Action Plan 20232024


Sherman Elementary School


## Sherman Elementary 2023-2024 Objectives (Based on Needs Assessment)

| 2024 Objectives | STATE ACCOUNTABILITY <br> AREA | Key Core Work Processes |
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$\left.\begin{array}{|l|l|l|}\hline \begin{array}{l}\text { Sherman Elementary will } \\ \text { use the Grant County } \\ \text { Schools Instructional } \\ \text { Protocol to ensure } \\ \text { equitable high-quality } \\ \text { instruction in all } \\ \text { classrooms by the end of } \\ \text { the 2023-2024 school year } \\ \text { as evidenced by } \\ \text { Instructional Protocol } \\ \text { walkthrough data. }\end{array} & \begin{array}{l}\text { State Assessment Results } \\ \text { in Reading and } \\ \text { Mathematics }\end{array} & \begin{array}{l}\text { State Assessment Results } \\ \text { in Science, Social Studies } \\ \text { and Writing }\end{array} \\ \text { Standards } \\ \text { KCWP 2: Design and Deliver } \\ \text { Instruction } \\ \text { KCWP 3: Design and Deliver } \\ \text { Assessment Literacy } \\ \text { KCWP 4: Review, Analyze, and } \\ \text { Apply Data Results } \\ \text { KCWP 5: Design, Align, and Deliver } \\ \text { Support } \\ \text { KCWP 6: Establish Learning } \\ \text { Environment and Culture }\end{array}\right\}$

State Required Accountability Targets

| STATE ACCOUNTABILITY AREA | Status | Change | 2024 Goals | 2027 Goals |
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| State Assessment Results in Reading and Math (proficient and distinguished) | 51.7 | 5.1 | By the end of the 23-24 school year, $60 \%$ of students will demonstrate proficiency in reading as measured by the state assessment. <br> By the end of the 23-24 school year, $50 \%$ of students will demonstrate proficiency in mathematics as measured by the state assessment. | By the end of the 26-27 school year, $70 \%$ of students will demonstrate proficiency in reading as measured by the state assessment. <br> By the end of the 26-27 school year, $60 \%$ of students will demonstrate proficiency in mathematics as measured by the state assessment. |
| State Assessment Results in Science, Social Studies, and Writing (proficient and distinguished) | 53 | 6 | By the end of the 23-24 school year, $40 \%$ of students will demonstrate proficiency in Science as measured by the state assessment. <br> By the end of the 23-24 school year, $40 \%$ of students will demonstrate proficiency in Social Studies as measured by the state assessment. <br> By the end of the 23-24 school year, $50 \%$ of students will demonstrate proficiency in writing as measured by the state assessment. | By the end of the 26-27 school year, $50 \%$ of students will demonstrate proficiency in Science as measured by the state assessment. <br> By the end of the 26-27 school year, $50 \%$ of students will demonstrate proficiency in Social Studies as measured by the state assessment. <br> By the end of the 26-27 school year, $60 \%$ of students will demonstrate proficiency in Writing as measured by the state assessment. |
| Achievement Gap - Students with Disability Reading and Math (proficient and distinguished) | No Minimum N | No Minimum N | By the end of the 23-24 school year, 30\% of students with disability will demonstrate proficiency in reading as measured by the state assessment. <br> By the end of the 23-24 school year, 30\% of students with disability will demonstrate proficiency in mathematics as measured by the state assessment. | By the end of the 26-27 school year, $50 \%$ of students with disability will demonstrate proficiency in reading as measured by the state assessment. <br> By the end of the 26-27 school year, $50 \%$ of students with disability will demonstrate proficiency in mathematics as measured by the state assessment. |
