



**Strategic School Improvement Planning 2023-2024**  
for  
**Bonney Lake Elementary School**  
Sumner-Bonney Lake School District

**Our Promise:**

Our promise in the Sumner-Bonney Lake School District is to **know, value, and support** every student, helping them **graduate ready** to pursue a **promising future**. The SBLSD promise comes with a commitment to promote a district culture of **fair and inclusive practices**, where each student receives **equitable access** to the opportunities, resources and supports to **succeed and thrive**. Achieving this commitment honors our deeply held belief that **EQUITY** is achieved when each student receives what they need to graduate prepared for success after high school.

**Our plan incorporates an emphasis on the following characteristics of highly effective schools:**

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning Focused Professional Learning
- Supportive Learning Environment
- High Level of Community and Parent Involvement

**Our plan has been reviewed and endorsed by the following:**

Phase:	Date(s):	Persons Involved:	Notes:
Develop/Refine	August 2023	BLE All Staff	Data Analysis and Needs Statements Development
Develop/Refine	October 2023	BLE Certificated Staff BLE All Staff	Principal Directed Night - Data Analysis SIP Day
Staff Review	November 2023	Admin and Team Leaders	Reviewed by administration on 11/6 and team leaders on 11/14
Parent Review	November 13, 2023	Principal, BLL, Intervention Teacher, Certificated and Classified team members, PTA President, Parents	Title/LAP parent team review
District Review			

Additional Comments:  
Click here to enter text.

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Principal Signature

\_\_\_\_\_

Date

**Optional Page:** Principals can choose to add a page here... ideas include...

- A message from the principal
- Mission and Vision of school
- Information about the school, staff, and students
- School demographics

The fundamental mission – the core purpose – of Bonney Lake Elementary is to ensure high levels of learning for all students. While there are many variables that affect student learning, we recognize that none are as important as a highly engaging, focused and effective classroom teacher. The work of the Bonney Lake Elementary Staff during the 2022-23 school year included a continued emphasis on focus standards, common formative and summative assessments, and the frequent use of short cycle assessment to provide immediate and intense Tier II and Tier III intervention. The data shows that this work was highly effective in helping more students to reach grade level standards. During the 23-24 school year we will further refine our processes to continue this excellent work.

Our common goal is to ensure a clear understanding of what students are expected to learn—and a deep commitment to making sure every student learns it. Furthermore, we have shown a commitment to an immediate and systematic response to students who do not learn as expected.

In order to achieve this goal, we are committed to:

- A coherent and viable core curriculum that embeds ongoing monitoring for **all** students.
- Immediate and targeted interventions systematically applied and monitored for any students not meeting standard.
- Intensive interventions focused on closing gaps.
- Transparent use of data that includes student names at the teacher, team and building level.

Further, at BLE, we stand firmly in our promise of guaranteeing that every student is safe, every day, both physically and emotionally. This promise is embodied in our school-wide Positive Behavior Instruction and Support (PBIS) efforts: Vikings are Super Safe, Respectful and Responsible. Last year we participated in the HELM project's PGD training and implementation monitoring. We greeted each student by name as they entered the school building and the classroom each and every day. Staff made a relentless effort to create a warm and welcoming environment for students to learn and grow in social emotional learning, behavior and character development. Students were recognized monthly for their academic growth as well as demonstrating the monthly character trait during our Viking Pride Assembly. Furthermore, staff implemented our core positive behavior supports in the classroom with the frequent recognition of students with SAIL Slips and Viking Pride Cards. This year we will continue that work with the addition of community and restorative circles in each classroom.

Lastly, we are deeply committed to an investment into our building culture. Using data from staff, students and community stakeholders we continually ask ourselves: What do we need to see? What do we need to hear? What do we need to experience? in order to make this the school we love.

Several other accomplishments for our staff to celebrate include:

- Team member training in PLC's at work
- Further training in Response to Intervention, RTI, for 7 staff members
- Staff wide training in Trauma Informed Practices
- Sharing of common assessment data at Team Leader meetings

- Vertical Team PLC meetings
- The Student Support Team has further refined our Tiered Intervention Systems to provide new and innovative supports for students.
- A focused effort to build leadership capacity among staff. This results in distributed leadership, collective efficacy and consistency in celebrating all voices at BLE.
- Increased parent communication regarding student learning.
- A strengthened partnership with PTA and other community stakeholders including the implementation of our Watchdog program which has received district level recognition.
- Implementation of National Elementary Honor Society and cultivation of student voice and student leadership opportunities
- Highly collaborative and successful Tiered Intervention Teams resulting in distinguished marks on the school wide Tiered Fidelity Inventory

Each individual staff member plays an integral role in the success of the team. Bonney Lake Elementary is a special place to work and to learn. We are thankful to share our journey with you.

***Where are we now?***

The Sumner-Bonney Lake Strategic Plan guides the work of school improvement plans. By adhering to the goals embedded within the plan, we achieve district-wide alignment, maintain a focus on data-driven analysis, and set a clear direction for the individual needs of each building.

Administrators lead this work by conducting a comprehensive needs assessment involving input from a wide range of stakeholders including staff, students, families, and community members. Based on an extensive review of data, each building is responsible for identifying goals that support the strategic plan. Action plans are developed to make sure each goal is properly executed with measurable outcomes. To monitor the effectiveness of implementation, buildings will engage in cycles of continuous improvement and monitor and adjust accordingly.

Below is a summary that highlights the strengths and areas for improvement related to goals in the strategic plan.

