



Strategic School Improvement Planning 2023-2024
for
Tehaleh Heights Elementary School
Sumner-Bonney Lake School District

Our Promise:

Our promise in the Sumner-Bonney Lake School District is to **know, value, and support** every student, helping them **graduate ready** to pursue a **promising future**. The SBLSD promise comes with a commitment to promote a district culture of **fair and inclusive practices**, where each student receives **equitable access** to the opportunities, resources and supports to **succeed and thrive**. Achieving this commitment honors our deeply held belief that **EQUITY** is achieved when each student receives what they need to graduate prepared for success after high school.

Our plan incorporates an emphasis on the following characteristics of highly effective schools:

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning Focused Professional Learning
- Supportive Learning Environment
- High Level of Community and Parent Involvement

Our plan has been reviewed and endorsed by the following:

Phase:	Date(s):	Persons Involved:	Notes:
Develop/Refine	10.13.23 10.18.23 10.25.23	Admin Team, Building Leadership, BLL, Staff	
Staff Review	11.15.23	Building Leadership Team	
Parent Review	11.2.23	PTA	Explained the SIP process and goals
District Review			

Additional Comments:
[Click here to enter text.](#)

Jennifer Knight

Principal Signature

11.29.2023

Date

Optional Page: Principals can choose to add a page here... ideas include...

- A message from the principal
- Mission and Vision of school
- Information about the school, staff, and students
- School demographics

Ignite a love of learning by providing diverse opportunities for ALL Trailblazers to build confidence in a safe environment where they feel loved and a sense of belonging.

To ignite a love of learning is to foster a lifelong passion for knowledge and growth. This aspiration goes beyond traditional education, aiming to create an inclusive and enriching environment for every individual. By offering diverse opportunities, we recognize and celebrate the unique strengths and interests of each learner. The emphasis on building confidence underscores the belief that empowered individuals are more likely to embrace challenges and excel in their educational journey. The commitment to a safe environment is paramount, ensuring that Trailblazers not only feel secure but also encouraged to explore, inquire, and take intellectual risks. Love and a sense of belonging are foundational elements, creating a supportive community where learners can thrive, share ideas, and collaborate. In essence, igniting a love of learning is a holistic approach that nurtures the mind, heart, and spirit of every Trailblazer on their educational voyage.

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>
Literacy <u>Connected Goal Areas:</u>	Our commitment to monitoring student achievement is intentional and we extensively analyze our Aimsweb data, SBA, OSPI report card, Universal Screener, and SWIS data. We have also spent time with grade level teams and our intervention teacher on examining gaps within the data to determine what we are missing. Our percentages currently meet the District goal in ELA and Math, so as a building we are pushing to meet 90%. This requires us to analyze

Goal 1: Success in the Early Years

Goal 3: Academically-Prepared Critical Thinkers

Goal 4: Elimination of Disparities in Student Access and Success

at a deeper level to determine what we are missing and what are the strongest and high leverage teaching strategies.

When reflecting on data, our strongest subject is literacy over math. This is due to the emphasis on reading in the early years and our intervention program that allows for 45 minutes four days a week teaching students at their level and providing the instruction they need. Our strongest grades for SBA were 3rd and 5th grades. While using Aimsweb as a literacy data point, we noticed kindergarten and 2nd grade fell below 90%, which is the goal we set for THE this year.

A key focus for growth involves the strategic alignment of common language and vocabulary across all grade levels and within the school. This alignment extends beyond literacy terms to encompass various aspects, including standards-based grading implementation, rubric creation, and communication with parents regarding both positive feedback and areas of concern. This concerted effort ensures a cohesive and unified educational approach that enhances understanding and consistency throughout the learning community.

