



Strategic School Improvement Planning 2023-2024
for
Donald Eismann 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	Oct 13 Ongoing	Certificated Staff Leadership Team	
Staff Review	Ongoing	All	
Parent Review	Dec 8	PTA Meeting	
District Review			

Bobbi Snider
Principal Signature

November 22, 2023
Date

Dear Donald Eismann Elementary School Community,

I am delighted to present you with the Donald Eismann Elementary School improvement plan. This plan is a breathing living document which grounds our work of continued improvement. As we embark on another academic year, it is my privilege to share our school's mission and vision, rooted in the principles of knowing, valuing, and supporting all students.

At Donald Eismann Elementary, our mission is to know, value, and support every student, helping them graduate ready to pursue a promising future.

We believe that the most promising strategy for achieving the mission of our district is to develop our capacity to function as a professional learning community. We envision a school in which staff unite to achieve a common purpose where each student receives equitable access to the opportunities, resources and supports. Where we work together-interdependently- in collaborative teams to implement promising strategies for improving student learning on a continuous basis based on fair and inclusive practices. We are dedicated to monitoring and communicating each student's progress on a frequent basis.

Our mission and vision statements are interconnected to the guiding principles of knowing, valuing and supporting each student. We define these principals by:

Knowing: We believe in understanding each student on a personal level, recognizing their strengths, challenges, and aspirations. By creating a culture of familiarity, we can tailor our approach to meet the diverse needs of our student body.

Valuing: Every student brings a unique perspective and set of talents to our school community. We are committed to fostering an atmosphere that celebrates diversity, promotes inclusivity, and teaches the importance of respect for others.

Supporting: We are dedicated to providing comprehensive support to each student, recognizing that success comes in various forms. Whether academic, emotional, or social, we strive to create a supportive network that ensures every student reaches their full potential.

As we embark on this academic journey together, let us collectively uphold these principles. By working collaboratively and fostering a community that knows, values, and supports every student, we can create an environment where each child thrives.

Thank you for taking time to read our school improvement plan, as your commitment to understanding and engaging with our vision is invaluable in fostering the strongest connections with our school community.

Warm regards,

Bobbi Snider

Bobbi Snider, principal

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>At the end of the 22-23 school year, 68% of 4th grade students met standard on the ELA SBA which was a 7% increase when analyzing cohort data and a 9% increase from 4th graders in the 21.22 school year. As determined by SBA data for the 22.23 school year, DEE 4th grade students scored 5% higher than the district average and 19% higher than the state average. While 4th grade students at DEE showed tremendous growth as measured by SBA, 79% of 4th grade students ended the 22.23 school year performing at or above the 50th percentile using their composite ELA score on aimsWEB as compared to the national average. Despite the fact that 79% of students were performing at or above the 50th percentile using their composite score, only 57% of students were performing at or above the 50th percentile in Oral Reading Fluency.</p> <p>Based on 4th grade target data from the 22.23 ELA SBA, we observed a performance gap in 2 main areas:</p> <ul style="list-style-type: none"> ● Target 3 and 10 Word Meaning: Literature CCSS RL.4.1, RL.4.4, L.4.5, L.4.6 Informational CCSS RI.4.1, RI.4.4 and L.4.4 ● Target 7 and 14 Language Use: Literature CCSS RL.4.1, RL.4.4, L.4.5 Informational CCSS RI.4.1, L.4.5 <p>At the end of the 22-23 school year, 70% of 5th grade students met standard on the ELA SBA which was a 11% increase when analyzing cohort data and a 10% increase from 5th graders in the 21.22 school year. As determined by SBA data for the 22.23 school year, DEE 5th grade students scored the same as the district average and 17% higher than the state average. 73% of 5th grade students ended the 22.23 school year performing at or above the 50th percentile using their composite ELA score on aimsWEB as compared to the national average. Despite the fact that 73% of students were performing at or above the 50th percentile using their composite score, only 56% of students were performing at or above the 50th percentile in Oral Reading Fluency.</p> <p>Based on 5th grade target data from the 22.23 ELA SBA, we observed a performance gap in 2 main areas:</p> <ul style="list-style-type: none"> ● Target 3 and 10 Word Meaning <ul style="list-style-type: none"> ○ Literature CCSS RL.5.1, RL.5.4, L.5.5, L.5.6 ○ Informational CCSS RI.5.1, RI.5.4 and L.5.4

- Target 7 and 14 Language Use
 - Literature CCSS RL.5.1, RL.5.4, L.5.5
 - Informational CCSS RI.5.1, L.5.5

