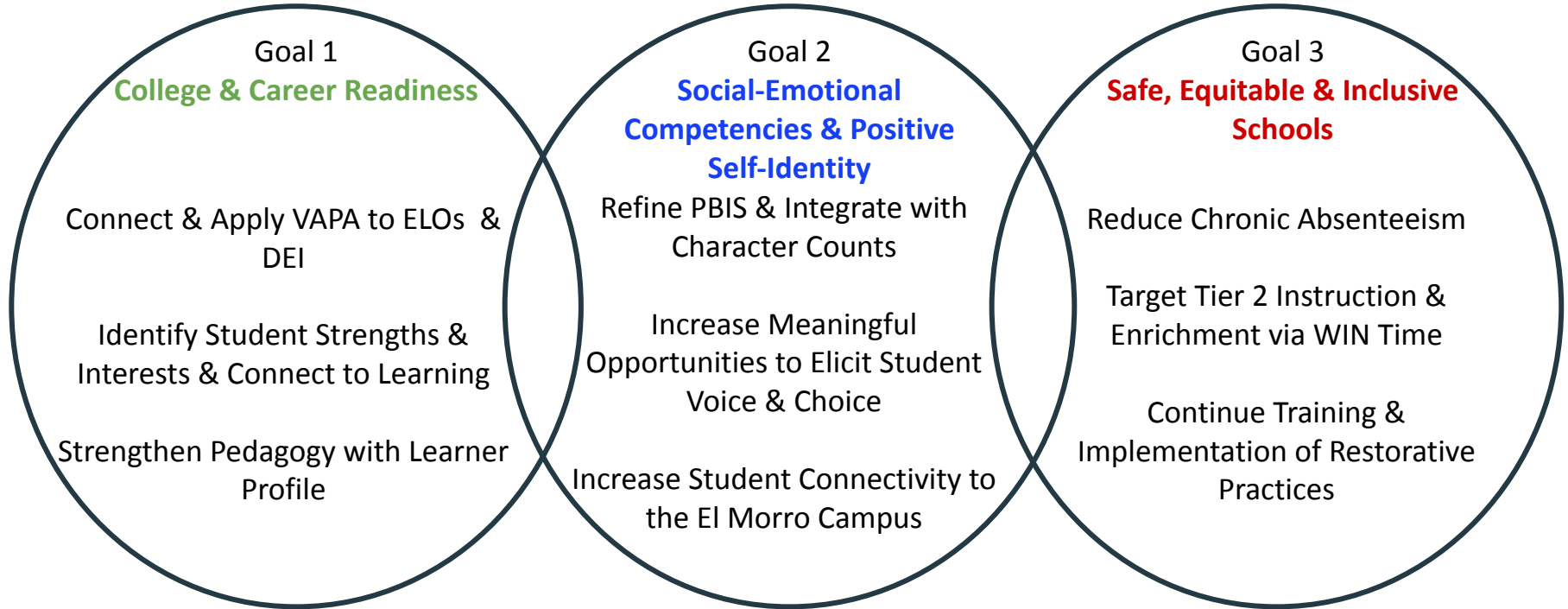




El Morro Elementary

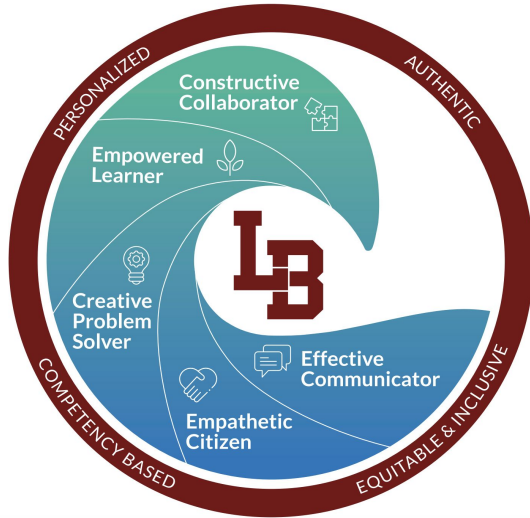
Report to the Board of Education
October 26, 2023
Dr. Julie Hatchel, Principal

2023-2024 Goals



Goal Area 1

College & Career Readiness Skills



- Continue T3 Unit/Lesson Design
- TOSA Support (IC, Tech, & VAPA)
- Dance (Heritage Days & Cultural Appreciation)
- Thrively Strengths/Interests Survey
- Goal Setting & Walk-Throughs Focused on Learner Profile

Connect & Apply VAPA to ELOs & DEI Work; Identify Student Strengths & Connect to Learning; Strengthen Teaching Methodologies & Pedagogy with Learner Profile

