



Strategic School Improvement Planning 2023-2024
for
Liberty Ridge 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	8/28-11/1	LRE Staff	Our staff collaborated around analyzing data, completing a gap analysis, and identifying high leverage strategies to help us reach our intended outcomes.
Staff Review	11/2	LRE Leadership Team	Our team reviewed the goals, strategies and action steps within our SIP plan and provided feedback to help us to fine tune our plan.
Parent Review	12/19	LRE PTO	Our plan is to share our SIP with our PTO and any other interested stakeholders at our December meeting.
District Review			

Principal Signature

At Liberty Ridge Elementary, we know that only, "Together We Succeed; No Exceptions, No Excuses." As Thunder Eagles, our entire community of staff, students, and supporters are expected to SOAR daily! We know that the only way to make these ideals a reality is by creating intentional systems that serve our students.

Every day our team works to achieve our mission by connecting with both the hearts and minds of our students. At LRE we focus on the whole child. Through comprehensive social emotional instruction and support, as well as strong culturally responsive academic instruction, we aim to empower the students of our community to be self-confident leaders in whatever they choose to pursue in life.

Our Social-Emotional program at LRE is comprehensive and prioritized, taking place first thing in the morning for our students. Based on restorative practices, self-regulation, explicit social-emotional instruction, mindfulness and Multi-tiered systems of support, our SEL program at LRE helps to create the community and culture that best supports our students' needs, and concurrently helps to create the structured and predictable environment best suited for learning.

All students in our building are capable of high levels of learning and success. By constantly striving to make the learning experience in every classroom better each day, we model high expectations with high levels of support. We again utilize multi-tiered systems of support for our learners. Our Professional Learning Communities respond to data by grade level, classroom, and ultimately student. This process ensures that every child is receiving instruction designed to help them grow.

We, the staff of Liberty Ridge, are committed to all of our students and take ownership for their achievement. We are equally committed to each other, and understand that working well together directly contributes to our goals.

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.

