Jackson - SY24-25 SITE PLAN

GOAL #1: Percentage of students showing typical or aggressive growth in aReading (eReading for K) will be a minimum of 60 percent from fall 2024 to spring 2025.		
Strategy/Teacher Actions	**Progress monitoring data**	**Trainings/Resources/Supports needed**
Teachers will use AFL strategies to guide teaching and learning. Elements of developmental designs will be implemented to increase engagement, heighten sense of belonging, build a risk taking environment, and foster classroom community. Implement interventions for students in need, once tier one shows effective. Monitor fastbridge for student needs and next steps.	Weekly PLC data review of student progress and comparison data as related to Fastbridge progress monitoring tools. PLC planning and teaming to create instruction to focus on the needs of the students as identified by Fastbridge data. Use of data trackers to monitor specific skills. PLC leads will bring data from grade level for further discussion at BLT meetings in fall, winter, and spring. ROS forms will be filled out for concerns and interventions. (consider quarterly measures for this area)	Several teachers are doing early CORE training to be implemented as trained. Periodic MTSS meetings to identify and implement interventions. Fastbridge data monitoring. I-team support and guidance.

GOAL #2: Percentage of students showing typical or aggressive growth in aMath will be a minimum of 60 percent from fall 2024 to spring 2025.		
Strategy/Teacher Actions	**Progress monitoring data**	**Trainings/Resources/Supports needed**
Teachers will implement the new math curriculum with fidelity. Social aspect of learning will be	Gather baseline data from fall Fastbridge testing (excluding K). Keep student progress data in data tracker	Math adoption support and collaboration. District training during the 24-25 school year on the new math program and methodology

implemented as guided by “Building Thinking Classrooms.” Teachers will use AFL strategies to guide teaching and learning of the math curriculum. Elements of developmental designs will be implemented to increase engagement, heighten sense of belonging, build a risk taking environment, and foster classroom community in connection to Building Thinking Classrooms.	to be reviewed and addressed in weekly PLC meetings. Use of data trackers to monitor specific skills. PLC leads will bring data from grade level for further discussion at BLT meeting fall, winter, and spring	changes. Use “Building Thinking Strategies” as a guide for staff development at the building level. Fastbridge data monitoring. I-team support and guidance. Ongoing support and coaching for new math implementation.

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 . . .
• 100% of teachers will use AFL strategies in daily instruction. • 100% of trained teachers will use developmental design in daily management and instruction. • 100% will use intervention strategies with at least four tier 2 or tier 3 students. • 100% will monitor fastbridge data or data tracker data in weekly PLCs. • 100% will implement the new math curriculum. • 100% will use Building Thinking Classroom strategies in math.
By the end of Q3, the following will be in place . . .
• 100% of teachers will use AFL strategies in daily instruction.

- 100% of trained teachers will use developmental design in daily management and instruction.
- 100% will use intervention strategies with at least three tier 2 or tier 3 students.
- 100% will monitor fastbridge data or data tracker data in weekly PLCs.
- 80% will implement the expected components of the new math curriculum.
- 80% will use Building Thinking Classroom strategies in math.

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

- 100% of teachers will use AFL strategies in daily instruction.
- 100% of trained teachers will use developmental design in daily management and instruction.
- 80% will use intervention strategies with at least two tier 2 or tier 3 students.
- 100% will monitor fastbridge data or data tracker data in weekly PLCs.
- 70% will implement the expected components of the new math curriculum.
- 70% will use Building Thinking Classroom strategies in math.

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

- 75% of teachers will use AFL strategies in daily instruction.
- 75% of trained teachers will use developmental design in daily management and instruction.
- 100% of teachers will begin to identify tier 2 or tier 3 students to be targeted with interventions.
- 100% will analyze fastbridge data or data tracker data in weekly PLCs.
- 100% will begin to implement the new math curriculum.
- 100% will begin to learn about Building Thinking Classroom strategies to be used in math.