For our multilingual learners, language acquisition strategies and culturally responsive materials support literacy development. Special education services offer individualized plans and resources tailored to students' unique needs, fostering literacy skills. Culturally relevant curriculum and differentiated instruction are essential for students, ensuring equitable access to literacy education. Ongoing assessment, data analysis, and feedback loops help determine the effectiveness of strategies for all students. If programs prove ineffective, a responsive approach involves reassessment, potential adjustments, and collaboration with educators, families, and community resources to refine and strengthen literacy support systems.

- Completed diagnostics on every student K-5 who fell <49% or below.
- Increase the number of students receiving intentional 95% curriculum to fill holes.
- Increase capacity of qualified staff who can teach 95%.
- Introduce 95% comprehension lessons.
- Add Vocabulary Surge program for 3rd-5th grades
- Define a system/process to identify students and referral to the CARE team when growth is not increasing.
- Updated master schedule to increase staffing for early intervention.
- Get staff buy in on a guaranteed and viable curriculum to use to close the gap during WIN.

While our past systems and action plans have shown promising results, there is a critical need to elevate the level of intentionality and implementation to drive more significant academic gains, especially for our identified sub-groups. Ongoing and rigorous monitoring will be essential in validating the efficacy of our interventions, enabling us to adapt and refine our approach as needed to optimize our influence on student achievement.

<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>Our commitment to monitoring student achievement is intentional and we have analyzed extensively our Aimsweb data, SBA, OSPI report card, Universal Screener, and SWIS data. We have also spent time with grade level teams and our intervention teacher on analyzing gaps within the data to determine what we are missing. Our percentages currently meet the District goal in ELA and Math, so as a building we are pushing to meet 90%. This requires us to analyze at a deeper level to determine what we are missing and what are the strongest and high leverage teaching strategies.</p> <p>Upon data reflection, our strongest subject emerges as literacy, surpassing performance in math. This can be attributed to the early emphasis on reading, supported by our intervention program that dedicates 45 minutes, four days a week to instructing students at their level. Notably, our strongest grades in the SBA were observed in 3rd and 5th grades. However, in using Aimsweb as a literacy data point, it becomes apparent that both kindergarten and 2nd grade fall below our set goal of 90% for this year.</p> <p>Multilingual learners benefit from language-integrated math instruction and supportive teaching strategies that bridge language barriers. Special education services tailor math education to individual learning styles and abilities, ensuring inclusivity. Equitable access to quality math education for all students involves culturally responsive curricula and differentiated instruction also help mitigate educational disparities in mathematics. Our math intervention strategies consider overlapping challenges and aim for comprehensive support. Continuous assessment and data analysis serve as metrics to evaluate the effectiveness of strategies for at-risk students. If programs prove ineffective, a responsive approach involves reassessment, potential adjustments, and collaboration with educators, families, and community resources to refine and strengthen math support systems.</p> <ul style="list-style-type: none"> ● Define a system/process to identify students and referral to the CARE team when growth is not increasing. ● Updated master schedule to increase staffing for early intervention. ● Get staff buy in on a guaranteed and viable curriculum to use to close the gap <p>While our past systems and action plans have yielded promising results, there is a critical need to elevate the level of intentionality and implementation to drive more significant academic gains, especially for our identified sub-groups. Ongoing and rigorous monitoring will be essential in validating the efficacy of our interventions, enabling us to adapt and refine our approach as needed to optimize our influence on student achievement.</p>
<p>Discipline</p> <p><u>Connected Goal Area:</u></p>	<p>Our SWIS data shows we suspended 15 students (47 actual entries). Of those students, 12 out of the 15 were males. Of which 11 were students who were on IEPs and/or had 504 accommodations. A majority of the suspensions were due to dangerous behavior and/or fighting for male students with 504s and/or IEPs.</p>

