

## Park Center 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

| <b>2022-23<br/>Goal Priority</b>   | <b>Learning Work Initiatives</b><br><i>Research, testing and development of possible initiatives</i> | <b>Implementation Work Initiatives</b><br><i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i> | <b>Standard Work Practices</b><br><i>Established, with at least 80% applying effectively (observable), in continuous improvement</i> |      |  |  |  |
|--|--|---|--|------|--|--|--|
| <p style="text-align: center;"><b>Graduation</b><br/>All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> <tr> <td style="text-align: center;">78.5</td> <td style="text-align: center;">81.5</td> </tr> </table> <p>*See attached addendum for more detailed information</p> | Basic Goal   | Trans. Goal   | 78.5   | 81.5 | <p><b>Adaptive practices (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Research/study the adaptations for BARR meeting concepts for SAT</li> <li>Analyze credit accumulation data in order to identify needed supports</li> </ul> <p><b>Instructional Strategies (SD 1, SD 2)</b></p> <ul style="list-style-type: none"> <li>Investigate 3 learning question initiative being used at BMS</li> <li>Explore use of ELlevation strategies in core classes</li> </ul> | <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Continue to offer “279” advisory sections for students returning from full year of “DLA” in 2020-21</li> </ul> <p><b>Outside of school supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide “Wonderful Wednesdays” for BARR students</li> <li>Provide “Saturday School” at mid-tri</li> <li>Provide Saturday School 2<sup>nd</sup> and 3<sup>rd</sup> Saturday of May for Seniors</li> <li>Provide Summer Programming</li> </ul> <p><b>Licensed staff supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Align Social Workers /SMS/Counselor into alpha PODS</li> <li>Hold weekly “POD” meetings</li> </ul> <p><b>Equity Work (SD 1)</b></p> <ul style="list-style-type: none"> <li>Provide focused staff development on the topic of bias throughout the school year</li> <li>Provide dedicated time at monthly staff meetings for equity topics</li> <li>Possible classroom observations specifically for discretionary spaces with E-team members</li> </ul> | <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide 3.0 FTE to offer 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade Learning Labs</li> </ul> <p><b>Outside of school supports (SD4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide Homework Center (Tuesdays, Wednesdays, Thursdays)</li> </ul> <p><b>Equity Work (SD 1)</b></p> <ul style="list-style-type: none"> <li>Hold monthly E-Team meetings</li> <li>Participate in E-Team co-hort seminars</li> </ul> |
| Basic Goal   | Trans. Goal  |   |  |      |  |  |  |
| 78.5   | 81.5   |   |  |      |  |  |  |
| <b>Reading</b>   |  |   |  |      |  |  |  |

