



Strategic School Improvement Planning 2023-2024
for
Daffodil 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	9/23 10/13 11/13		
Staff Review	11/27		
Parent Review	11/28		
District Review			

Jane Toyce

November 20, 2023

Principal Signature

Date

Daffodil Valley Elementary School stands firm in its commitment to empower every student, ensuring they not only meet grade-level standards but also stride confidently toward a 100% graduation rate. This dedication isn't just an ambition; it's a tangible reality we're shaping—one that will furnish our students with diverse opportunities as they transition beyond the confines of K-12 education. Central to this endeavor is the refinement of our support systems, meticulously crafted to cater to every facet of a student's needs—be it academic prowess or nurturing their social and emotional well-being. Our efforts extend far beyond the school gates, fostering robust ties within the community and partnering with agencies to provide comprehensive support. From onsite counseling to provisions of school supplies, clothing assistance, weekend food bags, and subsidized sports fees, we leave no stone unturned in ensuring that our students' basic needs are met. By fulfilling these foundational requirements, we pave the way for them to fully benefit from the academic support systems within Daffodil Valley. Our ethos revolves around championing the holistic development of each child, valuing their comprehensive success above all else. Within the corridors of Daffodil Valley, a palpable atmosphere of care and dedication resonates, echoing the shared commitment of our staff, families, and students towards this noble cause.

DVE Mission

We believe in the power of establishing and maintaining strong relationships with every student so that our students can meet their maximum academic & social emotional potential.

We believe all means all and accept the responsibility to teach every student that walks through our doors during their time with us and beyond.

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.

<u>Content Area:</u>	<u>Summary of Data Analysis</u>
<p>Literacy</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>As we embark on our academic support journey to support our students, our primary objective is to employ a systemic and intentional framework to deliver precise and tailored support. Our overarching goal is not just to offer support but to intricately map and address the unmet academic needs of our student cohort and subgroups within a holistic system.</p> <p>To gauge these academic needs, our team of certified and classified staff engaged in a systematic review of our data and current systems. Our focal point was the latest AimsWeb and SBA ELA target comparison data in literacy—highlighting both the strengths and areas for improvement. Literacy is the strongest area across all grade levels. Our students receiving service for Multilingual and Special education underperform compared to their grade level counterparts.</p> <p>This data analysis yielded rich insights. What emerged was a roadmap outlining strengths and challenges and directing us towards the intentional strategies necessary to bridge these academic gaps. The strategies and actions aren't random interventions but rather systemic, evidence-informed approaches born from a synthesis of data, research and pedagogical expertise such as:</p> <ul style="list-style-type: none"> ● Lesson Study at each grade level with the district ML TOSA ● Monthly grade level and LS data meetings ● Intentional Tier 2 time within the core curriculum ● Professional development and focus on GLAD strategies <p>Some of our previous systems and action plans have shown promising results but the level of intentionality and implementation needs to increase in order to see larger academic gains for all students but especially for our sub-groups. With frequent monitoring we will work to ensure our impact and adjust if necessary.</p>