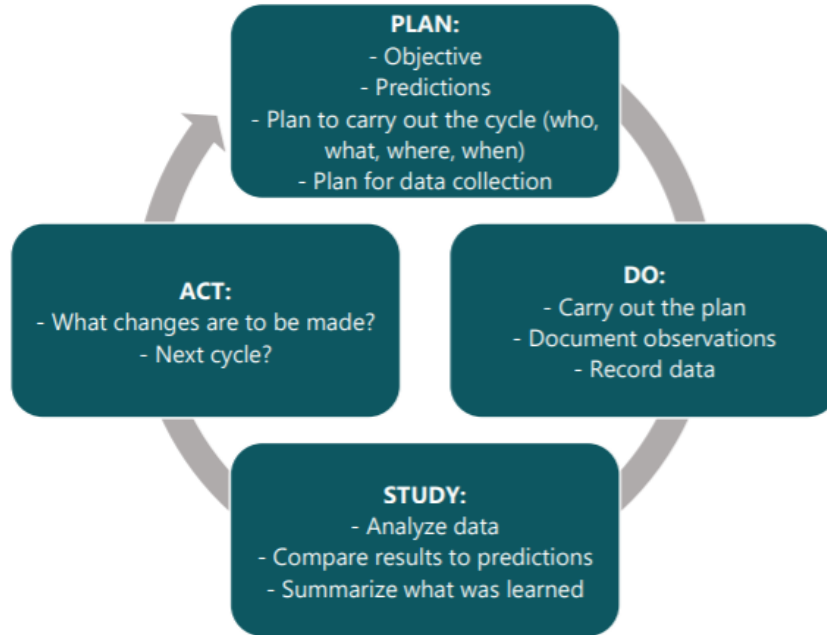
<p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>Our top priority is to eliminate disparities in student access and success, establishing an equitable learning environment at Tehaleh Heights Elementary. This objective takes aim at systemic barriers, ensuring equal opportunities for academic and behavioral success for every student, regardless of background. By dismantling inequalities in resources and support, the school actively contributes to a more inclusive educational setting and promotes social justice.</p> <ul style="list-style-type: none"> ● Monitoring SWIS and Universal Screener data ● Implementing restorative justice practices ● Restorative Community Circles ● Proactive and ongoing measures to address biases <p>Monitoring and analyzing our various data sources, including the Universal Screener, SWIS data, and tier two team data allows us to pinpoint specific areas of need, enabling the development and implementation of targeted interventions. If the strategies are not yielding the expected results, a reassessment and adjustment of the interventions may be necessary. By relying on this data-driven approach, we can tailor our support to ensure that each student receives the assistance necessary for their individualized growth and success.</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>According to the 2022-2023 CEE data, only 58% of 4th and 5th graders enjoyed coming to school. This information highlights the importance of ongoing efforts to ensure all students feel they are safe and belong at THE. We recognize the importance of fostering social-emotional learning (SEL) in all students to support their development. Various strategies and programs have been implemented to accelerate SEL across diverse student populations. School-wide initiatives often focus on creating a positive and inclusive school culture through the implementation of evidence-based SEL curricula, such as Second Step and Character Strong. Many classrooms, including our DLC classrooms, have also integrated Positive Greetings at the Door, mindfulness and stress reduction strategies into their daily routines, providing students with tools to build strong relationships, manage emotions and build resilience.</p> <p>Additionally, targeted interventions, such as peer mentoring programs and counseling services, aim to address the specific social-emotional needs of individual students. The incorporation of SEL into classroom activities and the promotion of restorative practices further contribute to creating a supportive and empathetic learning environment. These comprehensive efforts seek to enhance students' emotional intelligence, interpersonal skills, and overall well-being, laying the foundation for success in both academic and life pursuits.</p> <ul style="list-style-type: none"> ● Many staff attended Character Strong conference ● Student leadership teams for 4th and 5th (Jr Coaches, Mentors, Ambassadors, Step Up Team, Media Team) ● THE Performing Arts Program ● Counselor led classroom lessons, office hours, small groups <p>Monitoring and analyzing our various data sources, including the Universal Screener, SWIS data, and tier two team data allows us to pinpoint specific areas of need, enabling the development and implementation of targeted interventions. If the strategies are not yielding the expected results, a</p>

