

Junior Academy Priorities 2024-2025

Priority	EOY Goals	Progress Metrics	Drivers
<p>Improve the Rigor of Lessons: Our students deserve rigorous, engaging material put in front of them in each class, and that material needs to align to a grade-level bar and be deeply internalized by their teacher.</p> <p>Owner: Principal</p>	<ul style="list-style-type: none"> <input type="checkbox"/> EOY exams: +10 percentage points in % of kids proficient on Forward ELA (6th-8th) This the total # of students proficient K-8 / total # of students K-8. This is __% proficient, up from __% proficient in 23-24. <input type="checkbox"/> State exam: +10 percentage points in % of kids proficient on Forward Math (6th-8th average). his the total # of students proficient K-8 / total # of students K-8. This is __% proficient, up from __% proficient in 23-24. <p>Note: Fill this out once we have forward data: do proficiency data by cohorts: ex: this years (23-24) 6th graders and their goals as 7th graders (math/ELA proficiency) --this is for EOY goals column</p> <p>*new kids included in the cohort data?*</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of teachers meet 3 of 4 AOTY for each Arc <input type="checkbox"/> After Arc 2 (Rigor), continue to monitor to ensure that 80% of teachers hit 3 of 4 Rigor Arc (IP)markers at the end of each subsequent Arc <input type="checkbox"/> 10% increase in students scoring 70% or higher from IA1 to IA2 in ELA & Math <input type="checkbox"/> 10% increase ins students scoring 70% of higher from IA2 to IA3 in ELA & Math 	<ul style="list-style-type: none"> <input type="checkbox"/> Strong Execution of core AOTY strategy <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 of one hour/day per coach <input type="checkbox"/> Daily intensive coaching of 1-2 teachers per leader (extra 30-60 min/day of support for each intensive teacher) <input type="checkbox"/> Weekly 30-minute extra practice clinic for all teachers not on track to meet Arc Goals <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 (intensive teachers, teachers needing additional practice clinic) <input type="checkbox"/> Weekly observation, including RTC for all leaders by principal <input type="checkbox"/> Weekly coaching meeting of all leaders by principal <input type="checkbox"/> Curriculum Fidelity for Math (Eureka) & ELA 6-8 Reading Reconsidered, Action step practiced in coaching meetings for each teacher each week <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"/> Weekly LT walkthrough of Math & ELA classes to assess v. VOE (which is Arc-aligned) <input type="checkbox"/> In addition to Arc-based feedback, give feedback aligned to math & ELA VOE to teachers <input type="checkbox"/> Intellectual Preparation <ul style="list-style-type: none"> <input type="checkbox"/> Establish clarity of what great IP looks like,

			<p>providing examples for all subject areas as well as a staff-wide template for IP</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers submit 1 IP'd lesson for the next week by Thursday EOD <input type="checkbox"/> Coach gives written feedback (positives and raise-the bars) aligned to 4 rigor arc IP criteria on the 1 designated intellectual prep for each teacher each week <input type="checkbox"/> Coaches curate exemplar intellectual prep and share with staff each week in PD and memos <input type="checkbox"/> Teachers keep that day's IP on clipboard, and coaches regularly do a quick-check review when visiting classes <input type="checkbox"/> Teachers maintain simple binder of all past IPs that coaches can review as well to support IP excellence
<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: Ms. Elizabeth (AA)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> +5 percentage point increase in average daily attendance (from 89% to 94%) <input type="checkbox"/> 7 percentage point decrease in % of chronically absent (<90% attendance or missing 18+ days/year) students (from XX to XX) 	<ul style="list-style-type: none"> <input type="checkbox"/> ADA >94% daily <input type="checkbox"/> Fewer than XX% of students on pace (given # of days so far that year) to miss >10% of days (18 days) that year 	<ul style="list-style-type: none"> <input type="checkbox"/> Network <ul style="list-style-type: none"> <input type="checkbox"/> Operations Leader tracks arrival time of every bus (e.g., bus 17 arrived at 8:06 AM on 9/4/24) <input type="checkbox"/> Operations Leader persistently calls and visits bus service to ensure MAS is prioritized for on-time busing <input type="checkbox"/> Junior Academy <ul style="list-style-type: none"> <input type="checkbox"/> Admin Assistant calls any families above watch list thresholds by 9:00 a.m. to set up attendance meetings <input type="checkbox"/> Admin Assistant calls all families of absent students (RoboCall if needed, but personal calls are better/preferred) by 9:30 a.m. and continues to call until they reach a parent, using clear script <input type="checkbox"/> Office manager updates tracker or system to indicate they've reached the parent plus any notes <input type="checkbox"/> Daily attendance huddle with DoS and Office Staff and weekly Attendance meeting with DoS, Office Staff, and Principal <input type="checkbox"/> Admin Assistant holds meeting with any watch list student (aligned to playbook) within a week of the watch list flag <input type="checkbox"/> Celebrations at weekly, monthly, and special

			<p>times</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear Attendance Playbook created and executed
<p>Independent Work & Independent Reading (K-8)</p> <p>Owner: Mrs. White (AP)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of students master 80% of their pie by the end of year on Aleks (6-8) <input type="checkbox"/> 80% of students complete 4 levels a year in Lexia 	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of students master 30% of ALEKS pie by Q1, 55% of pie by Q2, and 80% of pie by EOY <input type="checkbox"/> 80% of students complete 1 level by End Q1, 2 levels by End Q2, and 3 levels by EOY (Lexia) 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish clear VOE for Independent work times (math and ELA) and Independent Reading, including core PowerPoints to use <input type="checkbox"/> Schedule designed and named as sacred to have XX minutes / week of IR with 100% of students doing IR <input type="checkbox"/> Schedule designed for Aleks to have XX minutes with 100% of students doing Aleks with teacher support <input type="checkbox"/> Schedule designed for XX minutes on Lexia with 100% of students doing Lexia with teacher support <input type="checkbox"/> 2X/week LT walkthrough to observe IR & IW times, leveraging the VOE for each time <input type="checkbox"/> Summer training on picture of excellence for IW & IR <input type="checkbox"/> Weekly data tracking of IW & IR <input type="checkbox"/> Weekly LT data meeting for IW/IR to determine where additional coaching & support is needed <input type="checkbox"/> Weekly public sharing of all IR, Aleks, and Lexia data in the weekly memo <input type="checkbox"/> Weekly shout outs for staff and students in a) staff meeting, b) staff memo, and c) parent memo aligned to IR & IW
<p>Common Picture Excellence</p> <p>Owner: Mr. Rooney</p> <p>(This may shift to a different owner later in the year)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 3X/year (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 	<ul style="list-style-type: none"> <input type="checkbox"/> On Monthly school review, 80% (at least 5 of 6) of Common Picture elements (Arrival, Dismissal, Transitions, Lunch, Removal & Re-entry from Class) score 3 or higher on Rubric on observation with Lita + team 	<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"/> 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"/> Weekly tracker of Common Picture with score updated by the system owner each week <input type="checkbox"/> Weekly meeting of CP owner with principal to name top action steps to fix Common Pictures

