

School Annual Action Plans (AAPs) for the 2024-2025 School Year

Cedarhome Elementary School

Goals Based on our school's SIP data and 3-year trajectory, our school's goals for this year are: (be specific) <i>Imagine a student sitting in your classroom; what will they do?</i>	Strategies Our school's teaching and learning strategies that will result in the attainment of our goals this year are: (be specific) <i>Imagine a teacher providing instruction in front of their class; what will they do?</i>
Math Students will improve their ability to compose/decompose numbers both in whole-class and group experiences and during independent tasks, as shown by Delta Math assessments and classroom-based assessments. All students will show growth on classroom-based assessments. All students below standard will show 20% growth on Delta Math Screeners. At least 70% of students will have mastered the computation of mathematical operations as measured by the Delta Math Readiness Assessment and classroom-based assessments.	Staff will utilize school-wide math strategies relating to math discourse across all classrooms. ● Utilize number talks within core instruction and small group intervention time, including support such as math stems. ● Use math manipulatives and multiple representations to support students in explaining their thinking around number sense. Building leadership will support the instructional growth of staff for student success through: ● Intentionally planning for math-related PDW time to include: ○ Delta Math Training ○ Time for data analysis/creation of groups ○ Routine collaboration time with all staff ○ Planning for stems/UDL supports
Literacy Students in grades K-3 will be able to use decoding strategies when approaching unknown words and spelling patterns to comprehend grade-level text as measured through MCLASS ORF and LNF for Kindergarten and Amplify assessments. All students will meet the standard or their personal goal.	Staff will expand their knowledge of MCLASS and Amplify assessments and their connection to skill and knowledge units. ● Engage in grade band meetings related to MCLASS and Amplify end-of-unit assessment results. Building leadership will support the instructional growth of staff for student success through:

75% of students will be at standard in the area of decoding. Students in grades 3-5 will use their background knowledge and vocabulary to improve their comprehension of the text, measured through the MCLASS MAZE and Amplify assessments. All students will meet standards or their personal goals. 70% of students will meet the standard on the MAZE comprehension strand of MCLASS data.	● Intentionally planning for ELA-related PDW time to include: ○ Time for data analysis/creation of groups ○ Routine collaboration time with all staff ○ Planning for stems/UDL supports
MTSS Students can complete learning tasks during core instruction using available resources. Students will engage in flexible small-group instruction in reading and math to meet their needs.	Staff will define and commit to the Tier 1 strategies we have in place for all students. ● Articulate components all students have access to in Tier 1 ● Provide (on-grade level) instruction and learning activities to all students ● Implement morning meetings ● Implement UDL strategies to support access to core instruction Staff will define and commit to supporting students' Tier 2 behaviors. Staff will collaborate around student data to make instructional decisions for students, including core and flexible grouping times. Building leadership will support the instructional growth of staff for student success through: ● Intentionally planning for MTSS PDW time to include: ○ Time for data analysis ○ Routine collaboration ○ Time for work with ARG/DERG

Elger Bay Elementary School

Goals	Strategies
MATH Students will... ● Set individual computation mastery goals. ● Students will reflect on their progress, identifying strengths and areas for improvement using the self-monitoring system. ● Adjust their strategies and set final goals for year-end mastery. ● Take ownership of their learning by expressing and displaying an understanding of mathematical computational goals.	MATH Teachers will... ● Provide students with a framework utilizing graphs or rubrics for reflection. ● Gather data to inform small group instruction so students can be grouped according to need. ● Deliver targeted academic interventions in math based on student data with flexible groups. <u>Tracking and monitoring</u> ● September: Introduce students to self-assessment tools (goal sheets or digital platforms) and explain how they will track their progress. ● October, January, March, and May: Quarterly benchmark assessments will be conducted to track progress and adjust instructional strategies as needed. ● Ongoing: Weekly or bi-weekly student progress reviews and feedback sessions with the teacher. <u>Instructional Strategies (UDL Integration)</u> September - June: ● Provide differentiated instruction based on individual student needs, using manipulatives, visual aids, and problem-solving strategies. ● October & March: Small group interventions or tutoring sessions will be initiated based on benchmark data. ● Ongoing: Weekly focused computation practice sessions and use of UDL strategies to ensure access for all learners. <u>Assessment and Data Analysis:</u> ● Monthly: Conduct formative assessments (quizzes or practice tests) to monitor student growth. ● October, January, March, and May: Analyze benchmark assessment data to identify trends and intervene early with targeted support for students falling behind. ● Ongoing: Track students' computation scores to ensure they are on pace to meet the mastery goal. <u>Review and Adjust:</u> ● October & March: Adjust instructional practices and provide targeted