| English Learner Progress (Access and Reading and Math proficient and distinguished) | No Minimum N | No Minimum N | By the end of the 23-24 school year, all ELL students will increase the ACCESS score by 0.5 | By the end of the 23-24 school year, all ELL students will increase the ACCESS score by 1.5 |
| Quality of School Climate and Safety | 76.6 | 1.2 | By the end of the 23-24 school year, Sherman Elementary will have an index of 85 or higher on the quality of School Climate and Safety measured by the state assessment. | By the end of the 26-27 school year, Sherman Elementary will have an index of 90 or higher on the quality of School Climate and Safety measured by the state assessment. |


| Goal: By the end of $\mathbf{2 3 - 2 4}$ school year all classrooms will implement CCI to improve student achievement. |  |  |  |  |  |  |  |  |  |  |  |
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| Big Rocks | July Activities 21 Days | August Activities 23 Days | September Activities 20 Days | October Activities 19 Days | November Activities 18 Days | December Activities 14 Days | January Activities 20 Days | February Activities 19 Days | March Activities 21 Days | April Activities 17 Days | May Activities 13 Days |
|  |  | 1. Plan and deliver an orientation to CCI with all new teachers by August 3- L.Smith <br> 2. Terri lles training on studentteacher partnerships- August 10th | 1. Staff Meeting on 9/6/23: Address CCI highest concern <br> 2.Staff Meeting: CCI Highlight of successful implementation: testimony, videos of teacher/student | 1. Staff Meeting 104/23: Address CCI highest concern 2.Staff Meeting: CCI Highlight of successfu implementation:- testimony, videos of teacherlstudent | 1. Staff Meeting 111/1/23: Address CCI highest concern 2. Staff Meeting: CCI Highight of successfut implementation:- testimonv. vidoos of | 4th Grade will present CCI highlights at SBDM Meeting <br> Principal-Identify teachers that are having students track individual data and using a PDSA | Principal-will share out student samples of goal setting/data tracking <br> Principal-Identify teachers that will implement student qoal setting/data | 3rd Grade will present CCI highlights at SBDM Meeting | 2nd Grade will present CCI highlights at SBDM Meeting | 1st Grade will present CCI highlights at SBDM Meeting <br> Principal-Teacher reflection on student progress of goal setting/data tracking | Kindergarten will present CCI highlights at SBDM Meeting |
| Progress Notes |  | Training Slides | 9/6/23: Shared at staff meeting slides of mission statements. |  | 5th Grade Presentation |  |  |  |  |  |  |
| Monitor progress of CCl implemen tation | Create a checklist to inform teachers of CCI monthly expectations by July 31-S. Brickler/L. Smith | 1. Review/Revise CCI checklist of expectations with all teachers by Aug 14 (adding new expectations based on partnership PD)-S.Brickler/L. Smith | Walkthough all classrooms checking for Mission Statements and CCI math goals. Provide feedback on mission statements/Goals by | visit classrooms and interview students/teachers progression of math goal by Oct .31st. <br> -Create shareout on | visit classrooms and interview students/teachers progression of math goal by Nov 30th. <br> -Create shareout on | visit classrooms and interview students/teachers progression of math goal by December 15. <br> -Create shareout on |  | Principal-visit classrooms and interview students/teachers progression of math goal by Feb. 29th. |  | Principal-visit classrooms and interview students/teachers progression of math goal by April 30 | Guiding CoalitionDevelop CCI plan and focus for 2024 2025 school year. |
| Progress Notes | Checklist-Draft | 8/21/2023: Sent Ts CCI checklist through staff newsletter with reminders of CCl dates. <br> 8/29/23: Learning requirements have been shared with students. | 9/7/23: <br> Documentation of mission statements through pictures. The pictuers were shared at staff meeting on the |  | $38 \%$ of teachers have documentation of year long goal and unit goals with updated datacommunicated to |  |  |  |  |  |  |
