



Strategic School Improvement Planning 2023-2024
 for
Emerald Hills 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	10/13	Certificated Staff and Paraeducators	SIP/Equity PD – building data analysis & narrative input, team SMARTIE goal setting, etc.
	11/6	Administrators	Refining goals, narrative, and action steps
Staff Review	11/9, 11/14 & 11/20	Laker Leadership Team	Final review and input
Parent Review	12/8	PTA Board Members	Ongoing review & input
District Review			

Martina Scheerer
Principal Signature

11-22-23
Date

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>	<ul style="list-style-type: none"> ● Reading Fluency Progress: <ul style="list-style-type: none"> ○ Reading fluency in 1st to 3rd grade, based on ORF (Oral Reading Fluency), is steadily improving, with percentages ranging from 74% to 78%. ○ The goal of reaching 80% fluency is nearly achieved. ○ Phonological awareness in Kinder, based on CBM (Heggerty assessment) 34% of students are below or well below standard. ● ELA SBA Scores: <ul style="list-style-type: none"> ○ The ELA SBA scores for the current 4th grade when they were in 3rd grade were 67.4%. ○ Last year's 5th grade scored below the district ELA SBA average. ○ Our current 5th graders scored 71% last spring on ELA SBA ○ Discrepancies exist between meeting standard on “priority” vs “supporting standards” when reviewing the Target Data ● Support for At-Risk Students (ML, SPED, etc.): <ul style="list-style-type: none"> ○ No significant discrepancy exists with SBA performance when looking at the data by race/ethnicity for EHE. The areas of significant discrepancy and concern are noted with our ML and SPED student data. ○ Various support systems are in place, including Lexia and Lexia English, 95%, RTI, WIN groups, and Tier II supports. ○ Effective Teaching Strategies: Explicit Instruction, GLAD strategies and TPR (Total Physical Response) supports are deemed effective based on teacher observations. ● Assessment Data: <ul style="list-style-type: none"> ○ Multiple assessment tools are used, such as AimsWeb, TestNav, ORF, and SBA, to evaluate student performance.

	<ul style="list-style-type: none"> ○ TestNav data indicates strong NWF (Nonsense Word Fluency) for 1st grade and a strong composite score for 5th grade. ○ 4th grade had strong 2023 SBA data. ● Multilingual Learner Data: <ul style="list-style-type: none"> ○ Multilingual learner SBA data at the school is lower than the district average, prompting questions about why this is the case and if newcomer students are not being served adequately. ○ Breakdown of ML passage percent data...ELA: EHE 16.7% (N=12) vs. District 31.1% ● Literacy Programs and Progress: <ul style="list-style-type: none"> ○ The school utilizes programs like Lexia English and tablets for newcomers. ○ Reading data indicates 4th grade as the strongest, followed by 5th grade and then 3rd grade. ○ Progress is seen as ORF scores improve as students advance through grades. ● Technology Access: <ul style="list-style-type: none"> ○ 1:1 devices in the classroom ○ Some students lack access to Chromebooks to continue their learning at home.
--	---

<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>	<ul style="list-style-type: none"> ● AIMSweb Results: <ul style="list-style-type: none"> ○ Kindergarten (K) and 1st grade students did not meet expectations on AIMSweb assessments. ○ 2nd-grade students met competency and were close to meeting the MCF (Math Computational Fluency). ○ 3rd-grade students came close to meeting expectations on AIMSweb. ● SBA Results: <ul style="list-style-type: none"> ○ 3rd-grade students performed above the district goal but were 4% below the district average. ○ 4th-grade students performed 8% above the district average on the SBA ○ 5th-grade students performed 1% below the district goal and 1% above the district average on SBA passage rate ○ Discrepancies exist between meeting standard on “priority” vs “supporting standards” when reviewing the Target Data ● Systems to Support ML Students: <ul style="list-style-type: none"> ○ "GLAD strategies" and other high leverage instructional practices are critical and staff require more training for cohesiveness in grade levels ○ District math data from SBA and benchmarking assessments was reviewed to set SIP goals. ● Cohort Analysis: <ul style="list-style-type: none"> ○ 4th grade cohort increased SBA passage from 3rd grade by 1%
---	--

	<ul style="list-style-type: none"> ○ 5th grade cohort decreased by 12% from 4th grade SBA passage ○ ML students are significantly below district standards with only 17% meeting SBA standard vs. 31% for the district ○ 32% of Special Education students met standard on SBA which is the same as the district average
<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>The team analyzed CEE data as well as SWIS referrals to determine the highest needs in regard to disparities amongst students in regard to discipline. It was determined that white male students were represented the most in SWIS referrals, a risk rate of 2.49. White male students also self-reported through CEE data a negative desire to enjoy coming to school, 49% reported Almost Never True or Sometimes True, suggesting a greater impact on social emotional needs. Strategies we are going to implement should decrease students' self reporting of feeling as though school isn't enjoyable.</p> <p>We hope that through restorative practices and an increased use of them from staff, students will feel seen, heard and valued. Use of restorative practices will be documented not only in SWIS reports but also a monthly survey from staff that report how many restorative practices they've used over all as not all behavior interactions require a SWIS referral. Increased para support and training will be crucial to the success of decreasing the disparity. Para training around unconscious bias may be needed as well as increased training on conflict circles and de-escalation as para's most often interact with students during recess conflicts. We will also need to support staff in restorative practices and moving from exclusion of students, to proactive planning for students with behavioral needs.</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>Programs and Practices: The school has implemented various programs and practices, including Community circles, Restorative practices, Content circles, and Character Strong, to support students' social and emotional development.</p> <p>Second Step Tracking: The school is utilizing Second Step Tracking to monitor the progress of social and emotional learning (SEL) among students, ensuring a structured approach to SEL development.</p> <p>Universal Screener Results: The Universal Screener results for spring 2023 indicate that 38% of students are at risk for externalizing behavior, and 24% are at risk for internalizing behavior, highlighting the need for targeted interventions.</p> <p>Interventions and Approaches: Based on the Universal Screener data, the school is employing a range of interventions and approaches, including Second Step, Purposeful People, small group instruction, circles, and restorative conversations, to address the diverse social and emotional needs of students.</p> <p>Tiered Support and SWIS Data Analysis: PBIS (Positive Behavioral Interventions and Supports) and the Laker Success Team are using tiered</p>