<b><u>Content Area:</u></b>	<b><u>Summary of Data Analysis</u></b>
<p><b>Literacy</b></p> <p><u>Connected Goal Areas:</u></p> <p><i>Goal 1: Success in the Early Years</i></p> <p><i>Goal 3: Academically-Prepared Critical Thinkers</i></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>Bonney Lake Elementary in partnership with Central Office has worked to refine LAP qualification and implemented measures to more effectively monitor the progress of students who are struggling with the basic building blocks of reading.</p> <p>Bonney Lake Elementary team leaders attended the RTI, Response to Intervention, conference for the third consecutive year and have consistently implemented best practice intervention strategies into Tier II and Tier III literacy instruction. We approach this process kid by kid and skill by skill.</p> <p>Additionally, building leadership team members and administration attended the Solution Tree PLC Institute in August of 2022. As a result, teams have systematically tackled a site-wide plan for monitoring all students in the 11%-50% of national reading scores. Participation over these several years in the PLC and RTI institutes have furthered our building wide commitment that ALL means ALL. During the 23-24 school year we have built the capacity in our budget for an additional 7 staff members to be trained at the RTI workshop hosted by Mike Mattos.</p> <p>ALL instructional staff (certificated and classified) have been trained in the Science of Reading - including training in CKLA ARG, Heggerty, Kilpatrick, and 95%. Further, certificated staff have been trained in, and are implementing AIMSweb progress monitoring and benchmarking. There is currently at least one 95% group occurring at each grade level during WIN time. This is outside of the LAP groups already offering 95%. All grade levels are sharing students during WIN time in order to provide each student with the academic intervention or extension that they need.</p> <p>As our multilingual learner population continues to grow it will be critical for BLE staff to have knowledge of and implement best practice strategies to support these students as they strive to meet grade level standards and acquire the</p>

	<p>English language. Our ML program at BLE is still developing. We are attempting to use minimal classified support (3 hours a day) to meet the needs of nearly 40 students speaking 8 languages, in six grade levels. In order to best serve our ML students, we must continue to train certificated staff in guided language acquisition design strategies ensuring that core instruction can lead to high academic achievement and college and career ready skills for ML learners. This is an area for growth at BLE. Only 36.4% of our ML learners met standard on the SBA; however, our ML learners met standard at a rate of 5% higher than the rest of the district.</p> <p>A considerable gap in ELA scores also exists in levels of SBA achievement for our students who receive special education services. At BLE only 44.7 percent of our special education students passed the ELA SBA. We will continue our promise at BLE to provide ALL students access to grade level ELA instruction while using WIN time to provide service minutes. This is a significant gap closing measure. BLE students who receive special education services outperformed the district by 13% on the ELA SBA.</p> <p>Grade Level Teams at BLE have set short term literacy goals, frequently measure student progress and provide in the moment interventions. Each grade level team presents that data publicly to refine practices and create vertical alignment K-5.</p> <p>As a result, BLE is leading the district with 82.2% of students meeting grade level standard in ELA at grade 3.</p>
<p><b>Mathematics</b></p> <p><u>Connected Goal Areas:</u></p> <p><i>Goal 1: Success in the Early Years</i></p> <p><i>Goal 3: Academically-Prepared Critical Thinkers</i></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>Bonney Lake Elementary team leaders attended the RTI, Response to Intervention, conference for the third consecutive year and have consistently implemented best practice intervention strategies into Tier II math instruction. We approach this process kid by kid and skill by skill.</p> <p>Additionally, building leadership team members and administration attended the Solution Tree PLC Institute in August of 2022. As a result, teams have systematically tackled a site-wide plan for monitoring all students in the 11%-50% of national math scores. Participation over these three years in the PLC and RTI institutes have furthered our building wide commitment that ALL means ALL. During the 23-24 school year we have built the capacity in our budget for an additional 7 staff members to be trained at the RTI workshop hosted by Mike Mattos.</p> <p>Grade Level Teams at BLE have set short term math goals, frequently measure student progress and provide in the moment interventions during Tier II instructional time. Each grade level team presents that data at our Leadership Team Meeting to refine practices and create vertical alignment K-5.</p> <p>Our K-3 teams consistently implement Tiered interventions for mathematics on a daily basis that is flexible and guided by PLC data cycles. The result is that</p>

	<p>BLE is leading the district in students meeting 3rd grade standards with 85.1% of students meeting standards on the math SBA.</p> <p>Literacy has been a primary focus of training and resources over the last three years. While literacy resources have been clearly defined, math instruction and intervention resources and training have been neglected district wide. As a result, we asked to be included in the pilot of new math materials. Our 3rd grade team is participating in this pilot during the 23-24 school year. We must continue to define and implement best practices for math instruction and intervention at the elementary level in the SBLSD.</p> <p>As our multilingual learner population continues to grow it will be critical for BLE staff to have knowledge of and implement best practice strategies to support these students as they strive to meet grade level standards and acquire the English language. Our ML program at BLE is still developing. We are attempting to use minimal support (3 hours a day) to meet the needs of nearly 40 students speaking 8 languages, in six grade levels. This classified time is focused on ELA. In order to best serve our ML students, we must continue to train certificated staff in guided language acquisition strategies so that core mathematics instruction can lead to high academic achievement and college and career ready skills for ML learners. This is an area for growth at BLE. Only 50% of our ML learners met standard on the math SBA; however, our ML learners met standard at a rate of 12% higher than the rest of the district.</p> <p>A considerable gap in math scores also exists in levels of SBA achievement for our students who receive special education services. At BLE only 34.2 percent of our special education students passed the math SBA. We will continue our promise at BLE to provide ALL students access to grade level ELA instruction while using WIN time to provide math service minutes. This is a significant gap closing measure. BLE students who receive special education services outperformed the district by 4.4% on the math SBA. It is important to note that there is difficulty in preserving core instruction for Special Education students who receive both math and ELA service minutes. This is an area of challenge in building a special education program around a resource room model. We would love to explore further training in grade level standards for our special education staff.</p> <p>Data from PLC driven math intervention cycles are inconsistent and do not translate to standardized assessments. There is a desire for support from instructional services in this area.</p>
<p><b>Discipline</b></p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>In the last several years BLE has nearly eliminated all exclusionary discipline practices. Data shows a decrease of in-school and out of school suspensions. Of those exclusions recorded there is not a disproportionality related to race or ethnicity.</p> <p>SWIS data indicates that PBIS Tier I strategies have been highly effective at Bonney Lake Elementary. At the conclusion of the 22-23 school year, 76% of</p>

students at BLE were in Tier I, 15% received Tier II interventions and 9% qualified for Tier III behavioral supports.