| School Wide CCI |  | -Create Goals to share with staff and Sherman families <br> -Create PDSA chart and complete plan \& do section of PDSA by August 20th for each | Analyze school wide data and track progress of goals with weekly data points (8/25, 9/1, 9/8, 9/15, 9/22 and 9/29 | Analyze school wide data and track progress of goals with weekly data points (10/6, 10/20, 10/27 | (Principal)Analyze school wide data and track progress of goals Complete Act portion of PDSA by | (Principal) Analyze and Update school wide data and track progress-12/20/23 <br> (Principal/CS) Share | (Principal)Analyze and Update school wide data and track progress-1/31/23 <br> (Principal) School | (Principal)Analyze and Update school wide data and track progress-2/29/23 | (Principal)Analyze and Update school wide data and track progress-3/30/23 <br> (Principal/CS) Share | (Principal)Analyze and Update school wide data and track progress-4/30/23 <br> (Principal) School |  |
| Progress Notes |  | 8/11/23:Goals Sent home via Sherman Student Handbook. 8/20/23: PDSA Charts are up for all classroom teachers based on admin observations. Still need to support special area teachers. |  |  | *Share out school wide goals with students-Discussed Purpose-Nov.9th *Created Google Form for students to share ideas for "Do" |  |  |  |  |  |  |
| English Language Learners |  |  |  |  | ELL and Classroom Teacher will guide ELL students in Individual goal setting in both reading and math (MAP <br> Assessment/Tier 1 Quarterly goal) | ELL/Classroom Teacher -Guide students to monitor goal with weekly data point. | ELL/Classroom Teacher -Guide students to monitor goal with weekly data point. <br> ELL/Classroom Teacher-guide students to revise stratgies if progression on goal is not occuring. | ELL/Classroom Teacher -Guide students to monitor goal with weekly data point. | ELL/Classroom Teacher-Guide students to monitor goal with weekly data point. <br> ELL/Classroom Teacher-guide students to revise stratgies if progression on goal is not occuring. | ELL/Classroom Teacher -Guide students to monitor goal with weekly data point. | ELL/Classroom Teacher-guide students to revise stratgies if progression on goal is not occuring. |
| Progress Notes |  |  |  |  |  |  |  |  |  |  |  |
| Students with IEPs |  |  |  |  | Special Education Teacher will guide students with IEPs Individual goal setting in both reading and math (MAP <br> Assessment/Tier 1 Quarterly goal) | Special Education Teacher/Classroo Teacher-Guide students to monitor goal with weekly data point | Special Education Teache//Classroom Teacher-Guide students to monitor goal with weekly data point Special Education/Classroom Edeacher-guide students to revise stratgies if progression on goal is not occuring. | Special Education Teacher/Classroo Teacher-Guide students to monitor goal with weekly data point | Special Education Teacher/Classroo Teacher-Guide students to monitor goal with weekly data point Special Education/Classroom Teacher-guide students to revise stratgies if progression on goal is not occuring. | Special Education Teacher/Classroo Teacher-Guide students to monitor goal with weekly data point | Special <br> Education/Classroom <br> Teacher-guide <br> students to revise <br> stratgies if <br> progression on goal <br> is not occuring. |
| Progress Notes |  |  |  |  |  |  |  |  |  |  |  |


| Goal: By the end of the $\mathbf{2 3 - 2 4}$ school year Sherman Elementary will have effective PLTs to move students learning forward that results in students achievement. |  |  |  |  |  |  |  |  |  |  |  |
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| Big Rocks | $\begin{gathered} \text { July Activities } \\ 20 \text { Days } \\ \hline \end{gathered}$ | $\begin{gathered} \text { August Activities } \\ 23 \text { Days } \\ \hline \end{gathered}$ | September Activities 20 Days | October Activities 19 Days | November Activities 19 Days | December Activities 14 Days | January Activities 22 Days | February Activities 19 Days | $\begin{gathered} \text { March Activities } \\ 21 \text { Days } \\ \hline \end{gathered}$ | April Activities 17 Days | $\begin{aligned} & \text { May Activities } \\ & \text { 13 Days } \\ & \hline \end{aligned}$ |