	<p>support strategies and analyzing SWIS (School-Wide Information System) data to assess the effectiveness of their interventions and support strategies.</p> <p>In summary, the school is making a concerted effort to address students' social and emotional needs by implementing various programs and practices, monitoring progress through data analysis, and tailoring interventions based on the needs identified in the Universal Screener results. The use of tiered support and data analysis further indicates a commitment to evaluating the impact of these strategies on student well-being and behavior.</p>
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>In terms of attendance, McKinney Vento stands out with the strongest attendance, but it's important to note that the sample size is small. Conversely, "free and reduced lunch" has the lowest attendance rate. Various celebrations and initiatives have been implemented to improve attendance, such as "smartie boats." It's also important to note that while a small sample size, 50% of our Native Hawaiian and Pacific Islander students (2 students) had a 90% attendance rate. It's important to note the culturally responsiveness needed to understand this gap in attendance as students identifying as Native Hawaiian and Pacific Islander value family time.</p> <p>The impact of absences on academics is substantial, with students missing out on foundational social-emotional learning (SEL) skills and functioning at a much younger developmental level. Questions arise from the data about when students will become invested in their own learning, develop empathy towards teachers, understand the value of school, and acquire knowledge relevant to the real world and their home-life interactions.</p> <p>Strong systems are currently in place to support attendance. Registrar and AP meet weekly to discuss students who are flagged as high risk (more than 3 absences in a month). These students receive letters that emphasize the importance of attendance. Students at five absences or greater are given a conference to attend with an assessment of barriers to attendance aimed at reducing barriers. Understanding that many students at the elementary school age are wanting to come to school and it's often a barrier around parents' circumstances that create challenges for attendance. We are hopeful that through extracurricular activities such as: soccer, basketball, 5th grade leaders, Native American club, juggling club, choir etc. students attendance will continue to improve.</p>
<p>Culture/Climate:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p><u>Student Attitudes</u></p> <ul style="list-style-type: none"> ● The top five areas in the CEE data show that students believe adults care about them. ● The lowest student data category concerns students' respect for others and their enjoyment of school, which prompts the question of what "enjoying school" means to them.

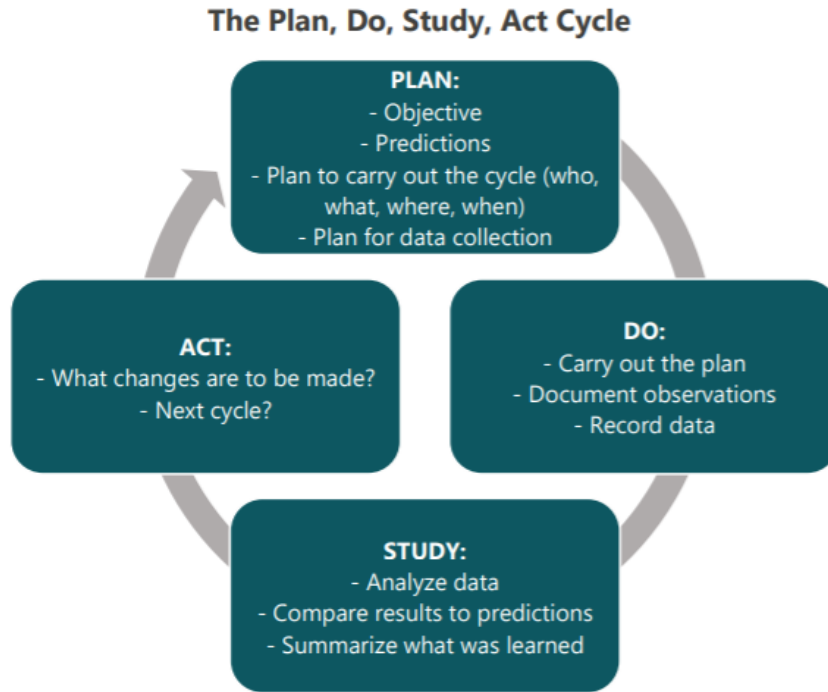
- Staff members feel limited in their ability to impact disrespectful student behavior.

Staff Attitudes

- The top five aspects in the CEE data reveal an open-minded staff willing to change and grow. Staff desire more professional development to support the process.
- Staff would like to continue developing more open conversations and opportunities for understanding amongst each other.
- Staff members are committed to enhancing their abilities for discussing difficult topics, such as conflict, race, and bigotry.
- 100% enforce the anti-bullying policy

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: Based on SWIS and CEE data an overwhelming majority of white male students are disproportionately represented in SWIS referrals, as well as, self-reported that they do not enjoy coming to school.

Theory of Action: Based on the data and root cause analysis we completed, we believe...that increasing restorative practices and monitored tier-2 supports will result in improved CEE data and academic results.

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 Spring of 2024, students responding “never true” to “I enjoy coming to this school” will decrease from 16% to 6% as measured by our spring 2024 CEE data.

Highest Leverage Subgroup Student 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, male students responding “never true” to “I enjoy coming to this school” will decrease from 22% to 12% as measured by our spring 2024 CEE data.

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	Monthly teacher survey to report use of restorative practices in behavior situations. ----- -- <i>Funding Source or Resource Allocation:</i>		
Schoolwide	Monthly CEE-like survey for 2nd-5th students that show the results of restorative interventions to assist admin in supporting staff through PD. ----- -- <i>Funding Source or Resource Allocation:</i>		
Subgroup	Regular monitoring and adjusting of tier-2 behavior supports for all students during weekly tier 2 meetings. (Tier 2 team tracks this information on a Tier 2 Behavior shared document by grade level throughout a student's experience at Emerald Hills.) ----- -- <i>Funding Source or Resource Allocation:</i>		
Subgroup	Counselor surveys that target SEL support for 4th and 5th grade classrooms that lead to groups and changes to instruction based on staff and student needs. Emerald Hills Counselor Student Survey Fall 2023 ----- -- <i>Funding Source or Resource Allocation:</i>		
Schoolwide	Admin walkthrough tool to rate tier 1 practices.		