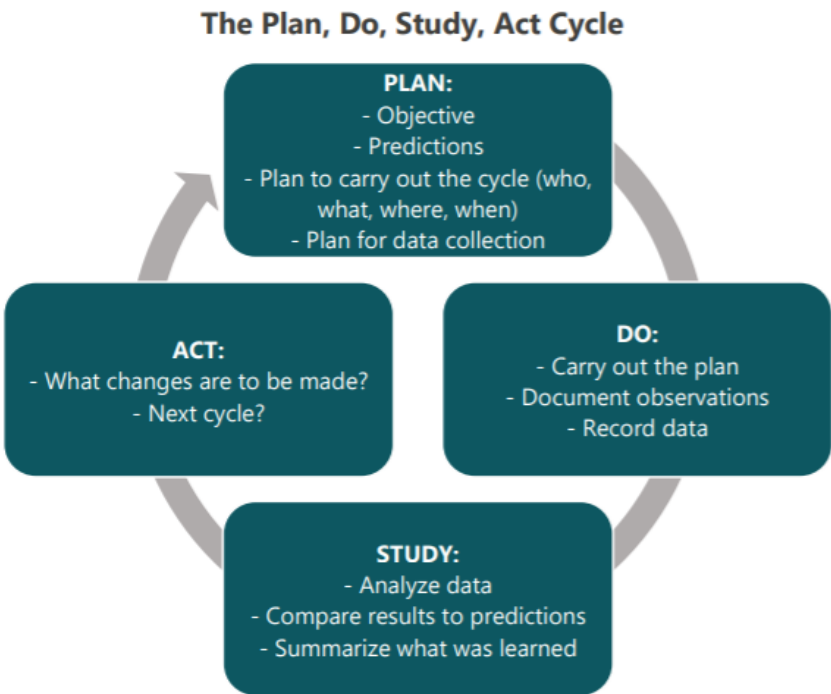
<p><u>Content Area:</u></p>	<p><u>Summary of Data Analysis</u></p> <p><i>(Note to principals - Data charts and graphs are NOT needed for this section. Please insert a written narrative, analysis, and reflection about the data reviewed.)</i></p>
<p>Literacy</p> <p><u>Connected Goal Areas:</u></p> <p><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>In August 2023 our staff analyzed and reflected on Literacy data from the previous school year. We looked at SBA data from grades 3,4,5 and aimsweb data for grades K-5. In addition, this fall our staff analyzed our fall aimsweb benchmark data. During our data reflection our staff determined both strengths and areas of growth from our data. They are listed below:</p> <ul style="list-style-type: none"> ● Grades K,1,and 2 made large growth in reading as measured by aimsweb fall to spring benchmarking data during the 2022-2023 school year. ● Grades 3,4, and 5 made minimal growth in reading as measured by aimsweb fall to spring benchmarking data during the 2022-2023 school year. ● Grades 3,4, and 5 all scored below SBLSD on the SBA during the 2022-2023 school year. Our students specifically struggled in the supporting standards on SBA. ● Aimsweb fall 2023 benchmark assessments indicate that we have major growth to make at all grade levels. <p>At Liberty Ridge we have systems in place to support the diverse needs of our learners.</p> <ul style="list-style-type: none"> ● Multilingual learners are supported within the classroom as well as by focused small group instruction each day. We are able to target their specific needs and build instruction to fit them. ● Special education students at Liberty Ridge receive specially designed instruction within their classroom as well as in small group settings. ● At Liberty Ridge we provide additional resources for students and families that may need additional support both in and outside of school due to homelessness and poverty.
<p>Mathematics</p> <p><u>Connected Goal Areas:</u></p> <p><i>Goal 1: Success in the Early Years</i></p> <p><i>Goal 3: Academically-Prepared Critical Thinkers</i></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>In August 2023 our staff analyzed and reflected on Math data from the previous school year. We looked at SBA data from grades 3,4,5 and aimsweb data for grades K-5. In addition, this fall our staff analyzed our fall aimsweb benchmark data. During our data reflection our staff determined both strengths and areas of growth from our data. They are listed below:</p> <ul style="list-style-type: none"> ● Grades K,1, and 2 made large growth in math as measured by aimsweb fall to spring benchmarking data during the 2022-2023 school year. ● Grades 3,4, and 5 made minimal growth in math as measured by aimsweb fall to spring benchmarking data during the 2022-2023 school year. ● Grades 3,4, and 5 all scored below SBLSD on the SBA during the 2022-2023 school year. Our students specifically struggled in the supporting standards on SBA. ● Aimsweb fall 2023 benchmark assessments indicate that we have major growth to make at all grade levels. <p>At Liberty Ridge we have systems in place to support the diverse needs of our learners.</p> <ul style="list-style-type: none"> ● Multilingual learners are supported within the classroom as well as by focused small group instruction each day. We are able to target their specific needs and build instruction to fit them.