| By the end of the 2324 school year standards based units will be created for reading | Planning templates for unit planning fo math and literacy. Reading Quarterly <br> Planning 23-24 <br> Create a checklist of items needed to | Plan and deliver training on Backward Design approach to unit planning.-August 9th (1st unit for math/reading completed) | Check progress of unit planning for math and literacy. <br> Check planning documents and provide feedback <br> Document trends of unit |  | (Leanna)Check progress of unit planning for math and literacy. 11/30/23 <br> (Leanna)Check RTI/Enrichment on planning documents and provide feedback | *(Leanna \& Shannon Create and share survey on backward planning-Dec. 11th | *(Leanna)Review <br> Quarterly Planning Process-Jan 2nd (Find/share exemplar with staff) <br> (Leanna)Check progress of unit planning for math and | CS work with grade level teams on unit planning (based on feedback) | (Leanna)Check progress of unit planning for math and literacy 3/30/24. <br> (Leanna)Check planning documents and provide feedback3/30/24 | CS work with grade level teams on unit planning (based on feedback) | CS-Review literacy and math unit 1 plans for the 24-25 school year |
| Progress Notes | Plans created and will be tweaked as needed. Grade levels will plan first math/reading unit plans during week of $8 / 7$. If changes need to be made, I will make to be | PD Backwards Planning 5th Grade Quarterly Planning |  |  |  |  |  |  |  |  |  |
| Revise and <br> implement <br> the <br> Sherman <br> Elementar <br> y PLC <br> System | Revise the PLC agenda with Roles established Create data tracking sheet Revise the SES PLT system SES PLC System 23-24 | Share and explain data tracking tool that will be used to track priority standards. <br> Create feedback form that will be used to share with teachers that provides feedback on PLT meetings. PLC_Observation 23-24 <br> Share the revised SES PLC System Revise the PLT acenda | Share feedback document that will be used when providing feedback on PLC meeting. $2 / 4$ meetings a month will be provided feedback. <br> Discuss creating a video of 4th Grade PLT to have a resource for model PLT. | Curriculum Specialist Provide feedback on PLC meetings 4th Grade to record video | Curriculum SpecialistProvide feedback on PLC meetings <br> Assessment Table of Specifications Template | Curriculum Specialist Provide feedback on PLC meetings 12/12/23 | Curriculum Specialist Provide feedback on PLC meetings $1 / 23 / 24$ | Curriculum SpecialistProvide feedback on PLC meetings 2/27/24 | Curriculum Specialist Provide feedback on PLC meetings 3/19/24 <br> Revise PLC System and gather feedback from Guiding Coalition | Curriculum Specialist Provide feedback on PLC meetings 4/23/24 <br> Share revised PLC system with all teachers | Yearly Review PDSA of the PLC process with Guiding Coallition <br> Publish PLC System |
| Progress Notes | The PLT System has been updated. There weren't too many changes. I changed wording and changed to say PLT <br> Revising the PLT adenda will be | Continuing to work on the observation checklist I will be sharing with teachers on $8 / 22$ during PLT meetings. <br> Met with 4th Grade on 8/16 to discuss the set | Leanna shared information with grade level teams-9/19/23 | PLT Observations <br> PLT 10-17-23.mp4 | New Bloom's Table of Specifications Template <br> Once grade levels fill in the information I will add link <br> Blooms |  |  |  |  |  |  |