	<p>reassessment and adjustment of the interventions may be necessary. By relying on this data-driven approach, we can tailor our support to ensure that each student receives the assistance necessary for their individualized growth and success.</p>
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>Our team analyzes attendance data to identify chronic attendance concerns throughout the building. Upon analysis, our fourth grade cohort shows the biggest dip in attendance and when this group was in 3rd grade, we were seeing the same attendance trend. Our goal is a 90% attendance rate for Tehaleh Heights Elementary. This data has allowed us to implement targeted interventions and support strategies to ensure their well-being and academic success such as:</p> <ul style="list-style-type: none"> ● Building-wide attendance challenges ● Social media messages ● Monthly grade level presentations with data and student tracker information ● Regular attendance meetings between families and Administrators to identify barriers of attendance ● Connecting families to community and district resources available <ul style="list-style-type: none"> ○ Counseling services ● Community Engagement Boards <p>Regular and consistent attendance is crucial for academic success and building positive learning habits among our students. To stress the importance and help improve attendance, we regularly collaborate with families to create a supportive environment and believe early intervention and being proactive in the early years of education is key for both students and families to understand the importance of attendance.</p> <p>Monitoring and analyzing our various data sources, including the Universal Screener, SWIS data, and tier two team data allows us to pinpoint specific areas of need, enabling the development and implementation of targeted interventions. If the strategies are not yielding the expected results, a reassessment and adjustment may be necessary. By relying on this data-driven approach, we can tailor our support to ensure that each student receives the assistance necessary for their individualized growth and success.</p>

What's the process we'll use to determine effectiveness?

After schools complete a comprehensive review of building based data, goals will be firmly established. Goals will include benchmarks for learning, frequently measure progress toward established targets, and determine next steps in order to improve instructional practice and student learning. A results-oriented cycle of inquiry will be implemented to provide buildings with a framework for continuous improvement.

The Plan, Do, Study, Act Cycle



Source: OSPI Academic and Student Well-Being Plan: Planning Guide 2021

On the following pages, continuous improvement plans are outlined for the K-12 Common Goal, the Grade Band Common Goal and, if applicable, the School Specific Goal for the 23-24 school year.

K-12 Common Goal

Goal 4: Elimination of Disparities in Student Access and Success

Every student will receive fair and equitable treatment regarding discipline practices, enrollment and success in rigorous coursework, and access to a formalized academic and social-emotional support system to eliminate gaps and disproportionalities.

By 2026, discipline data will show no disproportionalities (0%) in suspensions and expulsion rates across all student groups.

By 2026, there will be a 10% increase in the enrollment and completion rates of students taking advanced coursework and specialized programs in all student groups.

Equity Looks Like:

Every student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.

K-12 Common Goal: Measure of Student Progress #1

4C. Percent of students with suspensions and expulsions.

Problem of Practice:

In the 2022-2023 school year, THE suspended 15 students (47 actual entries). Of those students, 12 out of the 15 were males. Of which 11 were students who were on IEPs and/or had 504 accommodations. A majority of the suspensions were due to dangerous behavior and/or fighting for male students with 504s and/or IEPs.

Theory of Action: Based on the data and root cause analysis we completed, we believe by recognizing the correlation between these suspensions and instances of dangerous behavior or fighting among male students with specific accommodations, our theory supports implementing targeted interventions focused on behavioral support and conflict resolution strategies. This focus will lead to a reduction in suspension incidents. By proactively addressing the needs of male students with IEPs and/or 504 accommodations through personalized support plans, alongside comprehensive efforts to foster a positive and inclusive school climate, we anticipate a decline in disciplinary issues and a more supportive learning environment for all students at THE.

Schoolwide Student Goal(s):

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

Between September 2023 and June 2024, THE will reduce overall student suspensions by 50% by either reducing the number of students suspended or reduction of days as measured by skyward.

