

4K PARTNER SITES

Literacy:
 Demonstrate a statistically significant increase in the percentage of students scoring at or above target on aimswebPlus

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to play and oral language development
- Refine phonics work for second semester
- Provide small group lessons around needs-based data

Literacy:

- Grow progress on “Uses language to express thoughts and needs - Tells about another time and place,” as measured on GOLD

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Continue to implement phonics & phonemic awareness lessons
- Utilize small groups to differentiate letter ID and sound acquisition
- Engage in literacy PD around play and dialogic conversations

Wellness & Engagement:
 Demonstrate a statistically significant increase in attendance

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Send monthly newsletters to families
- Perform monthly attendance reviews
- Facilitate ESS meetings with classroom teachers every 6 weeks
- Review behavior and attendance data with Student Services team & leaders on a monthly basis
- Provide intentional family education about attendance and ties to school readiness

ODYSSEY

Literacy:
 Demonstrate a statistically significant increase in the percentage of students at or above target in ELA (K-2 aimswebPlus; 3-5 Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Deliver vetted curriculum and resources with fidelity
- Align content to standards
- Refine Act 20 implementation
- Utilize internal coaches
- Explore effectiveness of core curriculum

Math:
 Demonstrate a statistically significant increase in the percentage of students at or above target in math (K-2 aimswebPlus; 3-5 Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Refine data review processes
- Provide AVMR training
- Deliver vetted curriculum and resources with fidelity
- Utilize internal coaches
- Explore effectiveness of core curriculum

Engagement:
 Maintain or increase percentage of students who attend school at least 90% of the time

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Implement SEL curriculum
- Review attendance and behavior data monthly
- Explore a targeted approach for improving attendance

EVERGREEN

Literacy:

Demonstrate a statistically significant increase in the percentage of students at or above proficiency target in ELA (K-2 aimswebPlus; 3-5 Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Deliver district-vetted resources with fidelity
- Regularly review learning data to ensure all students are getting what they need
- Provide structured literacy training for new staff
- Align curriculum to standards
- Engage in K-1 PLC work focused on phonics curriculum
- Increase engagement with state standards during PLC meetings (standards-at-a-glance ELA)
- Explore options for on/advanced learners

Math:

Collect baseline data for K-2 math (aimswebPlus); demonstrate a statistically significant increase in the percentage of students at or above proficiency target in 3-5 math (Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc.
- Provide AVMR training
- Deliver district-vetted resources with fidelity
- Increase intentionality of linking standards to learning resources
- Explore options for on/advanced learners

Attendance/Behavior:

Demonstrate an increase in the number of students attending school at least 90% of time

ACTIONS

- Schedule weekly attendance meetings to analyze student attendance data (social worker, SST, principal, counselor) and to plan for family partnerships
- Increase communication on importance of attendance and attendance policy (Bridge to Kindergarten, monthly newsletters, early social worker intervention)
- Engage in targeted school social worker partnerships with families of students chronically absent or on track to become chronically absent
- Implement welcome phone calls to families of high absentee students prior to the start of school
- Send an Evergreen SOARing Student postcard to all students by the end of the year
- Designate a “break space” in each learning space
- Facilitate, plan, organize, and deliver high-quality, engaging “You Matter Days”

HATLEY

Literacy:

Demonstrate a statistically significant increase in the percentage of students at or above grade level in reading (K-2 aimswebPlus; 3-5 Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Deliver district-vetted curriculum and resources with fidelity
- Engage in K-1 PLC work focused on phonics curriculum
- Align current curriculum to WI standards
- Provide literacy training to all new staff
- Facilitate structured ESS process and utilize WIN time to address specific student needs

Math:

Collect baseline data for K-2 math (aimswebPlus); demonstrate a statistically significant increase in the percentage of students at or above grade level in 3-5 math (Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc.
- Provide AVMR training

Engagement:

Increase percentage of students who attend school at least 90% of the time

ACTIONS

- Communicate clear attendance expectations to parents in parent newsletter and through teacher
- Review student attendance and communicate to parents through letters when thresholds are met

MOUNTAIN BAY

Literacy/Math:

Demonstrate a statistically significant increase in the percentage of students at or above target in ELA and math (K-2 aimswebPlus; 3-5 Forward)

ACTIONS

Literacy & Math:

- Enhance/recalibrate PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
 - Provide guaranteed/viable curriculum with attention to pacing for all and consistency for students receiving special education services
 - Analyze assessment results quarterly to allow for fluidity with groupings, reteaching, and enrichment
 - Present screener data in teams
 - Disaggregate data to form subgroups and make goals; create goals based on median rate of improvement
- Establish goal setting with students, including graphing/charting/tracking
- Shift associate schedules based on screener data
- Engage in peer learning with a behavior or resource focus (teachers learning from a colleague)
- Participate in ongoing professional development around explicit instruction as well as based on instructional observations, teacher need, and research-based best practices during Unit PLCs
- Explore research to identify what advances students
- Be consistent with seat work before school day begins

Literacy-Specific:

- Continue to implement curricular resources

Math-Specific:

- Continue to gain knowledge about and have discussion around grade-level standards and pacing of curriculum
- Teach the math sequence with fidelity (fluency activity, application problem, mini-lesson, problem set)
- Group students based on skills that need to be mastered during math fluency time

Attendance:

Increase percentage of students who attend school at least 90% of the time

ACTIONS

- Implement weekly meeting with pupil services team with attendance as top target on agenda (including addressing most truant students)
- Monitor the students that were chronically absent from 2024-25 with a goal to decrease percentage
- Provide lists of students chronically absent in 24-25 to classroom teachers for awareness
- Connect with families when students hit absence thresholds (pupil services action)
- Add quarterly attendance recognition to Mustang of the Month (perfect attendance - 0 days missed & excellent attendance - 1 day missed)
- Administer Insights and Connection Surveys to students to better connect with students
- Follow attendance letter process
- Provide mentors for students when possible
- Provide monetary incentives when possible
- Discuss importance of attendance at Bridge to Kindergarten
- Talk with students during circle time about importance of attendance

RIVERSIDE

Literacy:

Demonstrate a statistically significant increase in the percentage of students at or above target in ELA (K-2 aimswebPlus; 3-5 Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Deliver district-vetted curriculum and resources with fidelity
- Engage in K-1 PLC work focused on phonics curriculum
- Align current curriculum to WI standards; review heat map of standards as they are taught
- Provide Science of Reading training to all new staff
- Facilitate structured ESS process and utilize WIN time to address specific student needs

Math:

Demonstrate a statistically significant increase in the percentage of students at or above target in math (K-2 aimswebPlus; 3-5 Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Provide AVMR training to all teachers instructing math
- Facilitate structured ESS process and utilize WIN time to address specific intervention and enrichment needs

Attendance:

Demonstrate an increase in the number of students attending school at least 90% of time

ACTIONS

- Identify and monitor the students not attending school 90% or more in 24-25 and develop individualized action plan for 25-26
- Implement weekly pupil service meetings to review attendance data and identify plans of action
- Communicate clear attendance expectations to parents in newsletters and through teacher
- Review student attendance and communicate to parents through letters when thresholds are met
- Provide targeted support to families with history of attendance concerns

ROTHSCHILD

Literacy:

Demonstrate a statistically significant increase in the percentage of students at or above proficiency target in ELA (K-2 aimswebPlus; 3-5 Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Deliver district-vetted curriculum and resources with fidelity
- Implement intentional fluency/phonics WIN activities; increase associate training with WIN resources
- Engage in K-2 PLC work focused on phonics curriculum
- Implement - READiculous Days (1 per month)
- Review standards quarterly in PLCs
- Implement intentional buddy classroom literacy activities (1 per month)
- Increase library/IMC accessibility

Math:

Collect baseline data for K-2 math (aimswebPlus); demonstrate a statistically significant increase in the percentage of students at or above proficiency target in 3-5 math (Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc.
- Provide AVMR/Math Recovery training
- Deliver district-vetted curriculum and resources with fidelity
- Implement "10 Day" monthly math celebrations
- Develop new menu of maker-space math activities
- Increase associate training with math WIN resources
- Review standards quarterly in PLCs
- Engage in quarterly math intervention resource training in PLCs

