



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

HOW WE WILL MEASURE IT

- ✓ The district target is that 46.6% of students will demonstrate proficiency in reading (an 8% increase) and 46.6% of students will demonstrate proficiency in writing (an 8% increase), as measured by state assessments.
- ✓ The long-term district goal is for at least 80% of students to be in the low-risk level 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

ACTION	<ol style="list-style-type: none"> 1. Review, revise, and make visible our MTSS framework, including documenting specific literacy interventions and ensuring they are administered with fidelity <ol style="list-style-type: none"> 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 SAT meetings c. Develop a warehouse of Tier I literacy strategies to provide to teachers 2. Establish common data to identify students in grades K-12 who are below grade level <ol style="list-style-type: none"> a. Identify and prioritize which data needs to be collected commonly to inform intervention needs based on skills b. Create schedule for each building that maximizes overall student Learning c. Create schedule for each building that maximizes overall student learning d. Work with Beyond Basics to provide high dosage structured literacy intervention via onsite tutors e. Develop communication/celebration plan for the sharing of outcomes with stakeholders 3. Emphasis on an ALL student model that creates cohesion between general and special education staff and students 4. How a student becomes a candidate for the PASS program - decision tree 5. Ensure there are research-based interventions and training for Interventionists 6. Provide training and support for progress monitoring
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STRATEGY 2 Establish Building Specific literacy/ Writing Strategies

ACTION	<u>Smith Elementary</u> <ol style="list-style-type: none"> 1. Continue skill-based differentiated small group instruction 2. Further collaboration around newly established K-6 writing rubrics and explore writing programs/strategies 3. Continue skill-based differentiated small group instruction 4. Consider creating literacy partnerships between students across the district. Begin using protocols to discuss student work (tuning protocol) or problems of practice (consultancy protocol). 5. Small Group Interventions 	<u>Heritage School</u> <ol style="list-style-type: none"> 1. Pilot Truckenmiller’s Writing Architect Strategy in Grades 4-5 2. Further collaboration around newly established K-6 writing rubrics and explore writing programs/strategies 3. Continue skill-based differentiated small group instruction 4. Consider creating literacy partnerships between students across the district. Begin using protocols to discuss student work (tuning protocol) or problems of practice (consultancy protocol). 5. Small Group Interventions 6. High Dosage Tutoring 	<u>Junior/Senior High School</u> <ol style="list-style-type: none"> 1. Create writing units aligned to prioritized standard 2. Consider Reading Apprenticeship for Grades 7-12 3. Consider creating literacy partnerships between students across the district. Begin using protocols to discuss student work (tuning protocol) problems of practice (consultancy protocol). 4. Create intentional literacy partnerships with our families. Home to school reading connection - involves parents, gives ownership to students, more reading experiences, rewards “book bag” 5. High Dosage Tutoring
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STRATEGY 3 Tier I Science of Reading Training

ACTION	<ol style="list-style-type: none"> 1. LETRS (2-yr commitment 1 for early childhood/online modules/good for all K-6 educators) 2. Orton-Gillingham Training 3. Tatum-Learning Reading Training 4. Reading Apprenticeship Training
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**STRATEGY 4 Intentional planning of collaboratives/ department time**

ACTION	1. Begin using protocols to discuss student work (tuning protocol) or problems of practice (consultancy protocol).
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STRATEGY 5 Establish common academic language/building common background knowledge K-12 for all areas (except Math~their PIT Crew will do it)

ACTION	<ol style="list-style-type: none"> 1. Identify high frequency academic words and explicitly teach 2. Identify high priority common background vocabulary in every content area and by grade level 3. Consider Academic Vocabulary Training and Marzano's 6 Steps of Effective Vocabulary Instruction as a common district model for vocabulary instruction
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STRATEGY 6 Guaranteed, viable curriculum with pacing guide and vertical alignment

ACTION	1. Develop warehouse of reading and writing pacing guides.
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GOAL 2 ★ ALL STUDENTS WILL BE PROFICIENT IN MATHEMATICS K-12**HOW WE WILL MEASURE IT**

- ✓ The district target is that 42.1% of students will demonstrate proficiency in math (an 8% increase) , as measured by state assessments.
- ✓ 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 each school year.