BLE has a highly functioning PBIS and Academic Tiered Intervention team that systematically addresses students in need of support behaviorally and academically. That team includes: administration, certificated teachers, classified staff and parents.

At BLE our MTSS Tiered intervention system is no longer a pipeline to special education referral. Tier 2 and 3 supports have been proven to be successful in supporting student needs and thus ensuring that further supports through specially designed instruction are deemed unnecessary for many, the result being a more balanced and appropriate percentage of students who are both referred to and qualify for special education supports.

Our Tier II and Tier III supports are effective in providing all students access to formalized Academic and Social Emotional supports to eliminate gaps and disproportionalities. The result of this intentional work has given more students access to rigorous grade level coursework.

Although there has been a dramatic reduction in exclusionary discipline (only 6 total students suspended), those exclusions recorded do show a disproportionality. Hispanic students, students of low income, or who qualify for special education are more likely to be excluded from the classroom environment than their peers.

SWIS data at BLE indicates that those students who are receiving Tier II and Tier III support in behavior are 75% male and are highly likely to qualify for Special Education. The primary grade levels at BLE are of concern, grades K-3 account for 70% of the total office discipline referrals. Of those, 75% are for male students. There is a large disproportionality related to gender and behavior referrals at BLE. It is critical that we continue to focus our work on reducing this disproportionality.

The racial and ethnic disproportionality data is reviewed monthly by the Tier 1 Team. This analysis indicates that Hispanic students, special education students, and those students who qualify for free/reduced lunch, are more likely to receive discipline. We need to monitor this and guarantee that no student misses access to critical instruction of core grade level standards. \*It is critical to note that at times the (N) value is less than what would be considered statistically valid/significant data (at times an entire racial group is represented by 2 students in the school). Further, BLE staff do not have access to know which students qualify for free and reduced lunch. This continues to be a student population that is difficult to serve due to lack of identification.

Restorative practices are the focus of staff wide professional development during the 23-24 school year. They are also formally documented in a variety of

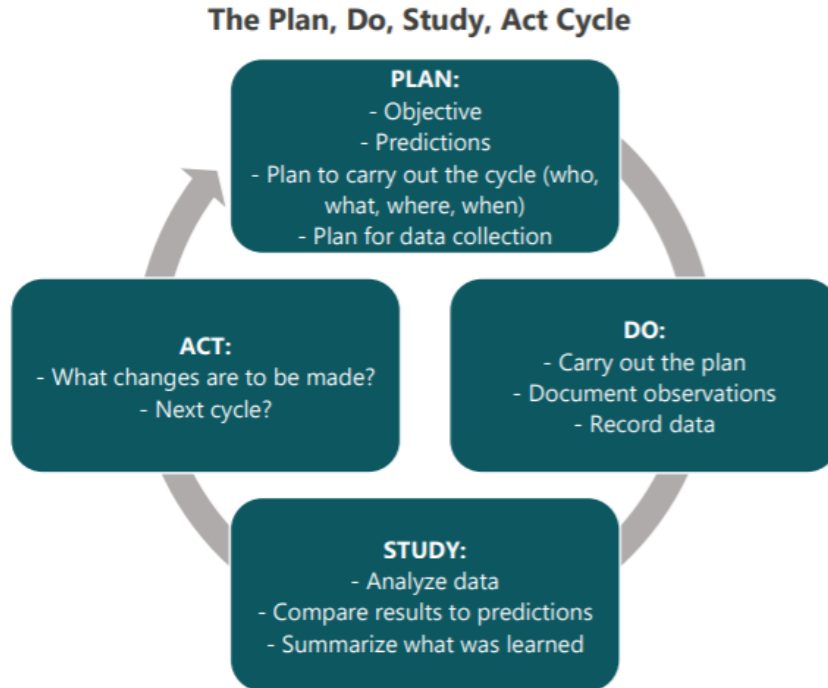
	<p>formats in SWIS, this will allow the tiered intervention teams to analyze the effectiveness of restorative interventions.</p>
<p><b>Social-Emotional</b></p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p><b>Social-Emotional Awareness</b></p> <p>We know at Bonney Lake Elementary that students will thrive academically when they have acquired appropriate social-emotional skills and feel a sense of belonging in the school culture. It is critical that we remain focused on teaching the whole child</p> <p>Bonney Lake Elementary, along with all of the Elementary schools in the SBLSD, have implemented the Second Step and Character Strong Purposefull People scope and sequence.</p> <p>In 22-23 a hugely successful positive proactive schoolwide structure was fully implemented schoolwide to ensure all students felt known, valued, and supported. Positive Greetings at the Door (PGD) was implemented with fidelity and the impact was measurable across various data points. This practice has become part-and-parcel of the Bonney Lake Elementary daily experience. In the fall of 23-24 100% of 5th grade students surveyed attested that they were positively greeted by at least one staff member upon arriving for their school day. We believe this action reaps benefits across multiple aspects of the student school day from Social-Emotional to attendance, and ultimately, student academic success.</p> <ul style="list-style-type: none"> <li>● We have further implemented monthly school wide Viking Pride Assemblies <ul style="list-style-type: none"> <li>○ Each classroom awards two students for demonstrating the monthly character trait and one student for demonstrating growth in an academic or social emotional area</li> <li>○ Includes a focus on the monthly character trait</li> <li>○ Includes a focus on equity related content</li> </ul> </li> <li>● Time built into the Master Schedule at the start of each day for teachers to intentionally greet each student at the door, use community circles to build and restore relationships and teach the monthly character trait in conjunction with our guaranteed and viable SEL curriculum, Second Step.</li> </ul> <p>At BLE we have been recognized for our strong implementation of Playworks during recess; including weekly planning and adaptations to meet the needs of our students based on SWIS data. Our recess team spent time on the SIP day reviewing their practices, assessing their current progress and setting goals for next steps.</p> <p>This year BLE continues to build on our Restorative Practices &amp; Equity work. Our Equity team has taken the lead in bringing positive proactive community circles practice to every classroom in BLE. 2 full days of training have occurred</p>