	<ul style="list-style-type: none"> • Special education students at Liberty Ridge receive specially designed instruction within their classroom as well as in small group settings. • At Liberty Ridge we provide additional resources for students and families that may need additional support both in and outside of school due to homelessness and poverty.
<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>In August 2023 our staff analyzed our Discipline and SWIS data from the previous school year. Through looking at this data we determined that there are disproportionalities in the suspension rates of both our special education students and our students of poverty. In response to this we committed to the following supports for the 2023-2024 school year:</p> <ul style="list-style-type: none"> • An increased focus on restorative practices. • Additional tier 1 behavior supports focusing on recognizing positive behaviors. • More frequent monitoring of tier 2 behaviors, both through SWIS documentation and monitoring of individual students tier 2 plans. • Additional de-escalation training for staff. • Increased partnering with families to provide outside support.
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>In August 2023 our staff analyzed our Social Emotional data from the previous school year. We looked at CEE data. In the fall of 2023 we analyzed our Universal Screener data. We found both strengths and areas of growth from these data points. They are listed below:</p> <ul style="list-style-type: none"> • In the student CEE survey only 42% of students at Liberty Ridge reported feeling safe at school. (2022-2023) • In the CEE survey 71% of students reported that they had at least one adult at the school that cares about them. (2022-2023) • When analyzing our fall 2023 universal screener data our 5th grade cohort of students came out as the most at risk, with 44.74% of our students being at some risk of externalizing behaviors. In addition, 34.21% of our 5th grade cohort was identified as having some risk of internalizing behaviors. • When analyzing our fall 2023 universal screener data grades K-4 we found that both externalizing and internalizing behaviors were much lower risk than our 5th grade cohort. <p>In responding to this data, our staff has decided on the following action items:</p> <ul style="list-style-type: none"> • Continuing to implement strong social emotional instruction in every classroom every day. This includes using Second Step, PurposeFull People, Mind Up, and Zones of Regulation. • Strengthening our Restorative Practices building wide. • Implementing a 5th grade leadership program, wherein every 5th grade student has a job that they do to serve the school. They are overseen by an advisor, so they have a connection beyond their classroom teacher.
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>In August 2023 our staff analyzed our Attendance data from the previous school year. Below are our findings:</p> <ul style="list-style-type: none"> • 58.7% of our students were present 90% of the time or more. • Our ML, poverty, and homeless populations fell below the average attendance at Liberty Ridge with 43.8% of ML students being present 90% of the time or more, 48.2% of our students of poverty were present 90% of the time or more, and 20% of our homeless students were present 90% of the time or more. <p>In order to improve the attendance rates, we have implemented the following:</p>

	<ul style="list-style-type: none"> • Frequent communication with families regarding their child's attendance to include attendance letters, meetings and home visits. • Monthly individual student recognition for perfect attendance. • Monthly classroom recognition for best attendance at both primary and intermediate. • Education for families regarding the importance of good attendance and when to keep your child home from the school nurse.
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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
<p>Goal 4: Elimination of Disparities in Student Access and Success</p> <p>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.</p>

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: At Liberty Ridge Elementary white students represent 63.7% of the total students enrolled, black students represent 2.0% of total students enrolled, students of two or more races represent 14.5% of total students enrolled, Hispanic/Latino students represent 16.4% of total students enrolled, Free and Reduced Lunch students represent 48.2% of total students enrolled, students with disabilities represent 14.5% of total students enrolled. Some student groups are experiencing a higher or lesser discipline rate than their representation in the entire student body. It is imperative that our students have equitable access to educational opportunities and are not disproportionately subject to discipline which often means students miss valuable classroom instruction.

The suspension and expulsion rates tie in closely with students who struggle with externalizing behaviors based on the Universal Screener. Therefore, if we focus on improving supports for students with externalizing behaviors our suspension rates, for all student groups, will decrease.

Theory of Action: Based on the data and root cause analysis we completed, we believe that if we continue to implement restorative practices and intentional SEL instruction daily as well as provide continuing PD for staff in this area, we will be able to offer continued instruction and support to all of our students. This will result in a decrease in externalizing behavior in students at LRE.

Schoolwide Student Goal(s):

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

During the 2023-2024 school year K-5th grade students at Liberty Ridge will decrease from 10.94% (fall of 2023) of high risk of externalizing behavior to 5% (spring of 2024) of high risk of externalizing behavior as measured by the Universal Screener.

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)

Our Tier 2 data, in combination with the Universal Screener showed that 5th grade students at Liberty Ridge are struggling most with externalizing behavior.

During the 2023-2024 school year 5th grade students at Liberty Ridge will decrease from 15.79% (fall 2023) of high risk of externalizing behavior to 8% (spring 2024) of high risk of externalizing behavior as measured by the Universal Screener.

