

MAS Elementary 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>	<ul style="list-style-type: none"> <input type="checkbox"/> EOY exams: +10 percentage points in % of kids proficient on Forward ELA (3rd-8th or Star ELA (K-2). This the total # of students proficient K-8 / total # of students K-8. This is __% proficient. <input type="checkbox"/> State exam: +10 percentage points in % of kids proficient on Forward Math (3rd-8th average). This the total # of students proficient K-8 / total # of students K-8. This is __% proficient. 	<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), ES & MS continue to monitor to ensure that 80% of teachers hit all IP markers <input type="checkbox"/> 50% of students score 70% or higher on IA1, IA2, and 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 <input type="checkbox"/> Daily intensive coaching of 1-2 teachers per leader <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 principal <input type="checkbox"/> Weekly observation, including RTC for all leaders by principal <input type="checkbox"/> Curriculum Fidelity for Math (K-12: Eureka Squared) & ELA (K-5: EL & UFLI), 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"/> Targeted feedback and coaching to VOE <input type="checkbox"/> Intellectual Preparation <ul style="list-style-type: none"> <input type="checkbox"/> Establish clarity of what great IP looks like, providing examples for all subject areas (staffwide template) <input type="checkbox"/> Give feedback on 1 designated intellectual prep for each teacher each week and more if an area of need <input type="checkbox"/> Collect exemplar intellectual prep and other bright spot examples of rigor for each content 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: AA</p>	<ul style="list-style-type: none"> <input type="checkbox"/> +5 percentage point increase in average daily attendance (from XX to XX) <input type="checkbox"/> 7 percentage point decrease in % of chronically absent (<90% attendance) students (from XX to XX) 	<ul style="list-style-type: none"> <input type="checkbox"/> XX% of busses come on time each day (by 8:00 AM in morning) <input type="checkbox"/> ADA >XX% daily <input type="checkbox"/> Fewer than XX% 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"/> Tracking of all busses arrival and departure times <i>TC</i> <input type="checkbox"/> Regular, persistent communication with bus company and MPS (and higher if necessary) to ensure regular, on-time busses <i>TC</i> <input type="checkbox"/> Administrative Asst. (or DoS) calls any families above watch list thresholds by 9:00 a.m. to set up DoS meetings <input type="checkbox"/> Administrative Asst. 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"/> Daily attendance huddle with DoS and Administrative Asst. and weekly Attendance meeting with DoS, Administrative Asst., and Principal <input type="checkbox"/> Celebrations at weekly, monthly, and special times with coordination (printing certificates, updating boards) done by Administrative Asst. <input type="checkbox"/> Clear Attendance Playbook created and executed <input type="checkbox"/> Attendance notification as part of registration for students who have historically had attendance challenges
<p>Independent Work & Independent Reading (K-8)</p> <p>Owner: AP</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of students completing 4+ Zearn Lessons/Week (K-5), 80% of students master 80% of their ALEKS pie by the end of year on Aleks (6-12) <input type="checkbox"/> 80% of students complete 4 levels a year in Lexia <input type="checkbox"/> 80% of students read 150 minutes/week (1st-8th) 	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of students completing 4+ Zearn Lessons/Week (K-5) <input type="checkbox"/> 80% of students complete 1 level by End Q1, 2 levels by End Q2, and 3 levels by EOY <input type="checkbox"/> 80% of students read 150 minutes/week (1st-8th) 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish clear Vision Of Excellence (VOE) for Independent work times (math and ELA) and Independent Reading, including core PowerPoints to use <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 observation across IW & IR times to check for alignment to VOE <input type="checkbox"/> Weekly LT data meting for IW/IR to determine where additional coaching & support is needed <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: Deans</p>	<p><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</p>	<p><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</p>	<p><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)</p> <p><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</p> <p><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. There is an overall CP owner plus owners of certain CP systems.</p> <p><input type="checkbox"/> Weekly tracker of Common Picture</p> <p><input type="checkbox"/> Weekly meeting of CP owner with principal to name top action steps to fix Common Pictures</p>
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