	<p>-----</p> <p>--</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Subgroup	<p>Monthly SWIS referral data review meetings using solution development tool, with PBIS team to uncover trends with action steps if warranted.</p> <p>-----</p> <p>--</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p>Professional development around inclusionary practices that plan for students with high behavioral needs during instruction. (priority will be to practices that would benefit gaps identified through walkthrough tool)</p> <p>-----</p> <p>--</p> <p><i>Funding Source or Resource Allocation:</i></p>		

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 percent of students attaining grade-level proficiency in reading by spring of Grade 5, based on 5th grade SBA Reading % passage, is a critical area of concern at our school. In the spring of 2022, the 4th grade students had 75.3% passage rate on the Reading SBA. This same cohort decreased to 67.9% passage during their 5th grade year in the spring of 2023. Our current 5th graders had a 71% passage rate as 4th graders in the spring, 2023, so our goal is to work very intentionally as a building to continue the **trajectory upward** for students passing this spring, 2024.

Given the district's 5th grade SBA reading goals:

District goal 22-23: 67% **EHE was below the district average of 71.3% at **67.9%**

District goal 23-24: 71.4% (for our current 5th graders)

District goal 24-25: 75.7% (for our current 4th graders)

District goal 25-26: 80% (for our current 3rd graders)

We have identified several factors that require attention and intervention to ensure our students are on target to meet the district's annual 5th grade goals through 2026.

Multilingual Learner Data Discrepancies

Aimsweb Score Progression

Decline in Special Education Student Passage Data

In light of these observations and concerns, our **Problem of Practice** focuses on improving the percent of students attaining grade-level proficiency in SBA Reading by Grade 5. We will strive to identify and implement targeted interventions to address these specific challenges and ultimately work toward the attainment (or exceeding) our 80% proficiency goal for all students by 2026.

Theory of Action:

Based on the data and root cause analysis we completed, we believe that if we create "high leverage action steps" in the following areas then our current 5th grade students will continue on the trajectory to exceed the 80% Reading SBA passage rate by 2026:

Data-Driven Interventions

ELA SBA Progression Plan

MLL Support and Equity

Continuous Aimsweb & TestNav Score Improvements

Special Education Support and Accommodations

Professional Development

Family Engagement

In essence, we believe that by systematically addressing the factors contributing to our students' reading proficiency challenges and by implementing data-driven, targeted interventions, we can make significant progress towards the district goal of achieving 80% proficiency on the SBA Reading test by 2026 for 5th grade students. This comprehensive approach will ensure that every child receives the support they need to succeed and reach their full reading potential.

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, 81% of all students and 60% of students who are identified as MLL in 4th grade will meet or exceed grade level standard in ELA as evidenced by Aimsweb ORF 26% or higher.

By Spring of 2024, 75% of all students and 10-20% of students who are identified as behaviorally impacted in 5th grade will meet or exceed grade level standard in ELA as evidenced by an Aimsweb ORF of 26% or higher.

AIMSweb R-CBM

By Spring of 2024, 87% of all students and 60% of students who are identified as MLL in 4th grade will meet or exceed grade level standard in ELA as evidenced by an Aimsweb Composite Score of 26% or higher.

By Spring of 2024, 84% of all students and 10-20% of students who are identified as behaviorally impacted in 5th grade will meet or exceed grade level standard in ELA Aimsweb Composite Score of 26% or higher.

ELA SBA

By Spring of 2024, 70% of all students and 60% of students who are identified as MLL in 4th grade will meet or exceed grade level standard in ELA as evidenced by the Smarter Balanced Assessment.

By Spring of 2024, 75% of all students and 50% of students who are identified as behaviorally impacted in grade 5 will meet or exceed grade level standard in ELA as evidenced by the Smarter Balanced Assessment.

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)

[EHE 2023-24 LAP Qualification Document](#)

[EHE 2023-24 LAP Compliance Document](#)

By Spring of 2024, the percentage of all 1st-5th grade students qualifying for LAP services (N=54 of 478) will decrease from 11% in the fall to 6%. The percentage of all 1st-5th grade ML students qualifying for LAP services (N=12 of 30) will decrease from 40% in the fall to 20% (N=6 of 30) in the spring.

	<p>By Spring of 2024, 60% of 4th grade students who are identified as ML (N=5/105) will meet or exceed grade level standard in ELA as evidenced by the Smarter Balanced Assessment.</p> <p>By Spring of 2024, the percentage of all 4th and 5th grade Special Education students scoring “well below average” on the reading SBA will decrease from 59% (N=10) to 24% (N=4).</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 & Subgroup	<p>Teaching & Learning – T1/T2:</p> <p>Fall/Winter/Spring ELA Benchmark assessments</p> <ul style="list-style-type: none"> ● Data used to support developing student groups for WIN & ongoing monitoring of WIN data between Benchmark testing dates to determine if groups need to be adjusted to best meet the changing needs of students ● Data is used to identify the targeted needs within the subgroups of LAP students (ML, SPED, etc.) ● Data reviewed and discussed during PLC and Instructional Meeting times to identify and develop plans for specific students not meeting standard <p>----- - <i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	Teaching & Learning – T1/T2:		

	<p>Grade level teams K-5 utilize new Elementary Priority Standards Frameworks Dashboard with an intentional focus on DOK and SBA-like problem solving (The Goal of Frameworks: Align focus in each grade level)</p> <ul style="list-style-type: none"> • Each grade level will identify the specific portions of the new ELA frameworks (specifically, <i>Target Data Resources, Question Stem Bank: Common Core State Standard and DOK Question STEMS</i>) that are being incorporated into their lesson planning to support higher levels of DOK. The data from the higher level DOK assessments will be reviewed during PLC time (TACA) to determine the impact of using framework resources on student achievement. • 3rd-5th grade will use the SBA-like question Assessment Templates by Standard and calibrate impact on student learning & achievement during PLC time. <p>----- -- <i>Funding Source or Resource Allocation:</i></p>		
<p>Schoolwide & Subgroup</p>	<p>Continuous Improvement – T7 & T8</p> <ul style="list-style-type: none"> • 3rd-5th grade teams develop IAB/FIAB implementation plan (3rd-5th) to support assessment and instruction in preparation for the SBA. Administrators follow up with teams by reviewing plans, providing feedback, and monitoring the impact of implementation (using common assessment data) with grade level teams during PLC or Instructional Meetings (as scheduled). 		

