



2023-24 Strategic Action Plan Consolidated School Improvement Plan

Section 1: Building Data

Kenmore Elementary School	Type: PreK-5
Principal: Geetha George-Shapiro	Enrollment: 386
District: Northshore School District	F/R %: 41.53%
Board Approval Date:	Special Education: 5.4%
Plan Date:	English Language Learner: 24.87%

Section 2: School Leadership Team Members and Parent-Community Partners

Geetha George-Shapiro - Principal	Michelle Gervais - Kindergarten
Elizabeth Cano - Assistant Principal	Ingrid Nelson - 1st Grade
Chris Brush - Librarian	Molly Burrows- 4th Grade
Julia Lacey- LC Teacher	Laura Bowen-Pope - 4-5 Combination
Darcia Myers - Title I Teacher	

Section 3: Vision & Mission

At Kenmore Elementary, our mission is to consciously create a safe and inclusive environment where all students feel accepted academically, socially, and emotionally.

This Strategic Action Plan is the summary of the process we used to identify our goals; the identified goals; and the intended outcomes of student success.

OUR INQUIRY PROCESS

Comprehensive Needs Assessment (Component #1 Needs Assessment Summary)

Identifying Strategic Plan goals and actions to meet the chosen goals compels us to engage in a cycle of continuous improvement. The inquiry process that drives our cycle of continuous improvement is outlined below.



- Family Liaison/Outreach through WhatsApp and interviewed families about their needs and wants between September 2022-June 2023.
 - ParentSquare communication on completing Free & Reduced Lunch applications.
 - Communicating with families about Thanksgiving baskets, Santa's Breakfast, Operation School Bell and other resources available to them.
 - Interview Families: When specifically asked what they would like to see in their child's school, families requested we have a family night organized by our Latinx community for the whole school. A tentative date has been set for April 30, 2024.

Community Engagement

During the 2022-23 school year, Kenmore Elementary reinstated various family engagement activities and added new informational sessions. Our Title I sponsored informational sessions were offered in February and March targeting 3rd-5th and Kindergarten-2nd grade families. The informational sessions were driven by the results of the Smarter Balanced Assessment (SBA) data. In the fall of 2022, we sent out a Climate Survey after the Title I informational Night on October 11. The input informed us how to spend the Title Parent Engagement Funds. Results can be viewed [here](#).

In the early spring, school administration sent the [Kenmore Elementary Family Survey](#) (English & Spanish) and our Family Outreach paraeducator spoke to our Latinx families.

The Title I sponsored event informed our families about the following:

February 7th—Assessment Information Night (3rd-5th Grade)

iReady Diagnostics
Smarter Balanced Assessment (SBA)
Report Cards
Tips for selecting books

March 7th —Early Elementary Supports (K-2nd Grade)

Tips for Supporting your Students in Reading
Coping Skills

In addition to the new targeted family engagement events above, Kenmore Elementary hosted the following events in 2022-2023 including those spearheaded by our Kenmore Elementary PTA. (KEPTA)

- ❖ Kindergarten Camp, August 19
- ❖ Open House and PTA Ice Cream Social, August 25
- ❖ Community Serve Day, August 21
- ❖ Virtual Curriculum Night, September 27
- ❖ In-Person Curriculum Night and Title I Informational Meeting, October 11
- ❖ KEPTA Bingo Night, November 4
- ❖ Parent-Teacher Conferences, November 17-23
- ❖ KEPTA All-School Family Dance, February 10
- ❖ Title I Information Night, February 7 (Grades 3-5, SBA, i-Ready, & Literacy)



- ❖ Title I Information Night, March 7 (Grades K-2, Social/Emotional, i-Ready, Literacy)
- ❖ KEPTA Auction, March 11
- ❖ Modernization Community Outreach via Zoom, March 20
- ❖ KEPTA STEAM Fair, March 28
- ❖ Modernization Community Outreach In-Person, March 21
- ❖ KEPTA Author Dana Simpson, April 4
- ❖ Spring Music Concert, April 25
- ❖ KEPTA Family Culture Night—Save the Date—May 19
- ❖ All-School Picnic Lunch—Save the Date—June 15