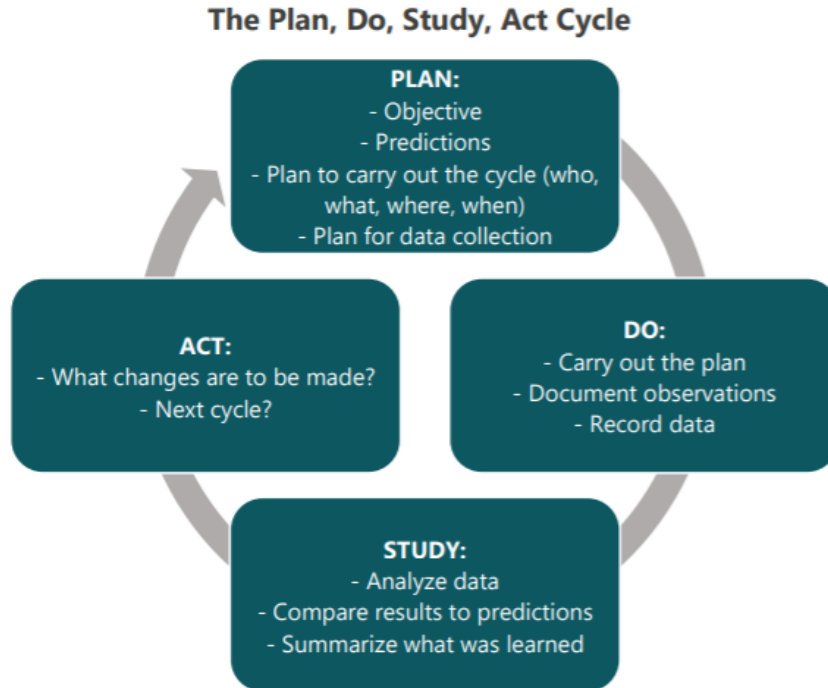
<p>Mathematics</p> <p><u>Connected Goal Areas:</u></p> <p><i>Goal 1: Success in the Early Years</i></p> <p><i>Goal 3: Academically-Prepared Critical Thinkers</i></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>Continuing on our academic support journey aimed at bolstering our students' mathematical proficiency, our objective remains centered on utilizing an intentional framework to deliver precise and tailored support to our students. Our overarching goal revolves around mapping and addressing the unmet academic needs of our student cohort and various subgroups within a holistic system.</p> <p>To comprehensively assess these academic needs, our team undertook a review of our data and existing systems, focusing specifically on the latest AimsWeb and SBA math target comparison data. This data highlighted both the strengths within our students' mathematical abilities and areas primed for enhancement. Across all grade levels, mathematics emerges as a consistent area of need. Our students receiving services for Multilingual and Special Education exhibit performance disparities compared to their grade-level peers in this domain.</p> <p>The insights gleaned from this data analysis were substantial. They delineated a roadmap highlighting strengths, identifying challenges, and guiding us towards intentional strategies essential in bridging these academic gaps. These strategies and actions aren't haphazard interventions but rather systemic, evidence-informed approaches forged from a synthesis of data, research, and pedagogical expertise. Some of these approaches include:</p> <ul style="list-style-type: none"> ● Implementation of Lesson Study at each grade level focused on Math ● Monthly grade-level data meetings to ensure the most effective deployment of resources ● Purposeful allocation of Tier 2 instructional time within the core mathematical curriculum <p>While our previous systems and action plans have shown promising results, there's an imperative to heighten the level of intentionality and implementation to foster more substantial academic gains, particularly for our identified subgroups. Continuous and rigorous monitoring will be pivotal in ensuring the effectiveness of our interventions, allowing us to adapt and refine our approach as necessary to maximize our impact on student achievement.</p>
<p>Discipline</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>At Daffodil Valley Elementary, the priority is the elimination of disparities in student access and success, creating an equitable learning environment within the school. This objective specifically targets systemic barriers to ensure that every student at Daffodil Valley, regardless of background, enjoys equal opportunities for academic success. By dismantling inequalities related to resources and support, the school promotes social justice and taps into the diverse talents of its students. Ultimately, this focused effort contributes to creating a more inclusive and fair educational environment at Daffodil Valley Elementary.</p> <p>The analysis of our data sources such as the Universal Screener and SWIS data, along with the tier two team data, enables us to pinpoint academic or behavioral challenges that some students may be facing. By closely examining this</p>