The stark contrast in performance between multilingual students and their English proficient counterparts on the 4th and 5th-grade Smarter Balanced Assessment (SBA) is a concerning issue that underscores the existing disparities within the education system. The data reveals a notable gap, with only 33% (3/9) of 4th grade multilingual students meeting ELA SBA standard and only 20% (1/5) of 5th grade ML students meeting standard. This glaring difference not only raises questions about the effectiveness of current educational approaches for multilingual learners but also prompts a critical examination of the support systems in place to address linguistic and cultural diversity within the classroom. Bridging this performance gap requires targeted interventions, culturally responsive teaching methods, and a commitment to creating an inclusive educational environment that acknowledges and values the diverse strengths of all students. At Donald Eismann, we are examining and improving many of the systems we have in place to support the academic progress of our multilingual learners.

There are also disparities in the performance between students who receive specially designed instruction and their grade level proficient counterparts on the 4th and 5th-grade Smarter Balanced Assessment (SBA) is a concerning issue that underscores the existing disparities within the education system. The data reveals a notable gap, with only 33% (3/9) of 4th grade students receiving SDI meeting ELA SBA standard and only 25% (3/12) of 5th grade students receiving SDI meeting standard. This glaring difference not only raises questions about the effectiveness of current educational approaches for students receiving SDI but also prompts a critical examination of the support systems in place to address skill deficits. Bridging this performance gap requires targeted interventions, culturally responsive teaching methods, and a commitment to creating an inclusive educational environment that acknowledges and values the diverse strengths of all students.

The efforts to support the academic progress of multilingual learners and students served through special education at Donald Eismann School involve a combination of targeted interventions and inclusive strategies. As a school we are proactively addressing the disparities revealed in the Smarter Balanced Assessment (SBA) data – recognizing the need for a comprehensive approach to cater to the unique needs of these student groups. Our acknowledgment of the need for improvement and our commitment to examining and enhancing existing support systems demonstrate a comprehensive approach to addressing the performance gap. By incorporating a combination of strategies that focus on language development, cultural responsiveness, inclusivity, and targeted support, Donald Eismann School aims to bridge the gap and ensure the academic success of all students, regardless of their linguistic or special education needs. Ongoing evaluation and adjustments to these systems will be crucial in fostering continuous improvement.

Mathematics

In the 22.23 school year, a comprehensive data analysis was conducted at Donald Eismann Elementary (DEE) using Smarter Balanced Assessment (SBA)

Connected Goal Areas:

Goal 1: Success in the Early Years

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

data and aimsweb to assess the academic performance of fourth and fifth-grade students in mathematics.

Fourth Grade Math Performance:

SBA Results:

- Overall, 70% of fourth graders at DEE met the standard on the math SBA.
- This represents a significant improvement, with a 3.3% increase from cohort data and a substantial 31% increase from the previous school year.
- Notably, DEE's fourth graders outperformed both the district and state averages by 7% and 22%, respectively.

Priority Cluster Performance:

- A closer examination of the fourth-grade target data revealed one performance gap in Priority Cluster Target I: "Solve problems involving measurement/conversion of measurements from a larger unit to a smaller unit."

Fifth Grade Math Performance:

SBA Results:

- The fifth-grade math SBA scores at DEE are identified as an area of concern.
- Only 55% of fifth graders met the standard, which is 2% lower than the district average.
- Of the 26 students (26%) performing at Level 2, 14 were within 30 points or less of reaching Level 3.
- Noteworthy is the observation that, based on SBA target data, most Priority Cluster targets were at or above Level 3. However, the overall performance on these targets surpassed their performance on the entire test.

Priority Cluster Performance:

- Similar to the fourth grade, the fifth-grade target data identified a performance gap in Priority Cluster Target I: "Solve problems involving measurement/conversion of measurements from a larger unit to a smaller unit."

Recommendations and Implications:

Targeted Interventions:

- Implement targeted interventions, particularly focusing on the identified Priority Cluster Target I, to address the performance gap in measurement and conversion problems.

Individualized Support:

- Provide individualized support for current fifth-grade students performing at Level 2, especially those within a close range of Level 3, to help them reach the proficiency standard.