	<ul style="list-style-type: none"> • K-5 teams create and implement plans for high leverage practices to support all school ELA academic vocabulary. Administrators follow up with teams by reviewing plans, providing feedback, and monitoring the impact of implementation (using common assessment data) with grade level teams during PLC or Instructional Meetings (as scheduled) <p>-----</p> <p>--</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p><i>Continuous Improvement</i> – T7 & T8</p> <p>Maximize academic impact during daily WIN times as teams plan in collaboration with Intervention Teacher and Administrators and monitor grade level and individual student data.</p> <p><u>Data-informed cycles of inquiry to guide decision making for the WIN plan at each grade level team</u></p> <ul style="list-style-type: none"> • Walk to read/skills K-5 during WIN – each team creates a WIN Plan Document that will be reviewed/adjusted every 6 weeks based on what the targeted skill data is showing for students receiving LAP services as well as all students performing below standard • Each grade level team creates a WIN Plan Document that will be reviewed/adjusted based on 6 week data analysis & progress monitoring to track impact for all groups of students • Most qualified staff work with the most academically at risk students – team ELA data document will be monitored every 6 weeks and teams will provide input on how to adjust instruction 		

	<ul style="list-style-type: none"> ● 95% & PSI utilized for our most struggling learners at all grade levels – ongoing monitoring in collaboration with Intervention Teacher to track the impact ● Intervention teacher supports professional learning for staff and paraeducators as needed to support 95% <p>-----</p> <p>--</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide & Subgroup	<p><u>Goal specific educational strategy (p. 21 of Strategic Plan):</u></p> <p>School-wide MTSS: Develop and implement an effective schoolwide multi-tiered system of supports that includes the creation of teams to monitor and respond to student needs at all levels.</p> <ul style="list-style-type: none"> ● Launch revised EHE Tier 2 Academic Process – school-wide approach/plan ● Our plan includes a detailed, ongoing monitoring document for each grade level team to track interventions and ensure that all students receive tiered academic supports and that no student falls through the cracks as they move through vertically, K-5. <p>-----</p> <p>--</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p><i>Professional Learning</i> – T5/T6</p> <p><i>Best Practices at Tier 2</i> – resource purchased for team leaders to reference as they support/lead Tier 2 grade level work within our revised EHE Tier 2 Process</p> <ul style="list-style-type: none"> ● Extended Leadership (12/6) – books arrive mid-November & grade level team leaders will meet on 12/6 and develop plan 		

	<p>for implementation & monitoring the impact</p> <ul style="list-style-type: none"> • This resource will be used to focus our building-wide conversations on how to improve the impact we are making with our Tier 2 students <p>-----</p> <p>-</p> <p><i>Funding Source or Resource Allocation: Title funds used to purchase books</i></p>		
Schoolwide	<p>Professional Learning – T5/T6</p> <p><u>Staff Learning Meetings</u></p> <p>A staff survey was conducted to assess what specific areas of classroom-based professional development should be included during our staff meetings. We determined the following as our topics based upon the high leverage impact for all students as well as our subgroups:</p> <p>High Leverage instructional practices for SPED and ML, WIDA, GLAD Strategies, and De-escalation strategies</p> <p>Exit tickets will be completed by staff after each Staff Learning Meeting to evaluate the “action” steps in classrooms. Staff feedback will also help determine the impact being observed as they apply strategies as well as how much follow up training is needed in each area.</p> <p>-----</p> <p>--</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p>The district elementary goal this year is to use one GLAD strategy schoolwide. As a team, we have decided to implement two in order to support academic language amongst all learners to ensure students are engaged in discourse. To measure fidelity of implementation, the instructional leadership team will complete a monthly walkthrough</p>		

	<p>checklist to look for pictorial charts around the classroom as well as frequency of students using academic vocabulary in conversation. Schoolwide results/feedback will be provided to the staff as a whole, and administrators will work with individual staff who need additional support with consistent implementation.</p> <ul style="list-style-type: none"> • Using pictorial input charts as a strategy to increase student discourse in lessons. • We will also focus on talk moves and use of sentence stems to ensure students have genuine opportunity to discuss new ideas and terms with the support of the pictorial input charts. <p>----- - <i>Funding Source or Resource Allocation:</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 percent of students attaining grade-level proficiency in math by spring of Grade 5, based on 5th grade SBA Math % passage, is a critical area of concern at our school. In the spring of 2022, the 4th grade students had a 69.4% passage rate on the Math SBA. This same cohort decreased to 58.7% passage during their 5th grade year in the spring of 2023. Our current 5th graders had a 72% passage rate as 4th graders in the spring, 2023, so our goal is to work very intentionally as a building to continue the **trajectory upward** for students passing this spring, 2024.

Given the district’s 5th grade SBA Math goals:

District goal 22-23: 60% **EHE was above the district average of 57.3% at **59%**

District goal 23-24: 66.7% (for our current 5th graders)

District goal 24-25: 73.4% (for our current 4th graders)

District goal 25-26: 80% (for our current 3rd graders)

We have identified several factors that require attention and intervention to ensure our students are on target to meet the district’s annual 5th grade goals through 2026.

Multilingual Learner Data Discrepancies

Decline in Special Education Student Passage Data

In light of these observations and concerns, our **Problem of Practice** focuses on improving the percent of students attaining grade-level proficiency in SBA Math by Grade 5. We will strive to identify and implement targeted interventions to address these specific challenges and ultimately work toward the attainment of our 80% proficiency goal for all students by 2026.

Theory of Action: Based on the data and root cause analysis we completed, we believe that if we create “high leverage action steps” in the following areas then our current 5th grade students will meet the goal percentage for this spring and the other grade levels at EHE will continue on the trajectory to meet or exceed the 80% Math passage rate by 2026:

Data-Driven Interventions

Math SBA Progression Plan

MLL Support and Equity

Continuous M-Comp & TestNav Score Improvements

Special Education Support and Accommodations

Professional Development

Family Engagement

In essence, we believe that by systematically addressing the factors contributing to our students' math proficiency challenges and by implementing data-driven, targeted interventions, we can make significant progress towards the district goal of achieving 80% proficiency on the SBA Math test by 2026 for 5th grade students. This comprehensive approach will ensure that every child receives the support they need to succeed and reach their full math potential.