	<p>information, we can develop and implement targeted interventions to address these specific areas of need. This data-driven approach allows us to tailor our support, ensuring that students receive the assistance required for their individualized growth and success in both academic and behavioral domains.</p> <p>Boys being targeted in social and emotional learning (SEL) initiatives is crucial to address gender-specific needs and foster a more inclusive approach. By recognizing and tailoring SEL strategies to the unique experiences and challenges faced by boys, educators can create environments that promote holistic development and emotional well-being for all students. Specific strategies and resources that we have employed at Daffodil Valley include:</p> <ul style="list-style-type: none"> ● Watch D.O.G.S. mentoring program ● Intentional Tier 2 SEL programs and monitoring for identified students ● Restorative community circles ● Lunch groups with School Counselor ● Spanish Lunch Clubs for 4th and 5th grade students ● Early Act Leadership partnership with the Sumner Mayor for fifth grade students <p>The impact of these strategies will be continually assessed through our Universal Screener data, discipline rates, and student feedback. Adjustments will be made based on insights from these sources to enhance and refine our efforts.</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>At Daffodil Valley Elementary, prioritizing a nurturing environment and actively engaging students establishes a positive attitude towards learning, fostering academic success and equipping them with essential skills for future growth. This approach creates a strong foundation for lifelong learning and development during their foundational years.</p> <p>Analyzing students' social-emotional growth at Daffodil Valley Elementary involved utilizing diverse sources, including the Universal Screener, CEE data, and monthly surveys. This comprehensive approach enables a thorough understanding of students' development in social and emotional domains, facilitating targeted and responsive support.</p> <p>Based on the 2022-23 CEE data, 74% of fourth and fifth-grade students at Daffodil Valley feel they have at least one adult they can talk to if they encounter a problem. However, the October 2023 data reveals a slight decrease among boys, with 67% indicating they have an adult at Daffodil Valley they can talk to. This information highlights the importance of ongoing efforts to ensure all students, including boys, maintain a strong support network with trusted adults in the school community. To enhance and promote nurtured students at Daffodil Valley Elementary, specific strategies have been implemented such as:</p>

	<ul style="list-style-type: none"> ● School Counselor having lunch with every student to build relationships ● Targeting students identified by Universal Screener and Needs Assessment ● Monthly monitoring of 4th and 5th grade students to identify students of concern ● staff members engage in intentional connections through activities such as shared lunches and conversations with identified students. ● Tier 1 Team actively monitors these interactions on a monthly basis, consistently devising new approaches to foster connections and ensure students feel supported and valued within the school community
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>At Daffodil Valley Elementary, regular attendance is crucial for academic success and building positive learning habits. To improve attendance, we collaborate with families, emphasizing regular communication and creating a supportive environment to enhance the overall well-being and academic success of our students at Daffodil Valley Elementary.</p> <p>At Daffodil Valley Elementary, we analyze attendance data to identify students of concern. Upon analysis, we have identified that our students experiencing homelessness' attendance is greatly affected. This analysis has allowed us to implement targeted interventions and support strategies to ensure their well-being and academic success such as:</p> <ul style="list-style-type: none"> ● Monthly recognition of classrooms with high attendance rates ● Building-wide attendance challenges ● Regular attendance meetings between families and Administrators to identify barriers of attendance ● Student interviews on the importance of school and supports needed ● Connecting families to community and district resources available <ul style="list-style-type: none"> ○ Sumner Family Center, counseling services, food banks, A&A transportation, SBLSD transportation department ● Community Engagement Boards <p>To determine the effectiveness of the strategies and programs aimed at improving attendance rates, we assess attendance data and track outcomes monthly. This involves monitoring attendance records, conducting surveys, and seeking feedback from students, families, and educators. If the initiatives are not proving effective, we will reassess our approach, consider alternative strategies, and engage in open communication with the school community to identify and address any underlying challenges or barriers to 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: The Problem of Practice identified from the Fall Universal Screener data and SWIS analysis centers on the prevalence of "at-risk" students, comprising 9.75% of the student body, with 2.51% at-risk for external factors, 5.01% for internal concerns, and 2.23% facing both. Furthermore, the SWIS data underscores a notable trend: a disproportionate occurrence of disciplinary issues, primarily among male students, within the classroom setting. This data highlights a critical need to address the multifaceted challenges faced by at-risk students, encompassing both behavioral and academic spheres, particularly within the classroom environment.

Theory of Action: By implementing evidence-based practices—including Positive Greetings at the Door, PAX (Good Behavior Game) Classroom Management Tools, a Comprehensive School Counseling Program, Second Step, Character Strong Curriculum, Dolphin Pride Assemblies, Kelso Choices, Playworks Recess Structure, and Character Strong Tier 2 interventions—the school community will be equipped with a comprehensive toolkit to guide and regulate behaviors. Rooted in data and thorough cause analysis, this approach aims to empower both staff and students, providing them with effective strategies to address behavioral challenges and foster a conducive learning environment through a multi-tiered system of support.

