



Strategic School Improvement Planning 2023-2024
for
Maple Lawn 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	Sept-Nov	Admin Team, Building Leadership Team, Staff	Analyzed current reality/data, summarized data, identified Professional Practices and Goal-Specific Educational Strategies, worked to create SMART goals, Action Steps, and systems to monitor goals.
Staff Review	Nov	All staff	Reviewed SIP with staff, got feedback from colleagues about the degree to which the plan seems likely to achieve intended outcomes.
Parent Review	Dec	PTA Board and committee members in attendance	Our tentative plan is to share our on-going SIP at our December PTA meeting.
District Review			

Principal Signature

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>
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Literacy

Connected Goal Areas:

Goal 1: Success in the Early Years

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

In the area of Literacy, the sources used for analysis and reflection are spring SBA data by grade level and individual students, spring SBA target data, fall AimsWeb benchmark assessment data, fall student growth goal data in specific priority areas, and spring CEE staff data.

Spring SBA Data by Grade Level:

- 75% of 3rd graders met ELA standards on SBA
 - Met district goal (68.3%)
 - Met building goal (75%)
- 68.7% of 4th graders met ELA standards on SBA
 - Did not meet building goal (75%)
- 74.8% of 5th graders met ELA standards on SBA
 - Met district goal (71.3%)
 - Did not meet building goal (80%)

Spring SBA Data by Program:

- 31.4% of SpEd students met ELA standards on SBA
- 22.7% of ML students met ELA standards on SBA
- 61.7% of FRL (free/reduced lunch) met ELA standards on SBA

Spring SBA Data by Race:

- 100% of Am Ind/AK Native students met ELA standards on SBA
- 85.7% of Asian students met ELA standards on SBA
- 50% of Black/African American students met ELA standards on SBA
- 50% of Hispanic/Latino students met ELA standards on SBA
- 75% of Native HI/Pac Island students met ELA standards on SBA
- 75% of Two or More Race students met ELA standards on SBA
- 80.4% of White students met ELA standards on SBA

Fall AIMSweb Data by Grade Level:

- 34% of 1st graders met standards on AimsWeb.
- 51% of 2nd graders met standards on AimsWeb.
- 29% of 3rd graders met standards on AimsWeb.
- 71% of 4th graders met standards on AimsWeb.
- 67% of 5th graders met standards on AimsWeb.

Spring CEE Staff Data

- 100% of staff, in the area of Effective Leadership, indicated that their principal is committed to quality education almost always or often true.
- 100% of staff, in the area of Supportive Learning Environment, indicated that there is a system for celebrating student success almost always or often true.
- 97% of staff, in the area of High Quality Curriculum, Instruction, and Assessment, indicated that regular formative assessments are used to monitor student progress toward standards almost always or often true.
- 97% of staff, in the area of Frequent Monitoring of Teaching and Learning, indicated that assessment data are used to identify student needs and appropriate instructional intervention almost always or often true.

Mathematics

Connected Goal Areas:

Goal 1: Success in the Early Years

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

In the area of Math, the sources used for analysis and reflection are spring SBA data by grade level and individual students, spring SBA target data, Fall Aimsweb benchmark assessment data, and Fall student growth goal data in specific priority areas.

Spring SBA Data:

- 76% of 3rd graders met math standards on SBA
 - Met district goal (66.7%)
 - Met building goal (75%)
- 61% of 4th graders met math standards on SBA
 - Did not meet building goal (75%)
- 75% of 5th graders met math standards on SBA
 - Met district goal (66.7%)
 - Did not meet building goal (80%)

Spring SBA Data by Program:

- 31.4% of SpEd students met math standards on SBA
- 22.7% of ML students met math standards on SBA
- 61.7% of FRL (free/reduced lunch) met math standards on SBA

Spring SBA Data by Race:

- 100% of Am Ind/AK Native students met math standards on SBA
- 85.7% of Asian students met math standards on SBA
- 25% of Black/African American students met math standards on SBA
- 48.5% of Hispanic/Latino students met math standards on SBA
- 100% of Native HI/Pac Island students met math standards on SBA
- 69.4% of Two or More Race students met math standards on SBA
- 78.8% of White students met math standards on SBA

Spring SBA Target Data by Grade Level:

- 3rd grade students performed at/above in all Priority standards in math.
- 3rd grade students performed near standard on one Supporting standard Target K: Reason with shapes and their attributes.
- 4th grade students performed at/above in 5/7 Priority standards in math.
- 4th grade students performed near standard in Target A: use the four operations with whole numbers to solve problems and Target I: Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- 5th grade students performed at/above in all Priority standards in math.
- 5th grade students performed near standard on one Supporting standard Target K: Classify two-dimensional figures into categories based on properties.

Fall AIMSweb Data by Grade Level:

- 42% of 1st graders met standards on AimsWeb.
- 64% of 2nd graders met standards on AimsWeb.
- 48% of 3rd graders met standards on AimsWeb.
- 71% of 4th graders met standards on AimsWeb.
- 67% of 5th graders met standards on AimsWeb.

Spring CEE Staff Data

- 100% of staff, in the area of Effective Leadership, indicated that their principal is committed to quality education almost always or often true.
- 100% of staff, in the area of Supportive Learning Environment, indicated that there is a system for celebrating student success almost always or often true.
- 97% of staff, in the area of High Quality Curriculum, Instruction, and Assessment, indicated that regular formative assessments are used to monitor student progress toward standards almost always or often true.
- 97% of staff, in the area of Frequent Monitoring of Teaching and Learning, indicated that assessment data are used to identify student needs and appropriate instructional intervention almost always or often true.
- 54% of staff, in the area of Focused Professional Development, indicated that peer observations/coaching and feedback is a tool used to improve instruction almost always or often true.
- 58% of staff, in the area of Focused Professional Development, indicated that teachers engage in classroom-based PD activities that focus on improving instruction almost always or often true
- 59% of staff, in the area of Focused Professional Development, indicated that they receive training on instruction to support social emotional learning almost always or often true.

Strongest Areas:

3rd Grade Math Performance:

- 76% of 3rd graders met math standards, surpassing both the district and building goals.
- 3rd-grade students performed well in all Priority standards in math.

5th Grade Math Performance:

- 75% of 5th graders met math standards, meeting the district goal and performing at/above in all Priority standards in math.