Highest Leverage Subgroup Student Goal(s):

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

Between September 2023 and June 2024, THE will reduce the number of male students with externalizing behaviors by 50% as measured by Universal Screener.

oriented, Timely/Time-bound, Inclusive, and Equitable)	Based on Fall Universal Screener data, there were 18 male students of all ethnicities whose risk type was externalizing and/or both in grades K-4.
--	--

How will we get there?			
Action Steps to be Completed <i>What evidence-based practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Action Plan <i>What data was reviewed and what evidence of student learning resulted from the action step?</i>	
Schoolwide or Subgroup	Actions	Date of Review	Results of Review
Schoolwide	<i>Utilizing our PBIS Tier 1 team, create foundational school-wide expectations that are intentionally taught by teachers.</i> <ul style="list-style-type: none"> - <i>Common language to vertically align vocabulary around academics and expectations.</i> - <i>Teaching matrix that addresses areas in the building.</i> - <i>Would like to create student videos.</i> <p>----- <i>Funding Source or Resource Allocation:</i></p>	Monthly	
Subgroup	<i>Create a PBIS Tier 1 team that meets regularly to discuss Tiered Fidelity Inventory action items as well as SWIS.</i> <p>----- <i>Funding Source or Resource Allocation:</i></p>	Monthly	
Schoolwide	<i>Implement school wide common student recognition that aligns with our expectations and character traits.</i> <p>----- <i>Funding Source or Resource Allocation:</i></p>	Monthly	
Schoolwide	<i>Participating in Restorative Practices training to proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.</i>	Monthly	

	<p><i>Intentional practice of affective statements and questions.</i> <i>How to use restorative practices to resolve “minors”.</i></p> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>		
Schoolwide	<p><i>Aligning our classroom routines, and in-class continuum of consequences.</i></p> <ul style="list-style-type: none"> - <i>Conduct staff Professional development on classroom management behavioral practices.</i> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>	Monthly	
Subgroup	<p><i>Through our Tier 2/3 (CARE team) implement an intentional system for staff to receive support.</i></p> <ul style="list-style-type: none"> - <i>Ensure we have “targets” so students do not slip through the cracks.</i> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>	Monthly	
Schoolwide	<p><i>To help students feel a sense of belonging, numerous Student Leadership groups have been created to get all 4th/5th graders involved.</i></p> <ul style="list-style-type: none"> - <i>Lead by Character Strong team</i> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>	Monthly	

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 Tehaleh Heights students met or exceeded district goals in ELA standards, 77.3% in 4th grade and 89.5% in 5th grade, we notice a disparity in the performance of specific student groups, particularly our Special Education (SpEd) students, 45.2 %, our English Learners (ML students), 25%, and students receiving free/reduced lunch (FRL), 61.5%. There is also a performance gap in ELA standards among our Asian students of 62.5%.

Theory of Action: Based on the data and root cause analysis we completed, we believe by establishing strong Professional Learning Communities (PLCs) that cultivate excellence in teaching and enhance teacher confidence, while also delivering timely, evidence-based instructional methods to students, maintaining a consistent data analysis cycle, implementing a well-structured system of intervention and enrichment, and placing intentional emphasis on supporting English Language Learners and students in Special Education services, the outcome will manifest as a heightened percentage of students attaining mastery in grade-level standards. This systematic strategy strives to adapt instruction to accommodate the varied needs of all students, ultimately resulting in enhanced academic achievement, as gauged by the Smarter Balanced Assessment in May.