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| All Students   |             | <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Explore potential reading support course offering for 11<sup>th</sup> and 12<sup>th</sup> grade students</li> </ul> <p><b>Interventions (SD 5)</b></p> <ul style="list-style-type: none"> <li>Investigate how to incorporate SSR in our weekly schedule</li> </ul> <p><b>Instructional Strategies (SD 1, SD 2)</b></p> <ul style="list-style-type: none"> <li>Investigate instructional strategies from Read + class that can be used building-wide</li> </ul> <p><b>Design facilitation of Pre-ACT for all 10<sup>th</sup> graders (SD 5)</b></p> <ul style="list-style-type: none"> <li>Analyze data and use for potential interventions for coming year</li> </ul> | <p><b>Core class supports (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>Utilize Read + data from previous year to place students in 10<sup>th</sup> grade <b>co-taught classes</b></li> </ul> <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Place struggling readers in the <b>Read+ course</b>, based on 8th grade FastBridge scores, 8th grade MCA scores, and 8th grade English class grade</li> </ul> <p><b>Staff supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Allocate resources for 1.0 FTE Instructional Coach/BARR</li> </ul> <p><b>Instructional Strategies (SD 1, SD 2)</b></p> <ul style="list-style-type: none"> <li>Implement Culturally-Relevant Teaching Strategies &amp; content through use of PC Unit Planner</li> <li>Implement SSR in 10<sup>th</sup> grade English classes</li> <li>Incorporate vocabulary and contrasting terminology in order to help students develop reading strategies related to word power in English classes</li> </ul> <p><b>Fastbridge eReading (SD 4)</b></p> <ul style="list-style-type: none"> <li>Administer each trimester for all 9<sup>th</sup> grade students in English classes</li> <li>Analyze data to identify needed supports</li> </ul> | <p><b>Core class supports (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>Allocate resources for reading co-teachers in core areas</li> <li>Place struggling readers in co-taught courses with academically proficient peers based on learning needs (SpEd)</li> <li>Place EL students in co-taught courses with academically proficient peers</li> </ul> <p><b>Interventions (SD 5)</b></p> <ul style="list-style-type: none"> <li>Offer intervention during advisory targeting students who are enrolled in multiple English courses</li> </ul> <p><b>Departmental Collaboration (SD 3, SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide common planning time for departments and co-teachers during contractual hours</li> <li>Include Instructional Coach, SDAS, IB Coordinators, ATPPS coaches, and admin support during PLT</li> </ul> |
| Basic Goal   | Trans. Goal |  |   |  |
| 67.1   | 72.1        |  |   |  |
| *See attached addendum for more detailed information         |             |  |   |  |
| <p><b>Math</b></p> <p>All Students</p> <p>Basic   Trans.</p> |             | <p><b>Elective class support offerings (SD1, SD5)</b></p>  | <p><b>Core class supports (SD1, SD5)</b></p>  | <p><b>Core class supports (SD1, SD5)</b></p>   |

| Goal<br>42.6  | Goal<br>47.6  |   |   |
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| <p>*See attached addendum for more detailed information</p> | <ul style="list-style-type: none"> <li>Analyze MS math grades to determine supports for 22-23 9<sup>th</sup> graders</li> <li>Learn about Math+ class instructional strategies and the potential of offering similar course for incoming 9<sup>th</sup> graders</li> <li>Consider Geometry Looping sections</li> <li>Analyze data to learn about gap closure</li> <li>Consider providing math learning lab sections in addition to required math class for struggling math students for 23-24 school year</li> </ul> <p><b>Design facilitation of Pre-ACT for all 10<sup>th</sup> graders (SD 5)</b></p> <ul style="list-style-type: none"> <li>Analyze data and use for potential intervention/needed math supports for coming year</li> </ul> | <ul style="list-style-type: none"> <li>Provide 1 section for co-taught NLA (EL students)</li> <li>Provide 4 sections of co-taught NLA and 3 sections of co-taught Geometry classes (with reading teachers)</li> <li>Provide NLA looping sections during trimester 2 and 3</li> </ul> <p><b>Elective class support offerings (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>Provide 4 sections of Math+ for 9th grade students who were not successful in Linear Algebra at MS</li> </ul> <p><b>Instructional Strategies (SD 1, SD 2)</b></p> <ul style="list-style-type: none"> <li>Implement learning logs</li> <li>Utilize CPM feedback process/protocol for Formative and Summative Assessment</li> <li>Use Desmos to facilitate individualized learning &amp; pace</li> <li>Pilot “Learning Focused” Gradebook</li> <li>Utilize PC Unit Planner to design Culturally Relevant Unit lessons that include CLEAR model</li> </ul> <p><b>Fastbridge aMath (SD 4)</b></p> <ul style="list-style-type: none"> <li>Administer each trimester for all 9<sup>th</sup> grade math students</li> <li>Analyze data to identify needed supports</li> </ul> <p><b>Staff PD supports (SD4, SD 5)</b></p> <ul style="list-style-type: none"> <li>CPM implementation focus, specifically for math teachers (System monthly PD)</li> </ul> | <ul style="list-style-type: none"> <li>Provide co-taught sections of Non-Linear Algebra, Geometry, and Algebra 2 for SpEd students with their academically proficient peers</li> <li>Provide 2 sections of EL Math courses</li> </ul> <p><b>Interventions (SD 5)</b></p> <ul style="list-style-type: none"> <li>Offer math intervention during advisory targeting students who need support</li> </ul> <p><b>Departmental Collaboration (SD 3, SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide common planning time for departments and co-teachers during contractual hours</li> <li>Include Instructional Coach, SDAS, IB Coordinators, ATPPS coaches, and admin support during PLT</li> </ul> |
|   |   | <p><b>Student Management</b></p> <p><b>Evidence of Need:</b></p>  |   |

