SY24-25 SITE PLAN

GOAL #1: Based on our Fall 2024 aReading assessment, 70% of our students who are in the some or high risk category will make Typical or Aggressive growth OR will be in the Low risk category.		
Strategy/Teacher Actions	**Progress monitoring data**	**Trainings/Resources/Supports needed**
Strategy 1: All students who are in the some risk or high risk category will receive **targeted interventions** based on FastBridge data. This could be provided by any teacher who works with the student (general education, special education, ELD, interventionist)	1. Teachers will complete a ROS for each student receiving an intervention. 2. Teachers will track the interventions on the **building intervention tracker.** 3. Teachers will collaborate and communicate to ensure each student in the some or high risk category is receiving high quality intervention and progress monitoring support. 4. Teachers/PLCs will continuously monitor their data using the MTSS model.	FastBridge Reading Interventions Jeff, Steph and Julie will attend PLCS (rotating) to support the targeted intervention process. BLT leads will gain the knowledge, skills and dispositions to lead their PLCs in the instructional reflection and response process. BLT leads will engage in quarterly check in's with administration to review data and progress.
Strategy 2: PLC teams frequently examine student understanding through **formative assessment results** and student observation data in order to improve instruction.	1. Teachers/PLCs will collaborate on formative assessment results. 2. PLC Resources 3. Jeff/Steph will provide ongoing support/resources to the Building Leadership Team.	PLCs will utilize a data protocol.
Strategy 3: Student support providers and grade level teachers agree on a plan for collaboration.	1. Steph/Jeff will create a document 2. There will be an agreement on when students will be pulled for support services.	Shared tracking document for systematic collaboration.

GOAL #2: Based on our Fall 2024 aMath assessment, 75% of our students who are in the some or high risk category will make Typical or Aggressive growth OR will be in the Low risk category.		
Strategy/Teacher Actions	**Progress monitoring data**	**Trainings/Resources/Supports needed**
Strategy 1: Grade level PLCs will ensure that they maintain a guaranteed and viable curriculum for students.		Math Implementation Coaching - Coaches will conduct fidelity of implementation and provide supports and communication as needed.
Strategy 2: PLC teams frequently examine student understanding through **formative assessment results** and student observation data in order to improve instruction.	1. Teachers/PLCs will use the Performance Tracking Tool to collaborate on formative assessment results. 2. Jeff/Steph will provide ongoing support/resources to the Building Leadership Team	PLCs will utilize the data protocol.
Strategy 3: AFL Teachers will identify **instructional practices** that create learning gaps. Practices will be replaced in order to meet student needs and to prevent similar gaps in the future.	1. Teachers/PLCs will implement **AFL** strategies 1 and 2. 2. The BLT will introduce and launch strategies 3 & 4 and then 5 -7.	District AFL Shared Drive w/ resources

GOAL #3: Office Discipline Referrals will decrease by _____% in SY 24 to _____% in SY 25.		
Strategy/Teacher Actions	**Progress monitoring data**	**Trainings/Resources/Supports needed**
Strategy 1: 70% of teachers will implement DD strategies daily.	1. Our Positive Connections Committee will analyze and disaggregate our office discipline referrals monthly.	1. SWIS training or new google form for discipline referrals. 2. Continuous DD support and modeling at staff meetings.

Educators will create and maintain a physically and emotionally safe classroom community.	2. Through **peer walkthroughs,** leads and PLCs will monitor the implementation of DD strategies building-wide.	3. DD walkthrough form (Jit)
Strategy 2: Staff Agreements		

Benchmark Goals

Break your implementation goals into benchmark steps. For all of your goals, what changes in teacher actions do you want in place by the end of each quarter? Start with the implementation goals you set as part of the strategy/teachers actions in step 3, then plan backwards for what changes you want to see evidence of by the end of each quarter.

IMPLEMENTATION GOALS:
By the end of year, the following will be in place . . .
75% of staff will utilize Developmental Designs strategies in daily instruction 80% of teachers will utilize at least 2 AFL Strategies in daily instruction 100% of appropriate teachers will implement at least 2 reading interventions and progress monitoring with at least 2 students 100% of appropriate teachers will be using the new math resource (Illustrative)
By the end of Q3, the following will be in place . . .

70 % of staff will utilize Developmental Designs strategies in daily instruction
70% of teachers will utilize at least 2 AFL Strategies in daily instruction
90% of appropriate teachers will implement at least 2 reading interventions and progress monitoring with at least 2 students
90% of appropriate teachers will be using the new math resource (Illustrative)

By the end of Q2, the following will be in place . . .

65 % of staff will utilize Developmental Designs strategies in daily instruction
60% of teachers will utilize at least 2 AFL Strategies in daily instruction
80% of appropriate teachers will implement at least 2 reading interventions and progress monitoring with at least 2 students
80% of appropriate teachers will be using the new math resource (Illustrative)

By the end of Q1, the following will be in place . . .

60 % of staff will utilize Developmental Designs strategies in daily instruction
50% of teachers will utilize at least 2 AFL Strategies in daily instruction
70% of appropriate teachers will implement at least 2 reading interventions and progress monitoring with at least 2 students
70% of appropriate teachers will be using the new math resource (Illustrative)