Asian and White Student Performance:

- 85.7% of Asian students and 78.8% of White students met math standards

Native Hawaiian/Pacific Islander Student Performance:

- 100% of Native Hawaiian/Pacific Islander students met math standards

Fall AIMSweb Data:

- The majority of students in 2nd, 4th, and 5th grades met standards on AIMSweb

Supportive Learning Environment:

- 100% of staff reported the existence of a system for celebrating student success

High-Quality Curriculum, Instruction, and Assessment:

- 97% of staff noted the use of regular formative assessments to monitor student progress

Frequent Monitoring of Teaching and Learning:

- 97% of staff reported that assessment data are used to identify student needs and guide instructional interventions

Weakest Areas:

4th Grade Math Performance:

- 61% of 4th graders met math standards, falling short of the building goal.
- 4th-grade students performed near standard in some Priority standards

Math Standards by Race:

- 25% of Black/African American students and 48.5% of Hispanic/Latino students met math standards

Special Education (SpEd) and ML Student Performance:

- 31.4% of SpEd students and 22.7% of ML students met math standards

Fall AIMSweb Data for 1st and 3rd Graders:

- 42% of 1st graders and 48% of 3rd graders met standards on AIMSweb

Focused Professional Development

- 54% of staff indicated that peer observations/coaching and feedback are tools used to improve instruction
- 58% of staff reported that teachers engage in classroom-based PD activities focusing on improving instruction
- 59% of staff indicated there is training on instruction to support social-emotional learning

What systems are in place to support the academic progress of multilingual learners and students served through special education? Students of color? Students experiencing homelessness? Students living in poverty? Other student subgroups? Intersectionality of groups?

- **All students** receive Tier 1 math instruction using Eureka math and Reflex math within their classroom. Tier 1 instruction includes small groups and differentiation using a variety of strategies: scaffolded lessons, guided practice, reteaching, graphic organizers, shortened tasks, preteaching, technology, anchor charts, models, visual aids, manipulatives, etc.

- **Some students** are receiving Tier 2 instruction within the classroom using supplemental interventions like Zearn. Common Formative Assessments within the classroom help determine students who need Tier 2 instruction.
- **MDT (Multi Disciplinary Team)** meets bi-weekly to collaborate on students who are not demonstrating growth in math. Academic, Social/Emotional, and Attendance data is analyzed to determine next steps to support the identified students.

Are the strategies and programs intended to help accelerate the learning of at-risk students working? How do you know? How will you respond if they are not effective?

In looking at the weaknesses in the data, we will respond strategically by:

Addressing 4th Grade Math Performance:

- We used the Gap Analysis Protocol to determine factors contributing to the lower performance in 4th-grade math. Using the McKinsey 7s Framework, we notice a gap in skills of a few staff.
- Implement targeted interventions or adjustments to the curriculum to address identified weaknesses.

Targeted Support for Special Education and ML Students:

- Develop and implement specialized strategies to support SpEd and ML students in meeting Math standards.

Math Performance by Race:

- Address the lower performance in math for Black/African American and Hispanic/Latino students through targeted interventions and support.

Early Math and Numeracy Programs:

- Focus on improving early math and numeracy programs, especially in 1st and 3rd grades based on AIMSweb data.

Continuous Monitoring and Feedback:

- Establish a system for continuous monitoring and feedback on instructional strategies to ensure targeted improvements are effective.

Professional Development:

- Consider targeted professional development opportunities for teachers to enhance their skills in addressing diverse learning needs and cultural considerations
- Implement a schedule for walk throughs and full observations to provide teachers feedback on the following PD.
 - PurposeFull People Implementation-*Classroom Community*
 - Explicit Instruction-*Active Engagement/Eliciting Frequent Response*
 - Tier 2 Instruction-*Resources being used*
 - GLAD focus on *Academic Language*

Discipline

Connected Goal Area:

Goal 4: Elimination of Disparities in Student Access and Success

In the area of Discipline, the sources used for analysis and reflection include Maple Lawn:

- 22-23 Suspension and Expulsion Data, Spring
- Universal Screener data,
- Spring SWIS data,
- Spring Husky Safety Survey data,
- Spring CEE data,
- Fall Universal Screener data,
- Fall SWIS data, and
- Our new Culture Survey and Self-Rating Survey from the Purposefull People pilot that replaces the Husky Safety Survey in years previous.

After data analysis, the MLE team inferred that our strategies and systems to reduce or eliminate disparities in student access and success are working due to our low suspension and expulsion rate. For the 2022-23 school year, **Maple Lawn had a suspension and expulsion rate of .4%** which is equal to **2 students**.

- 1 Student Black/ African American
- 1 Student Hispanic/Latino
- Students suspended were also served by the following district programs SpEd and FRL.
- Both students were scored **at risk for externalizing behaviors** on the Fall Universal Screener 2023
 - One student scored 9 out of 9 for externalizing and 4 out of 9 for internalizing
 - One student scored 8 out of 9 for externalizing and 3 out of 9 for internalizing

MTSS Tiered Team implements the following strategies and systems to help decrease disproportionality in discipline rates:

- **All Students** receive Tier 1 proactive supports that create a prevention plan that includes strong Tier 1 Classroom Management Strategies with these elements: clear and well taught classroom expectations, embedded routines, and consistent daily schedules with visuals posted,
- **All Students** receive Positive Interventions and Celebrations which include Woof's, Monthly Character Trait Assemblies, Prize Trolley, Students Recognition over intercom (daily), Husky Way,
- **Some Students** receive Tier 2 interventions based on intervention matching system, motivational inventory, and MTSS B tier 2 team collaboration.
- **Few Students** are referred to our MDT (*Multi Disciplinary Team*) to determine next steps if tier 2 interventions are not working.

Teams to Support Discipline:

- **Tier 1 Grade Level Reps** meet every 1-2 times a trimester to learn new skills. For instance, this team receives coaching on how to perform data drill downs, support with problems of practice and strategy implementation.

- **Tier 2 MTSS B Team** meets weekly to analyze data regarding tier 2 interventions created and implemented with students that demonstrate at risk externalizing or internalizing behaviors. This team communicates with staff and families, completes observations and fidelity checks.
- **MDT (Multi Disciplinary Team)** meets bi-weekly to collaborate on students who are not demonstrating social emotional growth and engage in at risk externalizing or internalizing. Academic, Social/Emotional, and Attendance data is analyzed to determine next steps to support the identified students.

Communication:

- **Tier 1 Grade level reps** report data to their grade level team and brainstorm grade level action steps to support individual students and/or grade level as a whole. Reps drill down data, analyze and present findings to their PLC team. The grade level team creates a plan, implements and monitors fidelity over the next month in their PLC team.
- **Tier 2:** This team meets weekly to analyze current Tier 2 interventions for students, determine what is working or what might need to change, or if a student should be put on the watch list. This team determines a point person, frequent check-ins with teacher and student to ensure plan fidelity. Point person may also attend conferences.
- **Tier 3:** This team meets every other week to analyze data regarding Tier 2 interventions that are not working, teacher referrals to MDT, and any Special Education Referrals in process.
 - With teacher referrals, the team meets to analyze classroom Tier 1 and 2 intervention data to determine next steps of supports which could include: staff observation (LS, Intervention Teacher, Admin, Counselor, Speech, OT and/or Speech), another Tier 2 strategy, more data, or potential referral for evaluation, FBA or 504.