VAPA- Laguna Beach Plein Air



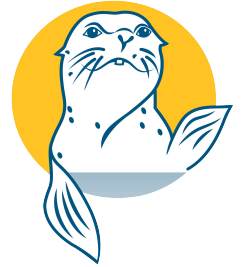
Thrively Strengths & Interest Assessment

1st Grade Focus Area: Empowered Learner (Learner Profile)

What do you already do well in this area?	Teach lessons focused on Growth Mindset using Class Dojo, Read Alouds, and Slumberkins.
What do you want to strengthen in this area?	Student-led goal setting and celebrations of growth/progress
What will you change to strengthen this area?	Making students more aware of where they are in their learning so they can celebrate accomplishing their goals. Making goal setting sheets for reading, writing, and math so students can track their progress.
What will you take off the plate to make time?	Replace level up notices with student specific goal accomplishment notes. Goal set with students on weekly writing assignments rather than grading each assignment using the rubric.
What support do you need?	More time in the day. Less extra committees and new programs.
Teacher Look Fors to know you are experiencing more success in this area?	Teacher having conversations and giving feedback to students.
Student Look Fors to know you are experiencing more success in this area?	Students being knowledgeable of their current academic levels and what their goals are.

Goal Area 2

Social-Emotional Competencies & Positive Self-Identity



- Universal SEL Screeners
- MTSS Team Data Analysis & Development of Tier 2 & 3 SEL Interventions (Continued)
- PBIS/Character Counts
- Sea Lion Squad
- Student Senate

Refine PBIS & Integrate w/ Character Counts; Increase Student Voice & Choice; Increase Student Connectivity to the El Morro Campus



Be An El Morro Super **S.E.A.** Lion

	Play-ground	Lunch Area	Rest-room	Hallway	Bus & Bus Area	MPR
S Show Respect	Use appropriate language Use & put away equipment correctly Use Stop, Walk & Talk OR Rock, Paper, Scissors	Line up properly & no saving spots Keeps hands & feet to self at all times Use good table manners	Respect the privacy of others Use appropriate volume Keep it clean and always flush	Walk quietly and remember classes are learning Hands & feet to self	Use appropriate volume & language Keep hands & feet to yourself Keep bus clean	Stay seated with class and wait to be dismissed Come in quietly and be an active listener Applaud politely
E Everyone Belongs	Make fair teams Share & include everyone Show good sportsmanship Share ALL equipment	Talk nicely with others Make room for others	Take turns and be respectful of others waiting	Stay together in classroom order	Talk nicely to other students No saving seats	Sit and stay with your class No laughing or making fun of others
A Act Responsibly	Eat snack in appropriate areas Clean up equipment after yourself Get to class quickly once bell rings	Be prepared to pick up lunch Eat your own food Clean up tables after eating Wait to be dismissed Walking in lunch area	Wash hands for full 20 seconds with soap & water Report any problems to an adult right away	Follow teacher instructions Walk carefully through campus	Walk quickly, but carefully to bus Have pass ready & prepared to load Stay seated, face forward, listen to driver	Sit with legs crossed Raise your hand Pay attention to hand signals Follow teacher's instructions when leaving



El Morro S.E.A. Lions:

Show respect

Everyone belongs

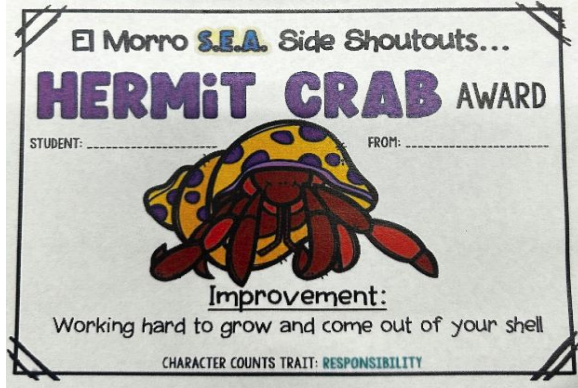
Act responsibly



Examples of S.E.A. Side Shoutouts/Awards

Character Counts x Seaside Shoutouts

Caring	Fairness	Respect	Responsibility	Trustworthiness	Citizenship
Clam 12/4 & 11	Whale 2/5 & 12	Whale 5/6	Clownfish 9/4 - 22	Stingray 1/1	Squid 11/6
Sea Turtle 12/18	Crab 2/26	Shark 5/13	Sea Star 9/28 & 10/2	Manatee 1/15	Marlin 11/13
Dolphin 1/8 & 15	Octopus 4/4 & 11	Dolphin 5/20 & 27	Hermit Crab 10/9 & 16	Jellyfish 1/22	Shark 11/27
Octopus 1/22 & 29	Eel 4/18 & 25	Sea Horse 6/3 & 10	Puffer Fish 10/23 & 30	Lobster 1/29	Manatee 11/27
Everyone Belongs	Everyone Belongs	Show Respect	Act Responsibly	Act Responsibly	Show Respect



