

## [Fernbrook] 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

2022-23 Goal Priority	Learning Work Initiatives <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>				
<p><b>Reading</b></p> <p>All Students</p> <table 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;">77.9</td> <td style="text-align: center;">82.9</td> </tr> </table> <p><small>*See attached addendum for more detailed information</small></p>	Basic Goal	Trans. Goal	77.9	82.9	<p>ELA Pilot(SD 2); Indigenous Data Story(SD 1 &amp; 5; Asian Student Story(SD 1 &amp; 5)</p>	<p>Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); Embedding our Equity Specialist on our SEL Team to bring an added equity lens to daily/weekly/monthly SEL systems and operational decision making at Fernbrook (SD 4 and 5);</p>	<p>Fluid/Collaborative MTSS intervention processes(SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Team SLGs will focus on reading K-5 (SD 4); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2); The Special Education Resource Team will implement multi-modal approaches to increase student achievement (SD 1 and 2);</p>
Basic Goal	Trans. Goal						
77.9	82.9						
<p><b>Math</b></p> <p>All Students</p> <table 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;">81.3</td> <td style="text-align: center;">86.3</td> </tr> </table> <p><small>*See attached addendum for more detailed information</small></p>	Basic Goal	Trans. Goal	81.3	86.3	<p>Indigenous Data Story(SD 1 &amp; 5), Asian Student Story(SD 1 &amp; 5)</p>	<p>Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); The Special Education Resource Team will implement multi-modal approaches to increase student achievement(SD 1 and 2); Embedding our Equity Coordinator with our Team Leaders, our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team t (SD 4 and 5);</p>	<p>Fluid/Collaborative MTSS intervention processes(SD2); (SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2)</p>
Basic Goal	Trans. Goal						
81.3	86.3						
<p><b>Student Management</b></p> <p>Evidence of Need: Frequency, duration, and/or severity of Tier 2</p>	<p>Embedding our Equity Coordinator with our Team Leaders, our Equity Teacher with our PBIS culture and climate</p>	<p>SEL Team members will use IM4 in collaboration with teachers for students presenting with need for high Tier 2 or Tier</p>	<p>Develop individualized check in/check out and refocusing break plans for students as the student’s needs dictate</p>				

and 3 behaviors in 1-3% of our population	group, and our Equity Specialist on our SEL Team (SD 4 and 5);	3 support/service (SD 1 and 2); Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); Harmony Implementation (SD 2); All school SAEBERS work(SD 1)	(SD 2); Provide multiple opportunities for students to engage in physical activity outside of recess and physical education during the school day; (SD 2); Full staff will teach, model, reinforce, and recognize our SOAR expectations throughout the year (SD 1)
Student Behavior: Eloping, emotional regulation			
Baseline Data by Target Group:			
Goal: Team by team assessments of progress academically and socially emotionally			
<b><i>Family Engagement</i></b>			
Evidence of Need:		Embedding our Equity Coordinator with our Team Leaders, our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team to bring an added equity lens to daily/weekly/monthly systems and operational decision making at Fernbrook (SD 4 and 5);	PTO will continue to engage in community building and fund-raising efforts (SD 3); EL Staff organizing opportunities at Open House and Conferences to assist families (SD 3 & 5); Regular parent communications SD 3 and 5); Twice yearly conference opportunities for all families to discuss student achievement and developmental progress (SD 3)
Goal:			

**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)**



<b>2023-24 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>		
<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> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal	TBD	ELA Pilot(SD 2); Indigenous Data Story(SD 1 & 5); Asian Student Story(SD 1 & 5)	Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); Embedding our Equity Specialist on our SEL Team to bring an added equity lens to daily/weekly/monthly SEL systems and operational decision making at Fernbrook (SD 4 and 5); Fluid/Collaborative MTSS intervention processes(SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Team SLGs will focus on reading K-5 (SD 4); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2); The Special Education Resource Team will implement multi-modal approaches to increase student achievement (SD 1 and 2);
Basic Goal	Trans. Goal				
<p style="text-align: center;"><b>Math</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	TBD	ELA Pilot(SD 2); Indigenous Data Story(SD 1 & 5); Asian Student Story(SD 1 & 5);	Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); The Special Education
Basic Goal	Trans. Goal				