<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>4th Grade Between Winter and Spring, all fourth grade students will improve by a minimum of one level on a common formative assessment (CFA) rubric, assessing how to draw inferences from a nonfiction text and use details and examples in a text as measured by a CFA aligned rubric.</p> <p>5th Grade Between October and April of 2024 90% of 5th grade students will be able to meet or exceed mastery of word meanings. Currently 80% of 5th grade students are meeting the expected competency level.</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>Current 4th graders who scored a level 1 or level 2 on last year's (3rd grade) literacy SBA summative (22/23) will increase by 1 level. Currently 19% of students assessed last Spring scored a level 1 or 2.</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
Subgroup	<p><i>4th and 5th grade teachers will use District approved vocabulary curriculum 5 days a week beginning in Jan. (Hattie .62)</i></p> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>	<p>Feb 7, 2024</p> <p>Apr 15, 2024</p> <p>June 5, 2024</p>	
Subgroup	<p><i>Assess, group students and reteach/remediate/enrich the standard in class and in WIN groups following our two week cycle.</i></p> <p>-----</p> <p><i>Funding Source or Resource Allocation:</i></p>	<p>Feb 7, 2024</p> <p>Apr 15, 2024</p> <p>June 5, 2024</p>	
Subgroup	<p><i>5th Grade - Between October and April teach RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes & RI-4</i></p>	<p>Feb 7, 2024</p> <p>Apr 15, 2024</p>	

	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area. ----- Funding Source or Resource Allocation:	June 5, 2024	
Subgroup	4th grade adding multisyllabic routine cards in WIN and moving towards doing during Core to catch all students.	Feb 7, 2024	
		Apr 15, 2024	
		June 5, 2024	

K-12 Common Goal: Measure of Student Progress #3

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in **Mathematics for grades 4 and 5.**

Problem of Practice: Even though Tehaleh Heights students met or exceeded district goals in math standards, 78.8% in 4th grade and 80.7% in 5th grade, we notice a disparity in the performance of specific student groups, particularly our Special Education (SpEd) students, 45.2 %, our English Learners (ML students), 25%, and students receiving free/reduced lunch (FRL), 61.5%. There is also a performance gap in ELA standards among our Asian students of 62.5%.

Theory of Action: Based on the data and root cause analysis we completed, we believe by establishing strong Professional Learning Communities (PLCs) that cultivate excellence in teaching and enhance teacher confidence, while also delivering timely, evidence-based instructional methods to students, maintaining a consistent data analysis cycle, implementing a well-structured system of intervention and enrichment, and placing intentional emphasis on supporting English Language Learners and students in Special Education services, the outcome will manifest as a heightened percentage of students attaining mastery in grade-level standards. This systematic strategy strives to adapt instruction to accommodate the varied needs of all students, ultimately resulting in enhanced academic achievement, as gauged by the Smarter Balanced Assessment in May.

Schoolwide Student Proficiency Goal(s):

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

4th Grade

Between Fall and Spring, all fourth grade students will improve by meeting grade level standard or growing by a minimum of one level on a common formative assessment (CFA) rubric, assessing how to multiply 2-digit by 2-digit numbers and use at least one efficient strategy as measured by a CFA aligned rubric.

5th Grade

Between October and April of 2024 90% of 5th grade students will meet or exceed the benchmark of 80% accuracy in math computation on the

	required grade level fluency as measured by monthly fluency assessments. Currently 20% of 5th grade students are meeting the expected competency level.
<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>	Between October and May 2024, 90% of all 4th grade students will meet math fluency standard to multiply multi-digit numbers (4.NBT.B.5). Currently, about 49% of students are not meeting standard.