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, 86% of all students and 60% of students who are identified as ML in 4th grade will meet or exceed grade level standard in math as evidenced by an Aimsweb Composite Score of 26% or higher.

By Spring of 2024, 85% of all students, and 50% of students who are identified as behaviorally impacted, in 5th grade will meet or exceed grade level standard in math as evidenced by an Aimsweb Composite Score of 26% or higher.

	<p><u>MATH AIMSweb (M-COMP)</u></p> <p>By Spring of 2024, <u>85%</u> of all students and <u>60%</u> of students who are identified as ML in 4th grade will meet or exceed grade level standard in math <u>as evidenced by Aimsweb (mComp)</u>.</p> <p>By Spring of 2024, <u>75%</u> of all students, and <u>50%</u> of students who are identified as behaviorally impacted, in 5th grade will meet or exceed grade level standard in math <u>as evidenced by Aimsweb mComp</u> of <u>26%</u> or higher.</p> <p><u>MATH SBA</u></p> <p>By Spring of 2024, <u>70%</u> of all students and <u>60%</u> of students who are identified as ML in 4th grade will meet or exceed grade level standard in Math as evidenced by the Smarter Balanced Assessment.</p> <p>By Spring of 2024, <u>75%</u> of all students, and <u>50%</u> of students who are identified as ML in 5th grade, will meet or exceed grade level standard in Math as evidenced by the Smarter Balanced Assessment.</p>
<p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></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 Spring of 2024, 60% of 4th grade students who are identified as ML (N=5/105) will meet or exceed grade level standard in Math as evidenced by the Smarter Balanced Assessment.</p> <p>By Spring of 2024, 50% of 5th grade students who are identified as ML (N=4/97) will meet or exceed grade level standard in Math as evidenced by the Smarter Balanced Assessment.</p> <p>By Spring of 2024, the percentage of all 4th and 5th grade Special Education students scoring “well below average” on the math SBA will decrease from 47% (N=9) to 16% (N=3).</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 & Subgroup	<p>Teaching & Learning – T1/T2:</p> <p>Develop clear Math Intervention Plan for each grade level team & monitor effectiveness based on Eureka module data cycles</p>		

	<ul style="list-style-type: none"> • Data used to support developing the student groups for math intervention by teams (i.e., “Math Mondays”) • End of unit data is used to specifically identify the targeted needs within the subgroups of math students (ML, SPED, etc.) • Data reviewed and discussed during PLC time to identify and develop plans for specific students not meeting standard <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>		
<p>Schoolwide & Subgroup</p>	<p>Teaching & Learning – T1/T2:</p> <p>Grade level teams K-5 utilize new Elementary Priority Standards Frameworks Dashboard with an intentional focus on DOK and SBA-like problem solving (The Goal of Frameworks: Align focus in each grade level)</p> <ul style="list-style-type: none"> • Each grade level will identify the specific portions of the new math frameworks that are being incorporated into their lesson planning to support higher levels of DOK and problem solving. The data from the higher level DOK assessments will be reviewed during PLC time (TACA) to determine the impact of using framework resources on improving student achievement. • 3rd-5th grade will use the Math Priority Standards Shared Resources to support practicing SBA-like questions and calibrate impact on student learning & achievement during PLC time. <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>		
<p>Schoolwide & Subgroup</p>	<p>Continuous Improvement – T7 & T8</p>		

	<ul style="list-style-type: none"> 3rd-5th grade teams develop IAB/FIAB implementation plan (3rd-5th) to support assessment and instruction in preparation for the SBA. Administrators follow up with teams by reviewing plans, providing feedback, and monitoring the impact of implementation (using common assessment data) with grade level teams during PLC or Instructional Meetings (as schedules). <p>----- <i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p><u>Goal specific educational strategy (p. 21 of Strategic Plan):</u> School-wide MTSS: Develop and implement an effective schoolwide multi-tiered system of supports that includes the creation of teams to monitor and respond to student needs at all levels.</p> <ul style="list-style-type: none"> Launch revised EHE Tier 2 Academic Process – school-wide approach/plan Our plan includes a detailed, ongoing monitoring document for each grade level team to track interventions and ensure that all students receive tiered academic supports and that no student falls through the cracks as they move through vertically, K-5. <p>----- - <i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p><i>Professional Learning</i> – T5/T6</p> <p><i>Best Practices at Tier 2</i> – resource purchased for team leaders to reference as they support/lead Tier 2 grade level work within our revised EHE Tier 2 Process</p> <ul style="list-style-type: none"> Extended Leadership (12/6) – books arrive mid-November & 		

	<p>grade level team leaders will meet on 12/6 and develop plan for implementation & monitoring the impact</p> <ul style="list-style-type: none"> This resource will be used to focus our building-wide conversations on how to improve the impact we are making with our Tier 2 students <p>-----</p> <p>-</p> <p><i>Funding Source or Resource Allocation: Title funds used to purchase books</i></p>		
Schoolwide	<p>Professional Learning – T5/T6</p> <p><u>Staff Learning Meetings</u></p> <p>A staff survey was conducted to assess what specific areas of classroom-based professional development should be included during our staff meetings. We determined the following as our topics based upon the high leverage impact for all students as well as our subgroups:</p> <p>High Leverage instructional practices for SPED and ML, WIDA, GLAD Strategies, and De-escalation strategies</p> <p>Exit tickets will be completed by staff after each Staff Learning Meeting to evaluate the “action” steps in classrooms. Staff feedback will also help determine the impact being observed as they apply strategies as well as how much follow up training is needed in each area.</p> <p>-----</p> <p>-</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p>The district elementary goal this year is to use one GLAD strategy schoolwide. As a team, we have decided to implement two in order to support academic language amongst all learners to ensure students are engaged in discourse. To measure fidelity of implementation, the instructional leadership team will</p>		