Examination of Student Data

2023-SBA Results

Summary

3rd Grade

ELA-decreased 4.3 percentage points
Math-decreased 5.6 percentage points

4th Grade

ELA-Increase 14.4 percentage points
Math-increase 16.5 percentage points

5th Grade

ELA-decrease 10.0 percentage points
Math-decrease 7.7 percentage points
WCAS-decrease 16.9 percentage points

Quantitative Data	Qualitative Data	Experiential Data
SBA iReady Benchmarks/End of unit/module KE Shifting Practices to increase Rigor	Formative Notes Interviews Panorama Ed surveys Climate Survey	Field Trips Gardening Performances (Biomes/Electricity) STEAM Family Culture Night

Equity Inventory

All of our efforts to ensure exceptional levels of student learning are rooted in our commitment to equitable access and outcomes for students. For the 2023-24 school year, we will continue to add to our learning from Domains 1, 2, and 3.

Northshore School District Equity Handbook

In May-June of 2023 we asked staff which components of the *Domain 4: Family and Community Engagement and Self-Reflection* Equity Inventory they would like added to the Strategic Action Plan. Staff chose the following components of focus:

4E: My school or department obtains memberships or affiliations with organizations and programs that promote equitable education, access, and opportunity.

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4F: Families and community members have the opportunity to be leaders in my school or department.

4G: I mobilize liaisons to help families navigate the school system.

The chosen components identified by our staff will make a difference to students in the following ways:

- Information Nights: specifically designed for early and intermediate grades. We intend to educate families about assessments and provide SEL support for their students.
- Family Culture Night: to spearhead our welcoming school culture with parent and student-led activities.
- Language Line Solutions: increase use to support our multilingual families. (early and often)
- Student led assemblies
- Improve student attendance
- Increase participation and achievement in student work. For the 2023-24 school year our students will be receiving additional Tier 2 interventions for reading and math 3 times per week as part of a targeted morning intervention.

Additionally, we will continue our Racial and Educational Justice Cultural Explorations. In the 2022-23 school year, staff and administrators visited a number of restaurants to expose ourselves to the food and cultures of our students.

The practice of sharing a meal together has supported our staff in building informal, personal ties across cultures and races. We are focused on building connections that translate to instructional improvement for our students. Through these shared experiences teachers are developing a cultural awareness and appreciation for the food preferences of their students. This can lead to strong teacher-student relationships and a positive learning environment.

[KE REJ Domain 4 Responses](#)

Data Review & Analysis

Based on our comprehensive data review, we have identified the gaps in student access and/or outcomes for our Hispanic and Latino students students who require our attention.

34.9% of our Hispanic and Latino students met the grade level standard in ELA according to iReady and 24.0% met the grade level standard in math. This is an increase of 7.8% from the previous year in ELA and 6.1% in math, but still demonstrates a disproportionality.

[Strategic Plan Measures & Metrics](#)

Access or Outcome Gap	Root Cause
Reading—iReady & SBA, WIDA, Wa-Kids Math—iReady & SBA, WIDA, Wa-Kids Critical Data Matrix	Language Learners Lack knowledge of academic vocabulary



OUR GOALS & MEASURES

Section 5: School Improvement Plan (Component #2 Well-Rounded Educational Strategies) SMARTIE GOALS

Staff Input for KE SAP Goals 2023-2024

Based on our comprehensive data analysis, we have identified a specific measure for each of the Strategic Plan goals related to our school's level to focus on during the current school year. The goals and measures are described below.