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><u>Safe Culture and Strong Partnerships</u> Staff at Liberty Ridge Elementary will provide a safe, accepting environment free from ridicule and bullying, and establish classroom atmospheres that respect, include and affirm all cultures.</p> <ul style="list-style-type: none"> • Staff at Liberty Ridge Elementary will receive training on Restorative Practices and PBIS for all staff to support safe, inclusive environments and equitable treatment of all students through common classroom and school wide practices. • All classrooms will use research based SEL curriculum with students daily, including: Second Step, PurposeFull People, Mind Up, and Zones of Regulation. • Tier 1, 2, 3 meetings two times per month to monitor progress toward our school wide and individual student goals. • Weekly administrator walk throughs to provide feedback on social emotional learning through fidelity checklist. 	<p>Aug 30 Oct 13</p> <p>Daily</p> <p>Bi-weekly</p> <p>Weekly</p>	<p>Restorative Practices Training (whole staff) Restorative Practices Training (whole staff)</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: At Liberty Ridge 57.5 % of 4th and 5th grade students were proficient in reading according to the fall 2023 Aimsweb composite score.

Theory of Action: Based on the data and root cause analysis we completed, we believe that with consistent, quality core instruction, partnered with strong data analysis RTI systems we can impact change in the ELA scores of our 4th and 5th grade students.

<p><u>Schoolwide 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>Using 4-5 fall AIMS benchmark reading data, we will create an increase in students passing both assessments as detailed below:</p> <p>Fourth and fifth grade students at Liberty Ridge will increase Aimsweb composite scores in reading from 57.5% passing (Fall of 2023) to 80% passing (Spring of 2024).</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>If we implement intentional, data-driven core instruction and intervention for our 5th grade students from September to May, focusing on each students' individual skill needs as identified by benchmark assessments, classroom formative assessments, progress monitoring, and the use of PLCs to provide collaboration between our interventionist, learning specialist and classroom teachers we will impact our students in 5th grade in closing the achievement gap, as measured by winter and spring AIMS web benchmark assessments.</p> <p>Fifth grade students at Liberty Ridge will increase Aimsweb composite scores in reading from 64% passing (Fall of 2023) to 80% passing (Spring of 2024).</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><u>Professional Learning</u> Educators engage in Professional Learning Communities (PLCs) to improve student learning and professional practices through cycles inquiry.</p> <p>Site Administrators guide professional learning communities (PLCs) through data driven inquiry cycles and participate regularly in teacher collaboration to strengthen collective efficacy.</p> <ul style="list-style-type: none"> ● Revised data cycle protocol for all PLC team ● Collaboration around strong core instruction ● Collaboration around tier 2 interventions within the core 	<p>Weekly</p> <p>Ongoing</p>	<p>Data analysis using revised protocol and TACA form</p> <p>PD provided Nov 28, fidelity checks during walkthroughs</p>

	<ul style="list-style-type: none"> • Collaboration with interventionist and learning specialist around tier 3 interventions 		
	<p><u>Teaching and Learning</u> Educators consistently utilize a variety of highly engaging, culturally-responsive teaching and assessment practices (e.g. explicit instruction, differentiation) to ensure all students meet rigorous standards.</p> <p>Site administrators support and monitor the implementation of high-leverage teaching and assessment practices through observation, feedback, coaching and professional learning.</p> <ul style="list-style-type: none"> • Lesson study focusing on high leverage explicit instruction strategies as well as 3 staff chosen Hattie strategies. • Administrators will do classroom walkthroughs weekly, providing feedback on instructional strategies, specifically explicit instruction. • Focus on Hattie Strategy of “Teacher Clarity” when working with PLCs (learning intention, communicate the purpose or why with students, define success criteria). • IAB Mondays-using IABs as both teaching tools and assessments, helping students to become more comfortable and confident in their ability. • Common vocabulary by grade level-SBA vocabulary terms have been assigned to each grade level so that students are being exposed to SBA/academic vocabulary systematically through their years at Liberty Ridge. • GLAD Strategy of Sentence Patterning Charts used in every classroom at Liberty Ridge. 	<p>Monthly</p> <p>Weekly</p> <p>Ongoing</p> <p>Mondays</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Each grade level will do a monthly lesson study activity during a release day.</p> <p>PD provided Nov 28, fidelity checks during walkthroughs</p> <p>Results reviewed during our leadership team meetings 2 times per month.</p> <p>Initial work done by LRE leadership team in fall 2023, staff PD/refresh done 12/12.</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: At Liberty Ridge 61% of 4th and 5th grade students were proficient in math according to the fall Aimsweb composite score.

