

Edgerton High School Scorecard 2021-22

Teaching, Learning & Instruction	Students' Social & Emotional Well-Being	Staff Engagement & Effectiveness	Family & Community Partnerships	Finance, Facilities & Operations
<i>Our students grow toward their goals every academic year; they are prepared to select and succeed in their path beyond high school.</i>	<i>Our students demonstrate skills and attributes to cope with life challenges and achieve personal well-being. Our students feel safe, respected and supported in their learning community.</i>	<i>All staff are fully invested in students' success. They feel valued and receive the support they need to be highly effective employees.</i>	<i>Our families and community members are valued and collaborative partners in promoting student success.</i>	<i>Our resources are used efficiently and all opportunities are maximized to achieve our strategic goals.</i>

Annual Results Measures/ Goals

<p>Improve reading comprehension on common assessments by 15% from the pre to the post assessments.</p> <p>Increase school data on the ACT for math by 3% and science by 2% by for graphs/modeling as measured by pre and post assessments.</p>	<p>100% of the Homebase teachers will administer the SE Check In Survey once a month in order to gather data surrounding student well being. In addition, teachers will follow up with students who answered a 4-6 on the survey within 24 hours.</p>			
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Objectives

<p>Explicitly increase vocabulary acquisition through implementation of ASCD strategies.</p> <p>Increase comprehension of reading through implementation of ASCD strategies.</p> <p>Explicitly increase modeling and graphing interpretation through the implementation of ASCD strategies.</p> <p>Graph and analyze student data (by the students) to increase their interpretation skills of graphs.</p>				
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Progress Monitoring Measures

<p>Pre and Post assessments in English</p> <p>Pre and Post assessments in Math</p> <p>ASCD Strategy Sheets</p>	<p>SEL Monthly Surveys</p>			
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PDSA Cycles				
Strategic Actions				
<p>Action 1 What: Create Common Reading Assessments (English 9 and 10) Who: English teachers When: Pre-assessment created and administered by end of September; mid-assessment by 1st semester final exams; post-assessment by end of school year</p> <p>Action 2 What: Analyze common assessment data Who: English teachers When: Within 3 weeks of assessments</p> <p>Action 3 What: Collaborate on teaching the skills of reading (esp. nonfiction), including modeling, practice activities, and use on assessment Who: All EHS teachers and ESPs, as well as District Reading Specialists When: Faculty Meetings</p>				

and Team Meetings
(extending invitations to
ESPs as much as
possible)

**Action 4 - Equity
Practices Action Step(s)**

What: Teaching and
modeling reading skills in
class

Who: All EHS teachers
and ESPs

When: At least once per
unit

Action 1

What: Staff will model
data interpretation

Who: Primarily math and
science, and secondarily,
other classes that can
make use of data
interpretation

When: Weekly practice
(bell-ringers, etc.)

Action 2

What: Students will apply
math/science modeling
and interpret data.

Who: Students enrolled in
the above classes.

When: Minimum twice per
month.

<p>Action 3 - Equity Practices Action Step(s)</p> <p>What: Exposure to modeling data interpretation.</p> <p>Who: All students across math and science courses no matter the level and additional courses at the high school.</p> <p>When: School year</p>				
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