| Revise and <br> implement the <br> Sherman Elementar y RTI |  |  | RTI- Create RTI observation visit spreadsheet. Goal is to visit classrooms to observe Reading/Math RTI and provide feedback |  | School Counsler will attend Solution Tree Rtl at Work Conference <br> Curriculum Specialist \& Principal-Observe | Principal \& CS will attend Solution Tree Rtl at Work Conference <br> Curriculum Specialist \& Principal-Observe math \& literacy RTI and | Observe math \& literacy RTI and provide feedback based on Rtl lookfors 1/10, 1/17, 1/24/24 <br> Review RTI with | Curriculum Specialist \& Principal-Observe math \& literacy RTI and provide feedback based on Rtl lookfors 2/7, 2/21, 2/28 | Curriculum Specialist \& Principal-Observe math \& literacy RTI and provide feedback based on RtI lookfors 3/13, 3/20, 3/27 | Curriculum Specialist \& Principal-Observe math \& literacy RTI and provide feedback based on Rtl lookfors 4/17, 4/24 | Ensure 2024-2025 master schedule provides time for intervention |
| Progress Notes |  |  | RTI Observation spreadsheet <br> Feedback |  |  |  |  |  |  |  |  |
|  |  | https://docs.google. com/document/d/11CXf oY8jgzdBqWQVhZCynA $\overline{\bar{N}}$ Y/edit |  |  |  |  |  |  |  |  |  |


| Big Rocks | July Activities 20 Days | August Activies 23 Days | September Activities 20 Days | October Activities 19 Days | November Activities 19 Days | December Activities 14 Days | January Activities 22 Days | February Activities 19 Days | March Activities 21 Days | April Activities 17 Days | May Activities 13 Days |
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| Revise PBIS Expections | STRIDE | ${ }^{*}$ Meet with PBIS team to revise expectations (8/8/23) <br> Meeting note <br> *Provide teachers with STRIDE Expectations presentation to teach students new |  |  |  |  |  |  |  |  |  |
|  |  | August PBIS Meeting Note: |  |  |  |  |  |  |  |  |  |
| Implementati on of PBIS with staff to increase student ownership. | *Create document to track student PBIS Points *Create guideline/checklist for teachers for implementing PBIS in the classroom (beginning of the | *Train staff on PBIS System/expectations *Setup DOJO for classroom (including specials teachers, admin, special educationt teachers, and other staff that work with their students.) | *Review DOJO data <br> twice monthly <br> (Vanhoose) <br> *Share/analyze DOJO <br> data with PBIS <br> Committee (9/14/23) <br> *Share DOJO data <br> with staff, PBIS <br> committee and <br> stakeholders | *Review DOJO data twice monthly <br> (Vanhoose) <br> *Share/analyze DOJO data with PBIS Committee (10/12/23) *Share DOJO data with staff, PBIS committee and | *Review DOJO data twice monthly (Vanhoose) *Share/analyze DOJO data with PBIS Committee (11/9/23)) <br> *Share DOJO data with staff, PBIS | *Review DOJO data twice monthly <br> (Vanhoose) <br> *Share/analyze <br> DOJO data with PBIS Committee (1214/23) <br> *Share DOJO data with staff, PBIS committee and ctonlehaldare | *Review STRIDE <br> Expectations with students after winter break <br> *Review DOJO data twice monthly (Vanhoose) *Share/analyze DOJO with PBIS committee (1/11/24) | *Review DOJO data twice monthly <br> (Vanhoose) <br> *Share/analyze <br> DOJO data with PBIS <br> Committee <br> *Share DOJO data with staff, PBIS committee and tatabaldare (210/23) | Review DOJO data twice monthly (Vanhoose) *Share/analyze DOJO data with PBIS Committee *Share DOJO data with staff, PRIS committee and stakeholders snat | Review DOJO data <br> twice monthly <br> (Vanhoose) <br> *Share/analyze <br> DOJO data with PBIS <br> Committee <br> *Share DOJO data <br> with staff, PBIS <br> committee and <br> stakeholders | Plus/Delta on PBIS System/Process |
| Progress Notes |  | Staff received PBIS training on 8/8 (2 | PBIS Meeting was held and Dojo data | PBIS Meeting held, and Dojo data | PBIS meeting held and DOJO data |  |  |  |  |  |  |