Wellness/Engagement:

At least 90% of students will have 0-1 behavior referrals, 5% or less will have 2-5 behavior referrals, and 5% or less will have 6+ behavior referrals; increase percentage of students not considered chronically absent

ACTIONS

- Implement SEL curriculum in K-5
- Structure Student Support Team ESS meetings to be more timely and flexible to meet student needs
- Share monthly behavior data with grade level teams during PLC
- Schedule weekly attendance meetings analyzing student attendance data (social worker, SST, principal, health aide)
- Increase communication on importance of attendance and attendance policy (Bridge to Kindergarten, monthly newsletters, early social worker intervention)
- Implement school-wide/global positive monthly attendance recognition
- Implement student support groups focusing on attendance for most chronically absent students
- Continue weekly/monthly focus on ROCKS behavior matrix
- Engage in September email or phone communication with each family (homeroom teacher action)
- Fill out at least one ROCKS ticket for homeroom students each quarter (homeroom teacher action)
- Send Rothschild "Raptor Pride" postcards to all students each semester
- Designate a "break space" in each learning space
- Facilitate, plan, organize, and deliver high-quality, engaging "You Matter Days"
- Introduce responsive classroom approach
- Facilitate morning meetings that have consistent expectations

WESTON

Literacy:

Demonstrate a statistically significant increase in the percentage of students at or above grade level in ELA (K-2 aimswebPlus; 3-5 Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Deliver district-vetted curriculum and resources with fidelity
- Provide structured literacy training
- Use WIN time effectively to increase learning for all students

Math:

Collect baseline data for K-2 math (aimswebPlus); demonstrate a statistically significant increase in the percentage of students at or above grade level in 3-5 math (Forward)

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc.
- Implement AVMR-fluency activities
- Continue math curriculum work
- Use WIN time effectively to increase learning for all students

Wellness/Engagement:

Maintain or increase percentage of students who attend school at least 90% of the time; reduce absences by 20% for students who were chronically absent in 24-25

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLC's, effective instruction, and engagement strategies, etc
- Identify and provide additional support to students who were chronically absent during the 2024-25 school year
- Implement SEL curriculum
- Educate and support kindergarten families with the importance of attendance
- Explore how to use Insights Survey to support student learning

MIDDLE SCHOOL

Math and Literacy:

Demonstrate a statistically significant increase in the number of students scoring at or above benchmark on state required assessments for ELA and math

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Provide targeted intervention for students who have been qualified through the Multi-level of Support System and require Tier II/III interventions
- Continue to develop universal instruction with a focus on learning targets and lesson planning
- Explore Forward Exam heat map to identify standards that are assessed and their alignment to the essential standards

Wellness & Engagement:

100% of students will indicate that they strongly agree or agree to the following statements: I ask for help when I need it; If I have a big problem, I have an adult in the school I can go to for help

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Implement WEB Crew student leadership group
- Structure advisory time to focus on student to teacher connections, character education, and meeting the needs of students
- Implement SEL curriculum during the advisory period and Wellness Pathways class
- Utilize WIN, Advisory, and house time to build connections; facilitate various building wide activities to foster relationships
- Hold one-on-one meetings between counselor and student
- Hold monthly or bi-monthly informal student check-ins
- Provide restorative behavior interventions for Tier I behaviors
- Utilize restorative practices for Tier II/III types of behavior
- Explore practices to normalize asking for help for students
- Implement character building lessons during Advisory

Wellness & Connectedness:

Increase the percentage of students attending school at least 90% of the time

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Implement SEL curriculum
- Implement Advisory period
- Utilize positive behavior systems
- Focus on attendance with weekly review by houses
- Implement student support teams
- Implement Vibe Tribe and Web Leaders
- Enhance behavior procedures to explore a universal intervention behavior system including attendance tracking
- Review and provide professional development on effective PLCs
- Revisit and start conversations around Universal Design for Learning (UDL)

JUNIOR HIGH

ELA Growth/Proficiency:

Demonstrate a statistically significant increase in the number of students scoring at or above benchmark on state-required assessments in ELA

