



Continuous Achievement Process & Plan

2025 Quarter 1

Blix Elementary is a beautiful multicultural community. Our students represent over 40 different cultural backgrounds. Almost a third of our students are enrolled in our Multilingual Program. Blix has the only Kindergarten – 5th Grade Dual Language Program in Tacoma, and we are proud to have one Bilingual homeroom at every grade level.

Our Vision

Blix Elementary is a global community working in partnership – school and home - to meet every student where they are and support them to grow in their academic and social/emotional learning every day.

Our Mission

We care. We Count. We Can. Si Podemos: We Are One!

1st Grade ELA Goal

Achieve a 83% pass rate for the selected standard by the end of the quarter.

There are 65% of 1st grade students knowing letter sounds; phonics standard (RF.1.3). By January 30th, 2025 the percent of students meeting the standard will increase to 85. As measured by formative & summative letter/sound ID assessments for RF.1.3. Action Step 1: One way we will accomplish this is through implementing a variety of strategies to expose to letters and their respective sounds, targeted daily hands-on practice manipulating sounds. Action Step 2: Through small group and whole group activities students will practice identifying initial & final sounds through reading and writing activities and literacy centers.



CURRICULUM: the standards and units we are targeting

STANDARD: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. Whole Group: Explicit intention instruction of letter sounds using Savvas letter cards & foundation skills activities (Phonemic Awareness routines: Sing/chant alphabet letters & sounds). Daily engaging activities practicing letter sounds. 2. Small Group: Provide daily intentional practice with manipulating letters & sounds through literacy centers and small group instruction. 3. Sharing learning goal & resources with families.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1. Differentiate explicit instruction and provide more opportunities to practice and speak one on one or in a small group. 2. Review Kindergarten skills. 3. Provide more visual and manipulative supports. 4. Use technology audio supports.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1. Schedule time for LAP assessments and pull outs. 2. Identify students & communicate with families about extra interventions. 3. Collaborate with LAP & Title teachers about specific letter sounds students need help with.

1st Grade Math Goal

Achieve a 85% pass rate for the selected standard by the end of the quarter.

There are 35% of 1st grade students knowing number partners to 10, 1.OA.3. By January 30th, 2025 the percent of students meeting the standard will increase to 85. As measured by formative & summative I-Ready Pre & Post Test. Action Step 1: One way we will accomplish this is through implementing a variety of strategies to students practice using and working with 10 frames, number bonds, and number partners to 10. Action Step 2: Through small group and whole group activities students will practice identifying number partners to 10 and working with manipulatives to understand number partners and to target different types of learners.



CURRICULUM: the standards and units we are targeting

STANDARD: 1.OA.A Represent and solve problems involving addition and subtraction

UNIT: Unit 1 Relating Addition and Subtraction



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. Whole Group: Explicit intentional instruction of number partner to 10 using Ready Math units 1 lessons 1 & 2. In addition to supplemental activities, games, and worksheets to target specific skills. 2. Small Group Centers/Partner Work: Provide daily intentional practice with manipulating number partners to 10 using 10 frames, dots, dice, dominoes, etc. 3. Sharing learning goal & resources with families (Ready Math Family letters, Parent/Teacher Conferences, additional work sent home as needed).

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

1. Differentiate explicit instruction and provide more opportunities to practice concept and work one on one. 2. Review number sense, cardinality, number formation, counting, number recognition. 3. Provide more visual and manipulative supports. 4. Use technology supports (I-Ready my path).

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

1. Work one on one with students during Math small group intervention. Provide extra support during individual whole group time. 2. Identify students & communicate with families about extra interventions.