Theory of Action: Based on the data and root cause analysis we completed, we believe that with consistent, quality

instruction, partnered with strong data analysis RTI systems we can impact change in the math scores of our 4th and 5th grade 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)

Using 4-5 fall 2023 AIMS benchmark math data, we will create an increase in students passing both assessments as detailed below:

Fourth and fifth grade students at Liberty Ridge will increase Aimsweb composite scores in math from 61%% passing (Fall of 2023) to 80% passing (Spring of 2024).

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)

If we implement intentional, data-driven core instruction and intervention for our 5th grade students from September to May, focusing on each students' individual skill needs as identified by benchmark assessments, classroom formative assessments, progress monitoring, and the use of PLCs to provide collaboration between our interventionist, learning specialist and classroom teachers we will impact our 5th students by closing the achievement gap, as measured by winter and spring AIMS web benchmark assessments.

Fifth grade students at Liberty Ridge will increase Aimsweb composite scores in math from 59% passing (Fall of 2023) to 80% passing (Spring of 2024).

How will we get there?

Action Steps to be Completed

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

Monitoring of Action Plan

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

Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	<p><u>Professional Learning</u> Educators engage in Professional Learning Communities (PLCs) to improve student learning and professional practices through cycles inquiry.</p> <p>Site Administrators guide professional learning communities (PLCs) through data driven inquiry cycles and participate regularly in teacher collaboration to strengthen collective efficacy.</p> <ul style="list-style-type: none"> Revised data cycle protocol for all PLC team Collaboration around strong core instruction 	Weekly	Data analysis using revised protocol and TACA form

	<ul style="list-style-type: none"> • Collaboration around tier 2 interventions within the core • Collaboration with interventionist and learning specialist around tier 3 interventions 	Ongoing	PD provided Nov 28, fidelity checks during walkthroughs
	<p><u>Teaching and Learning</u> Educators consistently utilize a variety of highly engaging, culturally-responsive teaching and assessment practices (e.g. explicit instruction, differentiation) to ensure all students meet rigorous standards.</p> <p>Site administrators support and monitor the implementation of high-leverage teaching and assessment practices through observation, feedback, coaching and professional learning.</p> <ul style="list-style-type: none"> • Lesson study focusing on high leverage explicit instruction strategies as well as 3 staff chosen Hattie strategies. • Administrators will do classroom walkthroughs weekly, providing feedback on instructional strategies, specifically explicit instruction. • Focus on Hattie Strategy of “Teacher Clarity” when working with PLCs (learning intention, communicate the purpose or why with students, define success criteria). • IAB Mondays-using IABs as both teaching tools and assessments, helping students to become more comfortable and confident in their ability. • Common vocabulary by grade level- SBA vocabulary terms have been assigned to each grade level so that students are being exposed to SBA/academic vocabulary systematically through their years at Liberty Ridge. • GLAD Strategy of Sentence Patterning Charts used in every classroom at Liberty Ridge. 	<p>Monthly</p> <p>Weekly</p> <p>Ongoing</p> <p>Mondays</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Each grade level will do a monthly lesson study activity during a release day.</p> <p>PD provided Nov 28, fidelity checks during walkthroughs</p> <p>Results reviewed during our leadership team meetings 2 times per month.</p> <p>Initial work done by LRE leadership team in fall 2023, staff PD/refresh done 12/12.</p>

Grade Band Common Goal
<p>Goal 1: Success in the Early Years</p> <p>Every student will acquire the social-emotional awareness and academic skills that will position each student for success by the end of Grade 3.</p> <p>By 2026, 80% of 3rd grade students will be meeting or exceeding grade-level standards in ELA.</p>

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: At Liberty Ridge 38.75% of kindergarten through 3rd grade students were proficient in reading according to the fall 2023 Aimsweb composite score.