Curriculum Review:

	<ul style="list-style-type: none"> ● Consider a thorough review of the curriculum and instructional strategies to enhance the understanding and application of measurement and conversion concepts. <p>Data-Driven Instruction:</p> <ul style="list-style-type: none"> ● Continue utilizing data-driven instruction, focusing on the Priority Cluster targets, to ensure that teaching aligns with the specific needs of the students. <p>Professional Development:</p> <ul style="list-style-type: none"> ● Offer professional development opportunities for teachers to strengthen their instructional approaches, especially in areas identified as performance gaps
<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>To determine a goal for the 2023-2024 school year, our team reviewed data from several resources including School-Wide Intervention System, Universal Screener-B, Universal Screener-A, Teacher Progress Monitoring Systems, and Multi-Tiered System of Support Fidelity Checks.</p> <p>Upon evaluating the effectiveness of our past strategies and action steps, notable progress had been made characterized by a reduction in overall SWIS referrals. We attribute this success to the implementation of targeted interventions and professional learning opportunities in the area of restorative practices and de escalation strategies. While during the 2022-2023 school year we made progress we still have a crucial need for improvement, specifically in addressing disparities among boys and students receiving specially designed instruction (SDI), where we are making progress on initial goals that were not met.</p> <p>Our approach for this school year prioritizes teacher collective efficacy, response to intervention and universal lesson design ensuring students of all ability levels are mentally and emotionally connected to each lesson. We will monitor the effectiveness of our plan through a systematic process of monitoring student discipline referrals and providing timely feedback to teachers. In addition, we will refine our system of support to align with research based best practices in responding timely and effectively to student needs. We believe focusing on these high leverage practices will provide positive outcomes for students while increasing teacher effectiveness and clarity.</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>In our comprehensive effort to inform and guide our school improvement plan, we conducted a thorough analysis of data collected from various sources, including the Center for Educational Effectiveness Student Survey (CEE), Teacher Feedback and Input (TFI), the School-Wide Information System (SWIS), and the Universal Screener. This multi-faceted approach allowed us to gain a holistic understanding of our school's strengths and areas for growth both from a student and staff perspective.</p> <p>The data reflects a positive perception among students regarding the importance of student learning and the high expectations set by their teachers. Specifically, the top survey items related to the belief in the importance of student learning, the expectation for students to do their best, and the belief that</p>

	<p>all students can succeed demonstrate a high percentage of positive responses, indicating a strong alignment with the principles of Clear & Shared Focus (CSF) and High Standards & Expectations (HSE). These positive perceptions create a strong foundation for a positive learning environment and student engagement. We attribute this success to planning and predictability within our building schedule and evaluating and reflecting on lessons both through the lens of the student and instructor.</p> <p>While we have areas of celebration, the data also indicated areas for growth. The bottom survey items indicate lower levels of positive responses, particularly in areas related to collaborative problem-solving, critical thinking, and engagement in difficult conversations about race, gender, oppression, and discrimination. These findings suggest areas for improvement in Effective Leadership (EL) and Critical Thinking (CT).</p> <p>In response to the survey findings, the school recognizes the importance of addressing the identified areas for improvement and is committed to taking action to enhance the overall student experience. The following action steps will be implemented to support and improve the areas identified through the survey:</p> <p>Universal Lesson Design: Professional development opportunities will be provided to teachers to enhance their skills in universal lesson design. This approach ensures that lessons are accessible and engaging for all students, fostering a more inclusive learning environment.</p> <p>Response to Intervention (RTI): We will continue to implement and strengthen our response to intervention strategies to provide additional support for students who may be struggling. In addition, our multidisciplinary team will provide frequent and timely feedback to staff on implementation of research based best practice and selected interventions to ensure fidelity of the system. This work will occur through PLC's, professional development and monitoring of instruction.</p> <p>Teacher Clarity: Professional learning opportunities will focus on promoting teacher clarity. Clear communication of learning objectives, expectations, and feedback will be emphasized to enhance student understanding and engagement.</p> <p>Increasing Inclusionary Practices: The school community will work collectively to increase inclusionary practices, including restorative practices. Professional learning and ongoing support will be provided to staff to create a more inclusive and supportive school culture.</p> <p>By intertwining these action steps into the academic and disciplinary goals associated with the school improvement plan, our team aims to create a more responsive and equitable learning environment. The commitment to continuous improvement aligns with our dedication to providing a high-quality education that meets the diverse needs of all students. Regular monitoring and assessment of these initiatives will ensure their effectiveness and guide further adjustments as needed.</p>
Attendance:	During the 2022-2023 school year, a noteworthy 60% of students within the Sumner-Bonney Lake School District consistently maintained an average daily

Connected Goal Area:

Goal 2: Nurtured, Engaged, and Empowered Students

attendance exceeding 90%. Elementary schools, in particular, exhibited an even more commendable figure of 66.1%. Notably, Donald Eismann Elementary demonstrated a robust attendance record, with an impressive 62.6% of its students consistently achieving an average daily attendance of greater than 90%.