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| <p>There were 1064 total student incidents for 2021-22 school year.</p> <ul style="list-style-type: none"> <li>• <b>434</b> of the total incidents were for the 9<sup>th</sup> grade students which represents <b>41 %</b> of all incidents</li> <li>• <b>246</b> of the 9<sup>th</sup> grade student incidents were for Black (not of Hispanic origin) students; which represents <b>57%</b> of all 9<sup>th</sup> grade incidents</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze the need for student support groups for identified affinity groups (black girls group, black boys group, Latino group,)</li> </ul> <p><b>PBIS Implementation (SD 1)</b></p> <ul style="list-style-type: none"> <li>• Develop and host Attendance recognition</li> <li>• Develop additional recognition events</li> <li>• Learn more about house concept at Zanewood Elementary School</li> </ul> <p><b>Unified Insights (SD 1)</b></p> <ul style="list-style-type: none"> <li>• Analyze incident data to determine needed interventions/supports</li> </ul> | <ul style="list-style-type: none"> <li>• Provide Check &amp; Connect for SpEd students</li> <li>• Provide Indian Education</li> <li>• Provide PRISM support group</li> <li>• Provide BARR programming for co-hort of 9th grade students</li> <li>• Incorporate relationship building activities during 1st weeks of schools in all classes</li> </ul> <p><b>Licensed staff supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>• Allocate additional 1.1 FTE resources to increase social worker FTE = 4.0 FTE</li> <li>• Align Social Workers /SMS/Counselor into alpha PODS</li> <li>• Adapt process/procedures for SAT meeting to align with PODS</li> <li>• Allocate resources for .5 FTE Academic Support Staff</li> </ul> <p><b>Adaptive work (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>• Mobile workstations for Admin</li> </ul> <p><b>PBIS Implementation (SD 1)</b></p> <ul style="list-style-type: none"> <li>• Continue to use “tardy phone call home practice”</li> </ul> | <ul style="list-style-type: none"> <li>• Hold weekly Student Support Team meetings (Principal, APs, SMSs, SROs, other support staff)</li> </ul> <p><b>PBIS Implementation (SD 1)</b></p> <ul style="list-style-type: none"> <li>• Provide Class meetings during 1st weeks of school to provide clear expectations about PC PRIDE</li> <li>• Continue to enforce student pass system (green, yellow, red)</li> <li>• Conduct handbook review (each trimester)</li> </ul> |
| <p><b>Student Behavior:</b><br/>9<sup>th</sup> grade student incidents</p>   |  |   |   |
| <p><b>Baseline Data by Target Group:</b><br/>9<sup>th</sup> grade Black (not of Hispanic origin)</p>   |  |   |   |
| <p><b>Goal:</b><br/>Decrease the percentage of overall incidents written for 9<sup>th</sup> grade students from <b>41% to 38%</b></p> <p>Decrease the percentage of incidents written for Black (not of Hispanic origin) 9<sup>th</sup> grade students from <b>57 % to 54%</b></p>   |  |   |   |
| <p><b>Family Engagement</b><br/><br/><b>Evidence of Need:</b></p>  | <p><b>Family/Community Events (SD 3)</b></p>   | <p><b>Family/School Collaboration (SD 3)</b></p>  | <p><b>Family/School Collaboration (SD 3)</b></p>  |