School Goals	Measure
<p>Goal 1 Success in the Early Years (PrE-K-3)</p> <p>Equity Means: <i>Each student, regardless of background or experiences, demonstrates academic and social-emotional competence for successful transition out of grade 3 through equitable, targeted resources, instruction and individualized learning.</i></p>	<p>Staff Voted: Increased percentage of students achieving and maintaining grade level in the five components of Literacy Development: phonemic awareness, phonics, fluency, comprehension, vocabulary, writing and spelling</p> <p>Demonstrated growth for all individual students in pre-kindergarten to grade 3 meeting criteria for social-emotional, physical and cognitive development, and self-regulation and attention skills as noted in the BEISY screener results.</p>
<p>Goal 2 Responsible, Resilient, Empathetic Learners</p> <p>Equity Means: <i>Each student embraces own voice, accepts ownership of own actions and experiences, and honors the diversity, unique needs and contributions of others.</i></p>	<p>Students will report a perception of safety, fairness, inclusiveness and supports for emotional, behavioral, mental, and physical health as found in the Panorama Education Survey for classroom effort (from 62-75%) and emotion regulation (from 70-80%).</p> <p>Recognize school wide attendance for all students with at least 95% average daily attendance excluding excused absences.</p> <p>Panorama Education Survey results showing growth in classroom effort and emotion regulation.</p>
<p>Goal 3 Growth for Every Student, Elimination of Outcome and Opportunity Gaps</p> <p>Equity Means: <i>Each student actively engages in rigorous standards-based curriculum, effective instruction, timely,</i></p>	<p>Increased equitable access to social-emotional supports and services (e.g. counseling, mental health therapist and psychological) regardless of location, circumstance, or student characteristic.</p>

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<i>targeted enrichment and intervention, and proactive social-emotional supports.</i>	Minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level.
<p>Goal 4 Innovative, Creative, Critical Thinkers</p> <p>Equity Means: <i>Each student engages in culturally relevant and cognitively challenging, real-world learning, while applying knowledge and skills in a variety of ways.</i></p>	Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.

Theory of Action, Instructional Practices & Equity Strategies

To address the Strategic Plan goals, measures and metrics, we have identified a theory of action and specific objectives to help us create the change we wish to see. Additionally, we have selected a specific set of instructional practices and equity practices we believe will make a positive difference for our students.

GOAL 1: Success in the Early Years

Theory of Action

Based on the data and root cause analysis, we believe that if we continue to implement:

- The *Into Reading* curriculum in its second year, then students will continue to demonstrate growth. .
- Learning Assistance Program (LAP) & Title teachers will continue to consistently use the Souday System and science of reading best practices included in the LETRS program, which have increased student growth.
- If funding is available for the 2023-24 school year, we will purchase Star licenses to encourage our new and reluctant readers to find "just right" books to improve their independence and confidence in reading.
- Students in Kindergarten thru 2nd grade will continue to have access to Reading A-Z (Raz-Kids) to support their independent reading.

Objective

Our specific, measurable, attainable, relevant, time-bound, inclusive and equitable objective to address Goal 1 is as follows:

By June of 2024, each and every Kenmore Elementary student in grades K-2 will meet or exceed their typical growth in iReady by one academic year.

GOAL 2: Responsible, Resilient, Empathetic Learners

Theory of Action

Based on the data and root cause analysis, we believe that if we continue to implement school wide Positive Behavior Intervention Supports (PBIS) supports and practices through our Social Emotional Learning (SEL) curriculum (Kelso's Choice, Second Step and Playworks at recess) we will show a decrease in student referrals from 42 (resulting in 6 incidences as noted in Synergy) to 20 referrals occurring at recess.



We will include the items below as part of our PBIS plan:

- Student led videos demonstrating CUBS expectations
- Clubs for students
- Opportunities for students to participate in groups
- Cub Paws—Show how students are demonstrating our four pillars
- Second Step
- Golden Paw Award
- Sparkly Spatula Recognition
- Golden Dustpan Recognition
- Playworks - Junior Coaches
- [Student leadership opportunities](#)

Objective

Kenmore Elementary will increase social-emotional competence by practicing CUBS expectations, creating student leadership opportunities, employing Playworks Junior Coaches, and partnering buddy classes to decrease Behavior Referral Forms from the 2022-2023 school year.

GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Theory of Action

Based on the data and root cause analysis, we believe that if we build our school team's collective knowledge of the K-5 vertical alignment of the math curriculum and our capacity to implement high leverage math instruction, then students will increase their mathematics learning and demonstrate on-grade level outcomes. We believe this because when all teachers understand the key mathematics concepts built from year to year, and when they teach these concepts using culturally relevant and sustaining practices, then students' math learning is more relevant and consistent. **(This sample statement is aligned with our SDLT goal and we are adopting it!)**

Objective

By June 2024, students in our school who are African-American, Black, Hispanic, or Latinx will demonstrate more than one year of mathematical learning in the math strands of numbers and operations and algebraic thinking as measured by iReady fall to spring assessments, Math Expressions pre- and post-assessments in correlating units, and the available SBA interim assessments tools for students in grades 3-5.

Instructional Practices & Equity Strategies

[NSD Instructional Practices](#), [UDL strategies](#), [Equity Strategies](#),

The instructional practices and equity strategies described below will help us achieve our objectives:

- Teachers will learn about and increase their use of providing mastery-oriented feedback in a timely manner.
- Teachers will provide clear and specific feedback designed to help learners know exactly what they need to do to achieve the next step in the learning process.
- Staff will hold high expectations for students and support students with both verbal and nonverbal cues.
- Staff will expect and recognize quality work.
- Staff will expect and recognize effort and persistence.
- Staff will share with students the purpose of each lesson



GOAL 4: Innovative, Creative, Critical Thinkers

Theory of Action

We believe that if we continue to offer opportunities for students to participate in events with authentic audiences such as the Family Culture Night and STEAM Fair, while allowing time and structure during class to complete the work, students will be more engaged in becoming innovative, creative, and critical thinkers.

Objective

By June 2024 we will see an increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.

Instructional Practices & Equity Strategies

The instructional practice(s) and equity strategy(ies) described below will help us achieve our objectives:

- Staff will hold high expectations for students and support them with both verbal and nonverbal cues.
- Staff will expect and recognize quality work. Expectation and recognition of quality
- Staff will expect and recognize effort and persistence. Expectation and recognition of efforts and persistence.
- Staff will share with students the Clarity of the purpose of each lesson.

OUR MEASUREMENTS OF PROGRESS

We will follow an equity transformation cycle of continuous improvement to measure our progress as needed during the school year for each of our goals according to the identified assessments/standards outlined in our specific, measurable, attainable, relevant, and time-bound aims. As we collect data, we will determine the efficacy of our work. If our strategies appear to be working, we will continue to execute our plan as designed. On the other hand, if the data indicates that there is no impact, we will re-examine our work and make critical adjustments.

Measures	Metrics	Dates of Data Review
GOAL 1: Success in the Early Years		
Increased percentage of students in each subgroup meeting or exceeding standards in English Language Arts and Mathematics by the end of grade 3.	<ul style="list-style-type: none"> ● WaKIDS for Preschool ● WaKIDS for Kindergarten ● iReady for K-3 ● SBA for Grade 3 ● Street Data 	September 2023 Twice between October and February March-April 2024
GOAL 2: Responsible, Resilient, Empathetic Learners		
Increased percentage of students who are invested in, and advocate for, their	Increase student engagement in opportunities such as:	Yearlong activities and seasonal events like cross country and track.

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educational goals and the supports to reach them.	<ul style="list-style-type: none"> • Clubs and activities • Student leadership opportunities • Family Culture Night • Student choice and voice in activities and learning 	October 20 for Family Culture Night
GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps		
Growth for Every Student, Elimination of Outcome and Opportunity Gaps	<ul style="list-style-type: none"> • Based on the data -iReady & SBA. 	September 2023 Twice between October and February March-April 2024 SDLT-Directed Wednesdays
GOAL 4: Innovative, Creative, Critical Thinkers		
Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.	Increased participation in Family Culture Night as measured by attendance and display boards.	

