



El Morro Elementary

Report to the Board of Education

January 12, 2023

Dr. Julie Hatchel, Principal

2022-2023 Goals

GOAL 1 COLLEGE & CAREER-READINESS SKILLS

- *Connect & Apply ELOs:
VAPA, Sustainability
- *Build Self-Efficacy Skills

GOAL 2 SOCIAL-EMOTIONAL COMPETENCIES & POSITIVE SELF-IDENTITY

- *Administer Universal Screeners
- *Support Positive School Climate
for Staff & Students
- *Develop Tier 2 & 3
SEL Supports

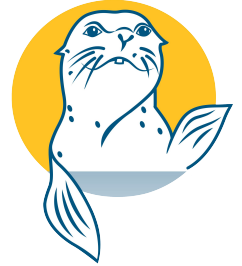
GOAL 3 SAFE, EQUITABLE & INCLUSIVE SCHOOL

- *Provide Targeted Tier 2 & 3
Supports in ELA/Math
- *Strengthen PBIS Practices
- *Implement Restorative
Practices



Goal Area 1

College & Career Readiness Skills



- T3 Unit Design
- VAPA TOSA
- Expansion of Garden Lessons
- Student Council & Sustainability
- Self-Efficacy Skills

Connect & Apply ELOs: VAPA & Sustainability; Build Self-Efficacy Skills



Goal Area 2

Social-Emotional Competencies & Positive Self-Identity

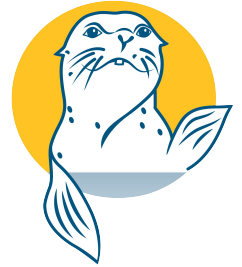


- Universal SEL Screeners
- MTSS Team Data Analysis & Development of Tier 2 & 3 SEL Interventions
- Staff & Student Wellness & Connectivity
- Safety Inventory & Training

Administer Universal Screeners; Develop Tier 2 & 3 SEL Supports; Support Positive School Climate for Staff & students; Strengthen Safety Protocols

Goal Area 3

Safe, Equitable & Inclusive Schools



- Whatever I Need (WIN) Time
- MTSS Team Data Analysis
- Refine PBIS w/ Student Voice & Direct Instruction/Connectivity
- Restorative Practices Training & Community Circles

**Provide Targeted Tier 2 & 3 Supports in ELA/Math; Strengthen PBIS;
Implement Restorative Practices**

Multi-Tiered System of Support (MTSS)



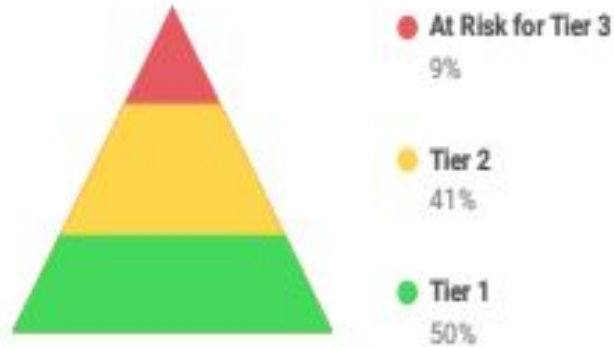
- At Risk for Tier 3
5% (From 15%)
- Tier 2
51% (From 54%)
- Tier 1
44% (From 31%)

11/01/22 - 12/23/22

Math

Grade	Beginning - T2 Tier 1	Beginning - T2 Tier 2	Beginning - T2 Tier 3
K	30%-37%	70%-63%	0%-0%
1	26%-26%	61%-71%	13%-3%
2	13%-41%	71%-56%	16%-3%
3	21%-38%	56%-53%	23%-9%
4	47%-56%	38%-40%	16%-4%
5	46%-60%	42%-32%	12%-7%

Multi-Tiered System of Support (MTSS)



Language Arts


Grade	Beginning - Tier 1	Beginning Tier 2	Beginning Tier 3
K	28%	73%	0%
1	24%	71%	5%
2	35%	56%	9%
3	67%	12%	21%
4	60%	35%	5%
5	68%	25%	7%

Grade 3 - Reading

Grade 3		30%	37%	12%	14%	7%	81/81
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i-Ready Reading Diagnostic #2

Grade 3		51%	25%	14%	7%	4%	81/81
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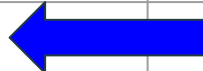
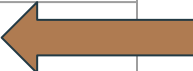


Multi-Tiered System of Support- Self Efficacy

Self-Regulation	Peer Relations	Problem-Solving
66%	75%	57%
K-35%; 1-56%; 2-79% 3-75%; 4-75%; 5-60%	K-46%; 1-73%; 2-82% 3-86%; 4-82%; 5-68%	K-30%; 1-40%; 2-76% 3-63%; 4-77%; 5-41%
27%	20%	33%
K-43%; 1-39%; 2-16% 3-22%; 4-19%; 5-34%	K-49%; 1-24%; 2-16% 3-11%; 4-9%; 5-29%	K-51%; 1-42%; 2-19% 3-28%; 4-21%; 5-50%
7%	4%	8%
K-24%; 1-5%; 2-4% 3-4%; 4-5%; 5-6%	K-5%; 1-3%; 2-1% 3-3%; 4-9%; 5-3%	K-20%; 1-13%; 2-4% 3-9%; 4-3%; 5-9%

Summary of Outcomes and Trends

Student Data Set	Summary of Outcomes & Trends	Notes & Potential Causes	Next Steps / Actions / Timeline	Person(s) Responsible
iReady Reading-Diagnostic 2	<p>-Overall students are making growth</p> <ul style="list-style-type: none"> ● Intensive 4% (From 9%) ● Strategic 18% (From 36%) ● At/Above Grade Level 78% (From 55%) 	<ul style="list-style-type: none"> ● Daily reading with the teacher during WIN Time ● Consistent practice with iready program ● Daily push-in support from consistent IA ● experience with the diagnostic ● small group reading and phonics instruction with with intervention specialists 	<ul style="list-style-type: none"> ● continue reading groups (find time to ensure that tier 3 kids get time with text) ● emphasize -comprehension strategies ● continue to build reading stamina (time on task when reading independently) ● Tier 3 continue to get phonics instruction 	<p>-Second grade team <input type="checkbox"/></p>

Tier 3 Support

	Math		ELA	
	Serviced+	Tier 3 to Date	Serviced+	Tier 3 to Date
K	NA	N/A	NA	6
1st	3	3	8	3 
2nd	8	3 	9	7
3rd	11	7 	12	6 
4th	5	2	5	3
5th	4	3	4	2
Total	30	18 	38	27 

Restorative Practice in Action

Solving a classroom dilemma