	<p>over the course of the year with follow-up refreshers, authentic use in staff meetings, and periodic fidelity checks all to occur throughout the year.</p> <p>Phase 2 of our restorative practice work will include staff training and focus on the use of RP methods <i>after</i> relational conflict has occurred. We are still very much on the front end of this work, and will continue to seek best practices on implementation moving forward.</p>
<p><b>Attendance:</b></p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p> <p><i>Goal 1: Success in the Early Years</i></p>	<p>A key component for our students to reap the benefits of a Bonney Lake Elementary education is attendance. A meta-analysis from the Applied Survey Research Group revealed strong associations between attendance patterns in students' first two years of school and their third grade performance. At BLE, in 22-23, 55% of students who were in the 'Severe Chronic' attendance category were students in K-2. Of the 'Chronic At-Risk' students (missing between 10% and 19% of school days) 56% of students were K-2.</p> <p>Through the use of a SBLSD attendance monitoring system, BLE was able to monthly track every student's attendance patterns throughout the year. Using these patterns, over 140 students were closely monitored and provided with attendance support including letters, emails, meetings, and elimination of barriers to attendance.</p> <p>These supports were shown to have a positive measurable effect. Between Nov. 22 and June 23, 11.56% of our student population was able to move out of our 'Chronic' attendance categories and into our 'Good' attendance category (missing less than 10% of school days).</p> <p>Our data showed that schoolwide, females were more likely to be identified as 'Chronic' or 'Severe' than our male students with a 6% increase in identification. Students identified as ML or Mikinney-Vento have a higher likelihood of being in the 'Chronic' or 'Severe' categories.</p> <p>This year (23-24) our work continues along the same trajectory. Attendance meetings will occur in October - May. Attendance letters, combined with phone calls and Parent Square communication, will further increase our communication with Bonney Lake parents. Our overall average daily attendance was 73.64% in 22-23. In 23-24, utilizing these strategies, we will attain our goal of 80% average daily attendance.</p>

**What's the process we'll use to determine effectiveness?**

After schools complete a comprehensive review of building based data, goals will be firmly established. Goals will include benchmarks for learning, frequently measure progress toward established targets, and determine next steps in order to improve instructional practice and student learning. A results-oriented cycle of inquiry will be implemented to provide buildings with a framework for continuous improvement.



*Source: OSPI Academic and Student Well-Being Plan: Planning Guide 2021*

On the following pages, continuous improvement plans are outlined for the K-12 Common Goal, the Grade Band Common Goal and, if applicable, the School Specific Goal for the 23-24 school year.

## K-12 Common Goal

### Goal 4: Elimination of Disparities in Student Access and Success

Every student will receive fair and equitable treatment regarding discipline practices, enrollment and success in rigorous coursework, and access to a formalized academic and social-emotional support system to eliminate gaps and disproportionalities.

By 2026, discipline data will show no disproportionalities (0%) in suspensions and expulsion rates across all student groups.

By 2026, there will be a 10% increase in the enrollment and completion rates of students taking advanced coursework and specialized programs in all student groups.

#### Equity Looks Like:

Every student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.

### K-12 Common Goal: Measure of Student Progress #1

**4C.** Percent of students with suspensions and expulsions.

#### Problem of Practice:

Bonney Lake Elementary is experiencing an exclusionary discipline gap. Special education students are suspended at a rate three times higher than their representation in the total student population. This disproportionality not only negatively impacts the academic and social-emotional growth of these students but also raises concerns about our commitment to equity and inclusion.

#### Theory of Action:

Based on the data and root cause analysis we completed, we believe that targeted professional development, support, and collaboration will lead to the following outcomes: improved equity, enhanced student well-being, and more precisely targeted proactive behavioral intervention. Through these actions, we anticipate a reduction in the suspension rates of special education students, ultimately providing **all** students with a safer, more equitable, and supportive school environment conducive to their academic and social growth.

#### Schoolwide Student Goal(s):

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

Specific - By the end of the current academic year, our school aims to enhance the overall school climate and reduce the incidence of disciplinary actions for all students by implementing a holistic and inclusive approach to behavior management.

Measurable - We will measure the progress toward this goal by tracking and analyzing discipline data, including the number of suspensions, and behavioral incidents, on a monthly and quarterly basis. Our goal is to see a significant reduction in these disciplinary actions.

