

2024-25 School Success Plan MacArthur Elementary



<p>District Mission: <i>We ensure that all students graduate college, career and community ready; inspired to succeed in our diverse world.</i></p>	<p>School Mission: Our mission is to work together to build an inclusive, safe, respectful and nurturing environment focused on maximizing each child's well being and acquisition of skills for life, learning and leadership.</p> <p>School Vision: MacArthur Elementary will provide a learning environment where students will feel safe, learn to their fullest potential and celebrate achievements and accomplishments in order to be lifelong learners and productive citizens of society.</p>
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	School-wide goals	Priority Performance Group*
<p>Literacy (use state assessment)</p>	<p>Based on the 23-24 standardized assessment results in ELA for grades 3-5, the percentage of students measuring proficient and advanced will increase by at least 5% points at the end of the 24-25 school year.</p>	<p>Based on 23-24 standardized assessment results in ELA for grades 3-5, the percentage of students measuring proficient and advanced <i>who identify as Native American</i> will increase by at least 10% points by the end of the 24-25 school year.</p>
<p>Numeracy (use state assessment)</p>	<p>Based on the 23-24 standardized assessment results in MATH for grades 3-5, the percent of students measuring proficient and advanced will increase by at least 8% points at the end of the 24-25 school year.</p>	<p>Based on the 23-24 standardized assessment results in MATH for grades 3-5, the percentage of <i>special education students</i> measuring proficient and advanced will increase by at least 10% points by the end of the 24-25 school year.</p>
<p>Social Emotional Learning (use Panorama Spring to Spring)</p>	<p>Based on the Panorama Spring 2024 to Spring 2025, the percentage of grade 3-5 students self-reporting emotional regulation will increase from 39% to 44% by the end of the 24-25 school year.</p>	<p>Based on the Panorama Spring 2024 to Spring 2025, the percentage of grade 3-5 <i>special education students</i> self-reporting emotional regulation will increase from 38% to 50% by the end of the 24-25 school year.</p>

High Priority Strategies/Action Steps	
<p>Literacy</p>	<ul style="list-style-type: none"> ● All teaching staff will attend training on LexiaCore 5, LETRS and HMH during spring/fall 2024. ● Classroom schedules will align with the required instructional pieces. ● Special education teachers, ML teachers, Interventionists, etc. will co-plan/teach with classroom teachers including Structured Literacy/Foundational Skills. ● Classroom teachers will create student learning plan(s) in Panorama for those individuals needing intervention beyond universal. ● Classroom teachers may utilize Student-Centered Coaching Cycles with the help and support of the Teaching and Learning Coach. ● Family Night(s) focused on Literacy.
<p>Numeracy</p>	<ul style="list-style-type: none"> ● Number Corner will be fully utilized to build community, engagement and independence. ● Work Spaces will be fully utilized to build community engagement and independence. ● Dreambox will be utilized to support student success ● Math CLT protocols to support student success and needs based on data ● Increase family communication with ways parents can support their students in math. (classroom newsletters, math work places, links, math night, family letters, social media, etc.) ● Family Night(s) focused on Numeracy.
<p>Social Emotional Learning</p>	<ul style="list-style-type: none"> ● Implement Zones of Regulation as a whole school including explicit use of strategies to promote emotional regulation. ● CRM will be used in classrooms three days/week and Zones will be the focus on the other two days/week (Community MeetingTime) ● Family Night(s) focused on Social Emotional Learning ● Professional Learning on De-Escalation Strategies (Staff) ● Trauma-Informed Care Instruction (Staff)

* Priority performance goals are established based on data that shows us we are meeting the needs of some student groups better than others. Focusing on a priority performance group of students will elevate our skills as educators and ultimately benefit all students.