Restorative Practice:

- Principal, Assistant Principal, Counselor, Recess Coaches, Classroom Teacher's, and a group of 5th Grade Student Leaders use restorative practice strategies in regards to discipline which include: impromptu conversations, re-entry conversations, formal conversations and restorative circles: peer led circles, conflict circles, or re-entry circles.

All Students receive impromptu conversations and community circles within the classroom settings.

Some students engage in re-entry conversations, peer led circles, or re-entry circles.

Few students are supported with FBA/BIP or alternative plans to support working towards restorative practice.

Maple Lawn Elementary discipline strategies and systems are working. This is evident in our 22-23 Suspension and Expulsion data which shows a rate of .4%

We will know our system is not working by progress monitoring our suspension and expulsion data along with monthly monitoring of behavioral data through SWIS and Fall/Spring Universal Screener Data.

To what extent are discipline issues impacting students academically, social-emotionally, etc...? Which student groups?

MLE suspension/expulsion rates from Spring 2022 was at .4%

- Gender: 2 male students, 0 female students
- Race: 1 student Hispanic/Latino and 1 student Black/African American
- SPED: 2 students
 - Both students currently have FBA and BIP in place in 2023-24 school year
 - Staff Training: *FBA/BIP Training, De-escalation Strategies used with fidelity, Proactive Strategies based on student Triggers and recognized by staff to start interventions early in response to reading student body language, verbal cues or antecedent clues.**

SWIS data shows 11.8 % of classroom disruptions due to externalizing behavior in grades 2-5. First grade students have a greater percentage of classroom disruptions due to externalizing behaviors 50.6%. Attendance seems to have impacted growth due to a lack of consistency and routine.

Maple Lawn Elementary staff supports students with their academics and social emotional learning while removed from their regular education program by providing:

- Resources to the family paired with instructional support while a student is removed from their regular education program
- Academic work paired with instructional support/lessons via Google Classroom
- Social Emotional Support: social stories, Purposefull People Lessons/Activities, First/Then Charts and other Visuals, and access to computer based social emotional programs such as Centervention or Character Strong Curricula (character trait videos, lessons, etc).

At MLE, we provide a re-entry conference with the family and student (as appropriate). Together we create a success plan to address attendance, social emotional, academic and/or behavioral concerns. Plans include needs based strategies that support family values and research based best practices:

- Providing student with a break space (in alternate location)
 - Downtime
- Add in Scheduled breaks
 - Snack
 - Movement
 - Sensory
 - Change of Environment
- Increase visuals or pair down language
- Increase family check ins to monitor and adjust what is working or what might need to change

	<p>How are Restorative Practices strategies being documented? How do we know the impact Restorative Practices strategies are having on students?</p> <ul style="list-style-type: none"> • Documented within SWIS referral system • Students complete a Tree of Choices problem solving sheet within the classroom setting noting strategies used. • 5th Grade Leaders fill out a Tree of Choices problem solving sheet and record if the problem is solved, needs follow up, or if a restorative circle is recommended. <p>If Restorative Practices strategies are having an impact on students, we should observe a decrease of referrals, generalized skills with students utilizing taught strategies to solve their own problems, and hear an increase of common language during recess and in the classroom.</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>In the area of Social Emotional, the sources used for analysis and reflection include our Spring CEE data, Fall Universal Screener data, Fall SWIS data, and our new Culture Survey and Self-Rating Survey from the Purposeful People pilot.</p> <p>Culture Survey</p> <ul style="list-style-type: none"> • 54.4% of 3rd-5th graders indicated that educators at school showed they care about them all the time. 26.3% shared educators care about them often. • 89.2% of 1st and 2nd graders indicated that the adults at my school show they care about me always. • 26.5% of 3rd-5th graders indicated that they are excited to come to school each day all of the time. 32.5% shared they are excited to come to school each day often. • 45.4% of 1st and 2nd graders indicated they are always excited to come to school each day. 48.7% shared they are sometimes excited to come to school each day. <p>Self-Rating Survey</p> <ul style="list-style-type: none"> • 61% of 1st and 2nd graders report that they can always name their feelings. • 58% of 3rd-5th graders report that they can name their emotions well • 67% of 1st and 2nd graders report that they always know that their choices have impacts. • 70% of 3rd-5th graders report that they are aware of how their behavior positively or negatively impacts other people • 67% of 1st and 2nd graders report that they always keep trying even when something is hard. • 52% of 3rd-5th graders report that they stick with something even when it is difficult. <p>Spring CEE Perception Data</p> <ul style="list-style-type: none"> • 88% of 4th and 5th graders reported that there is at least one adult in this school they can talk to if they have a problem.

	<ul style="list-style-type: none"> ● 89% of 4th and 5th graders reported that in this school, there is at least one adult who knows and cares about me. ● 70% of 4th and 5th graders reported that they feel safe at school. <p>What strategies and programs have been implemented to accelerate the social emotional learning of all students? Students experiencing trauma? Students of color? Students served through special education? Multilingual students? Students experiencing homelessness? Other student subgroups?</p> <ul style="list-style-type: none"> ● All students receive Tier 1 instruction of the pilot program Purposefull People within their classroom and Social Emotional Learning time. ● Some students receive Tier 2 instruction using resources in the PurposeFull People Curriculum: like the Tree of Choices problem solving sheet within the classroom setting noting strategies used, paired with a Husky Mentor (5th grade leader) ● Few Students are referred to our MDT (<i>Multi Disciplinary Team</i>) to determine next steps if tier 2 interventions are not working. ● MDT (Multi Disciplinary Team) meets bi-weekly to collaborate on students who are not demonstrating social emotional growth and engage in at risk externalizing or internalizing. Academic, Social/Emotional, and Attendance data is analyzed to determine next steps to support the identified students. <p>What systems are in place to support the culture of the building for students?</p> <ul style="list-style-type: none"> ● Monthly Character Trait Focus ● Character Strong/Purposefull People ● Restorative Practices ● Incentives: Woofs, prize trolley, monthly assemblies, and student recognition ● Positive Greetings at the Door (Exterior and Interior-classroom doors) ● School-wide Expectations: Husky Way ● Family Partnerships and Communication <p>To what extent does the building monitor the fidelity of social emotional lessons?</p> <ul style="list-style-type: none"> ● CEE data (Staff, Family, and Student Survey) ● TFI (Tiered Fidelity Inventory) ● Collaboration between classroom teacher and social emotional specialist ● Social Emotional Focused Walk through Tool utilized by staff and evaluators: positive feedback and data shared monthly at staff meetings
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p>	<p>In August, 2023, the MLE team analyzed data from the 2022-23 School Year,</p> <ul style="list-style-type: none"> ● September 2022 was our highest month with 78.3% of meeting the district goal.