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
Subgroup	<p><i>Assess and reteach/remediate this standard in math groups following our two week cycle. Continue in class review in morning math. Assess standard with monthly fluency checks, students graph progress.</i></p> <p>----- <i>Funding Source or Resource Allocation:</i></p>	Feb 7, 2024	
		Apr 15, 2024	
		June 5, 2024	
Subgroup	<p><i>In January, partner with families of those students still not meeting to involve them in at-home practice of algorithm work by providing models and sample problems with practice for students to return to school.</i></p> <p>----- <i>Funding Source or Resource Allocation:</i></p>	Monthly	
Subgroup	<p><i>4th grade is doing a math intervention walk-to model on Monday's. 3-week cycles to start. Have students</i></p> <p>----- <i>Funding Source or Resource Allocation:</i></p>	Start Jan 11, 2024	
		Every 3 Weeks	
Subgroups	<p><i>Math intervention groups to support students who are struggling. Math enrichment and challenge problems for students who meet the standard</i></p>	Feb 7, 2024	
		Apr 15, 2024	

	----- <i>Funding Source or Resource Allocation:</i>	June 5, 2024	
--	--	--------------	--

Grade Band Common Goal

Goal 1: Success in the Early Years

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

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

Equity Looks Like:

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

Grade Band Common Goal: Measure of Student Progress #1

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

Problem of Practice: Even though Tehaleh Heights 3rd grade students met or exceeded district goals in ELA standards at 80.3 % we notice a disparity in the performance of specific student groups, particularly our Special Education (SpEd) students, 45.2 %, our English Learners (ML students), 25%, and students receiving free/reduced lunch (FRL), 61.5%. There is also a performance gap in ELA standards among our Asian students of 62.5% .

Theory of Action: Based on the data and root cause analysis we completed, we believe by establishing strong Professional Learning Communities (PLCs) that cultivate excellence in teaching and enhance teacher confidence, while also delivering timely, evidence-based instructional methods to students, maintaining a consistent data analysis cycle, implementing a well-structured system of intervention and enrichment, and placing intentional emphasis on supporting English Language Learners and students in Special Education services, the outcome will manifest as a heightened percentage of students attaining mastery in grade-level standards. This systematic strategy strives to adapt instruction to accommodate the varied needs of all students, ultimately resulting in enhanced academic achievement, as gauged by the Smarter Balanced Assessment in May.

Schoolwide Student Proficiency Goal(s):

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

Kindergarten

90% of Kindergartners will be meeting or exceeding grade-level standards in ELA as measured by Aimsweb spring composite data.

1st Grade

Between Fall and Spring, 100% of THE first grade students will increase their reading fluency skills by meeting benchmark or increasing their performance level as measured by the Aimsweb and monthly classroom assessments.

2nd Grade

	<p>Between Fall and Spring, 100% of second grade students will increase their reading fluency by at least 20 words per minute on a grade level or higher passage as measured by Aimsweb and formative fluency assessments.</p> <p>3rd Grade Between Fall and Spring 90% of third grade students will increase their ability to comprehend text with 80% or above accuracy as measured by Common Lit.</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>Between October 2023 and May 2024, 90% of all 2nd grade students will meet grade level phonics standard (Knows and applies grade-level phonics and word analysis skills in decoding words (RF.2.3)) in order to increase oral reading fluency and become competent readers by 3rd grade. Currently, approximately 39% of students have gaps in their understanding of grade-level phonics.</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
Subgroup	<p><i>K - PM students below 50th %ile starting in January. Monthly letter sound and name checks in ESGI CKLA unit sound checks with ESGI</i></p> <p>----- <i>Funding Source or Resource Allocation:</i></p>	Start Jan 11, 2024	
Subgroup	<p><i>K/1 - Daily Heggerty Practice for all students.</i></p> <p>----- <i>Funding Source or Resource Allocation:</i></p>	Monthly	
Schoolwide	<p><i>Assess all students using the PSI to determine accurate and flexible WIN groups for ALL students.</i></p> <p>-----</p>	Monthly	

	<i>Funding Source or Resource Allocation:</i>		
Subgroup	<i>Intentional grouping of students during Core and Tier 2. Use of remediation of standards, formative feedback. Reteaching of standards (built into weekly lessons) using exit tickets.</i> ----- <i>Funding Source or Resource Allocation:</i>	Monthly	
Subgroup	<i>3rd grade - Intentional goal setting with students, having them collect and track their own data. Students create writing rubrics that meet/match the standards.</i> ----- <i>Funding Source or Resource Allocation:</i>	Monthly	
Subgroup	<i>2nd grade - Provide students with opportunities and resources to practice daily fluency through: consistent oral reading fluency practice with weekly passages, daily Lexia use, 95% small groups and intentional one on one support.</i>	Monthly	