The data reveals a discernible attendance gap among specific student populations at Donald Eismann Elementary during the reporting period:

- Special Education (n=71): 57.8%
- Multilingual Learners (n=42): 54.8%
- Free and Reduced (n=132): 55.3%
- McKinney-Vento (n=10): 50%

While overall attendance rates are notable, it is crucial to address and narrow the attendance disparities within these diverse student groups. At Donald Eismann Elementary we are committed to implementing targeted strategies and interventions to ensure equitable attendance outcomes for all students, fostering an inclusive and supportive learning environment.

To address attendance challenges and further improve these rates, we will implement various high-leverage attendance strategies:

Parent-Teacher Collaboration: Encouraging active involvement and communication between parents and teachers to collectively support students in maintaining regular attendance.

Relationship Building: Emphasizing the importance of strong relationships among students, teachers, and the school community to create a positive and supportive environment.

Attendance Conferences: Conducting conferences to discuss attendance trends, identify challenges, and collaboratively develop strategies to enhance student attendance.

Weekly Attendance Monitoring: Implementing a system for weekly attendance tracking to identify early signs of absenteeism and enable timely intervention.

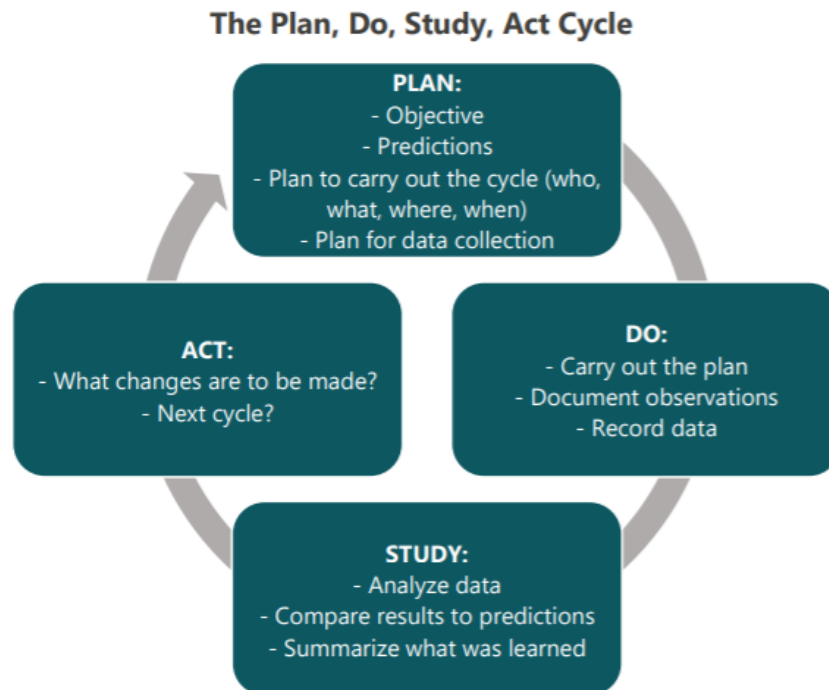
Incentive Programs: Introducing positive reinforcement initiatives, such as attendance awards or recognition ceremonies, to motivate and celebrate students with consistently high attendance.

Continued Work on Positive School Culture: Sustaining efforts to foster a positive school culture where students feel engaged, valued, and connected to their learning environment.

By combining these strategies, we aim to create a comprehensive approach to improving attendance rates and ensuring the success of all students during the academic year.

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:

During the 2022-2023 academic year, our discipline data highlights persistent disparities among student groups, emphasizing the need for targeted intervention. Latino/a/e students, comprising 16% of the total district enrollment, account for 17% of all discipline referrals. Similarly, multiracial students, representing 16% of the student body, contribute to 35% of discipline referrals. Black students, constituting 3% of enrollment, make up 8% of discipline referrals. In contrast, both White and Asian students exhibit proportional representation in discipline referrals based on their enrollment percentages.

Male students, constituting 47% of the total student body, receive 88% of discipline referrals, while female students, representing 53% of the enrollment, receive 8% of referrals. Among students with an Individualized Education Program (IEP), comprising 10% of the total enrollment, 68% are male, and 32% are female. 45% of all discipline referrals are attributed to students with an IEP, with a significant disproportion in the gender breakdown, where of the 45% of referrals 98% are for males with an IEP.

These disparities underscore the critical importance of addressing inequities in our disciplinary practices. It is essential that all students have equal access to educational opportunities and are not disproportionately subjected to office discipline referrals.