				interventions based on quarterly benchmark results and formative assessments. ● January & April: Review each student's progress with them and modify their individual learning plans if needed.		
Suggested Timeline for Key Assessments and Checkpoints:						
September:	October:	December	January:	March:	May:	June:
Initial Delta Math Readiness Assessment to set a baseline and individual goals.	First quarterly benchmark to assess early progress and provide feedback.	Mid-year reflection and progress check, incorporating results from formative assessments.	Second quarterly benchmark; adjust interventions based on results.	Third benchmark and comprehensive review of all students’ progress, with additional support for struggling students	Final benchmark before the end-of-year assessment.	End-of-year Delta Math Readiness Assessment to measure mastery and evaluate overall student progress

Literacy Students will... ● Apply decoding strategies ● Develop vocabulary and comprehension skills ● Track their progress ● Access learning through multiple formats ● Demonstrate mastery in various ways ● Engage in differentiated literacy activities ● Achieve personal and grade-level goals	Literacy Teachers will... ● Engage in continuous Progress monitoring. ● Collaborate and adjust instruction based on data ● Provide differentiated instruction ● Foster student engagement and reflection ● Implement UDL-Based instruction ● Provide multiple means of assessment and expression <u>Tracking and monitoring</u> ● September: Initial baseline assessments using MCLASS MAZE and Amplify assessments to gauge comprehension levels. ● November, February, and May: Quarterly benchmark assessments to measure comprehension and vocabulary development progress. ● Monthly: Formative assessments such as vocabulary quizzes, comprehension checks, and reading logs to track student growth. <u>Instructional Strategies (UDL Integration)</u> Multiple Means of Engagement: ● Engage students through interactive, multisensory literacy activities, such as phonics games for K-3 and vocabulary-building exercises for 3-5.
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- Incorporate texts that reflect student interests, backgrounds, and cultural diversity to foster a deeper connection to the material.

Multiple Means of Representation:

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- **Multiple Means of Action & Expression:**
- Allow students to demonstrate their understanding in multiple ways, such as verbal explanations, written work, digital tools, or creative projects like storytelling and graphic organizers.
- Use digital platforms or interactive tools for fluency practice and reading comprehension assessments.

Assessment and Data Analysis:

September:

- Conduct initial MCLASS DIBELS ORF, LNF (K-3), MAZE (3-5), and Amplify assessments to establish baselines for each student's decoding, fluency, and comprehension skills.
- Use UDL-based flexible assessment methods, allowing students to demonstrate their knowledge through multiple formats.

November, February, May:

- Quarterly benchmark assessments to measure student progress in decoding, vocabulary, and comprehension using MCLASS DIBELS and Amplify. These assessments will include standardized testing, digital assessments, and performance tasks that allow students to showcase their strengths.

Monthly:

- Formative assessments will be administered regularly, such as decoding checks, oral reading fluency activities, vocabulary quizzes, and comprehension checks. These will be adapted using UDL principles to ensure accessibility for all learners.

Review and Adjust:

November, February, May:

- Based on quarterly benchmark data, teachers will adjust instructional practices for both individual students and groups, providing additional scaffolds, alternative strategies, or small group interventions as needed.
- UDL strategies will be emphasized to ensure all students can access the

				curriculum and make progress toward grade-level standards or their personal goals.		
Suggested Timeline for Key Assessments and Checkpoints:						
September:	November	February	April	June		
Initial MCLASS DIBELS ORF, LNF, MAZE assessments, and Amplify assessments will be used to set baselines for all students using flexible UDL-based testing methods.	First quarterly benchmark assessment to review decoding, vocabulary, and comprehension progress for all K-5 students.	Second quarterly benchmark to assess mid-year growth. Adjust instruction and UDL strategies for students not meeting their goals.	Final instructional adjustments using UDL-supported scaffolds and differentiated materials.	End-of-year MCLASS DIBELS and Amplify assessments to evaluate student mastery of decoding, vocabulary, and comprehension. Flexible assessment methods will be provided where applicable.		