Schoolwide Student Goal(s):

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

By June 2023, we will reduce the overall sum of first through third grade male students identified as "at-risk" on the Universal Screener by 25% (33 male students to 25 male students).

Highest Leverage Subgroup Student Goal(s):

By Spring 2023, our male students in 1st grade will decrease their number of monthly SWIS referrals for defiance/insubordination/non-compliance in the classroom, by 50% as measured by our SWIS reports.

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

How will we get there?			
Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <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	Schoolwide implementation of PAX (The Good Behavior Game) as the Tier 1 positive behavior management strategy. <ul style="list-style-type: none"> ● Daily PAX ticket drawings ● Weekly Bus Buck drawings ● Weekly Right at School drawings ● Monthly recognition at assemblies <hr style="border-top: 1px dashed black;"/> <i>Funding Source or Resource Allocation: PBIS Building Funds</i>	2/1/2024	
		4/4/2024	
		6/6/2024	
Schoolwide	Monthly Tier 1 team meetings to analyze current behavior data, using SWIS and the Universal Screener. <ul style="list-style-type: none"> ● Support staff to implement restorative practices across all settings <hr style="border-top: 1px dashed black;"/> <i>Funding Source or Resource Allocation: District and Building Funds</i>	2/1/2024	
		4/4/2024	
		6/6/2024	
Schoolwide	Monthly Dolphin Pride Assemblies <ul style="list-style-type: none"> ● Positive Recognition for monthly Character Trait and Dolphin Way ● Building Parent/Community Connections ● Positive Recess Recognition <hr style="border-top: 1px dashed black;"/> <i>Funding Source or Resource Allocation: Building Funds</i>	2/1/2024	
		4/4/2024	
		6/6/2024	

Schoolwide	<p>Watch D.O.G.S.</p> <ul style="list-style-type: none"> ● Recruit 2 Top D.O.G.S. ● Kickoff event for Fathers/father figures and students to recruit volunteers ● Regular Watch D.O.G.S. volunteering in the classroom and at recess <p>-----</p> <p><i>Funding Source or Resource Allocation: High Poverty LAP Funds</i></p>	2/5/2024	
		4/1/2024	
		6/3/2024	
Schoolwide	<p>Character Strong Tier 2 Solution</p> <ul style="list-style-type: none"> ● Elementary Curriculum ● Evidence Based Interventions ● Screening and Intervention Matching Tool ● Progress Monitoring and Fidelity Tools ● Monthly Professional Learning and Coaching Access <p>-----</p> <p><i>Funding Source or Resource Allocation: High Poverty LAP Funds</i></p>	2/5/2024	
		4/1/2024	
		6/3/2024	

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: The Problem of Practice is evident in the substantial disparity between demographic groups' achievement levels in the Smarter Balanced Assessment for English Language Arts during the 2022-23 school year. While 56.9% of fourth graders and 62.7% of fifth graders met standard, a stark contrast emerges within specific demographic subsets. Notably, third through fifth grade students identified as English Language Learners achieved well below their peers at 31.1%, indicating a significant achievement gap. Similarly, students receiving Special Services achieved standards at only 25.7%, significantly trailing their General Education counterparts, highlighting a clear need for targeted support and interventions to address these disparities in academic achievement.

Theory of Action: Through implementation of robust Professional Learning Communities (PLCs) fostering high-quality instruction and bolstering teacher efficacy, coupled with the provision of timely, research-based instructional strategies to students, a regular cycle of data analysis, a structured system of intervention and enrichment, and a deliberate focus on supporting English Language Learners and students receiving Special Education services, the result will be an elevated number of students achieving mastery in grade-level standards. This strategic approach aims to modify instruction to meet the diverse needs of all students, ultimately culminating in improved academic achievement as measured by the Smarter Balanced Assessment in May.

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)

By the Spring of 2024, we will increase the number of underperforming students making continuous progress in Reading for grades 4 and 5. This will be measured by 72% of students passing the Smarter Balanced Assessment in English Language Arts.

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)

By the Spring of 2024, we will increase the number of English Language Learners meeting standard in Reading in grades 4 and 5 to 55% as measured by the Smarter Balanced Assessment in English Language Arts.

How will we get there?