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| <p>Osseo Area Schools' School Board sets a district wide expectation that all sites/departments would develop and implement a family engagement goal</p> | <ul style="list-style-type: none"> <li>Investigate possible Multicultural Event involving student groups (Asian club, Latino Circle, PRISM, etc)</li> <li>Design "Family/caregiver" event, to include tours of the building</li> </ul> | <ul style="list-style-type: none"> <li>Continue to provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep</li> <li>Offer job fair for students/families hosted in Spring</li> </ul>   | <ul style="list-style-type: none"> <li>Conduct in-person and virtual conferences</li> </ul>   |
| <p><b>Goal:</b><br/>Strengthen and increase family engagement</p>  | <ul style="list-style-type: none"> <li>Design Family/Caregiver University 100 (an information session to learn about resources available to them)</li> </ul>   | <p><b>Communication (SD 3)</b></p> <ul style="list-style-type: none"> <li>Utilize Talking Points</li> <li>Utilize Social Media (FB, Twitter, etc)</li> <li>Utilize Blackboard</li> </ul> <p><b>Family/Community Events (SD 3)</b></p> <ul style="list-style-type: none"> <li>Host Family Engagement evenings in collaboration with FACE</li> </ul> | <p><b>Communication (SD 3)</b></p> <ul style="list-style-type: none"> <li>Continue to provide interpretation and translation service for conferences and school communication</li> <li>Continue to collaborate with Multilingual Assistants</li> </ul> <p><b>Family/Community Events (SD 3)</b></p> <ul style="list-style-type: none"> <li>Host Asian New Year</li> <li>Host Latino Circle Celebration Events</li> <li>Host Check and Connect family evening</li> </ul> |

**Strategic Directions (SD): please indicate the SD(s) in parenthesis behind each initiative and standard work listed above:**

1. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

| <p><b>2023-24<br/>Goal Priority</b></p> | <p><b>Learning Work Initiatives</b><br/><i>Research, testing and development of possible initiatives</i></p> | <p><b>Implementation Work Initiatives</b><br/><i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i></p> | <p><b>Standard Work Practices</b><br/><i>Established, with at least 80% applying effectively (observable), in continuous improvement</i></p> |
|---|--|---|--|
| <p><b>Graduation</b></p>                |  |   |  |

|  |              |             |  |   |  |   |   |
|--|--------------|-------------|--|---|--|---|---|
| <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> </table> <p>*See attached addendum for more detailed information</p>                | Basic Goal   | Trans. Goal | <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Analyze need for learning lab sections for 9<sup>th</sup> graders</li> </ul> <p><b>Adaptive practices (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Build on/utilize BARR strategies in grades 10, 11, 12</li> <li>Analyze credit accumulation data in order to identify needed supports</li> </ul> | <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Continue to offer “279” advisory sections for students returning from full year of “DLA” in 2020-21</li> </ul> <p><b>Outside of school supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide “Wonderful Wednesdays” for BARR students</li> <li>Provide “Saturday School”</li> <li>Provide Saturday School in May specifically for Seniors</li> <li>Provide Summer Programming</li> </ul> <p><b>Adaptive practices (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Utilize/adapt BARR meeting concepts for SAT</li> </ul> <p><b>Licensed staff supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Align Social Workers /SMS/Counselor into alpha PODS</li> <li>Hold weekly “POD” meetings</li> </ul> <p><b>Equity Work (PD 1)</b></p> <ul style="list-style-type: none"> <li>Provide dedicated time at monthly staff meetings</li> <li>Provide focused staff development theme</li> <li>Facilitate classroom observations specifically for discretionary spaces</li> </ul> | <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide 3.0 FTE to offer 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade Learning Labs</li> </ul> <p><b>Outside of school supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide Homework Center (Tuesdays, Wednesdays, Thursdays)</li> </ul> <p><b>Equity Work (PD 1)</b></p> <ul style="list-style-type: none"> <li>Hold monthly E-Team meetings</li> <li>Participate in E-Team co-hort trainings</li> </ul> |   |   |
| Basic Goal   | Trans. Goal  |             |  |   |  |   |   |
| <p style="text-align: center;"><b>Reading</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">All Students</td> </tr> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> </table> | All Students |             | Basic Goal   | Trans. Goal   | <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Investigate potential replacement for Read+</li> </ul>  | <p><b>Core class supports (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>Utilize Read + data from previous year to place students in 10<sup>th</sup> grade <b>co-taught classes</b></li> </ul> | <p><b>Core class supports (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>Allocate resources for reading co-teachers in core areas</li> <li>Place struggling readers in co-taught courses with</li> </ul> |
| All Students   |              |             |  |   |  |   |   |
| Basic Goal   | Trans. Goal  |             |  |   |  |   |   |