Theory of Action: Based on the data and root cause analysis we completed, we believe through data analysis and a comprehensive root cause examination, our objective is to elevate social, emotional, and academic outcomes for all students, with a particular focus on boys and those receiving specially designed instruction. Our strategy involves fostering a collaborative environment among our staff to implement engaging and culturally responsive teaching practices. Utilizing data-informed cycles of inquiry, we commit to continuous monitoring and adjustments, aiming to diminish disparities in discipline, suspension, and expulsion rates specifically among our male students and those with disabilities. This initiative aligns seamlessly with Targets 1 and 7 outlined in the SBLSD strategic plan, emphasizing professional practices for effective instruction.

<p>Schoolwide Student 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>	<p>By May of 2024, we will reduce the rate of SWIS office referrals for boys as measured by SWIS referral reporting by 38% from 88% of all referrals to 50% of referrals. Instructional tools will include the use of restorative practices, circles and use of funds of knowledge to ensure students are connected to their learning environments. The use of tiered fidelity reporting will be used to assist our multidisciplinary team in providing timely and frequent feedback to staff on implementation of strategies. Monitoring of data will occur weekly and will include fidelity checks on IEP accommodations.</p>
<p>Highest Leverage Subgroup Student 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>	<p>By May of 2024, we will reduce the rate of SWIS office referrals for boys receiving specially designed instruction as measured by SWIS referral reporting by 50% from 45% to 2%. Instructional tools will include the use of restorative practices, circles and use of funds of knowledge to ensure students are connected to their learning environments. The use of tiered fidelity reporting will be used to assist our multidisciplinary team in providing timely and frequent feedback to staff on implementation of strategies. Monitoring of data will occur weekly and will include fidelity checks on IEP accommodations.</p> <p>By May of 2024, we will reduce the rate of SWIS office referrals for students of color by 75% as measured by SWIS referral reporting. Instructional tools will include the use of restorative practices, circles and use of funds of knowledge to ensure students are connected to their learning environments. The use of tiered fidelity reporting will be used to assist our multidisciplinary team in providing timely and frequent feedback to staff on implementation of strategies. Monitoring of data will occur weekly and will include fidelity checks on IEP accommodations.</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			

	<p>Provide targeted professional development opportunities for educators focused on special education and disabilities. Responding and implementing individualized education plans. This will help create a more inclusive and culturally responsive learning environment, reducing the likelihood of biased disciplinary practices.</p> <p>-----</p> <p>Funding Source or Resource Allocation: Staff meeting, team leader meetings and PLC.</p>		
Schoolwide	<p>Introduce and reinforce the use of restorative practices as a proactive approach to discipline with peer observation and opportunity for Equity leader and multidisciplinary team to provide frequent and timely feedback.</p> <p>-----</p> <p>Funding Source or Resource Allocation: Staff meeting, team leader meetings and PLC</p>		
Schoolwide	<p>Implement a systematic process for regularly monitoring discipline data, including SWIS office referrals, and adjust strategies based on the analysis.</p> <ul style="list-style-type: none"> - Weekly Explorer Team Meetings - Frequent and timely monitoring of SWIS with teacher feedback. <p>-----</p> <p>Funding Source or Resource Allocation: Multi-Disciplinary Team Meetings, PBIS Team, Staff meeting, team leader meetings, PLC</p>		
Schoolwide	<p>Enhance communication and collaboration with families by providing families with a primary targeted intervention plan for students referred to the multidisciplinary team.</p> <p>-----</p> <p>Funding Source or Resource Allocation: Multidisciplinary Team, PLC</p>		
Schoolwide	<p>Elevate the instructional landscape by facilitating targeted professional development opportunities that concentrate on Tier 1 proactive classroom management strategies. Monthly Tier 1 meetings to review selected strategy, progress monitoring and fidelity checks within the month on strategy. Feedback will be given to teachers based on feedback survey (timely and based on communication input)</p> <p>-----</p> <p>Funding Source or Resource Allocation: Staff meeting, PBIS Team, Multidisciplinary team, team leader meetings, PLC</p>		
Schoolwide	<p>Optimize student support systems by implementing highly impactful, evidence-based interventions carefully chosen through the Student Intervention Matching System (CST2).</p> <ul style="list-style-type: none"> - Response to Intervention - Weekly Fidelity Checks 		

	<p>- Data Collection System includes frequent monitoring and feedback to teachers based on implementation.</p> <p>-----</p> <p><i>Funding Source or Resource Allocation: Multi-Disciplinary Team Meetings, PBIS Team, Staff meeting, team leader meetings, PLC</i></p>		
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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 current data from AIMSWEB and SBA assessments indicate that a significant number of 4th and 5th-grade students at Donald Eismann Elementary are underperforming in English Language Arts (ELA). This underperformance is evident through data in both AimsWEB and SBA with disparities among the data points, highlighting a need for targeted intervention to address and improve students' proficiency in ELA.