Theory of Action: Based on the data and root cause analysis we completed, we believe that with consistent, quality core instruction, partnered with strong data analysis RTI systems we can impact change in the reading scores of our kindergarten through 3rd grade 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)

Using kindergarten through 3rd grade fall Aimsweb benchmark ELA data, we will create an increase in students passing Aimsweb assessments as detailed below:

Kindergarten-third grade students at Liberty Ridge will increase AIMS benchmark composite scores in reading from 38.75% passing (Fall of 2023) to 80% passing (Spring of 2024)

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)

If we implement intentional, data-driven core instruction and intervention for our 3rd grade students from September to May, focusing on each students' individual skill needs as identified by benchmark assessments, classroom formative assessments, progress monitoring, and the use of PLCs to provide collaboration between our interventionist, learning specialist and classroom teachers we will impact our students in 3rd grade in closing the achievement gap, as measured by winter and spring AIMS web benchmark assessments.

Third grade students at Liberty Ridge will increase AIMS benchmark composite scores in reading from 51% passing (Fall of 2023) to 80% passing (Spring of 2024).

How will we get there?

Action Steps to be Completed

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

Monitoring of Action Plan

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

Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	<p><u>Professional Learning</u> Educators engage in Professional Learning Communities (PLCs) to improve student learning and professional practices through cycles inquiry.</p> <p>Site Administrators guide professional learning communities (PLCs) through data driven inquiry cycles and participate regularly in teacher collaboration to strengthen collective efficacy.</p> <ul style="list-style-type: none"> ● Revised data cycle protocol for all PLC team ● Collaboration around strong core instruction ● Collaboration around tier 2 interventions within the core ● Collaboration with interventionist and learning specialist around tier 3 interventions 	<p>Weekly</p> <p>Ongoing</p>	<p>Data analysis using revised protocol and TACA form</p> <p>PD provided Nov 28, fidelity checks during walkthroughs</p>
Schoolwide	<p><u>Teaching and Learning</u> Educators consistently utilize a variety of highly engaging, culturally-responsive teaching and assessment practices (e.g. explicit instruction, differentiation) to ensure all students meet rigorous standards.</p> <p>Site administrators support and monitor the implementation of high-leverage teaching and assessment practices through observation, feedback, coaching and professional learning.</p> <ul style="list-style-type: none"> ● Lesson study focusing on high leverage explicit instruction strategies as well as 3 staff chosen Hattie strategies. ● Administrators will do classroom walkthroughs weekly, providing feedback on instructional strategies, specifically explicit instruction. ● Focus on Hattie Strategy of “Teacher Clarity” when working with PLCs (learning intention, communicate the purpose or why with students, define success criteria). ● IAB Mondays-using IABs as both teaching tools and assessments, helping students to become more comfortable and confident in their ability. 	<p>Monthly</p> <p>Weekly</p> <p>Ongoing</p> <p>Mondays</p>	<p>Each grade level will do a monthly lesson study activity during a release day.</p> <p>PD provided Nov 28, fidelity checks during walkthroughs</p> <p>Results reviewed during our leadership team meetings 2 times per month.</p>

	<ul style="list-style-type: none"> Common vocabulary by grade level- SBA vocabulary terms have been assigned to each grade level so that students are being exposed to SBA/academic vocabulary systematically through their years at Liberty Ridge. GLAD Strategy of Sentence Patterning Charts used in every classroom at Liberty Ridge. 	Ongoing	Initial work done by LRE leadership team in fall 2023, staff PD/refresh done 12/12.
		Ongoing	