\*See attached addendum for more detailed information

course (if no longer funded)

- Explore potential reading support course offering for 11<sup>th</sup> and 12<sup>th</sup> grade students

**Instructional Strategies (SD 1, SD 2)**

- Investigate “engaging more complex language” instructional strategy

**Elective class support offerings (SD 1, SD 5)**

- Place struggling readers in the **Read+ course**, based on 8th grade FastBridge scores, 8th grade MCA scores, and 8th grade English class grade

**Staff supports (SD 4, SD 5)**

- Allocate resources for 1.0 FTE Instructional Coach/BARR

**Instructional Strategies (SD 1, SD 2)**

- Implement SSR in 10<sup>th</sup> grade English classes
- Incorporate vocabulary and contrasting terminology in order help students develop reading strategies related to word power.

**Fastbridge eReading (SD 4)**

- Administer each trimester for all 9<sup>th</sup> grade students in English classes
- Analyze data to identify needed supports

**Pre-ACT (SD 5)**

- Administer in spring for all 10<sup>th</sup> graders
- Analyze data to identify needed supports

academically proficient peers based on learning needs (SpEd)

- Place EL students in co-taught courses with academically proficient peers

**Instructional Strategies (SD 1, SD 2)**

- Implement Culturally-Relevant Teaching Strategies & content through use of PC Unit Planner

**Interventions (SD 5)**

- Offer intervention during advisory targeting students who are enrolled in multiple English courses

**Departmental Collaboration (SD3, SD4, SD5)**

- Provide common planning time for departments and co-teachers during contractual hours
- Include Instructional Coach, SDAS, IB Coordinators, ATPPS coaches, and admin support during PLT

**Math**

**Elective class support offerings (SD 1, SD 5)**

**Core class supports (SD1, SD5)**

- Provide co-taught NLA & co-taught Geometry classes (with reading teacher)

**Core class supports (SD1, SD5)**

- Provide co-taught sections of Non-Linear Algebra, Geometry, and Algebra 2 for SpEd

All Students

Basic Goal

Trans. Goal



\*See attached addendum for more detailed information

- Analyze data to determine the need for looping sections for Geometry
- Consider providing math learning lab sections in addition to required math class for struggling math students

- Provide looping sections for NLA A and B as needed
- Provide looping sections for Geometry as needed
- Provide section(s) for co-taught NLA (EL students)
- Provide looping sections for NLA C

**Elective class support offerings (SD 1, SD 5)**

- Provide sections of Math+ for 9th grade students who were not successful in Linear Algebra at MS

**Instructional Strategies (SD 1, SD 2)**

- Implement learning logs
- Utilize CPM feedback process for Assessments
- Utilize Desmos to facilitate individualized learning & pace
- Utilize “Learning Focused” Gradebook

**Fastbridge aMath (SD 4)**

- Administer each trimester for 9<sup>th</sup> grade math students
- Analyze data to identify needed supports

**Pre-ACT (SD 5)**

- Administered in spring for all 10<sup>th</sup> graders
- Analyze data and use for potential interventions for coming year

students with their academically proficient peers

- Provide sections of EL Math courses as needed

**Interventions (SD 5)**

- Offer math intervention during advisory targeting students who need support

**Staff PD supports (SD4, SD 5)**

- Provide CPM implementation focus, specifically for math teachers (System monthly PD)

**Departmental Collaboration (SD 3, SD4, SD5)**

- Provide common planning time for departments and co-teachers during contractual hours
- Include Instructional Coach, SDAS, IB Coordinators, ATPPS coaches, and admin support during PLT

**Student Management**

Evidence of Need:

Student Behavior:

**Student supports (SD 4, SD 5)**

- Analyze need for additional student support groups

**Student supports (SD 4, SD 5)**

- Incorporate relationship building activities during 1st weeks of schools in all classes