STRATEGY 1 Implement SpringMath K-8, (and potentially at HS), to provide class-wide and individual intervention with research-based tools

ACTION	<ol style="list-style-type: none"> 1. Train all math teachers K-12 to use SpringMath by August 17, followed by 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
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STRATEGY 2 Teachers will participate in a K-12 math curricular review to establish vertical and horizontal alignment

ACTION	<ol style="list-style-type: none"> 1. Identify priority standards, CLTs K-12, and success criterion 2. Begin creation of quality common assessments with tiered questions 3. Agree upon common language of math instruction and vocabulary 4. Examine secondary curricular offerings and agree upon curriculum purchase for each course
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STRATEGY 3 Adopt new core curriculum for K-12 math instruction

ACTION	<ol style="list-style-type: none"> 1. Plan for piloting and training if appropriate 2. Make yearlong plan with Board approval in March, 2024
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STRATEGY 4 Create intentional math partnerships with our families

ACTION	1. Home to school math connection - involves parents, gives ownership to students
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GOAL 3 ★ ALL STUDENTS WILL DEVELOP HEALTHY RELATIONSHIPS, MENTAL HEALTH, 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 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 Establish district-wide character education program

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| ACTION | 1. Examine/explore the Positivity Project for expansion to Grades 3-12 |
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STRATEGY 2 Re-establish PBIS district-wide (Preschool- Grade 12)

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| ACTION | <ol style="list-style-type: none"> 1. Train ALL staff in PBIS principles and establish clear expectations and reward systems 2. Establish plan to address SEL K-12 (TRAILS?) (Measure effectiveness via SAEBRs/BASC, other surveys) 3. Develop agreed-upon method for data collection and analyze building data monthly to establish building focus areas (SWIS?) 4. Revisit building and classroom expectations after each break 5. Establish communication loop in each building between teachers and office staff re outcomes of behavior intervention 6. Train staff in CHAMPS and implement district-wide (Josh Cooper, IISD) 7. Train staff to create student behavior plans for implementation in classrooms 8. Train principals to use SkillStreaming (Intervention) 9. Consider implementation of Saturday School 10. Systematize Early Warning Intervention Management /Monitoring System to intervene for attendance, discipline and failure, including resources and supports available; consider electronic systems such as use of 11. PowerSchool (consistent K-12) |
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STRATEGY 3 Revisit and re-establish student engagement strategies

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| ACTION | <ol style="list-style-type: none"> 1. Consider Anita Archer's <u>Explicit Instruction</u> book 2. Consider Kevin Feldman's work |
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STRATEGY 4 Train staff regarding self-care and compassion fatigue

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| ACTION | <ol style="list-style-type: none"> 1. Explore www.opportunitythrive.org for possible use for Tiers 1-3 2. Consider bringing in Melea Belton from Eaton RESA as a speaker/trainer in areas such as Helping the Helpers Invisible Stress |
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STRATEGY 5 Train staff regarding how to create a trauma-sensitive classroom, including ACES and suicide prevention training

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| ACTION | <ol style="list-style-type: none"> 1. Consider use of <u>Fostering Resilient Learners</u> and associated resources 2. Consider bringing in Melea Belton from Eaton RESA as a speaker/trainer in areas such as ACES training and suicide prevention training 3. Consider bringing in Small Talk Children's Advocacy Center(www.smalltalkcac.org) |
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Strategy 6 Engage parents in proactive training such as Love and Logic

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| ACTION | <ol style="list-style-type: none"> 1. Seek those who may be trained to provide training internally/externally 2. Coordinate district-wide and offer food/childcare for parents who participate |
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Strategy 7 Examine all transition protocols and plans to ensure effective transitions at grades K, 3, 6, and 9

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| ACTION | <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 |
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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 47.5% of students will demonstrate proficiency in science (an 8% increase) and 37.2% of students will demonstrate proficiency in social studies (an 8% increase), as measured by state 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 Train teachers in assessment literacy, including emphasis on the formative assessment process

ACTION	<ol style="list-style-type: none"> 1. Establish district FAME team with SILT and teacher leaders 2. FAME team meets monthly as part of SILT meetings 3. FAME team provides PIT Crew/building/district training regarding the formative assessment process and assessment literacy 4. Inventory current formative assessment strategies 5. Develop a warehouse of formative assessments
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STRATEGY 2 Conduct district-wide assessment audit

ACTION	<ol style="list-style-type: none"> 1. Collecting and documenting the prioritized standards that are identified in each content area 2. Warehousing shared documents
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STRATEGY 3 Revisit and document all prioritized standards for all content areas and all specials, in all grade levels, K-12

ACTION	<ol style="list-style-type: none"> 1. Examine all district assessments in light of district assessment priorities and use of data 2. Get staff input regarding all current district assessments and then determine desired state 3. Create and publish district-wide assessment plan to achieve desired outcomes
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STRATEGY 4 Revisit and document all Clear Learning Targets established to accompany prioritized standards for all content areas and specials in all grade levels, K-12

ACTION	<ol style="list-style-type: none"> 1. Collecting and documenting the Clear Learning Targets that are identified in each content area
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STRATEGY 5 Examine Grading Practices K-12

ACTION	<ol style="list-style-type: none"> 1. Inventory of current grading practices 2. Consider Reading Grading Fixes, Ken O'Connor 3. Work to determine consistent grading practices
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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**