Action Steps to be Completed

What evidence-based practices will you implement in order to have an impact toward reaching this goal?

Monitoring of Action Plan

What data was reviewed and what evidence of student learning resulted from the action step?

Schoolwide or Subgroup	Actions	Date of Review	Results of Review
------------------------	---------	----------------	-------------------

Schoolwide	<p>All classroom teachers and ML district support staff will engage in a cycle of Lesson Study focused on ELA to develop a shared understanding of effective classroom practice and:</p> <ul style="list-style-type: none"> • Support teachers in building their capacity. • Improve instructional skills through critical reflection and continued practice. • Increase the quality of teaching and student learning. • Benefit both teachers in the team, the one doing the teaching and the one who observes. <p>----- <i>Funding Source or Resource Allocation: Title One Funds</i></p>	2/1/2024	
		4/4/2024	
		6/6/2024	
Schoolwide	<p>Teachers will participate in monthly data meetings to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams will meet with administrators, and the Interventionist to identify areas that are preventing students from learning at high levels, identify deficiencies in their current intervention structure and develop supporting interventions based on student need.</p> <p>----- <i>Funding Source or Resource Allocation: Title One Funds</i></p>	2/1/2024	
		4/4/2024	
		6/6/2024	
Schoolwide	<p>4th and 5th grade teachers will use data from Spring '23 ELA SBA to determine deficiencies, then use corresponding Interims to practice skills, gauge student progress and adjust core instruction.</p>	2/1/2024	
		4/4/2024	
		6/6/2024	
Subgroup: Students between the 50th and 10th percentile	<p>Implement <u>Vocabulary Surge</u> during WIN for 4th and 5th grade students who are performing between the 50th and 10th percentile. Students will receive Intervention using the Lessons 1-10 in Book A (4th grade) and Book B (5th grade)</p> <p>----- <i>Funding Source or Resource Allocation: District</i></p>	2/1/2024	
		4/4/2024	
		6/6/2024	
Subgroup: ML Students	<p>All current ML students at Daffodil will take the interim assessment WIDA MODEL for ELLs so that we may:</p>	2/1/2024	
		4/4/2024	

	<ul style="list-style-type: none"> ● Gain information that informs instructional planning. ● Score and align the Interim assessment data with individual students' "I can" statements to determine whether students are making the desired progress. ● Predict student performance on ACCESS for ELLs and guide instructional and curricular decisions. ● Determine tier placement on ACCESS for ELLs. <p>----- <i>Funding Source or Resource Allocation: Title One Funds</i></p>	6/6/2024	
Subgroup: ML Students	Weekly informal observations (walkthroughs) by administrators focused on vocabulary and GLAD strategies being implemented. Regular feedback and data shared by grade level team and individually. ----- <i>Funding Source or Resource Allocation: None</i>	2/1/2024	
		4/4/2024	
		6/6/2024	

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: The Problem of Practice centers on the substantial disparity in achievement among demographic groups in the Smarter Balanced Assessment for Math during the 2022-23 school year. Despite 55.6% of fourth graders and 38.3% of fifth graders meeting the standard, a striking discrepancy emerges within specific demographics. Notably, third through fifth grade students identified as English Language Learners achieved markedly lower at 31.1%, while students receiving Special Education services achieved even lower at 25.7% compared to their peers. This pronounced gap underscores the critical need for targeted interventions and support to address the significant differences in math achievement among these specific student subsets.

Theory of Action: Through implementation of robust Professional Learning Communities (PLCs) fostering high-quality instruction and bolstering teacher efficacy, coupled with the provision of timely, research-based instructional strategies to students, a regular cycle of data analysis, a structured system of intervention and enrichment, and a deliberate focus on supporting English Language Learners and students receiving Special Education services, the result will be an elevated number of students achieving mastery in grade-level standards. This strategic approach aims to modify instruction to meet the diverse needs of all students, ultimately culminating in improved academic achievement as measured by the Smarter Balanced

Assessment in May.	
<p>Schoolwide Student Proficiency Goal(s):</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>	By the Spring of 2024, we will increase the number of underperforming students making continuous progress in Math for grades 4 and 5. This will be measured by 68% of students passing the Smarter Balanced Assessment in Math.
<p>Highest Leverage Subgroup Student Proficiency Goal(s):</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>	By the Spring of 2024, we will increase the number of English Language Learners meeting standard in Math in grades 4 and 5 to 60% as measured by the Smarter Balanced Assessment in Math.