Goal 2: Nurtured, Engaged, and Empowered Students

- November 2022 had our lowest % of students attendance with only **59.9%** of students meeting the district goal of 90%.
- Attendance Challenges (building and district wide) seemed to increase awareness and promote student excitement
- June 2023 attendance ended at 74.4% after the district wide attendance challenge.

It was noted that attendance decreased significantly during November potentially due to illness, half days and planned absences around the holidays.

Current MLE Attendance Data (1-5):

September: **77.4% meeting goal, 17% Chronic, 6% Severe**

October: **85.8% meeting goal, 16% Chronic, 3% Severe**

Gender as of October:

- 79% of males are meeting attendance goal
- 82% of females are meeting attendance goal

Females have the strongest percent of attendance with 82% meeting our goal. 21% of the boys fall in the Severe Category.

Special Programs as of October 2023:

- Special Education: 84% meeting attendance goal
 - DLC: 90% meeting goal
- Multilingual: 78% meeting goal
- McKinney Vento: 100% meeting goal
- Highly Capable: 78% meeting goal

Strongest Areas:

- 100% of our McKinney Vento population meets the district attendance goal. McKinney Vento students have the strongest percent of attendance for special programs.
- SPED and DLC have 84%-90% of students meeting the district goal

Weakest Areas:

- 78% of Multilingual students meet the district attendance goal.
- 78% of Highly Capable students meet the district attendance goal.
- 5% of the MLE SPED fall in the Severe Category missing 8 or more days of instruction. 11% of our Special Education students missed between 5-7 days of core instruction and specially designed instruction
- 10% of the DLC (Self-Contained Setting) fall in the Severe Category missing 8 or more days of instruction.

Race/Ethnicity as of October 2023:

- 73% of Am Ind/AK Native students met Attendance Goal
- 93% of Asian students met Attendance Goal
- 80% of Black/African American students met Attendance Goal
- 80% of Hispanic/Latino students met Attendance Goal
- 0% of Native HI/Pac Island students met Attendance Goal

- 82% of Two or More Race students met Attendance Goal
- 81% of White students met Attendance Goal

Strongest Areas:

- MLE Asian students have the strongest attendance with 93% of students meeting the district goal.

Weakest Areas:

- MLE American Indian/Native Alaskan students have the highest percent of students in the severe category (missing 8 or more days of instruction since Sept 2023) for attendance at 18%.

Grade Level Data:

Green= missing 0-4 days, Yellow=missing 5-7 days, Red=8 or more days

- **First Grade:**
 - 84.68% meeting goal,
 - 10.81% Chronic,
 - 3.60% Severe
- **Second Grade**
 - 81.11% meeting goal,
 - 14.44% Chronic,
 - 4.44% Severe
- **Third Grade**
 - 79.82% meeting goal,
 - 18.35% Chronic,
 - 1.83% Severe
- **Fourth Grade**
 - 81.19% meeting goal,
 - 16.83% Chronic,
 - 1.98% Severe
- **Fifth Grade**
 - 76.92% meeting goal,
 - 18.27% Chronic,
 - 3.85% Severe

Strongest Areas:

- First grade currently has the highest percentage of students meeting the district goal. **84.68% of first graders.**
- First, Second and Third Grade all have 80% or higher meeting the district attendance goal.
All grade levels have greater than 10% of students in the **Chronic Category missing 5-7 days of school between September and October.**

Weakest Areas:

- Second grade has the highest percentage of students in the **Severe Category with 4.44% of students** missing 8 or more days of instruction.
- Fifth Grade has more than 20% of students with Chronic or Severe attendance.

What systems are in place to support attendance of English Language Learners, students who receive Special Education services, students experiencing homelessness, students in foster care, or other students struggling to attend? Students of color? Other student subgroups?

- **All students receive Tier 1 strategies:**
 - positive greetings at the door
 - classroom incentives: woofs, positive phone calls
 - building wide incentives: celebrations, positive phone class, recognition at monthly assemblies, certificates and attendance challenges, parent communication and partnerships through newsletters, conferences and phone calls.
- **All students** are made aware of attendance challenges, data is shared with students and classroom teachers through exciting and engaging videos that can be watched during lunch time.
- **Some students receive Tier 2 strategies**
 - peer mentors (5th grade leader)
 - increased communication (teacher, Assistant Principal, and attendance registrar)
 - individualized attendance calendars created and shared with students and family
 - barriers to attendance meetings
 - attendance contracts paired with incentives and fidelity checks at school and home.
- **A few students** receive Tier 3 Strategies
 - increased communication (Assistant Principal, Attendance Registrar, and SBLSD district level personnel)
 - increase the number of attendance meetings scheduled
 - Stay Petition Filed with Juvenile Court System
 - Community Engagement Board, and/or Pre-Trial Conference.

Tiered Strategies		
Students	Families	Staff
Greetings at the Door (Tier 1)	Increased Communication: (Tier 1,2,3) Parent square, robocalls, Attendance registrar calls, letters (translated as needed), phone calls (Language Line as needed) Classroom Newsletters Principal Newsletters	Monthly: Increased Communication from Grade Level Tier 1 MTSS Rep
Peer Mentors (Tier 2)	Partnerships (Tier 1)	Monthly: Grade Level Data Analysis <ul style="list-style-type: none"> ● Grade Level Rep can access as needed during PLC
Incentive Systems	Barriers to Attendance (Tier 2)	Copy of Contract

Contracts	Contract	
Celebrations: positive phone calls, recognition, and certificates		
Attendance Challenges: <ul style="list-style-type: none"> • Data reported weekly through quick videos • Prizes 		

Are the strategies and programs intended to help improve attendance rates working? How do you know? How will you respond if they are not effective?

Strategies: In order to improve attendance rates, the Assistant Principal team collaborates across the district to ensure common practice, language, and support. Individual buildings engage in attendance challenges as well as district-wide challenges. MLE has a system that supports an increase to family awareness. The system includes for **ALL Students:**

- Daily Robocalls
- Parent Square Notifications
- Teacher phone calls and/or emails
- Celebrations for students consistently meeting attendance goals as well as for **students showing improved attendance**
- MTSS Tier 1 Team is analyzing and reporting to PLCs as well as creating grade level plans of action.
- Parent Teacher Conferences
 - Attendance information noted on report card

Some Students:

- Attendance Letters sent to students in the Severe and Chronic Strategies
- Attendance Conferences are scheduled per district and state protocols which includes addressing barriers, creating contracts or plans paired with student and/or family Incentives
- On-going monitoring of all students monthly, those of concern monitored daily-weekly.
 - Monthly meetings with Attendance Registrar and Assistant Principal to determine communication to family, supports needed (attendance conference)

Few Students:

- Weekly Attendance Check ins
- Attendance Letters sent to students in the Severe paired with a visual calendar highlighting (excused, unexcused, tardies and early releases)
- Community Engagement Board
- Stay Petition

On-going monitoring and data analysis are in place to determine if interventions are working. If interventions are not creating the desired impact and improvement, the team (MTSS Tier 1 or 2) will convene to determine next actions steps. Family support and communication will also increase.