Stanwood Elementary School

MATH	
GRADES K, 1, 2, & 3 GOAL: Students will improve their ability to understand and apply place value. RATIONALE: Place Value is foundational for developing all other mathematical skills/concepts. If students are more flexible in their understanding of place value, they will be more able to draw connections between concepts in math. GRADES 4 & 5 GOAL: Students will improve in their ability to solve word problems. Improvement can be measured by: Grade-Level Common Place Value Assessments (K-3)	The school leadership will use the following common instructional strategies and tasks during the 2024-25 school year: - Allocate PDW time to place value strategies - Allocate PDW time to learn strategies for understanding word problems - Schedule common intervention blocks for math - Provide common planning time for support staff/grade level teams - Provide intervention block structure for supporting all students - Provide grade level academic vocabulary lists & strategies for implementation - Provide time and support for staff to engage in ongoing data cycles The teachers will use the following common instructional strategies and tasks during the 2024-2025 school year:

● Grade-Level Common Word Problem Assessments (4&5) ● Math Talk Discussions ● Interim SBA (3-5) RATIONALE: The curricula in grades 4 & 5 is heavy in place value and is reviewed all year long. Students are struggling to understand story problems and know the strategy/operation to solve it.	● Engage students in daily Math Talk/subitizing/place value exercises ● Participate in grade level collaboration/data cycles ● Plan for grade level interventions using student data ● Teach students grade level academic vocabulary for math
LITERACY	
GRADES K - 5 GOAL: Students will improve in their ability to determine the meaning of general academic and domain specific words or phrases in a text. Improvement can be measured by: ● School created academic vocabulary assessments RATIONALE: If students are able to determine the meaning of academic and domain specific words, they will be more likely to improve in their understanding of informational text. Comprehending informational text is an area in which SES needs to grow.	The school leadership will use the following common instructional strategies and tasks during the 2024-25 school year: ● Allocate PDW time for academic vocabulary strategies ● Provide grade level academic vocabulary lists & strategies for implementation ● Provide a process for planning interventions and assessing student progress ● Schedule common intervention blocks for literacy ● Provide common planning time for support staff/grade level teams ● Provide intervention block structure for supporting all students ● Provide time and support for staff to engage in ongoing data cycles ● Provide time/direction for creating academic vocabulary assessments The teachers will use the following common instructional strategies and tasks during the 2024-2025 school year ● Provide instruction for academic vocabulary words ● Plan for grade level interventions using data ● Model the use of domain specific vocabulary
MTSS - ACADEMIC SUPPORTS	
Students will demonstrate continuous <u>growth</u> through small group instruction at their own instructional level during scheduled intervention blocks (Literacy and Math). RATIONALE: All students are currently receiving strong Tier 1 support through our core instruction. All students have the capability of learning at high levels when given appropriate	The school leadership will use the following common instructional strategies and tasks during the 2024-25 school year: ● Build a school-wide schedule that supports small group instruction ● Advocate for all students by encouraging and assisting teams in looking at data and planning for instruction The staff will use the following common instructional strategies and tasks during the 2024-2025 school year:

access and instruction at their own level through individualized or small group instruction.	● Provide small group instruction at each student's instructional level during scheduled intervention blocks in literacy and math. ● Monitor student data and continually adjust instruction for small groups ● Specialists, MTSS, MLL and Special Education staff will assist grade levels in planning and teaching of small groups during intervention blocks ● Teachers will collaboratively plan and teach with schools' support teams (MTSS, MLL, Specialists, SpEd)
MTSS - BEHAVIORAL SUPPORTS	
Students will grow in their ability to recognize, understand, label, express, and regulate their emotions. RATIONALE: As students receive layered or tiered support in behavioral/SEL competencies, their ability to recognize, understand, label, express, and regulate their emotions improves. When this occurs, then their ability to engage in academics improves as well. Additionally, schoolwide strategies are shown to be best for students and staff when employed with fidelity	The school leadership will use the following common instructional strategies and tasks during the 2024-25 school year: ● Allocate PDW time to learn about behavior/de-escalation ● Support the use of school-wide flow chart for behavior response ● Support classroom calming centers ● Create school-wide Think Time protocol & support use ● Allocation of Behavior Tech as responder to Tier 3 behaviors ● Provide ongoing PAX training ● Providing school-wide daily Morning Meeting time ● Provide Passport/Check-in/out support The staff will use the following common instructional strategies and tasks during the 2024-2025 school year: ● Commit to the use of school-wide PAX ● Implement Morning Meetings in own classroom ● Respond to behaviors using school-wide flow chart ○ Classroom Calming Center/Breaks as Needed ○ Think Time ○ Access Behavior Tech for Tier 3 behaviors ● Teach and employ schoolwide strategies to support all students in self-regulation and behavior choices ● Refer students in need to SST and/or Student Support Advocate

Twin City Elementary School

GOALS	STRATEGIES
In order to achieve our three year goals, THIS YEAR, students will...	

	In order to achieve our three year goals, THIS YEAR, teachers will...
MATHEMATICS	
Students will regularly engage in small group instruction to improve mastery of math standards using Delta Math At least 70% of students will have mastered computation of mathematical operations as measured by Delta Math Readiness Assessment Students will become self directed learners effectively seeking out and using resources to assist them At least 80% of students will understand and track their progress towards computational fluency using progress monitoring assessment data	Using data, staff will collaborate with grade level staff to create instructional groupings based on student need. Model and teach strategies for computation of mathematical operations. Staff will develop and utilize a school-wide intervention model to reteach, practice, and accelerate instruction. Provide consistent feedback to students on their progress towards computational fluency (accuracy, flexible thinking, using strategies, conceptual understanding).
LITERACY	
Students will use phonemic awareness, phonics, and language structures to build proficient word recognition and skilled reading At least 70% of students will be at or above grade level in foundational reading skills, such as letter name fluency, letter sound fluency, and nonsense word fluency as measured by benchmark assessments Students will apply word attack skills for decoding complex text At least 80% of students will be at or above grade level in oral reading fluency as measured by benchmark assessments	K-2 teachers will provide explicit, systematic phonemic awareness and phonics instruction daily. Model and teach strategies for phonemic awareness and phonic. 3-5 teachers will provide explicit, systematic instruction on decoding, vocabulary, and language structures. Provide consistent feedback to students on progress towards reading fluency.
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)	
Students will receive and participate in behavioral supports aligned to a behavior tiered framework in order to increase engagement Students will participate in school wide behavioral and social emotional interventions based on student needs At least 90% of students will demonstrate expected schoolwide behaviors as measured by Skyward discipline data entries	Staff will collect data on expected schoolwide behavior violations in order to access support. Utilize Tiger Den and Tiger Brain Breaks in the classroom. Access Student Success Team for strategies and support. Staff will collaborate around data, grouping, and identification of student needs for Tier 2 interventions. Familiarize students with staff, resources, and tools that are available when support is needed.

Students will increase attendance through positive incentives and regular monitoring At least 95% of students will attend school regularly as measured by Skyward attendance data entries	
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Utsalady Elementary School

Goals - STUDENT SUCCESS Based on our school's SIP data and 3-year trajectory, our school's goals for this year are:	Strategies - PATHWAY TO GOALS Our school's teaching and learning strategies that will result in the attainment of our goals this year are:
Math Students will improve in their number sense to solve authentic, real-world story problems.	Math - Develop and implement small group, targeted instruction in class. - Include Delta Math - Resources in Math Expressions
Literacy Students will develop secure capacity to read grade level text, i.e. skills measured by DIBELS/mClass	Literacy MClass/DIBELS benchmark assessment AND progress monitoring will influence instruction Supplemental Tier 1 Phonological Awareness and Phonics instruction
MTSS (SEL) Students will demonstrate persistent self-control/ respect for themselves/others in order to be available to take academic risks and increase their achievement.	MTSS (SEL) - Teachers will create a high quality learning community through implementation of the Responsive Classroom approach. - Learning Walks - Schoolwide protocols

