

GOAL 1 ★ ALL STUDENTS WILL BE PROFICIENT IN LITERACY K-12

HOW WE WILL MEASURE IT

- ✓ The district target is that 36.5% of students in Grades 3-7 will demonstrate proficiency in reading as measured by MSTEP (a 5% increase), 60.9% (a 5% increase), as measured by PSAT 8, and 46.8% (a 5% increase), as measured by the SAT (EBRW).
- ✓ The long-term district goal is for at least 80% of students to be in the low risk level category as measured by FastBridge by the end of each school year, with student needs being met with effective Tier One core instruction.
- ✓ MTSS implementation will be monitored via staff perception and belief surveys, as well as fidelity checks.

STRATEGY 1. Examine MTSS framework for literacy K-12 to ensure strong tier 1 instruction and robust T2/T3 systems for intervention.

A C T I O N	1.	Review, revise, and make visible our MTSS framework, including documenting specific literacy interventions and ensuring they are administered with fidelity
	a.	Document decision-making tree at each building/district-wide for who gets intervention (including classroom assessment data and teacher input/how progress is monitored/what interventions are used/when it is monitored for effectiveness and what happens next? How and where is this all recorded?)
	b.	Finalize and implement a new district-wide problem-solving protocol to be used in all SST meetings
	c.	Develop a warehouse of Tier I literacy strategies to provide to teachers
	d.	Establish common data to identify students in grades K-12 who are below grade level
	e.	Identify and prioritize which data needs to be collected commonly to inform intervention needs based on skills
	f.	Implement FastBridge aReading Screening Assessment 2-12.
	g.	Create a schedule for each building that maximizes overall student learning?
	h.	Implement new schedules to support interventions.
	i.	Work with Beyond Basics to provide high dosage structured literacy intervention via onsite tutors
	j.	Develop communication/celebration plan for the sharing of outcomes w/stakeholders
	2.	Ensure there are research-based interventions and training for Interventionists
	a.	Train using curriculum-aligned strategies aka Orton-Gillingham
	3.	Provide training and support for progress monitoring
	a.	Train administrators, teachers and interventionists to use Fastbridge and IDI
	b.	Train administrators, teachers and interventionists to use Data Warehouse (illuminate)
	c.	Train to use Process Data (Tiered Fidelity Inventories)

STRATEGY 2. Establish building-specific, evidence-based literacy strategies including reading and writing.

A C T I O N	<p>Smith Elementary</p> <ol style="list-style-type: none"> Continue skill-based differentiated small group instruction <ol style="list-style-type: none"> Utilize Tier I warehouse strategies. <ol style="list-style-type: none"> Orton-Gillingham Wonders Further collaboration around newly established K-6 writing rubrics and Explore writing programs/strategies <ol style="list-style-type: none"> Place rubrics in common vault/curriculum documents Utilize SRSD writing rubrics and writing architect model to develop scope and sequence. Consider creating literacy partnerships between students across the district. Begin using protocols to discuss student work (tuning protocol) or problems of practice (consultancy protocol). <ol style="list-style-type: none"> Reading Buddies Links Small Group Interventions <ol style="list-style-type: none"> Title Ia Services Create intentional literacy partnerships with our families. Home to school reading connection - involves parents, gives ownership to students, more reading experiences, rewards 'book bag'
A C T I O N	<p>Heritage</p> <ol style="list-style-type: none"> Continue learning surrounding Dr. Truckenmiller's Writing Architect Strategy and implementation of Interactive Notebooks in Grades 3-6. Further collaboration around newly established K-6 writing rubrics and Explore writing programs/strategies <ol style="list-style-type: none"> Place rubrics in common vault/curriculum documents Utilize SRSD writing rubrics and writing architect model to develop scope and sequence. Continue skill-based differentiated small group instruction <ol style="list-style-type: none"> Utilize Tier I warehouse strategies. Consider creating literacy partnerships between students across the district. Begin using protocols to discuss student work (tuning protocol) or problems of practice (consultancy protocol). <ol style="list-style-type: none"> Reading Buddies Links Small Group Interventions <ol style="list-style-type: none"> Title Ia Services Create intentional literacy partnerships with our families. Home to school reading connection - involves parents, gives ownership to students, more reading experiences, rewards 'book bag' High Dosage Tutoring <ol style="list-style-type: none"> Beyond Basics Implementation Title Ia Before and After School Tutoring

JR/SR High

1. Attend training on developing priority standards.
 - a. Create reading units aligned to prioritized standards
 - b. Create writing units aligned to prioritized standards
 - c. Locate writing units in common Curriculum Vault (Live Binder)
2. Attend training and implement Disciplinary Literacy strategies.
3. Create intentional literacy partnerships with our families. Home to school reading connection - involves parents, gives ownership to students, more reading experiences, rewards 'book bag'
4. High Dosage Tutoring
5. Train to use FastBridge/Illuminate

(Note: Grades 7-9 are also implementing the Interactive Notebooks)

STRATEGY 3. Tier I Science of reading training.