PROFESSIONAL DEVELOPMENT

To support the efficacy of the educators at Kenmore Elementary, we will learn together, review data, and make adjustments as needed. During the current school year, we will participate in the following professional development activities as part of our work:

- Math coaching on SDLT-directed Wednesdays by the district TOSA
- Continued support from HMH coach
- Teacher-led presentations and supports for math programs
- Collegial support for co-teaching models with Title I teacher
- Opportunities for teachers to meet and vertically align their work

STAFFING & BUDGETING (Title I Funds)

COMMUNITY PARTNERSHIP



Student, family and community input was essential in our Strategic Action Plan design, and is essential to support our commitment of improving student outcomes. We are dedicated to involving you and the rest of our Northshore community this year as follows:

- Kenmore Elementary PTA
- Community Serve Day
- Northshore Schools Foundation
- Nature Vision
- The Toy Man Rick Hartman
- Wheat Week
- Science Adventure Lab by Seattle Children's Hospital
- Beecher's Flagship Program
- Arts of Kenmore
- Kenmore Arboretum
- YMCA
- Kenmore Police Department
- Kenmore Fire Department
- Stoup Kenmore
- Mary's Place
- Inglewood Golf Club

Thank you for being part of your student's education and for partnering with us!



Appendix A: All Schools — Getting Started

"Data are gathered at the school-level and used to create a profile of the school's successes and areas of improvement, then used to assess the root causes, professional learning needs, and improvement plan priorities." [UnderstandingandMaximizingFederallyRequiredNeedsAsssments06262017.pdf \(ccsso.org\)](#)

Note: See Appendix G for optional tools and resources to help gather information and move through the CNA process.

Phase 1: Planning

Activities That may occur during this phase	Guiding questions To consider
<p>Step 1.1) Define the purpose and intended outcomes of the needs assessment process within the local context. Note: There is no one correct needs assessment model or process.</p>	<p>For Step 1.1)</p> <ul style="list-style-type: none"> • Why are we engaging in the needs assessment (beyond compliance)? • What do we hope to accomplish with this process? • What are the issues that are most critical to the needs assessment? • What are we hoping the impact will be at the classroom, building, and, potentially, system levels? • What are the gaps between "what is" and "what should be." • Have we developed guiding questions to focus data collection on the issues most critical? • Have we selected multiple data sources that align with each guiding question?
<p>Step 1.2) Determine the guiding questions that the needs assessment should answer (if the needs assessment is not part of a larger project that has already identified central questions or concerns).</p>	<p>For Step 1.2)</p> <ul style="list-style-type: none"> • What are the core themes or topics the needs assessment will cover (student demographics, instruction, assessment, achievement, climate, discipline, etc.)? • What do we need to know or understand about these topics?
<p>Step 1.3) Establish actions, timelines, and responsibilities for all related activities.</p>	<p>For Step 1.3)</p> <ul style="list-style-type: none"> • What are the short- and long-term timelines?
<p>Step 1.4) Identify relevant stakeholders, plan for their involvement, and invite them to participate beginning with the planning process.</p>	<p>For Step 1.4)</p> <ul style="list-style-type: none"> • Who are the key stakeholders who need to be engaged and at what points in the process? • How will we get multiple stakeholders involved in the process?
<p>Step 1.5) Train Stakeholders: Articulate the content (what needs assessment will cover), the process (how the needs assessment will be accomplished), and the presentation (what the school or district will use and how the results will be conveyed).</p>	<p>For Step 1.5)</p> <ul style="list-style-type: none"> • Have we clarified the purpose and explained the steps of the process of the needs assessment to the stakeholders so they know what to expect and can best participate?





OSPI School Improvement Plan 2023–2024

Building data

Please provide your school district and building name below.