2nd Grade ELA Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

By February 2024, 64% of students in Tier 2 and 3 will improve from their current tier to one higher Tier (3 to 2, 2 to 1) on standard RI.2.6 as measured by the January iReady Reading assessment. The CRT practices of high yield strategies and student collaboration will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing the high yield strategies of 1) give positive recognition and authentic feedback and 2) integrate authentic, formative assessment practices during core instruction, students will build understanding in standard RI.2.6.1. Students will demonstrate growth through practice assignments and feedback. Growth will be measured by the Savvas formative assessments and iReady diagnostics.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing the high yield strategies of 1) give positive recognition and authentic feedback and 2) integrate authentic, formative assessment practices during core instruction, tier 2 students will receive additional support in RI.2.6. Teachers will use the high yield strategy of provide opportunities for student discourse to provide additional support and feedback to tier 2 students. This will occur in a minimum of two 15 min sessions per week. Student progress will be measured by the Savvas formative assessments, Teacher-made assessments, rubrics, and observations.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing the high yield strategies of 1) give positive recognition and authentic feedback and 2) integrate authentic, formative assessment practices during core instruction, tier 3 students will receive additional support in RI.2.6 Teachers will use high yield strategies such as interact by using student friendly language, relevant visuals to build understanding before moving to academic vocabulary to provide additional support and feedback to tier 3 students. This will occur in a minimum of two 15 min sessions per week. Student progress will be measured by the Savvas formative assessments

2nd Grade Math Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

Students will use a variety of strategies to add and subtract within 20. By implementing a variety of supportive instructional strategies such as using the Try It, Discuss It, Revise It and Connect It protocol and visually representing the word problem with manipulatives, the number of 2nd grade students who are one or two grade levels below will increase from 7% to 50%. The goal will be measured by the January iReady math assessment, formative assessment, teacher observations, rubrics, and student work samples.



CURRICULUM: the standards and units we are targeting

STANDARD: 2.OA.A Represent and solve problems involving addition and subtraction

UNIT: Unit 1 Numbers Within 20: Addition, Subtraction, and Data



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Daily whole group instruction, Small group work weekly for 20 minutes.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Small group work weekly for 20 minutes.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

No extra support available in math.

3rd Grade ELA Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

(80%) 41 Of 51 of students in Tier 2 and 3) will improve from 2/3 to 1/2 on RI.3.2 (priority standard) as measured by standards based assessment scored using a rubric (assessment.) The CRT practices of guide (CRT Practices) will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Students in tier 2 will receive 30 minutes daily of small group instruction with lap/title staff in addition to 10 to 15 minutes 2-3 times a week small group instruction in class with classroom teacher.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students in tier 3 will receive 30 minutes daily of small group instruction with lap/title staff in addition to 10 to 15 minutes 2-3 times a week small group instruction in class with classroom teacher.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students in tier 3 will receive 30 minutes daily of small group instruction with lap/title staff in addition to 10 to 15 minutes 2-3 times a week small group instruction in class with classroom teacher.

3rd Grade Math Goal

Achieve a 80% pass rate for the selected standard by the end of the quarter.

There are (7) students at level 1, (26) students at level 2, and (7) students at level 3. By (2/13/25), (15) of the students at a level 1, (13) of the students at a level 2, and (37) of the students at a level 3 will improve by (1 or more levels) on the (List Rubric) on (3.OA.A Use multiplication and division within 100.) as measured by I-Ready diagnostic). The Culturally Responsive and Relevant Teaching practices of anchor charts, student talk,) will be used to create inclusive and equitable practices.



CURRICULUM: the standards and units we are targeting

STANDARD: 3.OA.A Represent and solve problems involving multiplication and division

UNIT: Unit 2 Multiplication and Division: Concepts, Relationships, and Patterns



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

provide positive recognition and authentic feedback and provide opportunities for student discourse during core instruction, students will build understanding in 3.OA.A (priority standard). Students will demonstrate growth through practice assignments and feedback. growth will be measured by lesson comprehension checks and exit tickets. (student assignment/assessment). Parent feedback on weekly homework check-in for alignment of goals and/or concerns. parent communication with Lesson letters home informing families of what students are learning in current lesson.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing and giving feedback teacher will provide 2-3 high yield strategies such as graphic organizers and

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing and providing 2-3 high yield strategies and involving parents through parent feedback and informing them of lesson goals of core instruction, tier 3 students will receive additional support in 3.OA.A. (priority Standard). Teachers will use high yield strategies such as integrate to provide additional support and feedback to tier 3 students. Students will meet for at least 10 minutes , 2 times a week. Student progress will be measured by lesson comprehension checks, exit tickets and fluency checks. (student work/assessment)

4th Grade ELA Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

There are 54% of students meeting the standards of determining the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content. (L.4.4). By February 18th, 70% of students will meet the standards as measured by TPA Priority Standards Rubrics, Student Work, Savvas Rubrics and Checklists. One way we will accomplish this is through implementing a variety of strategies which build an inclusive and equitable culture which provides access for a wide variety of learners.