| Implementati on of PBIS with students to increase understandin g of PBIS Expectations |  | *Introduce weekly skill over announcement to help | $*$ Weekly skill builder over announcements *Classroom rewards for students based on DOJO points *STRIDE Stickers for students who are caught following expectations *Will receive review/reteach as needed | *STRIDE REWARD Day (10/?/23) *Weekly skill builder over announcements *Classroom rewards for students based on DOJO points *STRIDE Stickers for students who are caught following expectation | *Weekly skill builder over announcements *Classroom rewards for students based on DOJO points <br> *STRIDE Stickers for students who are caught following <br> *Meet with grade level teachers to discuss student | *Weekly skill builder over announcements *Classroom rewards for students based on DOJO points *STRIDE Stickers for students who are caught following expectation <br> *Meet with grade level teachers to discuss student | *STRIDE Reward <br> Day ( 1/?/24) <br> *Weekly skill builder <br> over announcements <br> *Classoom rewards <br> for students based on <br> DOJ points <br> *STRIDE Stickers for <br> students who are <br> caught following <br> expectation <br> *Meet with grade | *Weekly skill builder <br> over announcements <br> ovelassoom rewards <br> For strodents based on <br> DOJO points <br> *STRIDE Stickers for <br> students who are <br> caught following <br> expectation <br> *Meet with grade <br> level teachers to <br> discuss student |  | *Weekly skill builder over announcements *Classroom rewards for students based on DOJO points *STRIDE Stickers for students who are caught following expectation *Meet with grade level teachers to discuss student | *Weekly skill builder over announcements *Classoom rewards for students based on DOJ points *STRIDE Stickers for students who are caught following expectation *Meet with grade level teachers to discuss student |
| Progress Notes |  |  |  | RTI Meeting Notes | STRIDE Celebration for student receiving 80\% of PBIS points- |  |  |  |  |  |  |
| Guiding Coalition/PBIS Committee |  |  |  |  |  | Planning to merge Guiding Coalition/PBIS committe https://docs google. com/document/d/1qp dqtXAVWplc9SMxEF NJ3A7hGpDXNVMp QHnE_vNwxsA/edit | *Identify roles for Guiding Coalition with adding new members *Creation of leveling chart for behaviors/flowchart *Create a "Reteach Plan" for behaviors | $\begin{aligned} & \text { *G Meeting-Look at } \\ & \text { TTer 3 } \\ & \text { behaviors/reteaching } \\ & \text { plan in connection } \\ & \text { with leveling flowchart } \\ & \text { CCreate entrancelexit } \\ & \text { criteria plan for } \\ & \text { academics/behavior } \\ & \text { Tier 2 } \end{aligned}$ | *GC Monthly <br> Meeting-Create <br> Matrix for <br> expectations for each school area <br> *Create entrance/exit criteria plan for academics/behavior Tier 3 | GC Monthly Meeting | $\begin{aligned} & \text { GC Monthly Meeting- } \\ & \text { determine members } \\ & \text { for upcoming school } \\ & \text { year. } \end{aligned}$ |
| Progress <br> Notes |  |  |  |  |  |  |  |  |  |  |  |


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| Focus | Date | Continuous Classroom Improvement | Standards Based Units for Reading <br> $\&$ Writing | Tier 2 Academic Intervention | PBIS |
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| PD | Aug 8 |  |  |  | NKCES Classroom Management 8:00-11:00 AM/PBIS with Vanhoose |
| Contract Day | August 9 |  |  |  |  |
| PD | August 10 | Terri lles with teacher-student <br> 8:00-3:00 PM |  |  |  |
| Staff Meeting | September 6 |  |  |  |  |
| Staf Meeting | October 4 |  |  |  |  |
| Contract Day | October 12 |  |  |  |  |
| Staff Meeting | November 1 |  |  |  |  |
| PD | November 7 |  |  | math-productive struggle | SEL-District Level |
| Staf Meeting | December 6 |  |  |  |  |
| PD | January 2 |  |  | Math-conceptual Understanding |  |
| Staf Meeting | January 3 |  |  |  |  |
| Staff Meeting | February 7 |  |  |  |  |
| Staf Meeting | March 6 |  |  |  |  |
| Staff Meeting | April 10 |  |  |  |  |
| Staf Meeting | May 1 |  |  |  |  |
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