**Licensed staff supports (SD 4, SD 5)**

- Hold weekly Student Support Team meetings (Principal, APs,



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| <p>Baseline Data by Target Group:</p> <p>Goal:</p>                           | <p><b>PBIS Implementation (SD 1)</b></p> <ul style="list-style-type: none"> <li>• Develop additional recognition events</li> <li>• Develop house/team concept for multi-grade teams</li> </ul> <p><b>Unified Insights (SD 1)</b></p> <ul style="list-style-type: none"> <li>• Analyze incident data to determine needed interventions/supports</li> </ul> | <ul style="list-style-type: none"> <li>• Provide student support groups for identified affinity groups</li> </ul> <p><b>Licensed staff supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>• Allocate additional resources to as needed for social workers</li> <li>• Align Social Workers /SMS/Counselor into alpha PODS</li> <li>• Adapt process/procedures for SAT meeting to align with PODS</li> <li>• Allocate resources for Academic Support Staff</li> </ul> <p><b>Adaptive work (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>• Mobile workstations for Admin</li> </ul> <p><b>PBIS Implementation (SD 1)</b></p> <ul style="list-style-type: none"> <li>• Host Attendance recognition</li> <li>• Host additional recognition events</li> </ul> | <p>SMSs, SROs, other support staff)</p> <p><b>Student supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>• Provide Check &amp; Connect</li> <li>• Provide Indian Education</li> </ul> <p><b>PBIS Implementation (SD 1)</b></p> <ul style="list-style-type: none"> <li>• Provide Class meetings during 1st weeks of school to provide clear expectations about PC PRIDE</li> <li>• Conduct handbook review (each trimester)</li> <li>• Continue to enforce student pass system (green, yellow, red)</li> <li>• Continue to use “tardy phone call home practice”</li> </ul> |
| <p><b><i>Family Engagement</i></b></p> <p>Evidence of Need:</p> <p>Goal:</p> | <p><b>Family/Community Events (SD 3)</b></p> <ul style="list-style-type: none"> <li>• Design and host Multicultural Event involving student groups</li> </ul>   | <p><b>Family/School Collaboration (SD 3)</b></p> <ul style="list-style-type: none"> <li>• Continue to provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep</li> </ul>  | <p><b>Family/School Collaboration (SD 3)</b></p> <ul style="list-style-type: none"> <li>• Conduct in-person and virtual conferences</li> </ul> <p><b>Communication (SD 3)</b></p>   |

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| <b>2024-25<br/>Goal Priority</b> | <b>Learning Work Initiatives</b><br><i>Research, testing and development of possible initiatives</i> | <b>Implementation Work Initiatives</b><br><i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i> | <b>Standard Work Practices</b><br><i>Established, with at least 80% applying effectively (observable), in continuous improvement</i> |
|----------------------------------|--|---|--|
| <b>Graduation</b>                | <b>Elective class support offerings</b>  | <b>Elective class support offerings</b>   | <b>Elective class support offerings</b>  |

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|---|-------------|-------------|---|---|---|
| <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> </table> <p>*See attached addendum for more detailed information</p> | Basic Goal  | Trans. Goal | <p><b>(SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Analyze need for learning lab sections for 9<sup>th</sup> graders</li> <li>Analyze need for additional elective class supports</li> </ul> <p><b>Adaptive practices (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Build on/utilize of BARR strategies in grades 10, 11, 12</li> <li>Analyze credit accumulation data in order to identify needed supports</li> </ul> | <p><b>(SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Continue to offer “279” advisory sections for students returning from full year of “DLA” in 2020-21 (Class of 2024 = last class)</li> </ul> <p><b>Outside of school supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide “Wonderful Wednesdays” for BARR students</li> <li>Provide “Saturday School”</li> <li>Provide “Saturday School” in May specifically for Seniors</li> <li>Provide Summer Programming</li> </ul> <p><b>Licensed staff supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Align Social Workers /SMS/Counselor into alpha PODS</li> <li>Hold weekly “POD” meetings</li> </ul> <p><b>Adaptive practices (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Utilize/adapt BARR meeting concepts for SAT</li> </ul> <p><b>Equity Work (SD 1)</b></p> <ul style="list-style-type: none"> <li>Provide dedicated time at monthly staff meetings</li> <li>Provide focused staff development theme</li> <li>Facilitate classroom observations specifically for discretionary spaces</li> </ul> | <p><b>(SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide 3.0 FTE to offer 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade Learning Labs</li> </ul> <p><b>Outside of school supports (SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide Homework Center (Tuesdays, Wednesdays, Thursdays)</li> </ul> <p><b>Equity Work (SD 1)</b></p> <ul style="list-style-type: none"> <li>Hold monthly E-Team meetings</li> <li>Participate in E-Team co-hort trainings</li> </ul> |
| Basic Goal  | Trans. Goal |             |   |   |   |
| <p style="text-align: center;"><b>Reading</b></p> <p style="text-align: center;">All Students</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Basic Goal</td> <td style="width: 50%; text-align: center;">Trans. Goal</td> </tr> </table>           | Basic Goal  | Trans. Goal | <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Investigate potential replacement for Read+ course (if no longer funded)</li> </ul>  | <p><b>Core class supports (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>Utilize Read + data from previous year to place students in 10<sup>th</sup> grade <b>co-taught classes</b></li> </ul>   | <p><b>Core class supports (SD1, SD5)</b></p> <ul style="list-style-type: none"> <li>Allocate resources for reading co-teachers in core areas</li> </ul>   |
| Basic Goal  | Trans. Goal |             |   |   |   |