	<p>Actionable/Attainable - Our school commits to implementing a School-Wide Improvement Plan to enhance the overall school climate and reduce the incidence of disciplinary actions for all students within the current academic year. We will ensure that the strategies and interventions are not only evidence-based but also practical, ensuring they can be implemented effectively.</p> <p>Realistic/Results-Oriented - Through the School-Wide Improvement Plan, our realistic and results-oriented goal is to create a measurable impact on our school's climate. We aim to see a significant reduction in disciplinary actions, including suspensions, and behavioral incidents, as a result of the strategies we implement, focusing on positive behavior interventions and a more inclusive atmosphere.</p> <p>Time-Bound - This goal is set to be achieved within one academic year, with monthly progress updates and quarterly evaluations leading to a final assessment at the end of the school year.</p> <p>Inclusive - Our goal is explicitly inclusive, addressing the needs and experiences of all students, without exception. It will involve the active participation of students, families, and staff from diverse backgrounds, abilities, and experiences in the development and implementation of strategies.</p> <p>Equitable - Our commitment to equity remains central to our goal. We will work to create a safe, supportive, and inclusive learning environment where all students, regardless of their backgrounds, abilities, or needs, benefit equally. We will actively address any disparities and biases within our school climate to ensure that every student has an equitable opportunity to succeed and thrive.</p>
<p><b><u>Highest Leverage Subgroup</u></b>  <b><u>Student Goal(s):</u></b>  <i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>Specific - By the end of the current academic year, we aim to reduce the suspension rate among special education students from the current 50% to 30%, aligning more closely with their representation in the total student population (16.7%).</p> <p>Measurable - We will track and measure the progress toward this goal through regular suspension data analysis, with monthly updates and quarterly evaluations of suspension rates among special education students.</p> <p>Achievable - Our School Improvement Plan will focus on implementing evidence-based strategies, including providing professional development, enhancing support services, and promoting</p>

	<p>collaboration. These strategies have proven effective in reducing suspension rates in similar educational settings.</p> <p><b>Realistic/Results-Oriented</b> - Our goal is grounded in the belief that reducing the suspension rate among special education students to 30% is both attainable and results-oriented, given our comprehensive School Improvement Plan and the evidence-based strategies we will employ.</p> <p><b>Time-Bound</b> - This goal is set to be achieved within one academic year, with progress monitored and assessed on a monthly and quarterly basis, leading to final evaluation at the end of the school year.</p> <p><b>Inclusive</b> - Our goal is designed to be inclusive in its approach, ensuring that all students, including those with disabilities, benefit from the reduction in suspension rates. We will actively involve special education students, their families, and support teams in the process, taking their unique needs and perspectives into account.</p> <p><b>Equitable</b> - Discipline gaps often disproportionately affect minority and marginalized groups, including students with disabilities. By closing this gap, we address the disproportionate impact on these students and work to eliminate systemic biases that can perpetuate educational inequalities.</p>
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<b>How will we get there?</b>			
<b>Action Steps to be Completed</b> <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		<b>Monitoring of Action Plan</b> <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	Pillar C: Professional Learning Building Strong Classroom Cohesion (.66) 2 full day training of all school staff in restorative practices ----- <i>Funding Source or Resource Allocation:</i> District PD model and release time for training		

Schoolwide	Pillar C: Professional Learning Building Strong Classroom Cohesion (.66) On-going monitoring and feedback of community circles in classrooms ----- <i>Funding Source or Resource Allocation:</i> Administrative development of fidelity tool and on-going scheduled fidelity checks		
Subgroup	Pillar C: Professional Learning Collective Teacher Efficacy (1.34) Coordinate collaboration between general education and special education staff to create trauma-informed, inclusive and supportive learning environments. ----- <i>Funding Source or Resource Allocation:</i>		
Subgroup	Pillar C: Professional Learning Collective Teacher Efficacy (1.34) Coordinate collaboration between general education teacher and case manager to proactively structure the learning environment. Goal is to eliminate triggers to behaviors likely to result in exclusionary discipline for individual students. ----- <i>Funding Source or Resource Allocation:</i> Building Budget		

**K-12 Common Goal: Measure of Student Progress #2**

**4B:** Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in **Reading for grades 4 and 5.**

**Problem of Practice:**

Bonney Lake Elementary is facing a significant achievement gap in ELA scores on the SBA at the fourth grade level. Specifically, only 62.5 percent of BLE's students passed the ELA SBA which falls below the district average of 63.5 percent. This discrepancy is a matter of concern for our school community.

Further analysis reveals even more profound disparities among subgroups within the student population. Among BLE's special education students a mere 44.7 percent passed the ELA SBA, indicating a pressing need for targeted support and intervention.

Recognizing this disparity, our school improvement plan aims to narrow the achievement gap in ELA SBA scores, ensuring that all students, regardless of the background or ability, have equitable access to high quality core instruction and interventions that close the gap.

**Theory of Action:** Based on the data and root cause analysis we completed, we believe that with the implementation of targeted ELA progress monitoring at grade 4 we will improve student scores on the SBA.

**Schoolwide Student Proficiency Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

Specific - Increase the ELA SBA passing rate for students in the 4th grade at Bonney Lake Elementary

Measurable - By the end of the academic year, the ELA SBA passing rate for students in the fourth grade at BLE will increase from the current 62.5 percent to at least 70 percent.

Attainable - This goal is attainable through data driven instructions, a deeper dive into grade level standards and alignment with the SBA, professional development of staff and timely targeted support for struggling students.

Results-Oriented - Closing the achievement gap for special educator students is aligned with our district strategic plan which outlines providing an inclusive and equitable education for all students.

Time-Bound - This goal will be achieved within one academic year, with ongoing monitoring and adjustments to instruction and support.

Inclusive - The entire school community, including teachers, administrators, parents and students will collaborate to meet this goal.