School District: Northshore School District
Building Name: Kenmore Elementary
School Code: Click or tap here to enter text.
Date: September 12, 2023

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the



“Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

Title I Funding and Staffing

- Specifically for a Family Outreach and Advocate
- Professional Development and resources
- Supplemental resources to support student growth

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- **What will be improved?**
 - **By how much?**
 - **By when?**
- **And, for whom/what?**

Questions to ask and answer when addressing inclusion and equity:

- **Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?**



- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

GOAL 1: Success in the Early Years

By June of 2024 each and every KE student in grades K-2 will meet or exceed their typical growth in iReady by one academic year.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>

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	<i>specific students named in your SMARTIE Goal?</i>	<i>as possible) will progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>	
<p>Based on the data and root cause analysis, we believe that if we continue to implement:</p> <ul style="list-style-type: none"> • <i>Into Reading</i> • Morning Focus Group with LAP & Title I • LETRS • Sondag • Parent Information Night • RAZ Kids 	<p><i>iReady</i></p> <p><i>SBA</i></p> <p><i>Formative Assessments</i></p>	<p><i>2023-24 school year</i></p>	<p><i>Classroom teachers, Title I Teacher, Title I Para, LAP Teacher,, ELD Teacher</i></p>	<p><i>Into Reading curriculum</i></p> <p><i>Sondag</i></p> <p><i>LETRS</i></p> <p><i>Star/AR (with Principals)</i></p>
<p>Focus group selected by teacher and admin</p> <p>All K-2 students</p>		<p>Fall, winter, and spring data collection</p>	<p>See above</p>	<p>If funds available PD, materials, and extended time.</p>

Funding: We receive no funding through OSSI.

GOAL 2: Responsible, Resilient, Empathetic Learners

KE will increase social-emotional competence by practicing CUBS expectations with a decrease in Behavior Referral Forms from the 2022-2023



Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Student led videos Clubs for students Second Step Character Recognition Golden Paw Award Sparkly Spatula Golden Dustpan Playworks - Junior Coaches Student leadership opportunities</p>	<p>Surveys Panorama Ed PBIS BEISY screener</p>	<p>Fall, winter & spring</p>	<p>Counselor & teachers</p>	<p>CUBS Expectations, Kelso's Choices, Second Step and PBIS awards</p>
<p>All students</p>	<p>?</p>	<p>Data will be reviewed by SDLT (Teacher leaders & admin)</p>	<p>SDLT</p>	<p>Certificates, t-shirts, stickers etc.</p>



Funding: We receive no funding.

GOAL 3: Growth for Every Student, Elimination of Outcome and Opportunity Gaps

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #3: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>



	SMARTIE Goal?			
<p>The instructional practices and equity strategies described below will help us achieve our objectives:</p> <ul style="list-style-type: none"> • Staff will hold high expectations for students and support them with both verbal and nonverbal cues. • Staff will expect and recognize quality work. • Staff will expect and recognize effort and persistence. • Staff will share with students the purpose of each lesson. 	<p>Short term data - Classroom visits by admin collecting data reflecting teacher practices and providing feedback.</p>	<p>School year</p>	<p>Teachers and admin</p>	<p>FfT-admin generated google form capturing teacher practices (informal) data and providing feedback to teachers.</p>
<p>All students and teachers</p>	<p>Click or tap here to enter text.</p>	<p>School year</p>	<p>Admin and SDLT</p>	<p>FfT, Google form</p>

Funding: We receive no funding.

GOAL 4: Innovative, Creative, Critical Thinkers

By June 2024 an Increased percentage of students who can justify a position with supporting evidence and can solve real-world challenges in imaginative ways.



Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal # 4: answer all prompts in each column for each activity described.

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>The instructional practices and equity strategies described below will help us achieve our objectives:</p> <ul style="list-style-type: none"> • Staff will hold high expectations for students supported to through both verbal and nonverbal behaviors • Staff will expect and recognize quality work. • Staff will expect and recognize effort and persistence. 	<p>Students generated projects and or presentations for various events sponsored by the KEPTA</p>	<p>Various school year events</p>	<p>PTA Events, teachers & staff</p>	<p>Curriculum materials, poster boards, technology etc.</p>



<ul style="list-style-type: none">• Staff will share with students theClarity of the purpose of each lesson.	(STEAM, Family Culture Night etc.)			
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Funding: We receive no funding.