CURRICULUM: the standards and units we are targeting

STANDARD: L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

UNIT: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Whole group lessons moving into small group book clubs (mixed groupings of strong readers with those who need extra support in reading)
Student groups have some say in choosing the books for book club groups – using the supplemental texts from Savvas curriculum Students choose their own independent reading books

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Partner reading, increased think time, more opportunities to share with a partner before sharing with the whole class (think-pair-share, call/response, check for understanding)

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Partner reading, increased think time, more opportunities to share with a partner and instructor before sharing with the whole class (think-pair-share, call/response, check for understanding), condensed formative assessments

4th Grade Math Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

There are 40% of 4th grade students meeting the standard of 4.NBT.A. By January 31, 2025, the percent of students meeting the standard will increase to 70% as measured by Comprehension Checks and Unit Assessment from Ready Classroom. We will accomplish this by establishing an inclusive and equitable math culture that adheres to grade level content and shifts from remediation to support and scaffolding.



CURRICULUM: the standards and units we are targeting

STANDARD: 4.NBT.A Generalize place value understanding for multi-digit whole numbers

UNIT: Unit 1 Whole Numbers: Place Value, Comparison, Addition, and Subtraction



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Strengthen the Try, Discuss, Connect Protocol from Ready Classroom by presenting a rigorous, grade level task using the three reads protocol, guide class conversation using a discussion protocol (consensus board, four corners, talk moves, sentence stems, numbered heads, turn-and-talk to a prompt) to enhance student discourse. Anticipate student thinking to be able to Select and Sequence student work to build conceptual understanding and connect representations.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In small groups, use manipulatives including base ten blocks and pictorial representations, place value charts, providing sentence stems for conversation, collaboratively creating anchor charts with students to break down the process of solving various problems.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Engage a small group of students in the Try, Discuss, Connect Protocol (as stated above) with additional problems using concrete representations/manipulatives to move from physical, to visual, to symbolic representation, providing sentence stems for conversation.

5th Grade ELA Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

There are 25% of students meeting the standards of determining the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content (L.5.4). By February 2025, 70% of students will meet the standards as measured by TPA Priority Standards Rubrics, Student Work, SAVVAS Rubrics and Checklists. One way we will accomplish this is through implementing a variety of strategies which build an inclusive and equitable culture, which provides access for a wide variety of learners.



CURRICULUM: the standards and units we are targeting

STANDARD: L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies

UNIT: ELA Unit 1



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Core whole group instruction content will be addressed in small group instruction via pairing strong readers with students who need additional reading support. Students grouped will be able to decide on reading material for book study—from SAVVAS leveled readers.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in opportunities to practice reading via partner reading, close reading, increased think time, turn and talk with partner, and check for understanding.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Students will have more opportunities to practice reading via partner reading, small group conferencing, close reading, increased think time, turn and talk with partner, and check for understanding.

5th Grade Math Goal

Achieve a 70% pass rate for the selected standard by the end of the quarter.

Based on grade level standards and iReady diagnostics, only 10% of 5th grade students at the proficient level in mathematics. One way we will accomplish this is through implementing a variety of strategies which build an inclusive and equitable culture, which provides access for a wide variety of learners.



CURRICULUM: the standards and units we are targeting

STANDARD: 5.NBT.B Perform operations with multi-digit whole numbers and with decimals to hundredths

UNIT: Unit 2 Decimals and Fractions: Place Value, Addition, and Subtraction



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Core whole group instruction content will be addressed in small group instruction.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students who need additional support grouped to work on a variety of tasks to build their foundational skills in number sense, place value, and addition/subtraction, multiplication/division.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

These students who need intensive intervention support will be grouped and will work on a variety of tasks to build their foundational skills in number sense, place value, and addition/subtraction, multiplication/division

Behavior Goal

Ensure 98% of students have behaviors NOT resulting in suspension or expulsion.

In the 2023-24 school year, we saw a preponderance of students with exclusion receiving doing so on more than one occasion. Student supports post exclusion included support plans, check-in-check-out and check-and-connect with selected staff members, weekly student lunches with office staff and families for support, and positive behavior intervention supports. Weekly meetings between administrators and counselors identified student issues before they escalated and when follow up was needed. 5th grade had the largest number of students receiving exclusionary discipline in 2023-24, followed by 4th grade – this year's 5th grade cohort. We expect that our current 5th grade cohort will benefit from targeted interventions last year and restructuring of the 5th grade teaching team. We will continue with intervention as warranted – particularly as we identify student concerns proactively.