Port Susan Middle School

Strategies (staff will) Our school's teaching and learning strategies that will result in the attainment of our goals this year are:	Goals (students will) Based on our school's SIP data and 3-year trajectory , our school's goals for this year are:
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Staff will... <u>Math</u>: Develop and use leveled tests for assessments within each grade level <u>History</u>: Develop and teach a process for annotation and notetaking <u>Science</u>: Teach annotation strategies, develop guided notes, and lead experiments to model how to analyze information <u>ELA</u>: Develop and teach organization of writing by using a grade level appropriate prewrite and rubric <u>Health/PE/Band/Computers</u>: Develop a self-monitoring/ self-evaluation system for students that includes progress tracking, reflection, using assessment data, and goal setting	Students will... <u>Math</u>: Through different access points in the leveled test, students will demonstrate their progress toward standard <u>History</u>: Students will be able to summarize main ideas and key concepts while reading. <u>Science</u>: Students will be able to extract and analyze information to show understanding of a concept <u>ELA</u>: Students will use a prewrite graphic organizer to prepare them for the writing task assigned. Students will self assess using the corresponding rubric <u>Health/PE/Band/Computers</u>: Students will use self-reflection and track progress towards a given standard on their progress to set attainable and specific goals to improve
MTSS: Staff will... ○ Give positive feedback reinforcing appropriate school-wide behaviors to both parents and students ○ Correct students by giving options that teach/reinforce positive behaviors ● Develop a data collection template for reviewing teaching strategies based on department's AAP goals. ○ Provide learning targets and a variety of access points for students to show success at multiple learning levels	MTSS: Students will... ○ Self-assess and respond to feedback ○ Actively participate in the learning process ○ Be okay with making mistakes and ask questions as needed ● Be able to monitor their progress towards meeting learning targets. ● Use feedback to evaluate where they are in the learning process ○ Show perseverance and ask questions to engage with their learning ○ Support learning of self and others ○ Share learning through writing, talking, and building on one another's ideas and exemplars given ○ Understand the learning target and how the lesson relates to their own learning ○ Use self-reflection on their progress to set attainable and specific goals to improve their understanding of text

GOALS Based on our school's SIP data and 3-year trajectory, and our most current student data, our school's goals are:	STRATEGIES Our school's teaching and learning strategies that will result in the attainment of our goals are:
MATH	
Through the use of agreed-upon teacher strategies in math, students will: - Track their growth and understanding of math standards over the course of the year - Connect previous standards to the current context	In order to ensure students meet AAP goals, teachers will: - Use student data to identify an aligned set of problems that connect to previous standards - Provide students with feedback on their level of mastery toward standards over the course of the year
LITERACY	
Through the use of agreed-upon teacher strategies in ELA, students will: - Actively use and demonstrate learned material in the context of assessment and feedback from HMH to: - celebrate mastery - name next steps	In order to ensure students meet AAP goals, teachers will: - Explicitly teach students about HMH diagnostics methods, results, and the purpose/importance of the tools/feedback - Leverage the adopted curriculum (materials, diagnostics, and assessments) to ensure students are engaged and invested in meeting state standards
SCIENCE	
Through the use of agreed-upon teacher strategies in Science, students will: - Examine a text or data set for the purpose of interpreting it for meaning/inferences - Utilize data analysis and interpretation to clearly communicate their ideas and knowledge about science standards/content	In order to ensure students meet AAP goals, teachers will: Explicitly teach students the methods (step-by-step) to use when confronted with a data set so that students master the ability to read, understand, apply reason, and provide meaningful evidence from a data set as they master science standards/concepts
PE/Health/Electives	
Through the use of agreed-upon teacher strategies in PE, health, and electives, students will:	In order to ensure students meet AAP goals, teachers will: Explicitly reinforce and openly recognize when students should use "strength, struggle, growth", and "reflection" protocols

