

SY24-25 SITE PLAN

GOAL #1: East will decrease the number of D and F grades from 16.74% in the 2024 SY to 11.24% or less for ML identified students by the end of the 2025 SY.

Strategy/Teacher Actions	Progress monitoring data	Trainings/Resources/Supports needed
<p>Review and Monitor Data</p> <ul style="list-style-type: none"> ● Action: Teachers will review and monitor passing rates and grades for ML learners in team meetings. ● Frequency: Weekly reports and bi-weekly team meetings. <p>Implement Strategies and Resources</p> <ul style="list-style-type: none"> ● Action: Teachers will use/implement provided strategies and resources to support ML students. ● Focus: Engagement and effective teaching practices tailored to ML learners. <p>Family/Student Engagement</p> <ul style="list-style-type: none"> ● Action: Connect with families to gather feedback and information, ideally through CFLs (Community Family Liaisons) or ProPRIO (Professional Parent Relations and Involvement Officers). ● Focus: Personal calls for meaningful engagement and response to feedback. <p>Developmental Designs</p> <ul style="list-style-type: none"> ● Action: Implement Developmental Designs strategies to improve 	<p>Weekly Reports</p> <ul style="list-style-type: none"> ● Content: Passing rates/grades specific to ML learners. ● Format: Separate tab on spreadsheet for ML students' data. <p>Team Meetings</p> <ul style="list-style-type: none"> ● Frequency: Bi-weekly. ● Content: Review of passing grades, progress, and trends. <p>Canvas and EWS Monitoring</p> <ul style="list-style-type: none"> ● Action: Monitor Canvas and the Early Warning System (EWS) for trends and support needs. ● Focus: Grades and attendance tracking. <p>Walkthroughs</p> <ul style="list-style-type: none"> ● Action: Conduct formal and informal walkthroughs to observe the implementation of Developmental Designs and language scaffolding. ● Focus: Evidence of effective strategies in practice. <p>Evaluation and Adjustment</p>	<p>Professional Development (PD)</p> <ul style="list-style-type: none"> ● Content: Training on best practices for ML students, strategies, and resources with an emphasis on D.D. and AFL ● Format: PD sessions in a minimal three staff/ PD meetings. ● Providers: Clayton, LTE/ML department, East ML staff. <p>Research-Based Resources</p> <ul style="list-style-type: none"> ● Action: Provide access to accredited, research-based resources for staff. ● Focus: Implementation in all courses. <p>iTeam Support</p> <ul style="list-style-type: none"> ● Action: iTeam to report valuable information and updates during team meetings with discussion and focus on our ML caseloads. ● Focus: Support and relevant information for staff working with ML students.

<p>student connectedness to learning.</p> <ul style="list-style-type: none"> ● Focus: Enhance student engagement and relevance of learning experiences. 	<p>Monthly Review</p> <ul style="list-style-type: none"> ○ Content: Assess progress towards the 11.24% target, adjust strategies as needed. <p>End-of-Year Review</p> <ul style="list-style-type: none"> ○ Content: Evaluate overall success in achieving the goal, document lessons learned, and plan for the next cycle if necessary. 	
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GOAL #2: East will decrease the total amount of all students receiving D's and F's by one-third from 6.74 % in 2024 to 4.52% at the end of the 2025 SY * East will continue to report at a 98% overall passing rate or better.

****All secondary SPS sites will decrease the percentage of students receiving D's and F's by one-third.**

Strategy/Teacher Actions	Progress monitoring data	Trainings/Resources/Supports needed
<p>Evidence of all 7 AFL strategies will be observed in every teacher's classroom once per quarter.</p> <p>By the end of the 24-25 school year, 100% of teachers will be at the partial implementation level for all 7 strategies as self-reported on the AFL staff survey.</p>	<p>Walk-through rubric</p> <p>PGP Goals</p> <p>Self-reported AFL Survey</p>	<p>AFL Strategy training (tailored to where teachers are at)</p> <p>PLC Time to develop and reflect after implementation</p> <p>A structure to provide feedback on quality of the strategies in classes (critical colleagues)</p>
Implement and Use AFL Strategies:	Classroom Observations:	AFL Strategy Training:

<ul style="list-style-type: none"> Teachers will apply all 7 AFL (Assessment for Learning) strategies in their classrooms. Evidence of these strategies will be observed during classroom walkthroughs once per quarter. Teachers will report and send mid-term/quarter grades to all families, ensuring grades are updated and accurate in Canvas. Teachers will connect with families via both in-person and virtual conferences to gather feedback and provide updates. <p>Monitor and Analyze Student Data:</p> <ul style="list-style-type: none"> Teachers will review and monitor passing rates and reported grades for all students mid-quarter and weekly until the end of each term. Teachers will monitor Canvas and the Early Warning System (EWS) for trends related to grades and attendance. Teachers will also review behavior and suspension data from Campus to identify factors affecting student grades. <p>Engage in Professional Growth:</p> <ul style="list-style-type: none"> Teachers will participate in Professional Learning Communities (PLCs) to develop, reflect on, and refine their implementation of AFL strategies. Teachers will use data from FastBridge and EWS to guide instructional decisions and 	<ul style="list-style-type: none"> Walk-through rubrics will be used to assess the implementation of all 7 AFL strategies in teachers' classrooms once per quarter. <p>Self-Reported Data:</p> <ul style="list-style-type: none"> Teachers will complete an AFL staff survey to self-report their level of implementation of AFL strategies. The goal is for 100% of teachers to reach the partial implementation level by the end of the 24-25 school year. <p>Student Performance Data:</p> <ul style="list-style-type: none"> Weekly reports on passing rates from Ford will be reviewed. Mid-term/quarter grades will be analyzed for accuracy and consistency. Behavior and suspension data from Campus will be examined to understand impacts on student performance. <p>FastBridge and EWS Data:</p> <ul style="list-style-type: none"> FastBridge data will be used to inform instructional practices and interventions. Weekly reports from EWS will track student progress and identify needs for additional support. 	<ul style="list-style-type: none"> Ongoing AFL strategy training tailored to teachers' current levels of implementation. AFL Professional Development (PD) scheduled on early release and PD days according to the district calendar. <p>PLC Time and Structure:</p> <ul style="list-style-type: none"> Allocate dedicated PLC time for teachers to develop, reflect on, and discuss AFL strategies and their impact on student learning. <p>Feedback and Support:</p> <ul style="list-style-type: none"> Establish a structure for providing feedback on the quality of AFL strategies observed in classrooms, including critical colleagues for peer review. Provide support through iTeam updates and intervention tools from FastBridge. <p>Family Engagement:</p> <ul style="list-style-type: none"> Support for teachers to conduct both in-person and virtual conferences with families for flexible engagement options. <p>Data Management and Utilization:</p> <ul style="list-style-type: none"> Provide guidance on using FastBridge and EWS data to support instructional practices and interventions. Support for navigating and utilizing
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interventions.		<p>data systems effectively.</p> <p>Additional Training Needs:</p> <ul style="list-style-type: none"> • Connect untrained staff with Learning and Teaching Experts (LTE) for necessary training opportunities.
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GOAL #3: <u>Link to Secondary Aligned Goal</u>		
Strategy/Teacher Actions	Progress monitoring data	Trainings/Resources/Supports needed

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.

<u>IMPLEMENTATION GOALS:</u>
By the end of year, the following will be in place . . .

- 100% of teachers will demonstrate practices of D.D. strategies as measured by observations supported by the D.D. walkthrough form.
- Evidence of AFL implementation will be observed in 100% of teachers at least once a quarter.
100% of teachers will be at the partial implementation level for all 7 strategies as self-reported on the AFL staff survey.

By the end of Q3, the following will be in place . . .

- 80% of teachers will demonstrate practices of D.D. strategies as measured by observations supported by the D.D. walkthrough form.
- Evidence of AFL implementation will be observed in 75% of teachers at least once a quarter.
- 75% of teachers will be at the partial implementation level for all 7 strategies as self-reported on the AFL staff survey.

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

- 70% of teachers will demonstrate practices of D.D. strategies as measured by observations supported by the D.D. walkthrough form.
- Evidence of AFL implementation will be observed in 50% of teachers at least once a quarter.
- 50% of teachers will be at the partial implementation level for all 7 strategies as self-reported on the AFL staff survey.

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

- 60% of teachers will demonstrate practices of D.D. strategies as measured by observations supported by the D.D. walkthrough form.
- No benchmark goal for the walkthrough Q1 so we can have the first quarter to finalize the walkthrough rubric and work with our AFL Task Force prior to rolling everything out to all staff.
- 25% of teachers will be at the partial implementation level for all 7 strategies as self-reported on the AFL