Equitable - The goal aims to ensure that all fourth grade students, regardless of background or ability, have equitable access to high quality resources, instruction and support to achieve success on the ELA SBA.

**Highest Leverage Subgroup Student Proficiency Goal(s):**

Specific - Increase the ELA SBA passing rate for special education students in the 4th grade at Bonney Lake Elementary

<p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p><b>Measurable</b> - By the end of the academic year, the ELA SBA passing rate for special education students at BLE in the fourth grade will increase from the current 44.7 percent to at least 55 percent SC.</p> <p><b>Attainable</b> - This goal is attainable through refining our targeted interventions both in Tier II and Tier III as well as ongoing professional development for educators.</p> <p><b>Results-Oriented</b> - Closing the achievement gap for special educator students is aligned with our district strategic plan which outlines providing an inclusive and equitable education for all students.</p> <p><b>Time-Bound</b> - This goal will be achieved within one academic year, with progress monitoring and adjustments made throughout the year.</p> <p><b>Inclusive</b> - The goal will involve the collaboration of all stakeholders, including teachers, special education staff, parents and administration to ensure the success of our special education students.</p> <p><b>Equitable</b> - The goal aims to ensure that special education students have equitable access to high quality resources, instruction and support thereby reducing disparities in ELA SBA performance.</p>
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<b>How will we get there?</b>			
<b>Action Steps to be Completed</b> <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		<b>Monitoring of Action Plan</b> <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	Pillar A: Teaching & Learning Collective Teacher Efficacy (1.34) Explicitly call out the goal and monitor data with the 4th grade team ----- <i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time		
Schoolwide	Pillar C: Professional Learning Pillar A :Teaching & Learning Cognitive Complexity & Task Analysis (1.09) Teacher Clarity (.85) Analyze claim and target data ----- <i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time		



Schoolwide	Pillar C: Professional Learning Pillar A :Teaching & Learning Cognitive Complexity & Task Analysis (1.09) Teacher Clarity (.85) Compare/Contrast Item Specs with Priority Standards and DOK ----- <i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time		
Schoolwide	Pillar A: Teaching & Learning Pillar C: Professional Learning Vocabulary Programs (.62) Full implementation of Vocabulary Surge supplemental curriculum in grades 3-5. ----- <i>Funding Source or Resource Allocation:</i> District curricular pay for teachers and district curricular funds.		

**K-12 Common Goal: Measure of Student Progress #3**

**4B:** Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps **in Mathematics for grades 4 and 5.**

**Problem of Practice:**

Bonney Lake Elementary School faces a notable achievement gap in math scores on the SBA among fourth

grade students. Specifically, only 67.5 percent of BLE’s fourth grade students passed the math SBA, which underscores an area of concern within our school community.

Furthermore, the achievement gap extends to subgroups within the student population. Among BLE’s special education students, only 34.2 percent passed the math SBA, indicating a significant need for targeted support and interventions.

Recognizing these disparities, our school improvement plan aims to narrow the achievement gap in math SBA scores, ensuring that all 4th grade students, irrespective of their background or ability have equitable access to high-quality education and the opportunity to excel in mathematics.

**Theory of Action:** Based on the data and root cause analysis we completed, we believe that with the implementation of targeted mathematics progress monitoring at grade 4 we will improve student scores on the SBA.

**Schoolwide Student Proficiency Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

Specific - Increase the math SBA passing rate for students in the 4th grade at Bonney Lake Elementary

Measurable - By the end of the academic year, the math SBA passing rate for students in the fourth grade at BLE will increase from the current 67.5 percent to at least 75 percent.

Attainable - This goal is attainable through data driven instruction, a deeper dive into grade level standards and alignment with the SBA, professional development of staff and timely targeted support for struggling students.

Results-Oriented - Closing the achievement gap for 4th grade students is aligned with our district strategic plan which outlines providing an inclusive and equitable education for all students.

Time-Bound - This goal will be achieved within one academic year, with ongoing monitoring and adjustments to instruction and support.

Inclusive - The entire school community, including teachers, administrators, parents and students will collaborate to meet this goal.

Equitable - The goal aims to ensure that all fourth grade students, regardless of background or ability, have equitable access to high quality resources, instruction and support to achieve success on the math SBA.

**Highest Leverage Subgroup Student Proficiency Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

Specific - Increase the math SBA performance for fourth grade special education students at Bonney Lake Elementary.

Measurable - By the end of the academic year, increase the math SBA passing rate for underperforming fourth grade special education students at BLE from the current 34.2 percent to at least 45 percent.

	<p>Attainable - This goal is attainable through data driven instruction, targeted interventions, professional development of staff and specialized instruction for special education students designed to address their specific learning needs.</p> <p>Results-Oriented - Closing the achievement gap for special education students is aligned with our district strategic plan which outlines providing an inclusive and equitable education for all students.</p> <p>Time-Bound - This goal will be achieved within one academic year, with ongoing monitoring and adjustments to instruction and support for 4th grade special education students.</p> <p>Inclusive - The goal will involve the collaboration of all stakeholders, including special education teachers, general education teachers, administrators, parents and the entire school community to ensure the success of underperforming fourth grade special education students.</p> <p>Equitable - The goal aims to ensure that all fourth grade special education students, regardless of background or ability, have equitable access to high quality resources, instruction and support to achieve success on the math SBA.</p>
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<b>How will we get there?</b>			
<b>Action Steps to be Completed</b> <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		<b>Monitoring of Action Plan</b> <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	Pillar A: Teaching & Learning Collective Teacher Efficacy (1.34) Explicitly call out the goal and monitor data with the 4th grade team ----- <i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time		
Schoolwide	Pillar A: Teaching & Learning Collective Teacher Efficacy (1.34) Explicitly call out the goal and monitor data with the 3rd grade team ----- <i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time		
Subgroup	Pillar A: Teaching & Learning		