Root Cause Analysis

In 2023-24, 4.5 % of students overall had exclusionary discipline. This total includes 7.7% of Black/African American students, 2.6 % of Hispanic students, and 7.9% of students identified as two or more races. In net terms, 4 Black/African American, 5 Hispanic, and 5 students identified as two or more races were excluded from school, representing 14 of the 22 students excluded overall. Targeted interventions allow for personalization and culturally responsive approaches to SEL challenges.



STEPS: how we will accomplish this goal

ACTION STEP INTRODUCTION

Actions steps focus on preventative measure and responses. Preventative measures include direct SEL instruction at the small-group, classroom, and grade levels, as well as strategic staff placement and targeted interventions. Responses focus on restorative actions whether or not an exclusion occurs.

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

Provide SEL support through direct instruction of conflict management strategies and emotional awareness, direct instruction on HIB for 3rd, 4th, and 5th grade students, direct instruction on body safety in 1st and 2nd grades, strategically assigned ESP support to address potential behavioral and conflict-driven matters at recess and lunch, counselor availability during high occurrence times of recess and lunch, morning meetings, and setting-specific behavior expectations. For identified students, SEL supports will include pre-emptive check-in/check-out or check-and-connect with an intentionally matched adult.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Address conflicts through restorative practices whenever possible, including after any exclusionary discipline event.

Music Goal

Achieve a 59% pass rate for the selected standard by the end of the quarter.

By January 30, 2025, 60% of Kindergartners will be able to demonstrate a steady beat to music, without teacher modeling, based on the rubric.



CURRICULUM: the standards and units we are targeting

STANDARD: Music 9 Respond- Apply criteria to evaluate artistic work

UNIT: Music - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

1. Review Learning Target 2. Review success criteria – give examples Strategies may include: • Practice steady beat as a class with a recording. (ex. Ants Go Marching (or similar simple 2 beat pattern) • One student at a time demonstrates steady beat using body percussion for four measures while class sings along. • Students will move around room matching the steady beat the teacher is playing on the drum. • Students may play beat on a percussion instrument.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Tier two instruction used that had the most impact on the learning goal of steady beat were individualized games that provided opportunities for students to show individual growth with the goal, and songs that directly tied to the goal that can be sung anywhere, not just in the music classroom. I know these strategies were effective because students were observed showing the skill, assessment scores from individualized games, and observable assessments from class time. • Observable formative and summative assessments from class time.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Tier three strategies will be provided for all students as extra support by the music teacher. Due to time constraints and focus on improving reading, writing and math scores, there is no additional time to meet individually with students outside of their already scheduled music instruction time. All students are given class time with a specialist with extensive knowledge in music and all are monitored for individual growth based off of their starting base of zero. Strategies will be repeated often as needed, and multiple modality activities will be used to support all learning styles for all tier level students.

PE Goal

Achieve a 63% pass rate for the selected standard by the end of the quarter.

There are five students at level 1, six students at level 2 and 10 students at level 3/proficient. By June 6, 2025, 3 of the students at level 1 and 3 of the students at level 2 will improve by completing two additional laps as measured by the national Pacer test.



CURRICULUM: the standards and units we are targeting

STANDARD: PE-3 Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

UNIT: PE - NA



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing endurance activities twice a week and learning how to monitor their heart rate, students will gradually increase the amount of laps they are able to complete. Students will demonstrate growth as measured by getting 31 laps on the PACER test.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

Students will participate in small group instruction of endurance activities as they rotate from station to station, i.e. jump roping, jumping jacks, burpies, etc.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

Generally, Tier 3 is not provided or sought out for our physical education programs, specifically around the yearly PACER test (selected a student as needed for submission)

Kindergarten ELA Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

By February 2025, % will improve from tier 3 to tier 2 on K.W.2 informative writing as measured by a Writing CFA. The CRT practices of MODEL and GUIDING will be used to create an inclusive and equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