How will we get there?			
Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <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	All classroom teachers will engage in a cycle of Lesson Study focused on math to develop a shared understanding of effective classroom practice and: <ul style="list-style-type: none"> • Support teachers in building their capacity. • Improve instructional skills through critical reflection and continued practice. • Increase the quality of teaching and student learning. • Benefit both teachers in the team, the one doing the teaching and the one who observes. <hr/> <i>Funding Source or Resource Allocation: Title One Funds</i>	2/1/2024	
		4/4/2024	
		6/6/2024	
Schoolwide	Teachers will participate in monthly data meetings to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams will	2/1/2024	
		4/4/2024	

	<p>meet with administrators, and the Interventionist to identify areas that are preventing students from learning at high levels, identify deficiencies in their current intervention structure and develop supporting interventions based on student need.</p> <p>----- <i>Funding Source or Resource Allocation: Title One Funds</i></p>	6/6/2024	
Schoolwide	<p>Grade level teams will implement strategies to increase student vocabulary</p> <ul style="list-style-type: none"> Teachers will use GLAD strategies (anchor chart, vocab cards, etc) to explicitly teach, apply, and revisit academic vocabulary. 4th/5th grade teachers will implement 95 Percent Vocabulary Surge during WIN. 	2/1/2024	
		4/4/2024	
		6/6/2024	
Subgroup: ML Students	<p>Weekly informal observations (walkthroughs) by administrators focused on vocabulary and GLAD strategies being implemented. Regular feedback and data shared by grade level team and individually.</p>	2/1/2024	
		4/4/2024	
		6/6/2024	
Subgroup: ML Students and students with IEPs	<p>5th grade teachers will use student skills plans from Fall TestNav to create small groups based on skill deficiencies. Groups will run on Mondays using a walk to math model. This will start trimester 2.</p>	2/1/2024	
		4/4/2024	
		6/6/2024	
Subgroup: ML Students and students with IEPs	<p>1) Create a Math WIN time across all 4th grade classrooms. Flexible groupings based on data 2) Monday push-in using available para support 3) Regularly use Interims to provide students practice and give teachers data to drive instruction</p>	2/1/2024	
		4/4/2024	
		6/6/2024	

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: There was a significant achievement gap among demographic groups in the Smarter Balanced Assessment for English Language Arts during the 2022-23 school year. While 50% of third graders met the standard, the assessment revealed pronounced disparities within specific demographics. Notably, third through fifth grade students identified as English Language Learners achieved notably lower at 31.1%, and those receiving Special Education services achieved even lower at 25.7% compared to their peers. This notable discrepancy underscores the urgent need for targeted interventions and support to address the substantial differences in English Language Arts achievement among these specific student subsets.

Theory of Action: Through implementation of robust Professional Learning Communities (PLCs) fostering high-quality instruction and bolstering teacher efficacy, coupled with the provision of timely, research-based instructional strategies to students, a regular cycle of data analysis, a structured system of intervention and enrichment, and a deliberate focus on supporting English Language Learners and students receiving Special Education services, the result will be an elevated number of students achieving mastery in grade-level standards. This strategic approach aims to modify instruction to meet the diverse needs of all students, ultimately culminating in improved academic achievement as measured by the Smarter Balanced Assessment in May.

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)

By Spring of 2023, we will increase the number of underperforming students making continuous progress in Reading in grade 3. This will be measured by 69 % of students passing the Smarter Balanced Assessment in English/Language Arts.

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-

By Spring of 2024, we will increase the number of students qualifying for LAP services in Reading for grade 3 by 50% as measured by AIMSWeb benchmark tests.

oriented, Timely/Time-bound, Inclusive, and Equitable)

How will we get there?