Master standards/concepts through the use of “strength, struggle, growth,” and “reflection” protocols	
Social Studies	
Through the use of agreed-upon teacher strategies in social studies, students will: correctly cite text/ research based evidence in support of their claim.	In order to ensure students meet AAP goals, teachers will: - instruct students how to properly cite text/ research based evidence. - Provide multiple and scaffolded opportunities for students to practice this skill.
MTSS - ACADEMIC SUPPORTS	
Through the use of agreed-upon schoolwide MTSS academic strategies, students will: - Master standards/concepts through the use of unstruck strategies - Improve their ability to become independent learners through the learned skill of recognizing, applying, and building upon previous learning (common concepts) in various settings	In order to ensure students meet AAP goals across all content areas, teachers will: - Explicitly teach students how to use unstuck strategies in their content area - Teachers will scaffold instruction by providing learning tools (such as graphic organizer, checklist, rubric, guided notes, etc.)
MTSS - BEHAVIORAL SUPPORTS	
Through the use of agreed-upon schoolwide MTSS behavioral strategies, students will: articulate and demonstrate the expected schoolwide behaviors	In order to ensure students meet AAP goals across all content areas, teachers will: - teach and reinforce expected behaviors with consistency

Stanwood High School

Strategies (staff will...) Our school’s teaching and learning strategies that will result in the attainment of our goals this year are:	Goals (students will...) Based on our school’s SIP data and 3-year trajectory, our school’s goals for this year are:	Methods of Data Collection
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Math: Staff will provide instruction and differentiated interventions on the Common Core High School Math Standards in low SBA Target Areas L (Interpret functions), M (Analyze functions), O (Define trigonometric ratios), and Standards IF-4, IF-5, IF-7, IF-7A, IF-7E, IF-8, IF-8A, IF-8B, IF-9, SRT-6, SRT-7, and SRT-8 so that at least 50% of students in the 10th grade obtain at least a Level 3 on SBA Assessments and 93% of 9th, 10th, 11th, and 12th-grade students are on track for graduation. Staff will administer Interim Assessment Blocks (IABs) throughout the year across all course teams, identify achievement gaps, and address gaps in class using tier-one instructional practices.	Math: Students will demonstrate their knowledge and application of math standards using IABs, SBA, and other classroom-based assessments. Students will be given data on their performance on IBAs so that they can make goals. Students will reflect on their progress over the course of the year to determine and receive interventions and support.	● Formative assessments (i.e., exit tickets, think-pair-share, polls, self-assessments, class discussions, thumbs up/thumbs down) to establish growth in multi-step problem-solving ● Summative Assessments (chapter exams, unit exams, mid-terms, end-of-term exams, projects, presentations, writing assignments) ● Leveled assessments ● After School or Saturday Academy/Eat and Complete with a focus on individual standards students are struggling with. ● Interim Assessment Blocks (IABs) ● Quarterly Grades ● IAB twice per year
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ELA/Literacy: ALL Staff will provide instruction differentiated interventions in the Common Core High School ELA Standards in low SBA Target Areas 9 (Edit), 13 (Text Structures & Features), and Standards RI-1, RH-5, RH-7, RI-5, RI-7, RST-5, RST-7, and L-1 and L-2 so that at least 80% of students in the 10th grade obtain a Level 3 on SBA Assessments and 93% of 9th, 10th, 11th, and 12th-grade students are on track for graduation. Staff will provide a work of nonfiction text related to their content area so that students can compose a written reflection demonstrating appropriate comprehension. To demonstrate growth, there will be a pre-test and a post-test Staff will administer Interim Assessment Blocks (IABs) throughout the year across all course teams, analyze the results to address specific content needs, and determine an action plan.	ELA/Literacy: Students will demonstrate their knowledge and application of standards using IABs and other classroom-based assessments. Students will be given data on their performance on IBAs so that they can make goals. Students will work on vocabulary development through direct instruction and by using context clues Students will reflect on their progress over the course of the year to determine and receive interventions and support.	● Formative assessments (i.e., exit tickets, think-pair-share, polls, self-assessments, class discussions, thumbs up/thumbs down) to establish growth in multi-step problem-solving ● Summative Assessments (chapter exams, unit exams, mid-terms, end-of-term exams, projects, presentations, writing assignments) ● After School or Saturday Academy/Eat and Complete with a focus on individual standards students are struggling with. ● Interim Assessment Blocks (IABs)
MTSS: Staff will use universal supports and Inclusionary practices to support individual learning strengths and needs (targeted small groups for learning, modeling, anchor charts/artifacts, problem-solving strategies, repetition, leveled assignments/assessments for all discipline areas) Staff will use schoolwide the following schoolwide strategies: ● Positive Greeting Students At the Door to build rapport to help with engagement. ● 10/10 Expectations	MTSS: Students will identify difficulty levels and access supports that meet and enhance their learning to improve their achievement and stay on track for graduation. Participate in developing and maintaining a positive classroom culture so that all students feel welcome.	● Students self-advocating ● Student Attendance ● Number of students attending after-school/ ● Saturday support events ● Student discipline ● Student voice panel ● Student data (classroom surveys, Panorama, etc.)