What percentage of student absences are due to the following:

suspension/expulsion, excused absences (including absences due to school related events), unexcused absences? How are absences impacting academics? Are there any social emotional impacts?

As of November 2023:

0% suspension/expulsion

94% of student absences are due to **excused**

33.8% of excused absences are due to **pre-arranged** absences (vacations, family or personal reasons)

6% of student absences are due to **unexcused**

- **Students meeting or exceeding the goal of 90% are establishing consistent routines.**
- Students with inconsistent attendance (**chronic or severe**) *especially in first grade are struggling* with the rigor of the academics and having a hard time getting into the classroom routine:
- **Analysis of two first grade students exhibiting externalizing behaviors:**
 - Both students began the school year struggling with transitions and following directions which made learning hard.

	Attendance	SWIS -Sept	SWIS-Oct	SWIS- Nov
Student 1: Missed 24 days total (excused)	66.3%	3 (missed 10 days in Sept)	32	5
Student 2: Missed 7 days total (excused)	91%	6	5	1

Student 1 and Student 2 have exhibited externalizing behaviors affecting their learning experiences in first grade.

Attendance:

- **Student 1** had a higher absenteeism rate, missing a significant number of days (24 excused absences) compared to **Student 2** (7 excused absences). This could have impacted their continuity of learning and engagement in the classroom.

SWIS Data:

- **Student 1** showed a gradual improvement in attendance from September (66.3%) to November (91%), with some fluctuations. **Student 2** maintained a consistently higher attendance rate, starting from a high point in September (91%) and maintaining it in subsequent months.

Behavioral Challenges:

- **Student 1** faced challenges with transitions, entering the classroom, and adapting to changes, leading to extreme struggles in the presence of substitute teachers. The inconsistency in behavior interventions contributed to ongoing difficulties despite being on an earned break system.
- In contrast, **Student 2** demonstrated confidence in entering the classroom, smoothly transitioning between activities without additional support. They received a scheduled break intervention for heavy lifting and snack, which seems to have positively influenced their behavior and engagement in the classroom.

Academic Performance:

- **Student 1** received more ones on the report card (indicative of unsatisfactory performance) and a few Incompletes (IEs) due to missing instructions. This aligns with their challenges in adapting to classroom routines and transitions.
- **Student 2**, despite some challenges, received fewer ones and a mix of twos (indicating satisfactory performance), reflecting a relatively better adaptation to the learning environment compared to Student 1.

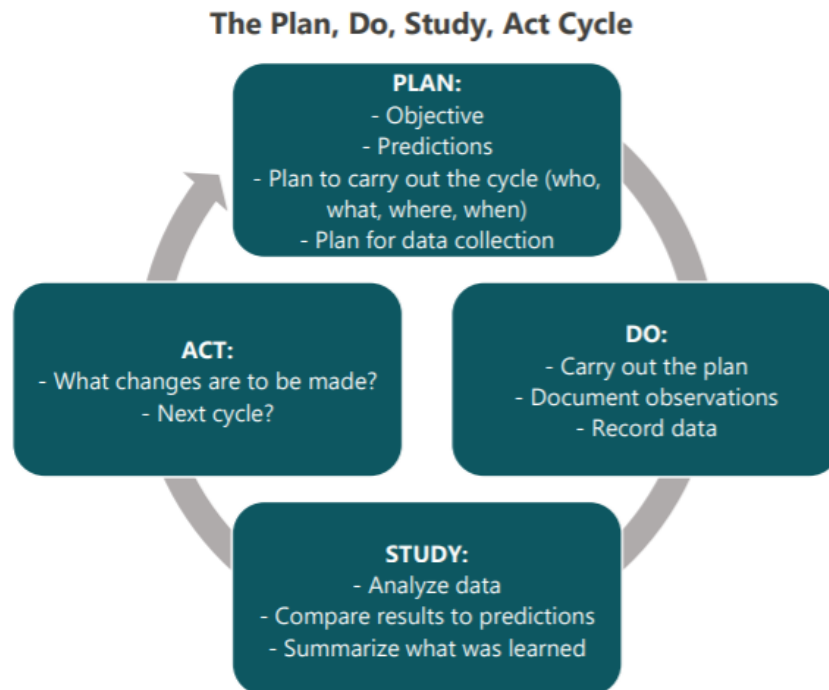
Analysis and Considerations:

- **Student 1's** behavior and academic performance seem significantly affected by the challenges they face in transitions, consistency, and responding to changes. Implementing more consistent interventions and support systems paired with regular attendance.
- **Student 2**, while exhibiting some positive behaviors and performance, might still benefit from targeted interventions to address any remaining challenges and ensure sustained progress.

In summary, while both students exhibited externalizing behaviors at the beginning of the school year, their trajectories and responses to interventions differ. Tailored support focusing on consistency and specific behavioral challenges could potentially benefit both students in improving their classroom experiences and academic performance.

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.

For the 2022-23 school year, **Maple Lawn had a suspension and expulsion rate of .4%** which is equal to **2 students**.

- 1 Student Black/ African American
- 1 Student Hispanic/Latino
- Students suspended were also served by the following district programs SpEd and FRL.
- Both students were scored **at risk for externalizing behaviors** on the Fall Universal Screener 2023
 - One student scored 9 out of 9 for externalizing and 4 out of 9 for internalizing
 - One student scored 8 out of 9 for externalizing and 3 out of 9 for internalizing

Problem of Practice:

MLE Data shows an increase of nearly 3% from Fall to Spring each year in the areas of internalizing and externalizing behaviors. As our team analyzed data over time from Fall 2018 to Spring 2023, we noticed the consistent trend of a 3% increase each year from Fall to Spring.