	<p>complete a monthly walkthrough checklist to look for pictorial charts around the classroom as well as frequency of students using academic vocabulary in conversation. Schoolwide results/feedback will be provided to the staff as a whole, and administrators will work with individual staff who need additional support with consistent implementation.</p> <ul style="list-style-type: none"> • Using <u>pictorial input charts</u> as a strategy to increase student discourse in lessons. • We will also <u>focus on talk moves and use of sentence stems</u> to ensure students have genuine opportunity to discuss new ideas and terms with the support of the pictorial input charts. <p>----- <i>Funding Source or Resource Allocation:</i></p>		

Grade Band Common Goal

Goal 1: Success in the Early Years

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

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

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

Equity Looks Like:

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

Grade Band Common Goal: Measure of Student Progress #1

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

Problem of Practice: The percent of students attaining grade-level proficiency in reading by spring of Grade 3, based on 3rd grade SBA Reading % passage, is a critical area of concern at our school. Given the district's 3rd grade SBA reading goals:

District goal 22-23: 63.7% **EHE was just above the district average of 67.1% (67.4%, our current 4th graders)

District goal 23-24: 69% (for our current 3rd graders)

District goal 24-25: 74.6% (for our current 2nd graders)

District goal 25-26: 80% (for our current 1st graders)

We have identified several factors that require attention and intervention to ensure our K-3 students are on target to meet the district's annual 3rd grade goals through 2026.

Multilingual Learner Data Discrepancies

Aimsweb Score Progression

Decline in Special Education Student Passage Data

In light of these observations and concerns, our **Problem of Practice** focuses on improving the percent of students attaining grade-level proficiency in SBA Reading by Grade 3. We will strive to identify and implement targeted interventions to address these specific challenges and ultimately work toward the attainment of our 80% proficiency goal for all students by 2026.

Theory of Action: Based on the data and root cause analysis we completed, we believe implementing a comprehensive K-3 strategy which focuses on creating "high leverage actions steps" within these areas will address the critical issue of improving the percent of students attaining grade-level reading proficiency by the end of Grade 3:

Data-Driven Interventions

ELA SBA Progression Plan

MLL Support and Equity

Continuous Aimsweb & TestNav Score Improvements

Special Education Support and Accommodations

Professional Development

Family Engagement

In essence, we believe that by systematically addressing the factors contributing to our students' reading proficiency challenges and by implementing data-driven, targeted interventions, we can make significant progress towards the district goal of achieving 80% proficiency on the SBA Reading test by 2026 for 3rd grade students. This comprehensive approach will ensure that every child receives the support they need to succeed and reach their full reading potential.

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)

Kindergarten goals

By Spring of 2024, 85% of all students, and 75% of students who are identified as IEP/Speech, in grade K will meet or exceed grade level standard in ELA as evidenced by **AIMSweb LWSF**.

By Spring of 2024, 70% of all students, and 70% of students who are identified as IEP/Speech in grade K will meet or exceed grade level standard in ELA **AIMSeb LNF**.

1st Grade Goals

By Spring of 2024, 75% of all students, and 42% of students who are identified as Multi-Language, in 1st Grade will meet or exceed grade level standard in ELA as evidenced by **TestNav Oral Reading Fluency Score**.

By Spring of 2024, 90% of all students, and 70% of students who are identified as Multi-Language, 1st Grade will meet or exceed grade level standard in ELA **TestNav Nonsense Word Fluency Score**.

2nd Grade Goals

By Spring of 2024, 86% of all students, and 71% of students who are identified as Multi-Language, in 2nd Grade will meet or exceed grade level standard in ELA as evidenced by **TestNav Composite Score**.

	<p>By Spring of 2024, <u>80%</u> of all students, and <u>71%</u> of students who are identified as Multi-Language students in 2nd Grade will meet or exceed grade level standard in ELA TestNav ORF.</p> <p><u>3rd Grade Goals</u></p> <p>By Spring of 2024, <u>86%</u> of all students, and <u>75%</u> of students who are identified as Multi-Language in 3rd grade will meet or exceed grade level standard in ELA as evidenced by TestNav Composite Score.</p> <p>By Spring of 2024, <u>81%</u> of all students, and <u>75%</u> of students who are identified as Multi-Language, in 3rd grade will meet or exceed grade level standard in ELA TestNav ORF.</p> <p><u>ELA SBA (3rd grade)</u></p> <p>By Spring of 2024, <u>70%</u> of all students, and <u>67%</u> of students who are identified as Multi-Language, in 3rd grade will meet or exceed grade level standard in ELA as evidenced by the Smarter Balanced Assessment.</p>
<p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></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>EHE 2023-24 LAP Qualification Document</p> <p>EHE 2023-24 LAP Compliance Document</p> <p>By Spring of 2024, the percentage of all 1st-5th grade students qualifying for LAP services (N=54 of 478) will decrease from 11% in the fall to 6%. The percentage of all 1st-5th grade ML students qualifying for LAP services (N=12 of 30) will decrease from 40% in the fall to 20% in the spring.</p> <p>By Spring of 2024, 67% of 3rd grade students who are identified as ML (N=7/100) will meet or exceed grade level standard in ELA as evidenced by the Smarter Balanced Assessment.</p> <p>By Spring of 2024, 50% of 3rd grade students (N=12) who are receiving Special Education services will meet grade level standard in ELA as evidenced by the Smarter Balanced Assessment.</p>

How will we get there?	
<p style="text-align: center;">Action Steps to be Completed</p> <p style="text-align: center;"><i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i></p>	<p style="text-align: center;">Monitoring of Action Plan</p> <p style="text-align: center;"><i>What data was reviewed and what evidence of student learning resulted from the action step?</i></p>

Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide & Subgroup	<p>Teaching & Learning – T1/T2:</p> <p>Fall/Winter/Spring ELA Benchmark assessments</p> <ul style="list-style-type: none"> • Data used to support developing student groups for WIN & ongoing monitoring of WIN data between Benchmark testing dates to determine if groups need to be adjusted to best meet the changing needs of students • Data is used to identify the targeted needs within the subgroups of LAP students (ML, SPED, etc.) • Data reviewed and discussed during PLC and Instructional Meeting times to identify and develop plans for specific students not meeting standard <p>-----</p> <p><i>Funding Source or Resource Allocation: LAP</i></p>		
Schoolwide & Subgroup	<p>Teaching & Learning – T1/T2:</p> <p>Grade level teams K-5 utilize new Elementary Priority Standards Frameworks Dashboard with an intentional focus on DOK and SBA-like problem solving (The Goal of Frameworks: Align focus in each grade level)</p> <ul style="list-style-type: none"> • Each grade level will identify the specific portions of the new ELA frameworks (specifically, <i>Target Data Resources, Question Stem Bank: Common Core State Standard and DOK Question STEMS</i>) that are being incorporated into their lesson planning to support higher levels of DOK. The data from the higher level DOK assessments will be reviewed during PLC time (TACA) to determine the impact of using framework 		