			Resource Team will implement multi-modal approaches to increase student achievement(SD 1 and 2); Embedding our Equity Coordinator with our Team Leaders, our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team t (SD 4 and 5); Fluid/Collaborative MTSS intervention processes(SD2); (SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2)
<b><i>Student Management</i></b>	TBD	ELA Pilot(SD 2); Indigenous Data Story(SD 1 & 5); Asian Student Story(SD 1 & 5); All school SAEBERS work(SD 1)	SEL Team members will use IM4 in collaboration with teachers for students presenting with need for high Tier 2 or Tier 3 support/service (SD 1 and 2); Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); Harmony Implementation (SD 2); Develop individualized check in/check out and refocusing break plans for students as the student’s needs dictate (SD 2); Provide multiple opportunities for students to engage in physical activity outside of recess and physical education during the school day; (SD 2); Full staff will teach, model, reinforce, and
Evidence of Need:			
Student Behavior:			
Baseline Data by Target Group:			
Goal:			

			recognize our SOAR expectations throughout the year (SD 1)
<b>Family Engagement</b>	TBD	ELA Pilot(SD 2); Indigenous Data Story(SD 1 & 5); Asian Student Story(SD 1 & 5); Embedding our Equity Coordinator with our Team Leaders, our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team to bring an added equity lens to daily/weekly/monthly systems and operational decision making at Fernbrook (SD 4 and 5);	PTO will continue to engage in community building and fund-raising efforts (SD 3); EL Staff organizing opportunities at Open House and Conferences to assist families (SD 3 & 5); Regular parent communications SD 3 and 5); Twice yearly conference opportunities for all families to discuss student achievement and developmental progress (SD 3
Evidence of Need:			
Goal:			

**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)**

<b>2024-25 Goal Priority</b>	<b>Learning Work Initiatives</b> <i>Research, testing and development of possible initiatives</i>	<b>Implementation Work Initiatives</b> <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	<b>Standard Work Practices</b> <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i>		
<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> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal	TBD	ELA Pilot(SD 2); Indigenous Data Story(SD 1 & 5); Asian Student Story(SD 1 & 5)	Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); Embedding our Equity Specialist on our SEL Team to bring an added equity lens to daily/weekly/monthly SEL systems and operational decision making at Fernbrook (SD 4 and 5); Fluid/Collaborative MTSS intervention processes(SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Team SLGs will focus on reading K-5 (SD 4); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2); The Special Education Resource Team will implement multi-modal approaches to increase student achievement (SD 1 and 2);
Basic Goal	Trans. Goal				
<p style="text-align: center;"><b>Math</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	TBD	ELA Pilot(SD 2); Indigenous Data Story(SD 1 & 5); Asian Student Story(SD 1 & 5)	Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); The Special Education Resource Team will implement multi-
Basic Goal	Trans. Goal				

			<p>modal approaches to increase student achievement(SD 1 and 2); Embedding our Equity Coordinator with our Team Leaders, our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team t (SD 4 and 5); Fluid/Collaborative MTSS intervention processes(SD2); (SD2); PLT s will continue to focus conversations throughout the 6-step cycle on our BIPOC and MLL students per their specific cohort data (SD 2, 4, and 5); Weekly/Bi-Monthly SIT/CST/SEL Team processes (SD 1 and 2)</p>
<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>Goal:</p>	<p>TBD</p>	<p>ELA Pilot(SD 2); Indigenous Data Story(SD 1 &amp; 5); Asian Student Story(SD 1 &amp; 5); All school SAEBERS work(SD 1)</p>	<p>SEL Team members will use IM4 in collaboration with teachers for students presenting with need for high Tier 2 or Tier 3 support/service (SD 1 and 2); Focused attention on attendance such that FB will continue to de-center county processes and letters and work in relationship with families to address needs/obstacles (SD 1 and 3); EL Cluster Cohort model – ELLEVATION Strategies (SD 1, 2, and 5); Harmony Implementation (SD 2); Develop individualized check in/check out and refocusing break plans for students as the student’s needs dictate (SD 2); Provide multiple opportunities for students to engage in physical activity outside of recess and physical education during the school day; (SD 2); Full staff will teach, model, reinforce, and recognize our SOAR expectations throughout the year (SD 1)</p>



<b>Family Engagement</b>	TBD	ELA Pilot(SD 2); Indigenous Data Story(SD 1 & 5); Asian Student Story(SD 1 & 5); ELA Pilot(SD 2); Indigenous Data Story(SD 1 & 5); Asian Student Story(SD 1 & 5); Embedding our Equity Coordinator with our Team Leaders, our Equity Teacher with our PBIS culture and climate group, and our Equity Specialist on our SEL Team to bring an added equity lens to daily/weekly/monthly systems and operational decision making at Fernbrook (SD 4 and 5);	PTO will continue to engage in community building and fund-raising efforts (SD 3); EL Staff organizing opportunities at Open House and Conferences to assist families (SD 3 & 5); Regular parent communications SD 3 and 5); Twice yearly conference opportunities for all families to discuss student achievement and developmental progress (SD 3
Evidence of Need:			
Goal:			

**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)**