	<p>Collective Teacher Efficacy (1.34) Explicitly call out the goal and monitor data with the 3rd grade team</p> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time</p>		
Subgroup	<p>Pillar A: Teaching &amp; Learning Teacher Estimates of Student Achievement (1.3) Continue to build and sustain highly effective RTI at BLE through teacher training &amp; monitoring of MTSS-A</p> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i> Title Funds</p>		
Schoolwide	<p>Pillar C: Professional Learning Collective Teacher Efficacy (1.34) Teacher leaders share TACA data at each meeting in order to guarantee progress toward priority standards and further align vertical rigor and outcomes.</p> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i> District Team Leader Stipends</p>		
Schoolwide	<p>Pillar B: Safe Culture and Strong Partnerships Parental Involvement and Early Intervention Programs (.39) <i>Title Family Night - Math/Game Night</i></p> <p>-----</p> <p><i>Funding Source :Title Funds</i></p>		

# Grade Band Common Goal

## Goal 1: Success in the Early Years

Every student will acquire the social-emotional awareness and academic skills that will position each student for success by the end of Grade 3.

By 2026, 80% of 3rd grade students will be meeting or exceeding grade-level standards in ELA.

By 2026, 80% of 3rd grade students will be meeting or exceeding grade-level standards in mathematics.

### Equity Looks Like:

Every student, regardless of background or experience, can access opportunities and experience success in acquiring the academic and social-emotional skills for a successful transition out of Grade 3.

## Grade Band Common Goal: Measure of Student Progress #1

### 1D. Percent of students attaining grade-level proficiency in Reading by Grade 3.

#### Problem of Practice:

BLE has shown significant achievement in the area of 3rd grade ELA with 82.2 percent of BLE's 3rd grade students passing the SBA. In order to meet Goal 1 of the strategic plan we must identify and implement high leverage strategies that allow us to maintain this level of achievement from year to year.

More concerning, is that there is disparity among a subgroup of students. Among BLE's special education students only 44.7 percent passed the ELA SBA signifying a compelling need for targeted support and intervention.

Recognizing these disparities, our school improvement plan aims to address the achievement gap in ELA SBA scores and ensure that all students, regardless of their background or abilities, have equitable access to a high quality education and the opportunity to excel in ELA.

#### Theory of Action:

If we implement a comprehensive and targeted strategy to capture highly effective strategies used in ELA at grade 3, we can improve the performance of all third grade students and particularly enhance the outcomes of special education students. This strategy will involve a combination of evidence based practices, data driven decision making, professional development and collaborative efforts among stakeholders.

#### **Schoolwide Student Proficiency Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

Specific - Improve and sustain the ELA SBA performance for third grade students at BLE.

Measurable - By the end of the academic year, maintain the ELA SBA passing rate for third grade students at BLE at or above 82.2 percent with an additional goal of increasing it to 85%

	<p>Attainable - This goal is attainable through continued data analysis, targeted professional development, differentiated instruction and collaboration among educators to build on existing strengths.</p> <p>Results-Oriented -Enhancing and sustaining ELA SBA scores aligns with BLE’s commitment to providing a high quality education that prepares students for success beyond high school.</p> <p>Time-Bound - This goal will be achieved within one academic year, with ongoing monitoring and adjustments and progress tracking to ensure the maintenance and potential increase in ELA scores.</p> <p>Inclusive - The entire school community, including teachers, administrators, parents and students will collaborate to meet this goal.</p> <p>Equitable - The goal aims to ensure that all third grade students, have equitable access to high quality resources, instruction and support to achieve success on the ELA SBA.</p>
<p><b><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></b></p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>Specific - Close the achievement gap in ELA SBA performance for third grade special education students at Bonney Lake Elementary.</p> <p>Measurable - By the end of the academic year, increase the ELA SBA passing rate for underperforming third grade special education students at BLE from the current 44.7 percent to at least 60 percent.</p> <p>Attainable - This goal is attainable through data driven instruction, targeted interventions, professional development of staff and specialized instruction for special education students designed to address their specific learning needs.</p> <p>Results-Oriented - Closing the achievement gap for special education students in 3rd grade is aligned with our district strategic plan which outlines providing an inclusive and equitable education for all students.</p> <p>Time-Bound - This goal will be achieved within one academic year, with ongoing monitoring and adjustments to instruction and support for 3rd grade special education students.</p> <p>Inclusive - The goal will involve the collaboration of all stakeholders, including special education teachers, general education teachers, administrators, parents and the entire school community to ensure the success of underperforming 3rd grade special education students.</p> <p>Equitable - The goal aims to ensure that all third grade special education students, regardless of background or ability, have equitable access to high quality resources, instruction and support to achieve success on the ELA SBA.</p>

## How will we get there?

<b>Action Steps to be Completed</b> <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		<b>Monitoring of Action Plan</b> <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	Pillar A: Teaching & Learning Collective Teacher Efficacy (1.34) Explicitly call out the goal and monitor data with the 3rd grade team ----- <i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time		
Subgroup	Pillar A: Teaching & Learning Collective Teacher Efficacy (1.34) Explicitly call out the goal and monitor data with the 3rd grade team ----- <i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time		
Subgroup	Pillar A: Teaching & Learning Teacher Estimates of Student Achievement (1.3) Continue to build and sustain highly effective RTI at BLE through teacher training & monitoring of MTSS-A ----- <i>Funding Source or Resource Allocation:</i> Title Funds		
Schoolwide	Pillar C: Professional Learning Collective Teacher Efficacy (1.34) Teacher leaders share TACA data at each meeting in order to guarantee progress toward priority standards and further align vertical rigor and outcomes. ----- <i>Funding Source or Resource Allocation:</i> District Team Leader Stipends		
Subgroup	Pillar C: Professional Learning Phonological Awareness (.75) Train 100% of Instructional staff in early literacy programs and monitor fidelity 3x per year and through weekly checkups. ----- <i>Funding Source or Resource Allocation:</i> District LAP/Title		
Subgroup	Pillar A: Teaching & Learning Phonological Awareness (.75) Monitor fidelity of implementation of highly effective phonological early literacy intervention programs.		