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Provide co-taught classes, academic support classes, and intervention classes; explore additional tutoring options
- Utilize ELT & Grade Guardian
- Implement SEL curriculum and Academic Career Planning
- Develop state assessment testing schedule
- Provide incentives/recognition for state assessments
- Work with PLCs to better stress importance of state assessments
- Provide attendance incentives
- Utilize TurnItIn.com

Math Growth/Proficiency:

Demonstrate a statistically significant increase in the number of students scoring at or above benchmark on state-required assessments in math

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Provide co-taught classes, academic support classes, and ELT tutoring
- Utilize ELT & Grade Guardian
- Implement SEL curriculum and Academic Career Planning
- Develop state assessment testing schedule
- Provide incentives/recognition for state assessments
- Work with PLCs to better stress importance of state assessments
- Provide attendance incentives
- Utilize cross-curricular vocabulary

Engagement/Connectedness:

Demonstrate an increase in the number of students attending school at least 90% of the time

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Utilize Mirror Image
- Engage in Attendance Corrections Committee (ACC) meetings
- Implement SEL curriculum
- Facilitate weekly student services/attendance team meetings & bi-weekly Tier II team meetings
- Engage in home visits
- Make positive referrals and provide positive rewards/incentives for attendance (individual incentives, perfect attendance recognition, grade level)
- Honor students of the month from other departments
- Explore Honor Roll

Community:

Continue to identify and implement strategies to foster the growth of community in and outside of the school

ACTIONS

- Implement 8th grade only orientation on day one
- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Send postcards and positive notes home with time provided during staff and/or PLC meetings, and continue to use positive contact log to track interventions (calls, emails, postcards, and pride tickets)
- Encourage staff to submit PBIS pride tickets electronically
- Hold ELT club/activity fair
- Encourage more parent volunteers

SENIOR HIGH

Academic Growth/Proficiency:

Demonstrate a statistically significant increase in the number of students scoring at or above benchmark on state-required assessments in ELA and math

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Increase grade-level meetings to bi-weekly in core departments to discuss progress related to ACT College and Career Readiness Standards (identifying, teaching, and tracking of standards in classroom)
- Engage in consistent practices among classrooms; utilize “teacher walk-through look-fors” feedback loop
- Implement engagement survey to provide ongoing feedback loops to teachers from students and to drive PLC work
- Seek out PD based on student feedback
- Strengthen PLC purpose and practice
 - Re-establish the “why” of PLCs (improving student learning through collaboration)
 - Create PLC non-negotiables
 - Facilitate PLC audit and self-assessment for goal setting
 - Use the 4 PLC questions as the foundation for all PLC meetings
 - Structure PLCs to focus on data-driven student support: remediation, enrichment, standards alignment
 - Elevate staff expertise through intentional development opportunities, including fostering ACT readiness through vertical alignment and providing PD options based on needs of individuals and PLCs
 - Increase student readiness for Pre-ACT/ACT
 - Develop intervention plans for students below benchmarks including math labs, ELT sessions, etc.
 - Align curriculum to readiness standards and use data to target gaps
 - Use assessments to gauge student readiness ([Albert.io](#), ACT practice tests)
 - Create and implement ACT study sessions ([Albert.io](#) and study nights)
 - Communicate why and create buy in for Pre-ACT/ACT focus

Engagement/Connectedness:

Increase in the number of students attending school at least 90% of the time

ACTIONS

- Enhance PLC structure (clear purpose, collaboration, analyze student work & data, action & results oriented)
- Identify and deliver goal-aligned professional development opportunities related to PLCs, effective instruction, and engagement strategies, etc
- Keep accurate and prompt attendance records, including using identified process to track, respond, and intervene for all students
- Incentivize positive attendance through privileges and awards (weekly and quarterly), including celebrating individuals meeting expectations & individuals who show improvement
- Focus on increasing relationships between adults and students
- Follow through on school, district, and county truancy processes and consequences
- Increase communication with students and staff, including sharing appropriate data with student services, PLCs, and teachers
- Increase student voice through clubs, leadership opportunities, and feedback.