Identify two strategies they feel comfortable incorporating to build rapport with students and create a positive classroom culture (teachers greeting students as they enter the room, welcoming rituals/optimistic closures, group work, etc.).		
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Lincoln Hill High School/Lincoln Academy

Targets for 2024-2025	Students will: (goals)	Teachers will (strategies)
Math: 90% or more of our students can demonstrate improved computational fluency in addition, subtraction, multiplication, and division.	Math: Students will be progress monitored on math Claims 3 and 4: Algebra 1 and Geometry will engage in: - One 3 Act Math lesson - One summative unit performance task Students will be evaluated using SBA scoring rubrics. The topics will be chosen as those most addressing targets C and E. The above two/three targets may be changed depending on updated SBA results for LHHS/LA.	Math: Our teachers will: - Teachers will implement instructional strategies that provides student-to-student discourse on mathematics. - Teachers will plan lessons with real world mathematics experiences and application - Teachers will use performance tasks with a focus on Targets C and E.

ELA: 90% of our 7th-12th grade students will demonstrate the ability to meet writing benchmarks as indicated on writing rubrics (school/state rubric) for the grade level. 50% or more of our 7th, and 8th grade students will demonstrate proficiency on the ELA SBA assessment 70% of 10th grade students will demonstrate proficiency on the ELA SBA assessment 70% of our 7th-12th grade students will demonstrate the ability to meet writing benchmarks as indicated on writing rubrics (school/state rubric) for the grade level.	ELA: School-wide essay developed throughout the 2024-2025 school year during advisory. Essay development steps/timelines: ● Students will be given the same prompt ● Students will be given the same sources ● Students will focus on specific writing components throughout the year as they write their essays September - October Writing Sample as Baseline (September/October) November - December Students given prompt and sources Students begin filling in their writing graphic organizer Mini-lesson on writing an introductory paragraph during advisory January - February Students receive mini-lesson on elaboration during advisory Students work on their elaborative paragraphs (3 body paragraphs) using information from their graphic organizer. March - May Mini-lesson on writing a conclusion for their essay Students writing their conclusions	ELA: Our teachers will: WRITING: ● Provide intentional writing time for students to respond to writing prompts ○ Targeted mini-lessons on teaching students the components and structure of writing. ■ Introduction Paragraph ■ Elaboration components ■ Conclusion ○ Pre-writing strategies to support students in transferring their information from the writing graphic organizer to their papers. ○ Supporting students with revising/editing their writing before finalizing it.
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	Mini-lesson on editing and revising their essays using the state rubric as an evaluative tool Progress Monitoring We will use the state writing rubrics to evaluate: • Writing Sample as Baseline (September/October) • Spring Writing Sample broken into sections: ○ November-December: Introductory paragraph ○ January-February : Elaborative paragraphs ○ March - May: Conclusion and overall essay score	
MTSS Academic: • Reduce the number of F grades by 25% MTSS Behavior: • Reduce the number of discipline referrals by 50%	Student Grades: • Monitor the number of F's from each grading session with a reduction of F grades throughout the year. • Academic Monitoring quarterly Student Behavior: • Monitor student discipline referrals each quarter.	MTSS Academic Goal: • Support students on academic probation by developing an academic plan using scaffolded resources. • Strengthening Tier I Instruction across all classrooms • Focus on student proficiency of targeted standards. • Use best practices for engaging students in their own learning ○ Strategies to implement student engagement into lessons: ■ Discussion Sentence Stems ■ Student Choice ■ Student-to-student talk (Turn and Talks) ■ Connect lessons to real world situations MTSS Behavior Goals: PBIS (this is Tier 1, stated above) • School-wide Expectations ○ Revisit school-wide expectations and make adjustments as needed