1. Orton-Gillingham Training
 - a. Implement pacing guide for grade level
2. LETRS (2-yr commitment 1 for early childhood)/online modules/good for all K-6 educators)
3. Professional learning and implementation of common essential literacy practices (Disciplinary Literacy 7-12 for Essentials PK-6)

STRATEGY 4. Establish common academic language/building common background knowledge K-12 for all areas (except Math~their PIT Crew will do it).

1. Identify high frequency academic words and explicitly teach them to all students
 - a. Leverage Orton-Gillingham training for Red words and Morphology
 - b. Leverage Academic Vocabulary within Disciplinary Literacy
 - c. Memorialize in Curriculum Warehouse
2. Develop Warehouse of reading and writing pacing guides.
 - a. Train staff in using Live Binder
 - b. Memorialize Curriculum Guides and MTSS processes in tool

GOAL 2 ★ ALL STUDENTS WILL BE PROFICIENT IN MATHEMATICS PREK-12**HOW WE WILL MEASURE IT**

- ✓ The district target is that 36.9% of students in Grades 3-7 (as measured by MSTEP), 34.4% of students in Grade 8 (as measured by PSAT 8), and 29.4% (as measured by SAT), will demonstrate proficiency in math (a 5% increase in each score).
- ✓ The long-term district goal is for at least 80% of students (through either SpringMath class-wide or individual intervention) to reach mastery of all high leverage skills identified at their grade level by the end of the school year.

STRATEGY 1. Continue to implement SpringMath K-12, to provide class-wide and individual intervention with research-based tools.

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N | 1. Train all math teachers K-12 to use SpringMath and provide clear guidelines and expectations, including when to prohibit use of fingers/tricks, etc. |
| | 2. Administrators and coaches provide support, feedback, and fidelity checks for all math teachers re: Springmath class-wide interventions |
| | 3. SpringMath will be monitored district-wide (at least monthly) by a district team to ensure students are making progress |
| | 4. Math interventionists will be trained at each building to provide Tier 2/3 interventions for students identified via the SpringMath system and/or teacher/coach recommendations |
| | 5. Train teachers re math talk and how to coach peer-to-peer math talk |

STRATEGY 2. Teachers will participate in a K-12 math curriculum review to establish vertical and horizontal alignment.

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N | 1. Identify priority standards, and possibly continue process to create CLTs |
| | 2. Begin creation of quality common assessments with tiered questions |
| | 3. Agree upon common language of math instruction and vocabulary K-12 |
| | 4. Finalize K-12 Panther Math Expectations document |
| | 5. Train secondary Math teachers in Desmos and TI-84 calculator uses, as well as when each calculator is best to be used on SAT questions |
| | 6. Develop common understanding of best math teaching practices, including learning more about the Science of Math. |

STRATEGY 3. Create intentional math partnerships with our families.

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N | 1. Create a home to school math connection - involves parents, gives ownership to students |
| | 2. Plan a Math focused family night - share resources and ways to engage families in Math concepts |

GOAL 3 ★ ALL STUDENTS WILL DEVELOP HEALTHY RELATIONSHIPS, MENTAL HEALTH, AND A SENSE OF BELONGING AND SAFETY

HOW WE WILL MEASURE IT

- ✓ Student, parent and/or staff surveys will be created to evaluate the effectiveness of each strategy implemented. In addition, MiPHY data, SAEBRs and behavior data will be collected and analyzed to determine effectiveness of implementation. Specific data will be identified by the PIT Crew for ongoing measurement.

STRATEGY 1. Re-establish PBIS district-wide (Preschool- Grade 12).

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| A | 1. Train ALL staff in PBIS principles and establish clear expectations and reward systems |
| C | 2. Establish a plan to address SEL Pre K-12 using Positivity Project and TRAILS and measure effectiveness via SAEBRs/BASC, other surveys) |
| T | 3. Develop an agreed-upon method for data collection and analyze building data monthly to establish building focus areas SWIS, elementary level |
| I | 4. Revisit building and classroom expectations after each break |
| O | 5. Establish communication loop in each building between teachers and office staff re outcomes of behavior intervention |
| N | 6. Train all appropriate staff in CHAMPS and implement district-wide (Josh Cooper, IISD) (Comprehensive) |
| | 7. Train staff to create and implement student behavior plans in the classrooms |
| | 8. Systematize Early Warning Intervention Management Pre K 12/Monitoring System to intervene for attendance, discipline and failure, including resources and supports available; consider electronic systems such as use of PowerSchool |

STRATEGY 2. Create and implement early warning sign strategies.