Theory of Action: Based on the data and root cause analysis we completed, we believe if Donald Eismann Elementary (DEE) strategically adjusts instructional approaches to address identified performance gaps in Word Meaning and Language Use standards for 4th and 5th-grade students, with a specific focus on multilingual learners, then we anticipate a measurable increase in ELA proficiency as evidenced by SBA and an increase in AIMSWEB composite scores, particularly in Oral Reading Fluency.

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 of 2024, the percentage of all 4th and 5th grade students who demonstrate proficiency in solving higher order questions in ELA as measured by SBA will increase by 10% from spring of 2023 including MLs and students served in special education. Instructional tools will include the use of IABs and 95% curriculum both as an intervention to serve as an appropriate scaffold for students with unfinished learning in ELA as well as for vocabulary instruction in the core. Monthly data will be collected and examined for disparities among our protected populations of students.

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 of 2024, all 4th and 5th grade students who are identified as multilingual will show an increase in their overall WIDA score by 1 performance level as measured by the World-class instructional design and assessment (WIDA).. Instructional tools will include the use of GLAD strategies and 95% curriculum as an intervention to serve as an appropriate scaffold for students with unfinished learning in ELA as well as Vocabulary Surge for vocabulary instruction in the core. Monthly data will be collected and examined for disparities among our protected populations of students.

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	<p>Access to Core Curriculum for All Students <i>Universal Lesson Design and Unit planning</i> <i>Professional Development</i></p> <p>-----</p> <p>Funding Source or Resource Allocation: <i>Principal Late Night, staff meeting, team leader meetings and PLC</i></p>		
Schoolwide	<p>Visible Learning and Feedback: Implement visible learning practices by providing explicit learning intentions and success criteria for reading tasks.</p> <p>Foster a culture of constructive feedback, encouraging students to reflect on and engage with feedback to improve their reading skills.</p> <p>-----</p> <p>Funding Source or Resource Allocation: <i>Principal Late Night, staff meeting, team leader meetings and PLC</i></p>		
Schoolwide	<p>Sustained Professional Development: Offer sustained and ongoing professional development opportunities for teachers to deepen their knowledge of effective reading instruction strategies. Encourage a culture of continuous learning and improvement.</p> <ul style="list-style-type: none"> ● Staff Meetings ● 95% Training for Curriculum implementation ● Use of Instructional Coach for modeling and peer observation <p>-----</p> <p>Funding Source or Resource Allocation: <i>Principal Late Night, staff meeting, team leader meetings and PLC.</i></p>		
Grades 3-5	<p>Explicit Vocabulary Instruction: Use Vocabulary Surge to provide explicit instruction on vocabulary development, emphasizing the importance of understanding and using a rich and varied vocabulary to enhance reading comprehension.</p> <p>-----</p> <p>Funding Source or Resource Allocation: <i>District provided PD, staff meetings, and PLC</i></p>		
Schoolwide	<p>GLAD Strategy CCD <i>Cognitive Content Dictionary (CCD)</i></p> <ul style="list-style-type: none"> - <i>Professional development and refresher of CCD strategy</i> - <i>Fidelity checks</i> <p>-----</p> <p>Funding Source or Resource Allocation: <i>Staff meeting, team leader meetings and PLC</i></p>		

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 performance of Donald Eismann students in math differs greatly between 4th and 5th grade. This glaring difference not only raises questions about the effectiveness of current educational approaches but also prompts a critical examination of the support systems in place within core instruction. Bridging this performance gap requires fostering a culture of constructive feedback, culturally responsive teaching methods, and a commitment to creating an inclusive educational environment that acknowledges and values the diverse strengths of all students.

Theory of Action: Based on the data and root cause analysis we completed, we believe the disparities are strongly correlated to the depth of knowledge and rigor during instruction in comparison to that on the SBA. We believe that if we emphasize the incorporation of culturally responsive teaching practices in math, differentiated support and increase the rigor of daily math lessons we will close the achievement gap in math for all students.

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, 4th grade students will increase their overall SBA math performance by 5% as measured by the Smarter Balanced assessment and for multilingual students at or above a performance level 3.

By June 2024, 5th grade students will increase their overall SBA math performance by 10% as measured by the Smarter Balanced assessment for multilingual students at or above a performance level 3.

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 of 2024, all 4th and 5th grade students who are identified as multilingual will show an increase in their overall ELA SBA score to a performance level of a 3 or 4 as measured by ELA SBA. Instructional tools will include the use of GLAD strategies and small group curriculum intervention to serve as an appropriate scaffold for students with unfinished learning in math. Monthly data will be collected and examined for disparities among our protected populations of students.

