walkthrough with principal + coaches to monitor ELA and Math execution v. VOE (45 min/subj) <p><input type="checkbox"/> Intellectual Preparation with feedback and analysis for impact</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish clarity of what great IP looks like, providing examples for all subject areas (staff wide template) <input type="checkbox"/> Analyze the relationship between AOTY scores, IP feedback/scores, and Interim data <input type="checkbox"/> Teachers email coach with link to 1 intellectual prep for feedback by Thursday COB (also put all IP in folder)

			<ul style="list-style-type: none"> <input type="checkbox"/> By Friday COB, coach emails teachers with comments/written feedback on 1 designated intellectual prep for each teacher each week and more if an area of need. Feedback aligned to Rigor Arc IP: 1. Meaty part ID'd, 2. Exemplar created, 3. Criteria for Success, 4. Misconceptions & Response <input type="checkbox"/> Coaches update AOTY tracker with column that indicates feedback given to IP and if no IP was turned in <input type="checkbox"/> Coach emails all teachers who didn't turn in IP by 10 AM Friday AM, cc'ing Judith. <input type="checkbox"/> Judith will check AOTY Tracker by 10 AM Friday to ensure that all teachers who didn't submit IP have been emailed <input type="checkbox"/> Each coach to collect/curate one exemplar intellectual prep and other bright spot examples of rigor and submit to Judith by EOD Monday. Judith to curate and share with staff each week in PD and memos during Rigor Arc
<p>Excellent Attendance: Students cannot learn if they are not here. We want to ensure that our schools are fully enrolled with kids coming every day.</p> <p>Owner: AP of School Operations with A.A. "If you don't win on attendance, you did not have a good year."</p>	<ul style="list-style-type: none"> <input type="checkbox"/> +5 percentage point increase in average daily attendance (from 84.3% to 87.3%) <input type="checkbox"/> 7 percentage point decrease in % of chronically absent (<90% attendance) students) from 34% to 27% 	<ul style="list-style-type: none"> <input type="checkbox"/> Bus arrival/dismissal data share with students, families, and staff weekly. <input type="checkbox"/> ADA >94% daily <input type="checkbox"/> Fewer than 24% of students on pace (given # of days so far that year) to miss >10% of days that year 	<ul style="list-style-type: none"> <input type="checkbox"/> Reporting to parents in weekly update the bus arrival / dismissal data <input type="checkbox"/> Rapid Attendance Response Team made up of AP of Ops and Office Staff, Principal, Counselors, Social Worker, and Dean of Culture. <input type="checkbox"/> RART prepares agenda and tracks outcomes from weekly Grade Level attendance meetings <ul style="list-style-type: none"> <input type="checkbox"/> Principal reviews weekly Attendance Tracker with data for student attendance, parent communications related to attendance, parent meetings for chronically truant students, GL meetings, and accuracy of attendance taking <input type="checkbox"/> RART inspects accuracy of attendance and gives the team a grade, sends feedback emails, submits NBTs for weekly celebrations, and tracks accuracy on dashboard <input type="checkbox"/> RART schedules parent meetings, documents discussion, and develops plan with clear action steps <input type="checkbox"/> Secretary updates attendance with parent phone calls to indicate who is excused absent (EA) by 9:30 am <input type="checkbox"/> RART calls all families of absent students (RoboCall if needed, but personal calls are better/preferred) by 2nd period and continues to call until they reach a parent, using clear script <input type="checkbox"/> AA calls any families above watch list thresholds by 10 min into the 2nd <input type="checkbox"/> 2nd period RART huddle to review absences and possible skipping students

- Dir of School Culture follows up with students reported MS or EA (skipping) by end of day submits consequences
- NBT teacher communicates with student families when a student is absent more than 1 day per month recorded in School Runner
- Celebrations at weekly, monthly, and special times
- Assistant Principal monitors actions of team to ensure all parts of Attendance Playbook are executed; sends warm/cool feedback in writing to each individual involved in process.**
- [Clear tracking of all attendance data and actions in Attendance Tracker and student information systems](#)
- Mid-day RART huddle to review absences and possible skipping students
- Secretary flags daily chronic missed attendance, tardies / early dismissals
- Attendance notification as part of registration for students who have historically had attendance challenges
- Monitor and give feedback to Secretary and AA on Arrival & Dismissal procedures/ Filing system