Hermit Crab: Improvement- working hard to grow and come out of your shell

Whale: Inclusive- having a huge heart and accepting of all, respecting diversity

Manatee: Polite- gentle, having manners, and respectful of others

Clam: Gratitude- finding and appreciating the good inside of everything

Sea Star: Organization- having the extra arms needed to keep everything organized

Clownfish: Responsibility- doesn't clown around when things need to be done

Sea Turtle: Positivity- Using their flippers to flip any negative into a positive

Sea horse: Loyalty- Their ability to move backward, allows them to have their friend's back

Squid: Joyful- Spreads joy all around campus just as easily as the ink spreads through the ocean

Eel: Flexibility - Able to be flexible with changes

Lobster: Grit - Can be counted on to use their tough exterior to power through challenging tasks



Student Voice, Choice & Connectivity

Sea Lion Squad

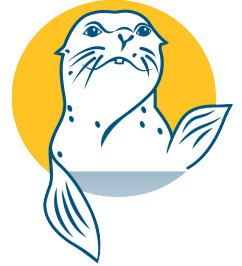
- Green Team
- Spirit Team
- Care Team

Student Senate

- Student Focus Groups
 - Principal
 - Food Services
 - PTA

Goal Area 3

Safe, Equitable & Inclusive Schools



- Whatever I Need (WIN) Time
- MTSS Team Data Analysis/Attendance
- Restorative Practices Training & Community Circles
- PAL Training

**Reduce Chronic Absenteeism; Provide Targeted Tier 2 Academic Supports & Enrichment;
Continue to Implement Restorative Practices**

Elementary MTSS

- WIN Time
 - Loose/Tights
 - Allocation of Resources
 - Prioritization of Need
 - 6-Week Progress Monitoring
- Real-Time Data
- Weekly MTSS Meetings
 - Add Attendance Tracking
- Tips for Success
- Commit to Continuous Improvement & Celebrate Results

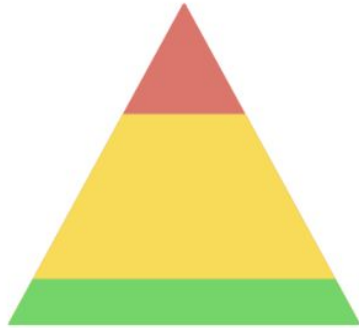


Example of Tier 3 Services at El Morro

	Math		ELA	
	Serviced+	End of Year	Serviced+	End of Year
K	7	0	10	1
1st	5	0	13	3
2nd	11	0	11	5
3rd	14	0	12	2
4th	5	0	7	1
5th	5	0	4	0
Total	47	0	57	12

Multi-Tiered System of Support (MTSS)

Overall Placement



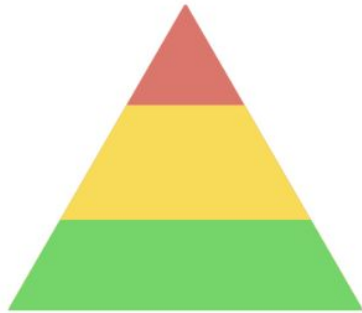
- At Risk for Tier 3
12%
- Tier 2
62%
- Tier 1
26%

Math

Grade	Beginning of Year	Beginning of Year	Beginning of Year
	Tier 1	Tier 2	Tier 3
K	32%	68%	0
1	15%	72%	13%
2	13%	72%	15%
3	18%	68%	14%
4	30%	52%	18%
5	43%	48%	8%

Multi-Tiered System of Support (MTSS)

Overall Placement



- **At Risk for Tier 3**
11%
- **Tier 2**
39%
- **Tier 1**
50%

Language Arts

Grade	Beginning of Year Tier 1	Beginning of Year Tier 2	Beginning of Year Tier 3
K	45%	55%	0%
1	13%	79%	9%
2	51%	39%	10%
3	68%	22%	10%
4	48%	38%	14%
5	60%	24%	16%