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| A | 1. Create district wide protocols for attendance and discipline |
| C | a. We Want You Here Initiative |
| T | b. Perfect Attendance Recognition |
| I | 2. Collect data and create reports for attendance and discipline (Powerschool and SWIS) |
| O | 3. Plan for full implementation by June 2025 |
| N | 4. Train staff regarding how to implement a trauma sensitive classroom using ACES, SAEBRs |
| | 5. Use Fostering Resilient Learners as a resource |

STRATEGY 3. Revisit and re-establish student academic engagement strategies connectedness/sense of belonging.

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| A | 1. Athletics |
| C | 2. Extra curricular |
| T | 3. Links |
| I | 4. Grit Academy |
| O | 5. We Want You Here Initiative |
| N | 6. Engagement Strategies |

STRATEGY 4. Engage parents in proactive training.

A C T I O N	<ol style="list-style-type: none"> 1. Seek those who may be prepared to provide training internally/externally 2. Coordinate district-wide training and offer food/childcare for parents who participate 3. Topics <ol style="list-style-type: none"> a. Technology Use b. School Safety c. Preparing for learning d. Transitions e. Parent training on EWS
STRATEGY 5. Train staff regarding self-care and compassion fatigue.	
A C T I O N	<ol style="list-style-type: none"> 1. Explore www.opportunitythrive.org for possible use for Tiers 1-3 2. Evaluate the Devereux Adult Resilience Survey
STRATEGY 6. Establish district-wide character education program.	
A C T I O N	<ol style="list-style-type: none"> 1. Implement Positivity Project grades PK-12 2. PBIS
STRATEGY 7. Examine all transition protocols and plans to ensure effective transitions at grades K, 3, 6 and 9.	
A C T I O N	<ol style="list-style-type: none"> 1. Coordinate annual meetings internally to ensure smooth transition for students and families academically and otherwise 2. Consider how/what/when to communicate with families at these key transitions and consider including student/parent voice in the planning process

GOAL 4 ★ ALL STUDENTS WILL REACH PROFICIENCY IN ALL CONTENT AREAS AND SPECIALS THROUGH IMPLEMENTATION OF BEST ASSESSMENT PRACTICES.
HOW WE WILL MEASURE IT

- ✓ The district target is that 29.3% of students will demonstrate proficiency in science (a 5% increase) and 27.4% of students will demonstrate proficiency in social studies (a 5% increase), as measured by Grade 5, 8, and 11 MSTEP assessments. The long-term district goal is for at least 80% of students to reach mastery of all priority targets identified at their grade level by the end of each school year.

STRATEGY 1. Continue to establish understanding of the formative assessment process with all staff.

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1. Share out examples of the formative assessment process (videos, peer examples, etc.) with all staff next school year, tapping into the newly formed FAME team.
2. Establish a district focus in evaluation tool on teachers using the formative assessment process in their classrooms.
3. Teach a variety of student engagement strategies that connect to the Marzano evaluation tool.
Resources: Anita Archer & Kevin Feldman

STRATEGY 2. Establish a guaranteed, viable curriculum for all content areas and all specials, in all grade levels, K-12.

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1. Train staff to identify priority standards
2. Identify and document all prioritized standards for all content areas and all specials, in all grade levels, K-12.
4. Align priority standards both horizontally and vertically.
5. Identify clear learning targets

STRATEGY 3. Help familiarize staff with the Marzano tool including best instructional and assessment strategies.

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1. Facilitate helping staff understand Marzano protocols using the Flipbook as a resource.
2. Staff share relevant examples from their own classrooms as they relate to the Marzano Flipbook and protocols.

STRATEGY 4. Create and organize a shared drive with all assessment documents, presentations and strategies.

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1. Use assessment inventory as a potential place to store district assessments.

STRATEGY 5 Examine Grading Practices K-12

A C T I O N	<ol style="list-style-type: none">1. Inventory of current grading practices2. Continue to read Grading Fixes, Ken O'Connor3. Work to determine consistent grading practices4. Establish recommendations for revised grading practices for each building to ensure vertical alignment of grading practices and reporting.5. Establish recommendations for how often/what kind of feedback to give to families via PowerSchool.
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PANTHER GUIDING PRINCIPLES FOR CHOOSING OF GOALS AND STRATEGIES

✓ Must be aligned to our data/CNA	✓ Must be research-based/vetted to be considered for implemented including abandonment of existing non-research-based strategies	✓ Must create an implementation plan that includes monitoring, evaluation and system creation (including written guides/protocols), and a plan for new teacher training	✓ Goals and strategies are continued until they are fully implemented into Panther DNA
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