GOAL 10% Decrease					
Ideal <8%					
23-24 Grade Level (# of Ss)	% of Class Att. Rate 84% or Less	Actual # of Chronically Absent Students	Year Over Year	Cohort	Actual # of Students NOT Chronically Absent
9 (107)	24.77%	27	14.00%		3
10 (97)	32.99%	32	22%	14%	3
11 (75)	30.67%	23	20%%	22%	4
12 (59)	57.63%	34	47%%	31%	3

Action Plan

Update Excused Absences
attendance from parent phone calls and emails
Every Period - Confirm accurate Attendance
Check Attendance at end of 1st period, middle of 2nd.
Split list among RART and update SchoolRunner
NBT call and send introduction Emails to families
In NBT: Give each student previous year's attendance data.
Note rules of attendance:
Unexcused Absent 3/4 periods in a day cannot attend events or practice.
Publicly celebrate attendance in Grade Level Meetings & on Bulletin

			<p>Board</p> <p>Send Nudge Letters to parents monthly; letters must have addresses, parent's first name, and be sent via USPS – Students with attendance problems should receive personalized letter with State Statute and “how can we help you language”</p> <p>Every Monday run attendance report - 5 Day, 10 day, and 15 day report letters - and have social worker follow up.</p> <p>Admin will create Google Classrooms for each course and monitor that assignments are updated weekly.</p> <p>Counselors call home and work with teachers to develop a reintegration plan for students who have been chronically absent or hospitalized.</p> <p>Counselors will track the home-school communication (reintegration) in School Runner as a Communication with a Topic of "Re-Int Plan".</p> <p>Metrics: Daily / Weekly / monthly attendance report Tardy Report MS missing from class report Identify daily celebration whenever 94% attendance threshold is met</p>
<p>Common Picture Excellence</p> <p>Students cannot learn if they are distracted by threats to their sense of safety, emotional well being, or belonging.</p> <p>Owner: T. Hannah, Director of School Culture “If you don’t win on Common Picture, you did not have a good year”</p>	<ul style="list-style-type: none"> <input type="checkbox"/> By May 80% of Common Picture elements score 3 or higher on Rubric on observation with Lita + team. <input type="checkbox"/> By May all parents have been contacted about progress at least 8 times this year. <input type="checkbox"/> By May, referrals decrease by half since first recorded in September. <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> 4X/year (September, October, January, and March) and on future months, 80% (at least 4 of 5) of Common Picture elements (Arrival, Dismissal, Transitions, Lunch, Removal & Re-entry from Class) score 3 or higher on Rubric on observation with Lita + team. <input type="checkbox"/> 100% of staff have met minimal expectations of 2 parent phone calls home per week. <input type="checkbox"/> 80% of staff average 6:1 merit:demerit ratio each week. <input type="checkbox"/> 4 X per year referrals decrease 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish clear Common Picture documents with clear owners and measures for each of the following: Arrival, Dismissal, Lunch, Transitions. Removal & Re-entry) <input type="checkbox"/> Establish clear flow of responsibilities and movement for PD days <input type="checkbox"/> Train all staff in Common Pictures in Summer, getting clear commitment from all staff to uphold the CP and get feedback on it <input type="checkbox"/> Clear owner for each system who is not a performer to do daily RTCing of the system + praise and feedback to teachers & staff <input type="checkbox"/> Consistent response to school runner merits/demerits and referrals. <input type="checkbox"/> Weekly tracker of Common Picture. Director of School Culture uses CP rubric to score each of the 5 core CP routines and put in tracker. <input type="checkbox"/> Weekly meeting of CP owner with principal to name top action steps to fix Common Pictures <input type="checkbox"/> Dir of School Culture and principal co-score at least 1 CP element a week. (One/day for the first month of school.) <input type="checkbox"/> Weekly tracking of merits, demerits, and referrals followed by action planning (including re-training) and debrief messaging.

		by 5% each month from September through April.	
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