How will we get there?			
Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <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	All classroom teachers and ML district support staff will engage in a cycle of Lesson Study focused on ELA to develop a shared understanding of effective classroom practice and: <ul style="list-style-type: none"> • Support teachers in building their capacity. • Improve instructional skills through critical reflection and continued practice. • Increase the quality of teaching and student learning. • Benefit both teachers in the team, the one doing the teaching and the one who observes. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	2/1/2024	
		4/4/2024	
		6/6/2024	
Schoolwide	Teachers will participate in monthly data meetings to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams will meet with administrators, and the Interventionist to identify areas that are preventing students from learning at high levels, identify deficiencies in their current intervention structure and develop supporting interventions based on student need. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	2/1/2024	
		4/4/2024	
		6/6/2024	
Schoolwide	Implement <u>Vocabulary Surge</u> for all third grade students who are performing between the 50th and 10th percentile. Students will participate in Lessons 1-10 in Book A	2/1/2024	
		4/4/2024	

	----- <i>Funding Source or Resource Allocation: District</i>	6/6/2024	
Schoolwide	Grade level teams will implement strategies to increase student vocabulary <ul style="list-style-type: none"> Teachers will use GLAD strategies (anchor chart, vocab cards, etc) to explicitly teach, apply, and revisit academic vocabulary. 3rd grade teachers will implement 95 Percent Vocabulary Surge during the core ELA block. 2nd grade teachers will Integrate the phonics chip kit to introduce and review phonics skills rather than use the CKLA curriculum to do so During Tier 2 time students missing letter-word sound fluency will work 1:1 with an adult to master letter sounds. Progress will be tracked by student. Home-school communication will take place. 	2/1/2024	
		4/4/2024	
		6/6/2024	
Subgroup: ML Students	Weekly informal observations (walkthroughs) by administrators focused on vocabulary and GLAD strategies being implemented. Regular feedback and data shared by grade level team and individually. ----- <i>Funding Source or Resource Allocation: None</i>	2/1/2024	
		4/4/2024	
		6/6/2024	
Subgroup: ML Students	All current ML students at Daffodil will take the interim assessment WIDA MODEL for ELLs so that we may: <ul style="list-style-type: none"> Gain information that informs instructional planning. Score and align the Interim assessment data with individual students' "I can" statements to determine whether students are making the desired progress. Predict student performance on ACCESS for ELLs and guide instructional and curricular decisions. 	2/1/2024	
		4/4/2024	
		6/6/2024	

	<ul style="list-style-type: none"> ● Determine tier placement on ACCESS for ELLs. <p>-----</p> <p><i>Funding Source or Resource Allocation: Title One Funds</i></p>		
--	--	--	--

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: There were substantial disparities in math achievement among demographic groups during the 2022-23 school year's Smarter Balanced Assessment. While 56.4% of third graders met the standard, a stark contrast emerges within specific student demographics. Third through fifth grade students identified as English Language Learners achieved notably lower at 32.3%, while those receiving Special Education services achieved even less at 25.7% compared to their peers. This distinct gap highlights an urgent need for targeted interventions and support to address the significant differences in math proficiency among these specific student subsets.

Theory of Action: Through implementation of robust Professional Learning Communities (PLCs) fostering high-quality instruction and bolstering teacher efficacy, coupled with the provision of timely, research-based instructional strategies to students, a regular cycle of data analysis, a structured system of intervention and enrichment, and a deliberate focus on supporting English Language Learners and students receiving Special Education services, the result will be an elevated number of students achieving mastery in grade-level standards. This strategic approach aims to modify instruction to meet the diverse needs of all students, ultimately culminating in improved academic achievement as measured by the Smarter Balanced Assessment in May.

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)

By Spring of 2024, we will increase the number of underperforming students making continuous progress in Math in grades 3. This will be measured by 67% of students passing the Smarter Balanced Assessment in Math.

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-

By Spring of 2024, we will decrease the number of underperforming students qualifying for Math remediation services in grade 3 by 50% as measured by AIMSWeb benchmark tests.

oriented, Timely/Time-bound, Inclusive, and Equitable)

How will we get there?