	<p>resources on student achievement.</p> <ul style="list-style-type: none"> • 3rd-5th grade will use the SBA-like question Assessment Templates by Standard and calibrate impact on student learning & achievement during PLC time. <p>----- -- <i>Funding Source or Resource Allocation:</i></p>		
Schoolwide & Subgroup	<p>Continuous Improvement – T7 & T8</p> <ul style="list-style-type: none"> • 3rd-5th grade teams develop IAB/FIAB implementation plan (3rd-5th) to support assessment and instruction in preparation for the ELA SBA. Administrators follow up with teams by reviewing plans, providing feedback, and monitoring the impact of implementation (using common assessment data) with grade level teams during PLC or Instructional Meetings (as scheduled). • K-5 teams create and implement plans for high leverage practices to support all school ELA academic vocabulary. Administrators follow up with teams by reviewing plans, providing feedback, and monitoring the impact of implementation (using common assessment data) with grade level teams during PLC or Instructional Meetings (as scheduled) <p>----- <i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p>Continuous Improvement – T7 & T8</p> <p>Maximize academic impact during daily WIN times as teams plan in collaboration with Intervention Teacher</p>		

	<p>and Administrators and monitor grade level and individual student data.</p> <p><u>Data-informed cycles of inquiry to guide decision making for the WIN plan at each grade level team</u></p> <ul style="list-style-type: none"> • Walk to read/skills K-5 during WIN – each team creates a WIN Plan Document that will be reviewed/adjusted every 6 weeks based on what the targeted skill data is showing for students receiving LAP services as well as all students performing below standard • Each grade level team creates a WIN Plan Document that will be reviewed/adjusted based on 6 week data analysis & progress monitoring to track impact for all groups of students • Most qualified staff work with the most academically at risk students – team ELA data document will be monitored every 6 weeks and teams will provide input on how to adjust instruction • 95% & PSI utilized for our most struggling learners at all grade levels – ongoing monitoring in collaboration with Intervention Teacher to track the impact • Intervention teacher supports professional learning for staff as needed to support 95% <p>----- -- <i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p><u>Goal specific educational strategy (p. 21 of Strategic Plan):</u> School-wide MTSS: Develop and implement an effective schoolwide multi-tiered system of supports that includes the creation of teams to monitor and respond to student needs at all levels.</p>		

	<ul style="list-style-type: none"> • Launch revised EHE Tier 2 Academic Process – school-wide approach/plan • Our plan includes a detailed, ongoing monitoring document for each grade level team to track interventions and ensure that all students receive tiered academic supports and that no student falls through the cracks as they move through vertically, K-5. <p>----- <i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p>Professional Learning – T5/T6</p> <p>Best Practices at Tier 2 – resource purchased for team leaders to reference as they support/lead Tier 2 grade level work within our revised EHE Tier 2 Process</p> <ul style="list-style-type: none"> • Extended Leadership (12/6) – books arrive mid-November & grade level team leaders will meet on 12/6 and develop plan for implementation & monitoring the impact • This resource will be used to focus our building-wide conversations on how to improve the impact we are making with our Tier 2 students <p>----- <i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p>Professional Learning – T5/T6</p> <p>Staff Learning Meetings A staff survey was conducted to assess what specific areas of classroom-based professional development should be included during our staff meetings. We determined the following as our topics based upon the high leverage impact for all students as well as our subgroups:</p>		

	<p>High Leverage instructional practices for SPED and ML, WIDA, GLAD Strategies, and De-escalation strategies</p> <p>Exit tickets will be completed by staff after each Staff Learning Meeting to evaluate the “action” steps in classrooms. Staff feedback will also help determine the impact being observed as they apply strategies as well as how much follow up training is needed in each area.</p> <p>----- <i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p>The district elementary goal this year is to use one GLAD strategy schoolwide. As a team, we have decided to implement two in order to support academic language amongst all learners to ensure students are engaged in discourse. To measure fidelity of implementation, the instructional leadership team will complete a monthly walkthrough checklist to look for pictorial charts around the classroom as well as frequency of students using academic vocabulary in conversation. Schoolwide results/feedback will be provided to the staff as a whole, and administrators will work with individual staff who need additional support with consistent implementation.</p> <ul style="list-style-type: none"> ● Using <u>pictorial input charts</u> as a strategy to increase student discourse in lessons. ● We will also <u>focus on talk moves and use of sentence stems</u> to ensure students have genuine opportunity to discuss new ideas and terms with the support of the pictorial input charts. <p>----- <i>Funding Source or Resource Allocation:</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: The percent of students attaining grade-level proficiency in math by spring of Grade 3, based on 3rd grade SBA math % passage, is a critical area of concern at our school.

Given the district’s 3rd grade SBA math goals:

- District goal 22-23:** 60% **EHE was below the district average of 70% (66%, our current 4th graders)
- District goal 23-24:** 66.7% (for our current 3rd graders)
- District goal 24-25:** 73.4% (for our current 2nd graders)
- District goal 25-26:** 80% (for our current 1st graders)

We have identified several factors that require attention and intervention to ensure our K-3 students are on target to meet the district’s annual 3rd grade math goals through 2026.

Multilingual Learner Data Discrepancies

Decline in Special Education Student Passage Data

In light of these observations and concerns, our **Problem of Practice** focuses on improving the percent of students attaining grade-level proficiency in SBA Math by Grade 3. We will strive to identify and implement targeted interventions to address these specific challenges and ultimately work toward the attainment of our 80% proficiency goal for all students by 2026.