Team Questions:

- Why is this happening each year/what are the contributing factors?
 - Stronger relationships with students and able to hone in on behaviors.
 - Reactive vs Proactive (discipline vs restorative practice, dealing with behavior as it occurs vs. teaching strategies)
- What can we do differently in order to create change?
 - Intentional use of Positive Greetings at the door
 - Intentionally implemented Restorative Practice Strategies
 - Common language
 - Common Classroom Practices

Theory of Action:

Based on data over time and root cause analysis from Universal Screener and SWIS, we believe that if we continue implementation of our MTSS system of student behavior reflection by grade level including time to analyze data, problem solve, create a plan using Solution Development Model utilizing building and district practices: PurposeFull People/Character Strong Curriculum including the Tree of Choices teaching problem

solving language and strategies, Restorative Practices, enrichment through Servant Leadership, Positive Greetings at the Door to make daily connections, pre-correct and have restorative conversations, alternative structured recess activities, opportunities to train, staff, and utilize data to adjust and modify instruction to support all students based off individual needs from November- June will result in a decrease of internalizing, externalizing behaviors as well as a decrease in overall SWIS(behavior) referrals

Schoolwide Student Goal(s):

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

"By June 2023, we plan to decrease the 5.68% of students at risk for externalizing behaviors by at least 4.5% reducing classroom learning disruptions as measured by Universal Screener and SWIS classroom disruption 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)

Our subgroup goal is to decrease the percent of students in first grade demonstrating externalizing behaviors that disrupt learning. According to our fall Universal Screener data, 14.68% of first students are at risk for externalizing behaviors.

By June 2023, we plan to decrease the 14.68% of first grade students at risk for externalizing behaviors by 10% or more and as a result decrease the number of disruptions in class as measured by Universal Screener and SWIS data.

	Externalizing Values					
	High		Low	Moderate		
Gr	n	%	n	%	n	%
1	5	4.59%	4	3.67%	7	6.42%

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>Safe Culture and Strong Partnerships</u> Educators and staff 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"> MLE staff will pilot the SEL/Character Education Curriculum PurposeFull People. MLE staff will engage in ongoing Equity Focused PD around 	Nov 8 Mar 27 June 5	Trimester Review of <i>Culture Survey</i> and <i>Student Self Rating Survey</i>
		Dec 6 Jan 31 Mar 13 Apr 24 June 5	6-week cycle review of data collected in walk throughs using PurposeFull People Observation Tool.
		Dec 6 Mar 13	Trimester Review of Universal Screener Data

	<p>Community Circles and Restorative Practices</p> <ul style="list-style-type: none"> The Admin team will create a weekly schedule to get into classrooms for 10 minute intervals. Using a PurposeFull People Observational Tool, teachers will be given quick feedback on what was seen in relation to: PurposeFull People Implementation and Restorative Practices. 	June 5	
		Oct-June	Monthly Review of SWIS Data at Grade Level PLCs led by MTSS Tier 1 Rep
		Oct-June Tier 1: Monthly Tier 2: Weekly Tier 3: Bi-Weekly or as needed	Analysis of Tiered Interventions

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:

Even though Maple Lawn students met or exceeded district goals in ELA standards, 68.7% in 4th grade and 74.8% in 5th grade, we notice a disparity in the performance of specific student groups, particularly our Special Education (SpEd) students, 31.4%, our English Learners (ML students), 22.7%, and students receiving free/reduced lunch (FRL), 61.7%. There is also a performance gap in ELA standards among certain racial and ethnic groups, such as our Black/African American, 50%, and Hispanic/Latino students, 50%.

Theory of Action:

Based on the data and root cause analysis we completed, we believe that if we develop and employ highly effective Professional Learning Communities to ensure the highest quality of instruction is afforded to every student, unpack and implement literacy priority standards, provide students timely, research-based instructional strategies, monitor instruction and adjust as needed, use a regular cycle of data analysis, develop and utilize frequent common formative assessments, provide a system of targeted interventions and support mechanisms, utilize data to adjust and modify instruction to meet the needs of all students, implement professional development opportunities that focus on cultural competency and effective strategies for supporting diverse learners, and encourage collaboration and the sharing of best practices among educators to improve instructional approaches for all students from from September through June, this will result in 80% of 4th and 5th graders meeting or exceeding the ELA SBA standards in Spring 2024.

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)

	Spring 2023	Fall 2023	Winter 2023 Goal	Spring 2024 Goal
4th Grade	SBA: 75%	Aims: 71%	Aims: 75%	Aims: 80% SBA: 80%
5th Grade	SBA: 68%	Aims: 67%	Aims: 70%	Aims: 80% SBA: 80%

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)

Subgroup Goal: If we implement intentional, data-driven intervention for our 5th grade Multilingual students (ML) from November to May, focusing on each student’s individual skill needs, as identified by benchmark assessments, classroom formative assessments, and the use of PLCs to guide discussions of best practices and differentiated instruction, we will impact our ML students in closing the achievement gap, as measured by Spring 2024 AIMSweb assessment and Spring SBA.

Between September, 2023 and February, 2024, all 5th grade ML students will increase their reading, writing, listening, and speaking skills by one point as measured by the WIDA assessment.

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 of inquiry.</p> <p>Administrator team will participate regularly in teacher collaboration to strengthen collective efficacy. Look for in PLCs:</p> <ul style="list-style-type: none"> • Collaboration around instructional strategies and interventions to support students who are not meeting standards. • Discussion around Tier 2 instructional practices and resources being used in the core. • Discussion around language objectives for multilingual students within lessons, and how they relate to WIDA standards or other language proficiency goals. 	Weekly on Mondays	PLC Agenda and Notes/TACA Data Analysis 4th Grade PLC Agenda 5th Grade PLC Agenda
			Student Growth Goal Analysis
	<p><u>Teaching and Learning</u> Learning specialists and Intervention teacher will collaborate monthly with PLCs to suggest appropriate scaffolds to support MLs and students in special education with critical thinking tasks.</p>	Bi-weekly on Mondays	
		Oct 25	Characteristics of Student with Dyslexia PD
		Nov 8	ML PD
Schoolwide	<p><u>Professional Learning</u> Administrative team will conduct frequent classroom walkthroughs, provide timely, direct feedback to educators based on vital signs; and follow-through on coaching and continuous professional recommendations.</p> <p>The Admin team will create a weekly schedule to get into classrooms for 10 minute intervals. Teachers will be given quick feedback on what was seen in relation to:</p> <ul style="list-style-type: none"> • PurposeFull People Implementation- <i>Classroom Community</i> 	Nov 8 Mar 27 June 5	Trimester Review of <i>Culture Survey</i> and <i>Student Self Rating Survey</i>
		Dec 6 Jan 31 Mar 13 Apr 24 June 5	6-week cycle review of data collected in walk throughs using PurposeFull People Observation Tool
		Weekly at PLCs or 1:1 after a walkthrough TPEP	

	<ul style="list-style-type: none"> • Explicit Instruction- <i>Active Engagement/Eliciting Frequent Response</i> • Tier 2 Instruction- <i>Resources being used</i> • GLAD focus on <i>Academic Language</i> <p>We will use data from fidelity check forms to plan on-going, specific and timely PD.</p>	observations	
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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:

75% of Maple Lawn 5th grade students met or exceeded district goals in math standards. 61% of 4th graders met or exceeded math standards. Our 4th graders performed slightly below the district, 63.1%. We also notice a disparity in the performance of specific student groups, particularly our Special Education (SpEd) students, 31.4%, and our English Learners (ML students), 22.7%. There is also a performance gap in math standards among certain racial and ethnic groups, such as our Black/African American, 25%, and Hispanic/Latino students, 48.5%.