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: Even though Tehaleh Heights 3rd grade students met or exceeded district goals in math standards at 80.3 % we notice a disparity in Special Education (SpEd) students, 45.2 %, our English Learners (ML students), 25%, and students receiving free/reduced lunch (FRL), 61.5%. There is also a performance gap in ELA standards among our Asian students of 62.5%.

Theory of Action: Based on the data and root cause analysis we completed, we believe by establishing strong Professional Learning Communities (PLCs) that cultivate excellence in teaching and enhance teacher confidence, while also delivering timely, evidence-based instructional methods to students, maintaining a consistent data analysis cycle, implementing a well-structured system of intervention and enrichment, and placing intentional emphasis on supporting English Language Learners and students in Special Education services, the outcome will manifest as a heightened percentage of students attaining mastery in grade-level standards. This systematic strategy strives to adapt instruction to accommodate the varied needs of all students, ultimately resulting in enhanced academic achievement, as gauged by the Smarter Balanced Assessment in May.

<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>Kindergarten 90% of Kindergartners will be meeting or exceeding grade-level standards in MATH as measured by Aimsweb spring composite data.</p> <p>1st Grade Between Fall and Spring, THE first grade students will increase their ability to accurately and fluently add and subtract within 10 to 80% as measured by the monthly addition fluency assessment and the monthly subtraction fluency assessment.</p> <p>2nd Grade Between Fall and Spring second grade students will increase their ability to accurately and fluently add and subtract within 20 to 90% as measured by the monthly addition fluency assessment and the monthly subtraction fluency assessment.</p> <p>3rd Grade Between Fall and Spring third grade students will increase their ability to accurately and fluently multiply and divide within 100 to 90% as measured by the monthly multiplication and division fluency assessment.</p>
<p><u>Highest Leverage Subgroup Student Proficiency Goal(s):</u></p> <p><i>S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)</i></p>	<p>Between Fall and Spring, 4th and 5th grade students who have not met the 3rd grade benchmark will meet the standard to accurately and fluently multiply and divide within 100. (Fluently multiplies within 100 (3.OA.C.7) T1, T2, T3)</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
Subgroup	<i>K - progress monitor students below the 26th%ile starting in January. Monthly number identification checks for students who have not yet mastered number identification to 20.</i> ----- --- <i>Funding Source or Resource Allocation:</i>	Monthly	

Schoolwide	<p><i>Creating a math calculation policy that will vertically align our teaching and remediation strategies. Ensuring that strategies used support the standards.</i></p> <p>-----</p> <p>----</p> <p><i>Funding Source or Resource Allocation:</i></p>	Monthly	
Subgroup	<p><i>-To have all students participate in weekly fluency practice (Mondays) in addition and subtraction.</i></p> <p><i>-To have all students participate in monthly progress monitoring assessments in addition and subtraction.</i></p>	Weekly	
Subgroup	<p><i>Utilize additional strategies for math fluency. Provide students with additional resources for fluency practice. (99math, google classroom, splash math, blookey, zearn, reflex, Mad Minutes, etc)</i></p>	Monthly	
Subgroup	<p><i>Small group core instruction using A/B model to differentiate based on assessment data weekly.</i></p>	Weekly	
Schoolwide	<p><i>Putting into practice student goal setting and progress monitoring. Also allowing students time to self-correct and understand their own mistakes and how to correct them. (critical thinking/problem solving.)</i></p> <p>-----</p> <p>----</p> <p><i>Funding Source or Resource Allocation:</i></p>	Weekly	