		○ Teach expectations to students at the beginning of the year and re-teacher expectations throughout the year (ex: January/April - after winter and spring breaks) ○ Induction plan for new students who join the school after the beginning of the year ○ Create incentives for demonstrating positive behaviors aligned with school expectations matrix
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Saratoga School

Targets for 2024-2025	Students will: (goals)	Teachers will (strategies)
Math 90% or more of our students can demonstrate improved computational fluency in addition, subtraction, multiplication and division.	Math (students receive instruction in a homeschool format) Saratoga will measure progress toward goals using: ● Fall and spring classroom-based assessments. ● Fall and spring student reflection survey.	<i>Our teachers will:</i> ● Facilitate Number Talks in math classes. ○ Mental Math strategies ○ Highlight and celebrate multiple strategies. ○ Student-to-Student talk - less teacher directed. ● Use MAP data to determine areas of growth/focus: ○ Implement the alternative assessments available in MAP to monitor and adjust academic student learning plans. ● Intentionally target skill areas identified as growth areas using IXL Skills Plans. ○ Continue to use and reinforce IXL Skill Plans as a supplemental resource. ○ Incorporate IXL into student learning plans and provide support to families on how to use it at home.

ELA 90% or more of our K-3rd grade students will demonstrate strong foundational reading skills and reading fluency. 90% of our 4th-8th grade students will demonstrate the ability to analyze and compare text. 90% of our 4th-8th grade students will demonstrate strong vocabulary usage in their reading and writing. 90% of our K-10th grade students will demonstrate the ability to meet writing benchmarks as indicated on writing rubrics (school/state rubric) for the grade level.	ELA (students receive instruction in a homeschool format) Saratoga will measure progress toward goals using: ● K-3 Fall and Spring fluency assessment (based on available resources.) ● K-3 MAP score comparison from fall to spring for reading foundational skills. ● 4th-8th fall benchmark assessment to compare and analyze text (ReadWorks), compared to spring benchmark with (SBA practice items.) ● Teachers will collect a fall and spring writing sample for advisory students.	<i>Our teachers will:</i> ● Use multisensory [i.e., auditory, visual, tactile (touch), and kinesthetic (movement)] representations of letters and sounds to teach phonemic awareness. ● Continue to use and reinforce IXL Skill Plans as a supplemental tool for students at home. ● Provide information and resources to families to help understand and teach foundational skills. ● Teach students and families how to choose a just right book. ○ Set up a public library day for Saratoga students and families. ○ Develop templates for student to track their independent reading. ● Provide anchor writing papers at grade level for families. ● Provide students and families with graphic organizers to support student writing. ● Collect writing samples from students throughout the year to monitor their growth towards grade level writing standards.
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MTSS (see right two columns)	MTSS (students receive instruction in a homeschool format) Saratoga will measure progress toward goals using: ● Family surveys regarding academic support documents and the effectiveness towards student learning. ● Progress monitor student Edgenuity course completion percentages and make referrals to attend on-site Edgenuity study lab for students not making adequate progress.	Our Teachers will: ● Facilitate monthly Character themes: teach in onsite classes, introduce and reinforce in monthly newsletter for families. ● Provide Tier II and III supports for students with their parent/guardian with a study lab time for additional support in academics (math, writing, literacy) ● Middle School on-site Edgenuity study lab for additional time and support for students Teachers will: ● Survey parents to identify the top 3 workshops they would like to see this year. ○ Begin to offer parent classes/workshops and resources. (1x per quarter) ● Begin to plan an introductory class for all new families (implement 23-24 SY). ● Increase in-person family meeting opportunities. ● Start to create a report folder for each family that includes the signed expectation document, pacing guides, sample weekly reporting form, and sample monthly progress. ● Improve existing pacing guides and create pacing guides for curriculum where pacing guides don't exist (in process). ● Make sure all families are provided with pacing guides for all of their curriculum (Begin to develop a readily-available list of useful resources and curriculum recommendations for staff to use for specific areas (example Read Naturally; AAR; IXL; Math-U-See).
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