UNIT: ELA Unit 2



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing MODELING and GUIDING during core instruction, students will build understanding in informative writing purpose/meaning and writing facts related to a singular topic. Students will demonstrate growth through practice assignments and feedback. Growth will be measured by bi-monthly CFAs using MyView 4-Point Informative Writing Rubric, The Writing Strategies Book by Jennifer Serravallo and TPS: Standards Based Rubrics for Informational Writing.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing MODELING and GUIDING during core instruction, tier 2 students will receive additional support in informational writing purpose/meaning and telling details about a topic. Teachers will use small group strategies such as grouping students with similar needs in writing to provide additional supports such as strategies for adding detail and ensuring details are all related to a single topic.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing MODELING and GUIDING during core instruction, tier 3 students will receive additional support in informational writing purpose/meaning and telling details about a topic. Teachers will use small group strategies such as grouping students with similar needs in writing to provide additional supports such as strategies for adding detail and ensuring details are all related to a single topic.

Kindergarten Math Goal

Achieve a 50% pass rate for the selected standard by the end of the quarter.

By February 2025 % of students will improve from tier 3 to tier 2 on counting 20 objects accurately with and indicate the last number said is the number of objects as measured by WA Kids assessment and Ready Classroom assessment. The CRT practices of modeling and providing will be used to create an inclusive & equitable environment.



CURRICULUM: the standards and units we are targeting

STANDARD: K.CC.B Count to tell the number of objects

UNIT: Unit 5 Numbers to 100



STEPS: how we will accomplish this goal

SUPPORTING STUDENTS AT TIER I ON THESE STANDARDS

By implementing MODELING, and PROVIDING Whole group instruction daily for 10 minutes using counting strategies with manipulatives and Ready Classroom materials during core instruction, students will build understanding in counting and cardinality. Students will engage in peer-peer discourse. Students will demonstrate growth through practice assignments and feedback. Growth will be measured by iReady Classroom 1ematics Lesson Quiz and iReady Classroom 1ematics Unit Assessment.

SUPPORTING STUDENTS AT TIER II ON THESE STANDARDS

In addition to implementing MODELING and PROVIDING during core instruction, tier 2 students will receive additional support in counting and one to one correspondence. Teachers will use differentiated small group instruction strategies using manipulatives such as ten frames and counters to provide additional support and feedback to tier 2 students. This will occur once a week for 10 minutes. Student progress will be measured by iReady Classroom 1ematics Lesson Quiz and iReady Classroom 1ematics Unit Assessment.

SUPPORTING STUDENTS AT TIER III ON THESE STANDARDS

In addition to implementing MODELING and PROVIDING during core instruction, tier 3 students will receive additional support in counting and one to one correspondence. Teachers will use differentiated small group and one on one conferring with counting manipulatives to provide additional support and feedback to tier 3 students. Students will meet in small group for 10 minutes twice a week as well as once a week one on one. One on One meetings will include explicit and direct instruction with more scaffolded questions. Student progress will be measured by iReady Classroom 1ematics Lesson Quiz and iReady Classroom 1ematics Unit Assessment.

Staff Goal

Support staff SEL (social awareness or relationship skills), resulting in at least 56% positive rating on the selected Climate Survey item.

The I-vs-They gap in change process at Blix was significant on the Spring 2024 staff survey. With the addition of 9 new certificated staff and purposeful placement of classroom communities teams are already working closely. That, with the transition to purposeful PLC time will transform the perception of I/They to WE.

STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Shared Leadership with PLC/Team Leader and SCDM, purposeful planning ML/classroom teachers, revised SRT team process.

Student Goal

Implement Whole Child practices with fidelity, resulting in at least a 64% positive rating on the selected Climate Survey item.

In the Spring 2024 Brief student climate survey, 54% of students surveyed (fourth and fifth graders) responded positively to "I feel safe at my school", under Supportive Learning Environment. By implementing Character Strong Tier I intervention and Whole Child Fidelity Inventory items: 2.1 PBIS Expectations, 3.2 Identity Affirming, 4 Signature Whole Child Practices, and 6.1 Predictable and safe environments, students will show a 10% increase in their response on the next SEL data review.



STEPS: how we will accomplish this goal

PROMOTING SEL FOR STUDENT IMPACT

Blix will focus on Character Strong Tier I intervention and Whole Child Fidelity Inventory items: 2.1 PBIS Expectations, 3.2 Identity Affirming, 4 Signature Whole Child Practices, and 6.1 Predictable and safe environments. We will survey students with the same question to see the change in data.