Theory of Action:

Based on the data and root cause analysis we completed, we believe that if we develop and employ highly effective Professional Learning Communities to ensure the highest quality of instruction is afforded to every student, unpack and implement math priority standards, provide students timely, research-based instructional strategies, monitor instruction and adjust as needed, use a regular cycle of data analysis, develop and utilize frequent common formative assessments, provide a system of targeted interventions and support mechanisms, utilize data to adjust and modify instruction to meet the needs of all students, implement professional development opportunities that focus on cultural competency and effective strategies for supporting diverse learners, and encourage collaboration and the sharing of best practices among educators to improve instructional approaches for all students from from September through June, this will result in 80% of 4th and 5th graders meeting or exceeding math SBA standards in spring 2024.

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)

	Spring 2023	Fall 2023	Winter 2023 Goal	Spring 2024 Goal
4th Grade	SBA: 76%	Aims: 71%	Aims: 75%	Aims: 80% SBA: 80%
5th Grade	SBA: 61%	Aims: 67%	Aims: 70%	Aims: 80% SBA: 80%

<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>Between October 2023 and November 2023, all 4th grade students will increase their ability to multiply multi-digit numbers by one point on the four point grading scale based off of their multiplication pre-test scores and measure by the Module Post Assessment. <i>This goal is a 4th grade Priority Standard: Multiply multi-digit numbers (4.NBT.B.5)</i></p> <p>Between October 21st, 2023, and December 15th, 2023, all 5th grade students will increase their ability to fluently multiply and divide using the standard algorithm with and without decimal operations by one standard based level as measured by the Module 2 Post Assessment in fifth grade Math. <i>This goal is a 5th grade Priority Standard: Multiply multi-digit whole numbers using the standard algorithm (5.NBT..5)</i></p>
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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 of inquiry.</p> <p>Administrator team will participate regularly in teacher collaboration to strengthen collective efficacy. Look fors in PLCs:</p> <ul style="list-style-type: none"> ● Collaboration around instructional strategies and interventions to support students who are not meeting standards. ● Discussion around Tier 2 instructional practices and resources being used in the core. ● Discussion around language objectives for multilingual students within lessons, and how they relate to WIDA standards or other language proficiency goals. 	Weekly on Mondays	<p>PLC Agenda and Notes/TACA Data Analysis 4th Grade PLC Agenda 5th Grade PLC Agenda</p> <p>Student Growth Goal Analysis</p>
Subgroup	<p><u>Teaching and Learning</u> Learning specialists and Intervention teacher will collaborate monthly with PLCs to suggest appropriate scaffolds to support MLs and</p>	Bi-weekly on Mondays	

	students in special education with critical thinking tasks.		
Schoolwide	<p><u>Professional Learning</u> Administrative team will conduct frequent classroom walkthroughs, provide timely, direct feedback to educators based on vital signs; and follow-through on coaching and continuous professional recommendations.</p> <p>The Admin team will create a weekly schedule to get into classrooms for 10 minute intervals. Teachers will be given quick feedback on what was seen in relation to:</p> <ul style="list-style-type: none"> ● PurposeFull People Implementation- <i>Classroom Community</i> ● Explicit Instruction- <i>Active Engagement/Eliciting Frequent Response</i> ● Tier 2 Instruction- <i>Resources being used</i> ● GLAD focus on <i>Academic Language</i> <p>We will use data from fidelity check forms to plan on-going, specific and timely PD.</p>	Nov 8 Mar 27 June 5	Trimester Review of <i>Culture Survey</i> and <i>Student Self Rating Survey</i>
		Dec 6 Jan 31 Mar 13 Apr 24 June 5	6-week cycle review of data collected in walk throughs using PurposeFull People Observation Tool
		Weekly at PLCs or 1:1 after a walkthrough TPEP observations	

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: Maple Lawn data shows a performance gap in the mastery of early learning foundational skills/critical priority standards from one grade level to the next. According to Fall AIMSweb data, 66% of 1st graders, 49% of 2nd graders, and 61% of 3rd graders have not met grade level standards of foundational skills that are critical in attaining grade-level proficiency in Reading by Grade 3.

Theory of Action:

Based on the data and root cause analysis we completed, we believe that if we develop and employ highly effective Professional Learning Communities to ensure the highest quality of instruction is afforded to every student, unpack and implement literacy priority standards, provide students timely, research-based instructional strategies, monitor instruction and adjust as needed, use a regular cycle of data analysis, develop and utilize frequent common formative assessments, provide a system of targeted interventions and support mechanisms, utilize data to adjust and modify instruction to meet the needs of all students, implement professional development opportunities that focus on cultural competency and effective strategies for supporting diverse learners, and encourage collaboration and the sharing of best practices among educators to improve instructional approaches for all students from September through June, this will result in 70% of 1st graders meeting or exceeding standard on the AimsWeb assessment, 70% of 2nd graders meeting or exceeding standard on the AimsWeb assessment, and 77% of 3rd graders meeting or exceeding ELA SBA standards in spring 2024.

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)

	Fall 2023	Winter 2023 Goal	Spring 2024 Goal
1st Grade	Aims: 34%	Aims:	Aims: 70%
2nd Grade	Aims: 51%	Aims: 62%	Aims: 70%
3rd Grade	Aims: 29%	Aims: 55%	Aims: 75% SBA: 77%

Highest Leverage Subgroup Student Proficiency Goal(s):

Between September 2023 and January 2024, second grade students will increase their reading fluency from 48% meeting standard to 64% as

<p>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</p>	<p>measured by the AIMS ORF benchmark assessment. <i>This goal is linked to 2nd grade Priority Standard Fluency: Read grade-level text orally with accuracy, appropriate rate, and expression (RF.2.4.B)</i></p>
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<p align="center">How will we get there?</p>			
<p align="center">Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i></p>		<p align="center">Monitoring of Action Plan <i>What data was reviewed and what evidence of student learning resulted from the action step?</i></p>	
<p>Schoolwide or Subgroup</p>	<p align="center">Actions</p>	<p align="center">Date of Review</p>	<p align="center">Results of Review</p>
	<p><u>Professional Learning</u> Educators engage in Professional Learning Communities (PLCs) to improve student learning and professional practices through cycles of inquiry.</p> <p>Administrator team will participate regularly in teacher collaboration to strengthen collective efficacy. Look fors in PLCs:</p> <ul style="list-style-type: none"> ● Collaboration around instructional strategies and interventions to support students who are not meeting standards. ● Discussion around Tier 2 instructional practices and resources being used in the core. ● Discussion around language objectives for multilingual students within lessons, and how they relate to WIDA standards or other language proficiency goals. 	<p>Weekly on Mondays</p>	<p>PLC Agenda and Notes/TACA Data Analysis 1st Grade PLC Agenda 2nd Grade PLC Agenda 3rd Grade PLC Agenda</p>
			<p>Student Growth Goal Analysis</p>
	<p><u>Teaching and Learning</u> Learning specialists and Intervention teacher will collaborate monthly with PLCs to suggest appropriate scaffolds to support MLs and students in special education with critical thinking tasks.</p>		
	<p><u>Professional Learning</u></p>	<p>Nov 8 Mar 27 June 5</p>	<p>Trimester Review of <i>Culture Survey</i> and <i>Student Self Rating Survey</i></p>