Theory of Action: Based on the data and root cause analysis we completed, we believe implementing a comprehensive K-3 strategy which focuses on creating “high leverage actions steps” within these areas will address the critical issue of improving the percent of students attaining grade-level math proficiency by the end of Grade 3:

Data-Driven Interventions

Math SBA Progression Plan

MLL Support and Equity

Continuous M-Comp & TestNav Score Improvements

Special Education Support and Accommodations

Professional Development

Family Engagement

In essence, we believe that by systematically addressing the factors contributing to our students' math proficiency challenges and by implementing data-driven, targeted interventions, we can make significant progress towards the district goal of achieving 80% proficiency on the SBA Math test by 2026 for 3rd grade students. This comprehensive approach will ensure that every child receives the support they need to succeed and reach their full math potential.

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)

Kindergarten Goals

By Spring of 2024, 85% of all students, and 75% of students who are identified as IEP/Speech, in grade K will meet or exceed grade level standard in math as evidenced by **AIMSweb NNF**.

By Spring of 2024, 85% of all students, and 70% of students who are identified as IEP/Speech in grades K will meet or exceed grade level standard in math **as evidenced by AIMSweb QTF**.

1st Grade Goals

By Spring of 2024, 80% of all students, and 70% of students who are identified as Multi-Language, in 1st Grade will meet or exceed grade level standard in math as evidenced by **TestNav Number Comparison Fluency- Pairs Score**.

By Spring of 2024, 90% of all students, and 70% of students who are identified as Multi-Language, in 1st Grade will meet or exceed grade level standard in math **TestNav Math Fact Fluency Score**.

2nd Grade Goals

By Spring of 2024, 88% of all students, and 100% of students who are identified as Multi-Language, in 2nd Grade will meet or exceed grade level standard in math as evidenced by **TestNav Composite Score**.

By Spring of 2024, 92% of all students, and 100% of students who are identified as Multi-Language, in 2nd Grade will meet or exceed grade level standard in math **as evidenced by TestNav Computational Fluency (MCF)**.

3rd Grade Goals

	<p>By Spring of 2024, <u>86%</u> of all students, and <u>75%</u> of students who are identified as Multi-Language, in 3rd grade will meet or exceed grade level standard in math as evidenced by TestNav Composite Score.</p> <p>By Spring of 2024, <u>80%</u> of all students, and <u>83%</u> of students who are identified as Multi-Language, in 3rd grade will meet or exceed grade level standard in math as evidenced by AIMS WEB MCOMP.</p> <p><u>MATH SBA (3rd grade)</u></p> <p>By Spring of 2024, <u>72%</u> of all students, and <u>75%</u> of students who are identified as Multi-Language, in grade 3 will meet or exceed grade level standard in Math as evidenced by the Smarter Balanced Assessment.</p>
<p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></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 Spring of 2024, 75% of 3rd grade students who are identified as ML (N=7/100) will meet or exceed grade level standard in Math as evidenced by the Smarter Balanced Assessment.</p> <p>By Spring of 2024, 50% of 3rd grade students (N=12) who are receiving Special Education services will meet grade level standard in Math as evidenced by the Smarter Balanced Assessment.</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 & Subgroup	<p><i>Teaching & Learning</i> – T1/T2:</p> <p>Develop clear Math Intervention Plan for each grade level team & monitor effectiveness based on Eureka module data cycles</p> <ul style="list-style-type: none"> • Data used to support developing the student groups for math intervention by teams (i.e., “Math Mondays”) • End of unit data is used to specifically identify the targeted needs within the subgroups of math students (ML, SPED, etc.) 		

	<ul style="list-style-type: none"> Data reviewed and discussed during PLC time to identify and develop plans for specific students not meeting standard <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide & Subgroup	<p>Teaching & Learning – T1/T2:</p> <p>Grade level teams K-5 utilize new Elementary Priority Standards Frameworks Dashboard with an intentional focus on DOK and SBA-like problem solving (The Goal of Frameworks: Align focus in each grade level.)</p> <ul style="list-style-type: none"> Each grade level will identify the specific portions of the new math frameworks that are being incorporated into their lesson planning to support higher levels of DOK and problem solving. The data from the higher level DOK assessments will be reviewed during PLC time (TACA) to determine the impact of using framework resources on improving student achievement. 3rd-5th grade will use the Math Priority Standards Shared Resources to support practicing SBA-like questions and calibrate impact on student learning & achievement during PLC time. <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide & Subgroup	<p>Continuous Improvement – T7 & T8</p> <ul style="list-style-type: none"> 3rd-5th grade teams develop IAB/FIAB implementation plan (3rd-5th) to support assessment and instruction in preparation for the Math SBA. Administrators follow up with teams by reviewing plans, providing feedback, and monitoring the impact of implementation (using common assessment data) with grade level teams during PLC or 		

	<p>Instructional Meetings (as scheduled).</p> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p><u>Goal specific educational strategy (p. 21 of Strategic Plan):</u></p> <p>School-wide MTSS: Develop and implement an effective schoolwide multi-tiered system of supports that includes the creation of teams to monitor and respond to student needs at all levels.</p> <ul style="list-style-type: none"> • Launch revised EHE Tier 2 Academic Process – school-wide approach/plan • Our plan includes a detailed, ongoing monitoring document for each grade level team to track interventions and ensure that all students receive tiered academic supports and that no student falls through the cracks as they move through vertically, K-5. <p>-----</p> <p>-</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p>The district elementary goal this year is to use one GLAD strategy schoolwide. As a team, we have decided to implement two in order to support academic language amongst all learners to ensure students are engaged in discourse. To measure fidelity of implementation, the instructional leadership team will complete a monthly walkthrough checklist to look for pictorial charts around the classroom as well as frequency of students using academic vocabulary in conversation. Schoolwide results/feedback will be provided to the staff as a whole, and administrators will work with individual staff who need additional support with consistent implementation.</p> <ul style="list-style-type: none"> • Using <u>pictorial input charts</u> as a strategy to increase student discourse in lessons. 		

	<ul style="list-style-type: none">We will also <u>focus on talk moves and use of sentence stems</u> to ensure students have genuine opportunity to discuss new ideas and terms with the support of the pictorial input charts. <p>----- <i>Funding Source or Resource Allocation:</i></p>		