SY24-25 SITE PLAN

GOAL #1: LITERACY The percentage of students making flat/modest growth in fall to spring FAST aReading/Early Reading assessment will decrease from 55% in spring '24 to 40% in spring '25 (aReading 1-5) and 46% in spring '24 to 30% in spring '25 (Early Reading K).		
Strategy/Teacher Actions	**Progress monitoring data**	**Trainings/Resources/Supports needed**
Strategy 1 | 100% of classroom teachers will implement a minimum of 1 FastBridge intervention + progress monitoring with fidelity per quarter for all students below the 15th percentile.	1. Teachers will complete a ROS for each student receiving a FastBridge intervention 2. Teachers will track the intervention on the ROS and FastBridge intervention tracker	FastBridge reading interventions and modeling Literacy coach support as needed Collaborate with ELD, special services and Intervention specialists as needed Grade level and vertical collaboration
Strategy 2 | By EOY, 100% of PLCs will use a structured PLC protocol to guide their PLC time and align discussion to AFL and instructional best practices: PLCs will conduct a data review on progress monitoring data every 3 - 4 weeks to determine next steps for intervention. Every 3 - 4 weeks, teachers will have a clear next step for each student receiving an intervention, which may include: • adequate progress = keep implementing • not making progress = fidelity check or additional diagnostics	1. Admin walkthroughs cycling through grade levels to gather data on PLC use of data protocol for determining next steps for individual students receiving intervention 2. Teachers will update the ROS and FastBridge intervention as needed 3. Teachers will come to literacy PLC meetings with updated data	PLC Data protocol from LTE team Literacy coach support on intervention selection + progress monitoring Reading intervention teacher and dean to conduct fidelity of implementation as needed

Strategy 3 | 100% of classroom teachers will provide core instruction and weekly small group opportunities for all students.	1. Admin walkthroughs cycling through grade levels to gather data on core and small group instruction to determine appropriate PD for staff. 2. Teachers will use Fall, Winter and Spring FastBridge assessments to determine growth and next steps for each student	District reading assessment team support. Literacy coach support as needed Collaborate with ELD, special services, HP and intervention specialists as needed Grade level and vertical collaboration

GOAL #2: MATH
The percentage of students making flat/modest growth in fall to spring FAST aMath assessment will decrease from 46% in spring '24 to 35% in spring '25 (grades 2-5).

Strategy/Teacher Actions	Progress monitoring data for teachers	Trainings/Resources/Supports needed
Strategy 1 | 100% of teachers who teach math will implement the Illustrative math curriculum	1. Admin team will conduct weekly walkthroughs, cycling through grade levels, to gather data on curriculum implementation usage using a walkthrough tool 2. Math teachers will conduct periodic peer observations (vertical and/or within grade level) and report noticings/wonderings to PLC groups	LTE math implementation rubrics Specific Look-fors if conducting peer observations
Strategy 2 | By EOY, 100% of PLCs will use a structured PLC protocol to guide their PLC time and align discussion to AFL and instructional best practices: PLCs will discuss grade level math implementation data (given by math coaches) quarterly to determine next	1. Grade levels conduct peer observations and report noticings/wonderings to PLC groups 2. Grade level rep schedule coach support based on implementation	Math implementation data collection form from LTE team Math coach support on mathematical practices LTE coach conduct fidelity of

steps for implementation: 1. Observe/Coach 2. Demo teach 3. Cluster teach	data 3. Teachers will come to math PLC meetings with necessary prepared data	implementation as needed

GOAL #3: Behavior Referrals
Red Oak Elementary School will decrease behavior referrals each quarter by 10% during the 24-25 school. year.

Strategy/Teacher Actions	Progress monitoring data	Trainings/Resources/Supports needed
Strategy 1 | 100% of teachers will implement Developmental Design strategies (i.e.: empowering language, power of play, equitable discipline, etc.) throughout the school day.	1. Admin walkthroughs cycling through grade levels to gather data on DD implementation to determine appropriate PD for staff 2. Building staff will revisit routines (monitor and adjust) throughout the year	DD strategies infused in PD meetings throughout the year DD coaching by Origins 2x/year
Strategy 2 | 100% of teachers will implement components of PBIS (i.e.: behavior matrix, Saber tickets, etc.) and track behaviors on the given behavior tracker and turn them in weekly for data analysis	1. Teacher behavior log 2. 100% of PLCs will use a structured PLC protocol to guide their PLC time and align discussion to AFL and instructional best practices: Teachers will come to behavior PLC meetings with necessary prepared data (pulled by PBIS coach) 3. PBIS team + behavior team will review data to find trends to support with appropriate Tier 1 lessons and Tier 2 & 3 supports as data indicates a need	Clear/explicit guidance on what to report on the behavior log Behavior support from behavior team on identifying appropriate interventions Teachers will be coached/observe phone calls home to families as deemed necessary by the school behavior team.

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 are using AFL strategy #1, #2, #3, & #4   100% of teachers are using multiple DD strategies throughout the school day   - PLC teams (led by BLT rep) will work towards being focused (behavior, math, literacy rotation) and data driven, proficient in data analyses and working together to collaborate/support each other on next steps.
By the end of Q3, the following will be in place . . .
100% of teachers are using AFL strategy #1, #2, #3   100% of teachers are using at least three DD strategies   - PLC teams (led by BLT rep) will work towards being focused (behavior, math, literacy rotation) and data driven, proficient in data analyses and working together to collaborate/support each other on next steps.
By end of Q2, the following will be in place . . .
100% of teachers are using AFL strategy #1 and #2   100% of teachers are using at least two DD strategies   - PLC teams (led by BLT rep) will work towards being focused (behavior, math, literacy rotation) and data driven by being prepared with the most recent data (math, reading, behavior) to analyze and develop action steps as a team.
By end of Q1, the following will be in place . . .
100% of teachers are using AFL strategy #1   100% of teachers are using at least one DD strategy

- PLC teams (led by BLT rep) will develop a structure/schedule for a focused (behavior, math, literacy rotation) and data driven by creating and following an agenda, taking notes on the agenda and assigning responsibilities