\*See attached addendum for more detailed information

- Explore potential reading support course offering for 11<sup>th</sup> and 12<sup>th</sup> grade students

**Instructional Strategies (SD 1, SD 2)**

- Investigate “engaging more complex language” instructional strategy

**Elective class support offerings (SD 1, SD 5)**

- Place struggling readers in the **Read+ course**, based on 8th grade FastBridge scores, 8th grade MCA scores, and 8th grade English class grade

**Staff supports (SD 4, SD 5)**

- Allocate resources for 1.0 FTE Instructional Coach/BARR

**Instructional Strategies (SD 1, SD 2)**

- Implement SSR in 10<sup>th</sup> grade English classes
- Incorporate vocabulary & contrasting terminology to develop reading strategies related to word power.

**Fastbridge eReading (SD 4)**

- Administer each trimester for all 9<sup>th</sup> grade students in English classes
- Analyze data to identify needed supports

**Pre-ACT (SD 5)**

- Administer in spring for all 10<sup>th</sup> graders
- Analyze data to identify needed supports

- Place struggling readers in co-taught courses with academically proficient peers based on learning needs (SpEd)
- Place EL students in co-taught courses with academically proficient peers

**Instructional Strategies (SD 1, SD 2)**

- Implement Culturally-Relevant Teaching Strategies & content through use of PC Unit Planner

**Interventions (SD 5)**

- Offer intervention during advisory targeting students who are enrolled in multiple English courses

**Departmental Collaboration (SD3, SD4, SD5)**

- Provide common planning time for departments and co-teachers during contractual hours
- Include Instructional Coach, SDAS, IB Coordinators, ATPPS coaches, and admin support during PLT

**Math**

All Students

|            |             |
|------------|-------------|
| Basic Goal | Trans. Goal |
|------------|-------------|

**Core class supports (SD1, SD5)**

- Analyze the need Possible looping sections for Algebra 2 if needed

**Core class supports (SD1, SD5)**

- Provide co-taught NLA and co-taught Geometry classes (with reading teacher) as needed
- Provide looping sections for NLA A and B as needed

**Core class supports (SD1, SD5)**

- Provide co-taught sections of Non-Linear Algebra, Geometry, and Algebra 2 for SpEd students with their academically proficient peers