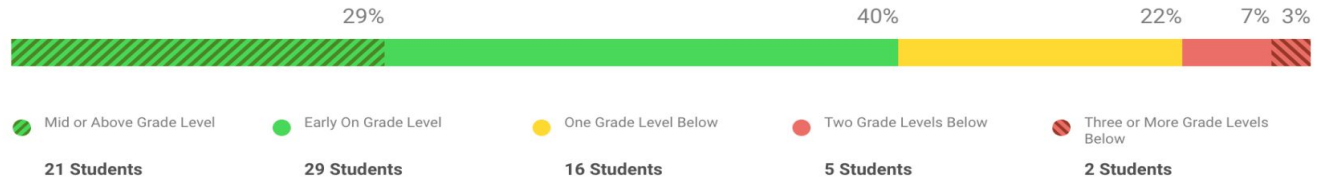
Tier 3 Support

	Math		ELA	
	Serviced+	Tier 3	Serviced+	Tier 3
K	n/a	n/a	n/a	n/a
1st	3	7	1	9
2nd	0	8	0	9
3rd	1	8	7	2
4th	0	4	12	0
5th	1	2	0	4
Total	5	29	20	24

Grade 3 - Reading

Overall Placement

Students Assessed/Total: 73/74



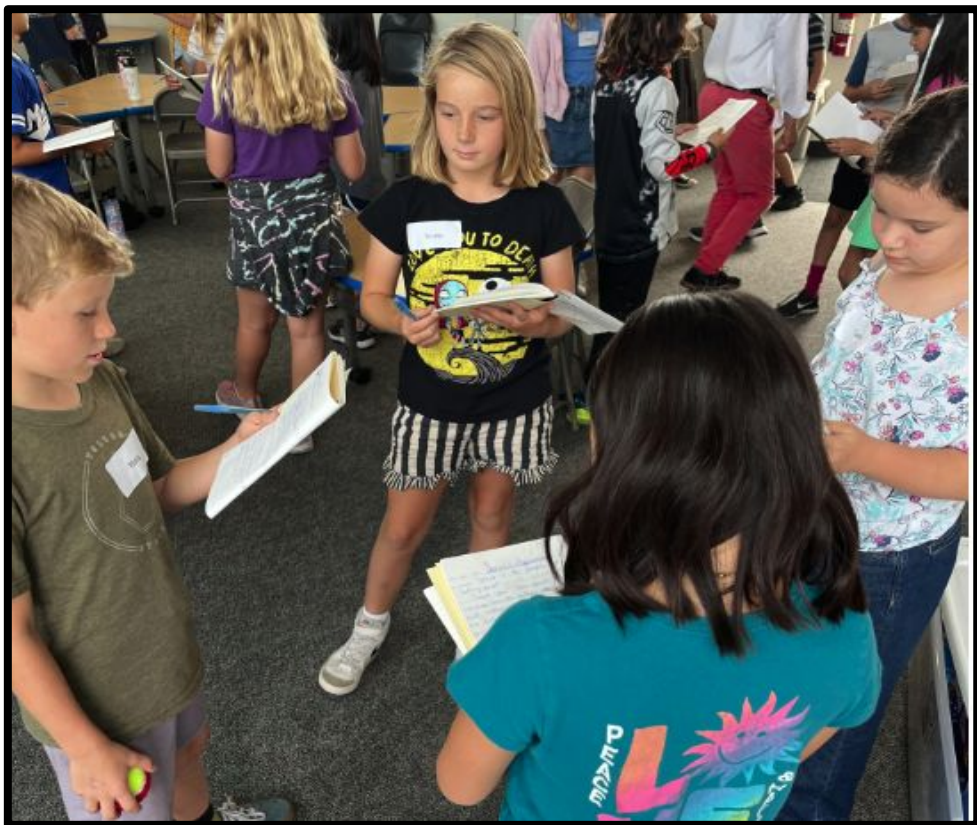
[i The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Summary of Outcomes and Trends

Tier 3 Student Data Set By Grade Level	Summary of Outcomes & Trends for Tier 3 Instruction	Notes- What worked
<p>Reading Diagnostic 1 i-Ready 3rd Grade Cycle 1 i-Ready 23-24 Diagnostic 1 Reading - Aug/Sept</p>	<p><u>Overall Placements BOY Reading i-Ready Diagnostic</u></p> <ul style="list-style-type: none">● Tier 1 - 68% (50 students)● Tier 2 - 22% (16 Students)● Tier 3 - 10% (7 students) <p>Note: Of 7 Tier 3 students, 2 are EL, 1 is new, 2 receive SAI services</p>	<ul style="list-style-type: none">● Explicit, direct, systematic, and sequential multisensory instruction to teach reading● DIBELS data to guide instruction● Grade-level check-ins to monitor student progress in class and collaborate with teachers● IMSE OG 2.0 multi-sensory-based instruction● Dedicated intervention time for each grade level● Timed fluency passages daily, Six-Minute Solution, and Read Naturally● Phonics for Reading curriculum● Decodable readers● Phonics-based skills games● Daily dictation● Comprehension strategies



Restorative Practices

PALs

- Student-led Circles
- Voice & Choice
- Problem-Solving