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	<i>Access to Core Curriculum for All Students Universal Lesson Design and Unit Planning Professional Development -----</i>		

	<p>Funding Source or Resource Allocation: Principal Late Night, staff meeting, team leader meetings and PLC</p>		
Schoolwide	<p>Schoolwide GLAD Strategy Cognitive Content Dictionary (CCD)</p> <ul style="list-style-type: none"> - Professional development and refresher of CCD strategy - Fidelity checks 		
	<p>-----</p> <p>Funding Source or Resource Allocation: Staff meeting, team leader meetings and PLC</p>		
	<p>Visible Learning and Feedback:</p> <ul style="list-style-type: none"> - Implement visible learning practices by providing explicit learning intentions and success criteria for reading tasks. - Foster a culture of constructive feedback, encouraging students to reflect on and engage with feedback to improve their reading skills. 		
	<p>-----</p> <p>Funding Source or Resource Allocation: Staff meeting, team leader meetings and PLC</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: The analysis of data from both AIMSWEB and SBA assessments reveals a critical area for improvement in English Language Arts (ELA) proficiency among 3rd-grade students at Donald Eismann Elementary. The need for targeted intervention is evident, stemming from a comprehensive examination of AimsWEB and SBA data, indicating a commitment to enhancing students' ELA performance.

In the fall of 2022, 40% of 3rd-grade students scored below the 50th percentile on AimsWEB. By the conclusion of the 22-23 school year, there was a noteworthy improvement, with 67% of 3rd-grade students meeting the ELA SBA standard—a commendable 6% increase from the previous school year. It's encouraging to note that of those meeting the SBA ELA standard, 77% demonstrated proficiency by achieving or surpassing the 50th percentile on AimsWEB in the spring. Furthermore, 58% of 3rd-grade students concluded the school year performing at or above the 50th percentile in their composite ELA score on AimsWEB, surpassing the national average.

While there is progress, it's essential to address specific nuances in the data. 3rd-grade students approached a performance level 3 in 11 out of 26 targets on the ELA SBA, indicating areas for growth. Additionally, the recent district-wide analysis revealed a compelling correlation between students scoring above the 50th percentile on the AimsWEB reading composite score and achieving a level 3 or 4 on the ELA SBA.

However, challenges persist, as demonstrated by the fall 2023 AimsWEB data, where 33% of 3rd-grade students scored below the 50th percentile in their composite reading score. The potential continuation of this trend raises concerns about the effectiveness of current practices.

Recognizing the urgency of this matter, it is imperative to proactively assess and refine existing strategies to ensure sustained progress. By building upon the positive gains made and addressing identified areas for improvement, Donald Eismann Elementary is poised to enhance ELA proficiency for 3rd-grade students, laying the foundation for their future academic success.

When looking at the disparities among groups of students. There is a strong achievement gap among students who qualified for Learning Assistance Program (LAP) services, specifically identified through aimsweb with scores at the 10th percentile and below, is a pressing concern within our educational

community. The data reveals a substantial disparity in their ability to pass the English Language Arts (ELA) Smarter Balanced Assessment (SBA) when compared to their peers.

Out of the 17 students identified through aimsweb with scores at the 10th percentile and below, only 4 were able to successfully pass the ELA SBA. This discrepancy in achievement highlights the challenges faced by these students in reaching proficiency levels required by standardized assessments. Regular monitoring of progress, ongoing assessments, and data-driven decision-making will be integral in determining the efficacy of these interventions and making necessary adjustments.

Moreover, an emphasis on differentiated instruction, individualized support, and the utilization of evidence-based practices will contribute to narrowing the achievement gap. By acknowledging and proactively addressing the unique challenges faced by students identified through aimsweb with scores at the 10th percentile and below, the educational institution can work towards creating an environment where all students have the opportunity to thrive academically. This commitment aligns with the broader goal of fostering educational equity and ensuring success for every learner, regardless of their initial proficiency levels.

Theory of Action: Based on the data and root cause analysis we completed, we believe the disparities are strongly correlated to the depth of knowledge and rigor during instruction in comparison to that on the SBA. If Donald Eismann Elementary (DEE) strategically implements targeted interventions, differentiation strategies, and professional development to address specific ELA SBA targets, especially focusing on improving performance in Language Use (Target 14), then we anticipate a measurable increase in ELA proficiency among 3rd-grade students, as evidenced by improved scores on AIMSWEB and SBA assessments.

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 of 2024, the percentage of all 3rd grade students who demonstrate proficiency in solving higher order questions in ELA as measured by SBA will increase by 8% from spring of 2023 including students receiving LAP services and students who identify as ML. Instructional tools will include the use of IABs and 95% curriculum both as an intervention to serve as an appropriate scaffold for students with unfinished learning in ELA as well as for vocabulary instruction in the core. Monthly data will be collected and examined for disparities among our protected populations of students.