How will we get there?			
Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <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	All classroom teachers will engage in a cycle of Lesson Study focused on Math to develop a shared understanding of effective classroom practice and: <ul style="list-style-type: none"> • Support teachers in building their capacity. • Improve instructional skills through critical reflection and continued practice. • Increase the quality of teaching and student learning. • Benefit both teachers in the team, the one doing the teaching and the one who observes. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	2/1/2024	
		4/4/2024	
		6/6/2024	
Schoolwide	Teachers will participate in monthly data meetings to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams will meet with administrators, and the Interventionist to identify areas that are preventing students from learning at high levels, identify deficiencies in their current intervention structure and develop supporting interventions based on student need. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	2/1/2024	
		4/4/2024	
		6/6/2024	
Subgroup: ML Students	Weekly informal observations (walkthroughs) by administrators focused on vocabulary and GLAD strategies being implemented. Regular feedback and data shared by grade level team and individually. ----- <i>Funding Source or Resource Allocation: None</i>	2/1/2024	
		4/4/2024	
		6/6/2024	

Subgroup: Identified Students	2nd grade teachers will use Common Formative Assessments to form Intervention groupings. Students will walk to Tier 2 for Math Intervention.	2/1/2024	
		4/4/2024	
		6/6/2024	

Grade Band Common Goal

Goal 2: Nurtured, Engaged, and Empowered Students

Every student will attend school regularly in a supportive and challenging learning environment where they are empowered to exercise an active voice in their own growth.

By 2026, 95% of students will attend school daily.

By 2026, 100% of students feel their school is safe and welcome as measured by a perception survey.

Equity Looks Like:

Every student receives fair treatment, and personalized support essential for their social-emotional growth and cognitive development.

Grade Band Common Goal: Measure of Student Progress #1

2B: Percent of students with positive perceptions of safety, academic support, academically-focused learning environment, and teacher-student trust.

Problem of Practice: The Problem of Practice identified from the CEE Survey conducted in 2022-23 at DVE for fourth and fifth graders revolves around the lack of consistent and accessible adult support systems within the school community. Despite a significant majority reporting having at least one caring adult and someone to talk to if faced with a problem, the baseline data reveals that a substantial portion of students, especially boys (33%) and girls (30%), struggle to identify a trusted adult they can confide in. This discrepancy signifies an underlying issue related to the accessibility or perception of available support systems, highlighting the need to address and enhance the reliability and accessibility of adult support networks for a more comprehensive and equitable support structure within the school.

Theory of Action: By implementing an initiative focused on enhancing social connections and support networks within the school community for fourth and fifth graders at DVE. By facilitating avenues for increased interaction and relationship-building among students and adults, we expect to observe an increase in the percentage of students reporting having at least one adult who knows and cares about them, along with an improvement in the number of students feeling they have someone available to talk to when encountering challenges. This proactive approach seeks to address the underlying issues identified in the baseline data, potentially reducing the students unable to identify a trusted adult to confide in and fostering a more supportive environment overall.

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)

By June 2024, 85% of fourth and fifth grade students will identify they have a trusted adult they can talk to at Daffodil Valley Elementary as measured by DVE’s monthly survey.

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)

By June 2024, we will increase the number of fourth and fifth grade boys able to identify a trusted adult they can talk to at Daffodil Valley Elementary from 33% to 85% as measured by DVE’s monthly SEL survey.

Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <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	Counselor having lunch with every student to build relationships <ul style="list-style-type: none"> ● Targeting students identified by Universal Screener & Needs Assessment <ul style="list-style-type: none"> ○ Specifically targeting students highlighted as a concern to meet with first ● Check in with students in Grades 1-2 on home, school, friends and themselves 	2/1/2024	
		4/4/2024	
		6/6/2024	
Subgroup	Counselor conducts Student Interview for all new students <ul style="list-style-type: none"> ● Establish relationships ● Show where and how to access counselor at any time 	2/1/2024	
		4/4/2024	
		6/6/2024	

Subgroup	Conduct monthly DVE SEL Survey to bring to Tier One Team and Counselor/ Admin weekly meetings	2/1/2024	
	<ul style="list-style-type: none"> ● Identify and track students of concern ● Highlight intentional ways to have positive interactions ● Host monthly lunches for identified students ● Share at monthly Data Meeting with PLCs 	4/4/2024	
	<p>-----</p> <p><i>Funding Source or Resource Allocation: District & Building Funds</i></p>	6/6/2024	