	----- <i>Funding Source or Resource Allocation: District LAP/Title</i>		
Schoolwide with focus on third grade SPED subgroup	Pillar B: Safe Culture and Strong Partnerships Parental Involvement and Early Intervention Programs (.39) <i>12/14/2 Title Family Night</i> <i>This event is inclusive to all students at BL.E. We hope to help close the achievement gap by making sure all (equitable) go home before winter break with at least two books for their home libraries. All students will receive a flier for the event. However, all SPED students (not just third grade) will receive a phone call with the information. This night will also include parent information and an opportunity to learn more about the public library and what it has to offer.</i> ----- <i>Funding Source: Title Funds</i>		
Schoolwide	Pillar B: Safe Culture and Strong Partnerships Parental Involvement and Early Intervention Programs (.39) <i>Title Event - School Wide Growth Parade.</i> ----- <i>Funding Source: Title Funds</i>		

**Grade Band Common Goal: Measure of Student Progress #2**

**1D. Percent of students attaining grade-level proficiency in Math by Grade 3.**

**Problem of Practice:**

BLE has shown significant achievement in the area of 3rd grade math with 85.1 percent of BLE's 3rd grade students passing the SBA. In order to meet Goal 1 of the strategic plan we must identify and implement high leverage strategies that allow us to maintain this level of achievement from year to year.

More concerning, is that there is disparity among a subgroup of students. Among BLE's special education students only 34.2 percent passed the math SBA signifying a compelling need for targeted support and intervention.



Recognizing this notable achievement gap, we need to address the specific needs of special education students and provide them with the support, resources and interventions necessary to ensure they have an equal opportunity to succeed in math.

**Theory of Action:**

Based on the data and root cause analysis we completed, we believe if we implement a targeted and evidence based strategy to address the achievement gap in third grade math SBA scores between special education students and their peers. We can provide equitable opportunities for success. This strategy will involve a comprehensive approach, leveraging data analysis, differentiated instruction, specialized support and a collaborative effort among all stakeholders.

**Schoolwide Student Proficiency Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

Specific - Improve and sustain the Math SBA performance for third grade students at BLE.

Measurable - By the end of the academic year, sustain the ELA SBA passing rate for third grade students at BLE at or above 85.1 percent.

Attainable - This goal is attainable through continued data analysis, targeted professional development, differentiated instruction and collaboration among educators to build on existing strengths.

Results-Oriented -Enhancing and sustaining Math SBA scores aligns with BLE’s commitment to providing a high quality education that prepares students for success beyond high school.

Time-Bound - This goal will be achieved within one academic year, with ongoing monitoring and adjustments and progress tracking to ensure the maintenance and potential increase in math SBA scores.

Inclusive - The entire school community, including teachers, administrators, parents and students will collaborate to meet this goal.

Equitable - The goal aims to ensure that all third grade students have equitable access to high quality resources, instruction and support to achieve success on the math SBA.

**Highest Leverage Subgroup Student Proficiency Goal(s):**

*S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)*

Specific - Close the achievement gap in math SBA scores between special education students and their peers at Bonney Lake Elementary.

Measurable - By the end of the academic year, increase the math SBA passing rate for underperforming third grade special education students at BLE from the current 34.2 percent to at least 50 percent narrowing the achievement gap significantly.

Attainable - This goal is attainable through data driven instruction, targeted interventions, professional development of staff and specialized instruction for special education students designed to address their specific learning needs.

	<p>Results-Oriented - Closing the achievement gap for special education students in 3rd grade is aligned with our district strategic plan which outlines providing an inclusive and equitable education for all students.</p> <p>Time-Bound - This goal will be achieved within one academic year, with ongoing monitoring and adjustments to instruction and support for 3rd grade special education students.</p> <p>Inclusive - The goal will involve the collaboration of all stakeholders, including special education teachers, general education teachers, administrators, parents and the entire school community to ensure the success of underperforming 3rd grade special education students.</p> <p>Equitable - The goal aims to ensure that all third grade special education students, regardless of background or ability, have equitable access to high quality resources, instruction and support to achieve success on the math SBA.</p>
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**How will we get there?**

<b>Action Steps to be Completed</b> <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		<b>Monitoring of Action Plan</b> <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	Pillar A: Teaching & Learning Collective Teacher Efficacy (1.34) Explicitly call out the goal and monitor data with the 3rd grade team ----- <i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time		
Subgroup	Pillar A: Teaching & Learning Collective Teacher Efficacy (1.34) Explicitly call out the goal and monitor data with the 3rd grade team ----- <i>Funding Source or Resource Allocation:</i> Allocation of team leader, staff meeting, and PLC time		
Subgroup	Pillar A: Teaching & Learning Teacher Estimates of Student Achievement (1.3)		

	<p>Continue to build and sustain highly effective RTI at BLE through teacher training &amp; monitoring of MTSS-A</p> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i> Title Funds</p>		
Schoolwide	<p>Pillar C: Professional Learning Collective Teacher Efficacy (1.34) Teacher leaders share TACA data at each meeting in order to guarantee progress toward priority standards and further align vertical rigor and outcomes.</p> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i> District Team Leader Stipends</p>		