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 of 2024, all 3rd grade students who qualify for LAP will show an increase in their overall reading composite score to the 29th percentile or above as measured by the ELA AimsWeb Spring Benchmark screener. Instructional tools will include the CORE CLKA ELA curriculum and 95% curriculum as an intervention to serve as an appropriate scaffold for students with unfinished learning in ELA. Students will also receive Vocabulary Surge for vocabulary instruction in the core. Monthly data will be collected and examined for disparities among our protected populations of students.

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	<p>Access to Core Curriculum for All Students <i>Universal Lesson Design and Unit planning</i> <i>Professional Development</i></p> <p>-----</p> <p>Funding Source or Resource Allocation: <i>Principal Late Night, staff meeting, team leader meetings and PLC</i></p>		
Schoolwide	<p>Visible Learning and Feedback: Implement visible learning practices by providing explicit learning intentions and success criteria for reading tasks.</p> <p>Foster a culture of constructive feedback, encouraging students to reflect on and engage with feedback to improve their reading skills.</p> <p>-----</p> <p>Funding Source or Resource Allocation: <i>Principal Late Night, staff meeting, team leader meetings and PLC</i></p>		
Schoolwide	<p>Sustained Professional Development: Offer sustained and ongoing professional development opportunities for teachers to deepen their knowledge of effective reading instruction strategies. Encourage a culture of continuous learning and improvement.</p> <ul style="list-style-type: none"> ● Staff Meetings ● 95% Training for Curriculum implementation ● Use of Instructional Coach for modeling and peer observation <p>-----</p> <p>Funding Source or Resource Allocation: <i>Principal Late Night, staff meeting, team leader meetings and PLC.</i></p>		
Grade 3-5	<p>Explicit Vocabulary Instruction: Use Vocabulary Surge to provide explicit instruction on vocabulary development, emphasizing the importance of understanding and using a rich and varied vocabulary to enhance reading comprehension.</p> <p>-----</p> <p>Funding Source or Resource Allocation: <i>District provided PD, staff meetings, and PLC</i></p>		
Schoolwide	<p>GLAD Strategy CCD</p>		

	<p><i>Cognitive Content Dictionary (CCD)</i></p> <ul style="list-style-type: none"> - Professional development and refresher of CCD strategy - Fidelity checks <p>-----</p> <p><i>Funding Source or Resource Allocation:</i> Staff meeting, team leader meetings and PLC</p>		
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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: Based 3rd grade target data from the 22.23 SBA, we observed two performance gaps on priority clusters.

• **Grade 3**

- **Target C** Multiply and divide within 100.
- **Target G** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Theory of Action: Based on the data and root cause analysis we completed, we believe the disparities are strongly correlated to the depth of knowledge and rigor during instruction in comparison to that on the SBA. We believe that if we emphasize the incorporation of culturally responsive teaching practices in math, differentiated support and increase the rigor of daily math lessons we will close the achievement gap in math for all students.

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, 75% of 3rd grade students will meet or exceed grade level standard as measured by the math Smarter Balanced assessment including students identified as multilingual or those receiving SPED services. All students will close the performance gap relative to other areas on the test on Target C and Target G as measured by the 3rd grade 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)

By June 2024, all 3rd grade students who are impacted by poverty and identified as low income will show growth by at least one performance level on the 3rd grade Math SBA as measured by math Smarter Balanced assessment (SBA).

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	<p>Access to Core Curriculum for All Students <i>Universal Lesson Design and Unit Planning</i> <i>Professional Development</i></p> <p>-----</p> <p>Funding Source or Resource Allocation: <i>Principal Late Night, staff meeting, team leader meetings and PLC</i></p>		
Schoolwide	<p>Schoolwide GLAD Strategy <i>Cognitive Content Dictionary (CCD)</i></p> <ul style="list-style-type: none"> - <i>Professional development and refresher of CCD strategy</i> - <i>Fidelity checks</i> <p>-----</p> <p>Funding Source or Resource Allocation: <i>Staff meeting, team leader meetings and PLC</i></p>		
Schoolwide	<p>Visible Learning and Feedback:</p> <ul style="list-style-type: none"> - <i>Implement visible learning practices by providing explicit learning intentions and success criteria for reading tasks.</i> - <i>Foster a culture of constructive feedback, encouraging students to reflect on and engage with feedback to improve their reading skills.</i> <p>-----</p> <p>Funding Source or Resource Allocation: <i>Staff meeting, team leader meetings and PLC</i></p>		