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|   |   |   |   |
|---|---|---|---|
|   | <ul style="list-style-type: none"> <li>Consider math learning lab sections in addition to math core class for struggling math students</li> </ul> | <ul style="list-style-type: none"> <li>Provide 1 section for co-taught NLA (EL students)</li> </ul> <p><b>Elective class support offerings (SD 1, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide sections of Math+ for 9th grade students who were not successful in Linear Algebra at MS</li> </ul> <p><b>Instructional Strategies (SD 1, SD 2)</b></p> <ul style="list-style-type: none"> <li>Implement learning logs</li> <li>Utilize CPM feedback process/protocol for Formative and Summative Assessments</li> <li>Use Desmos to facilitate individualized learning &amp; pace</li> <li>Continue to use “Learning Focused” Gradebook</li> </ul> <p><b>Fastbridge aMath (SD 4)</b></p> <ul style="list-style-type: none"> <li>Administer each trimester for all 9<sup>th</sup> grade math students</li> <li>Analyze data to identify needed supports</li> </ul> <p><b>Pre-ACT (SD 5)</b></p> <ul style="list-style-type: none"> <li>Administered in spring for all 10<sup>th</sup> graders</li> <li>Analyze data to identify needed supports</li> </ul> | <ul style="list-style-type: none"> <li>Provide sections of EL Math courses as needed</li> </ul> <p><b>Interventions (SD 5)</b></p> <ul style="list-style-type: none"> <li>Offer math intervention during advisory targeting students who need support</li> </ul> <p><b>Departmental Collaboration (SD 3, SD4, SD5)</b></p> <ul style="list-style-type: none"> <li>Provide common planning time for departments and co-teachers during contractual hours</li> <li>Include Instructional Coach, SDAS, IB Coordinators, ATPPS coaches, and admin support during PLT</li> </ul> |
| <p><b><i>Student Management</i></b></p> <p>Evidence of Need:</p> <p>Student Behavior:</p> <p>Baseline Data by Target Group:</p> | <p><b>PBIS Implementation (SD 1)</b></p> <ul style="list-style-type: none"> <li>Develop additional recognition events</li> </ul>                  | <p><b>Student supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide identified affinity groups</li> </ul>  | <p><b>Student supports (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Provide Check &amp; Connect for SpEd students</li> <li>Provide Indian Education</li> <li>Provide PRISM support group</li> </ul>  |

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| <p>Goal:</p>  | <ul style="list-style-type: none"> <li>Develop house/team concept for multi-grade teams</li> </ul> <p><b>Unified Insights (SD 1)</b></p> <ul style="list-style-type: none"> <li>Analyze incident data to determine needed interventions/supports</li> </ul> | <p><b>PBIS Implementation (SD 1)</b></p> <ul style="list-style-type: none"> <li>Host Attendance recognition</li> <li>Host additional recognition events</li> </ul>  | <ul style="list-style-type: none"> <li>Provide BARR programming for co-hort of 9th grade students</li> </ul> <p><b>Adaptive work (SD 4, SD 5)</b></p> <ul style="list-style-type: none"> <li>Mobile workstations for Admin</li> </ul> <p><b>Licensed staff supports (SD 5)</b></p> <ul style="list-style-type: none"> <li>Hold weekly Student Support Team meetings</li> <li>Allocate resources for Academic Support Staff</li> <li>Allocate additional resources to as needed for social workers</li> <li>Align Social Workers /SMS/Counselor into alpha PODS</li> <li>Adapt process/procedures for SAT meeting to align with PODS</li> </ul> <p><b>PBIS Implementation (SD 1)</b></p> <ul style="list-style-type: none"> <li>Provide Class meetings during 1st weeks of school to</li> <li>Conduct handbook review (each trimester)</li> <li>Continue to enforce student pass system (green, yellow, red)</li> <li>Continue to use “tardy phone call home practice”</li> </ul> |
| <p><b>Family Engagement</b><br/>Evidence of Need:</p> | <p><b>Family/Community Events (SD 3)</b></p> <ul style="list-style-type: none"> <li>Design and host Multicultural Event involving student groups (Asian club, Latino Circle, PRISM, etc)</li> </ul>   | <p><b>Family/School Collaboration (SD 3)</b></p> <ul style="list-style-type: none"> <li>Continue to provide Parent/Family Information Sessions on Financial Aid/College Choice/ACT Prep</li> <li>Offer job fair for students/families hosted in Spring</li> </ul> | <p><b>Family/School Collaboration (SD 3)</b></p> <ul style="list-style-type: none"> <li>Conduct in-person and virtual conferences</li> </ul> <p><b>Communication (SD 3)</b></p> <ul style="list-style-type: none"> <li>Continue to provide interpretation and</li> </ul>   |
| <p>Goal:</p>  |   |   |  |

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