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: At Liberty Ridge 49.75% of kindergarten through 3rd grade students were proficient in math according to the fall 2023 Aimsweb composite score.	
Theory of Action: Based on the data and root cause analysis we completed, we believe that with consistent, quality core instruction, partnered with strong data analysis RTI systems we can impact change in the reading scores of our kindergarten through 3rd grade students.	
<p><u>Schoolwide 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>Using kindergarten through 3rd grade fall Aimsweb benchmark math data, we will create an increase in students passing Aimsweb assessments as detailed below:</p> <p>Kindergarten-third grade students at Liberty Ridge will increase AIMS benchmark composite scores in math from 49.75% passing (Fall of 2023) to 80% passing (Spring of 2024)</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>If we implement intentional, data-driven core instruction and intervention for our 3rd grade students from September to May, focusing on each students' individual skill needs as identified by benchmark assessments, classroom formative assessments, progress monitoring, and the use of PLCs to provide collaboration between our interventionist, learning specialist and classroom teachers we will impact our students in 3rd grade in closing the achievement gap, as measured by winter and spring AIMS web benchmark assessments.</p> <p>Third grade students at Liberty Ridge will increase Aimsweb composite scores in math from 57% passing (Fall of 2023) to 80% passing (Spring of 2024).</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><u>Professional Learning</u> Educators engage in Professional Learning Communities (PLCs) to improve student learning and professional practices through cycles inquiry.</p> <p>Site Administrators guide professional learning communities (PLCs) through data driven inquiry cycles and participate regularly in teacher collaboration to strengthen collective efficacy.</p> <ul style="list-style-type: none"> ● Revised data cycle protocol for all PLC team ● Collaboration around strong core instruction ● Collaboration around tier 2 interventions within the core ● Collaboration with interventionist and learning specialist around tier 3 interventions 	<p>Weekly</p> <p>Ongoing</p>	<p>Data analysis using revised protocol and TACA form</p> <p>PD provided Nov 28, fidelity checks during walkthroughs</p>
Schoolwide	<p><u>Teaching and Learning</u> Educators consistently utilize a variety of highly engaging, culturally-responsive teaching and assessment practices (e.g. explicit instruction, differentiation) to ensure all students meet rigorous standards.</p> <p>Site administrators support and monitor the implementation of high-leverage teaching and assessment practices through observation, feedback, coaching and professional learning.</p> <ul style="list-style-type: none"> ● Lesson study focusing on high leverage explicit instruction strategies as well as 3 staff chosen Hattie strategies. ● Administrators will do classroom walkthroughs weekly, providing feedback on instructional strategies, specifically explicit instruction. ● Focus on Hattie Strategy of “Teacher Clarity” when working with PLCs (learning intention, communicate the purpose or why 	<p>Monthly</p> <p>Weekly</p> <p>Ongoing</p>	<p>Each grade level will do a monthly lesson study activity during a release day.</p> <p>PD provided Nov 28, fidelity checks during walkthroughs</p> <p>Results reviewed during our leadership team</p>

	<p>with students, define success criteria).</p> <ul style="list-style-type: none"> • IAB Mondays-using IABs as both teaching tools and assessments, helping students to become more comfortable and confident in their ability. • Common vocabulary by grade level- SBA vocabulary terms have been assigned to each grade level so that students are being exposed to SBA/academic vocabulary systematically through their years at Liberty Ridge. • GLAD Strategy of Sentence Patterning Charts used in every classroom at Liberty Ridge. 	<p>Mondays</p> <p>Ongoing</p> <p>Ongoing</p>	<p>meetings 2 times per month.</p> <p>Initial work done by LRE leadership team in fall 2023, staff PD/refresh done 12/12.</p>
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