<p>Administrative team will conduct frequent classroom walkthroughs, provide timely, direct feedback to educators based on vital signs; and follow-through on coaching and continuous professional recommendations.</p> <p>The Admin team will create a weekly schedule to get into classrooms for 10 minute intervals. Teachers will be given quick feedback on what was seen in relation to:</p> <ul style="list-style-type: none"> • PurposeFull People Implementation- <i>Classroom Community</i> • Explicit Instruction- <i>Active Engagement/Eliciting Frequent Response</i> • Tier 2 Instruction- <i>Resources being used</i> • GLAD focus on <i>Academic Language</i> <p>We will use data from fidelity check forms to plan on-going, specific and timely PD.</p>	<p>Dec 6 Jan 31 Mar 13 Apr 24 June 5</p>	<p>6-week cycle review of data collected in walk throughs using PurposeFull People Observation Tool</p>
	<p>Weekly at PLCs or 1:1 after a walkthrough</p>	<p>Feedback</p>
	<p>1-2 a Trimester</p>	<p>TPEP observations</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: Maple Lawn data shows a performance gap in the mastery of early foundational math skills/critical priority standards from one grade level to the next. According to Fall AIMSweb data, 58% of 1st graders, 36% of 2nd graders, and 52% of 3rd graders have not met grade level standards of foundational skills that are critical in attaining grade-level proficiency in Math by Grade 3.

Theory of Action:

Based on the data and root cause analysis we completed, we believe that if we develop and employ highly effective Professional Learning Communities to ensure the highest quality of instruction is afforded to every student, unpack and implement math priority standards, provide students timely, research-based instructional strategies, monitor instruction and adjust as needed, use a regular cycle of data analysis, develop and utilize frequent common formative assessments, provide a system of targeted interventions and support mechanisms, utilize data to adjust and modify instruction to meet the needs of all students, implement professional development opportunities that focus on cultural competency and effective strategies for supporting diverse learners, and encourage collaboration and the sharing of best practices among educators to improve instructional approaches for all students from from September through June, this will result in 80% of 1st graders meeting or exceeding standard on the AimsWeb assessment, 75% of 2nd graders meeting or exceeding standard on the AimsWeb assessment, and 79% of 3rd graders meeting or exceeding math SBA standards in spring 2024

<p>Schoolwide Student Proficiency Goal(s):</p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<table border="1"> <thead> <tr> <th></th> <th>Fall 2023</th> <th>Winter Goal 2023</th> <th>Spring Goal 2024</th> </tr> </thead> <tbody> <tr> <td>1st Grade</td> <td>Aims: 42%</td> <td>Aims: 65%</td> <td>Aims: 80%</td> </tr> <tr> <td>2nd Grade</td> <td>Aims: 64%</td> <td>Aims: 70%</td> <td>Aims: 75%</td> </tr> <tr> <td>3rd Grade</td> <td>Aims: 48%</td> <td>Aims: 60%</td> <td>Aims: 80% SBA: 79%</td> </tr> </tbody> </table>		Fall 2023	Winter Goal 2023	Spring Goal 2024	1st Grade	Aims: 42%	Aims: 65%	Aims: 80%	2nd Grade	Aims: 64%	Aims: 70%	Aims: 75%	3rd Grade	Aims: 48%	Aims: 60%	Aims: 80% SBA: 79%
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3rd Grade	Aims: 48%	Aims: 60%	Aims: 80% SBA: 79%														
<p>Highest Leverage Subgroup Student Proficiency Goal(s):</p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>By December 2023, third-grade students will achieve a minimum one-level improvement in their ability to fluently subtract within 1000 using various strategies and algorithms, as per 3.NBT.A.2, based on multiple assessments. This goal is a high leverage goal that will support third grade students in priority standards throughout the year. <i>This goal is a 3rd grade Priority Standard: Fluently add and subtract within 1000. (3.NBT.A.2)</i></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>Professional Learning Educators engage in Professional Learning Communities (PLCs) to improve student learning and professional practices through cycles of inquiry.</p> <p>Administrator team will participate regularly in teacher collaboration to strengthen collective efficacy. Look fors in PLCs:</p> <ul style="list-style-type: none"> ● Collaboration around instructional strategies and interventions to support students who are not meeting standards. ● Discussion around Tier 2 instructional practices and resources being used in the core. ● Discussion around language objectives for multilingual students within lessons, and how they relate 	Weekly on Mondays	PLC Agenda and Notes/TACA Data Analysis 1st Grade PLC Agenda 2nd Grade PLC Agenda 3rd Grade PLC Agenda
			Student Growth Goal Analysis

	to WIDA standards or other language proficiency goals.		
Subgroup	<u>Teaching and Learning</u> Learning specialists and Intervention teacher will collaborate monthly with PLCs to suggest appropriate scaffolds to support MLs and students in special education with critical thinking tasks.	Bi-weekly on Mondays	
Schoolwide	<u>Professional Learning</u> Administrative team will conduct frequent classroom walkthroughs, provide timely, direct feedback to educators based on vital signs; and follow-through on coaching and continuous professional recommendations. The Admin team will create a weekly schedule to get into classrooms for 10 minute intervals. Teachers will be given quick feedback on what was seen in relation to: <ul style="list-style-type: none"> ● PurposeFull People Implementation-<i>Classroom Community</i> ● Explicit Instruction-<i>Active Engagement/Eliciting Frequent Response</i> ● Tier 2 Instruction-<i>Resources being used</i> ● GLAD focus on Academic Language We will use data from fidelity check forms to plan on-going, specific and timely PD.	Nov 8 Mar 27 June 5	Trimester Review of <i>Culture Survey</i> and <i>Student Self Rating Survey</i>
		Dec 6 Jan 31 Mar 13 Apr 24 June 5	6-week cycle review of data collected in walk throughs using PurposeFull People Observation Tool
		Weekly at PLCs or 1:1 after a walk through TPEP observations	