

24-25 SY' School Improvement Plan Summary:

SCHOOL NAME

School of Engineering & Arts

Strategic Priorities:

- Academic Achievement: *THEME A*
- Student Engagement and Wellness: *THEME B*
- Collaboration and Partnership: *THEME C*
- [Strategic Plan](#)  Strategic Plan
- Overview Summary of STEAM
- Science is addressed on a spectrum of direct instruction, helping to build foundational knowledge to open inquiry and promoting our students' natural sense of wonder. Science is a part of everyday learning in and outside the classroom.
Technology is used as a tool and medium for consuming and producing information. Multiple forms, including hardware, software, and programming, are used as often as possible in as many ways throughout the students' day.
Engineering is promoted as both design and invention. We use engineering as a verb where action is required. Our method of instruction promotes creativity, thoughtful planning, critical conversation, mistakes, and "almost final" products.
Art is embedded in all aspects of the student's day. Our students' work is reflective of multiple forms of art.
Math, like science, is delivered on a spectrum of direction instruction to open inquiry focusing on the sequence of understanding concrete to representational to abstract. Students come to realize that math is the language spoken when conducting science, technology, engineering, or art investigations

[RAS SIP Rubric](#)

Evidence Based Practice #1

X _Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

The strategies (components of the EBP) to be implemented: Increase explicit instruction around foundational skills of literacy to support reading for understanding in K-5

Addressing this Root Cause: Based on the decline in literacy test scores, students need to increase literacy skills. The literary practices and resources are not meeting the needs of all students, so we need to change and refine instructional practices and resources.

This will assist us with meeting this student outcome SMART Goal:

The percentage of students enrolled in September in grades K-2 at SEA who are proficient on the FAST (early reading/areading) assessment will increase from **52.7%** in the fall of 2024 to **62.7%** the spring of 2025. (10%)

The percentage of students enrolled on October 1 in grades 3-5 at SEA who are proficient on the reading state accountability test (MCA III) will increase from **65.4%** in 2024 to **75%** in 2025. (10%)

Strategy Implementation (Complete a chart for each component of the EBP): [Reading Monitoring Plan](#)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Implementation of Sound Walls K-3	Classroom Teachers	K-3 posted sound walls in classroom Walkthrough Form	Posted by September 30 Monthly	
Professional Development on Bridge 2 Read (K-3)	Districtwide training with C & I Team	Attendance by K-3 staff and admin	August 28, 2024 with ongoing coaching. Admin and C & I	

			will attend weekly Bridge 2 Read coaching sessions.	
Daily implementation of Bridge 2 Read for K-3	K-3 Teachers	Monthly observations & feedback using coaching support form/checklist	September-June	
Daily implementation of phonics instruction (ex. Word Study/Word Connections/Sound Walls) for Grades 4-5	Gr. 4-5 Teachers	Walkthrough Form	September-June	
Professional Development on LETRS for untrained staff.	Untrained Staff Members in LETRS	Admin Quarterly Follow Up w/Untrained Staff & C&I	Sept-June Training Sessions (Self-Paced Modules)	

Add more rows if needed-for Artifacts
Reflective Questions to Answer: Progress Toward Goal #1:

- How is this EBP aligned to the Strategic Plan?
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

The strategies (components of the EBP) to be implemented: Increasing opportunities for meaningful mathematical discourse through written and oral representation of thinking and communicating.

Addressing this Root Cause:

We have students that are not making progress based on MCA and FAST test scores. Staff observations indicate that there is a need for more differentiation in small groups in math.

This will assist us with meeting this student outcome SMART Goal:

The percentage of students enrolled in September 2024 in grades K-2 at SEA who are proficient in mathematics based on the FAST district assessment will increase from **57.6%** in the fall of 2024 to **67%** in the spring of 2025. (composite %)

The percentage of students enrolled on October 1 in grades 3-5 at SEA who are proficient in the mathematics state accountability test (MCA III) will increase from **66.6%** in 2024 to **76%** in 2025.

Strategy Implementation: (Complete a chart for each component of the EBP) [Math Monitoring Plan](#)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)

Daily Math Talks	Classroom Teachers	Walkthrough Form	Monthly monitor @ ILT Meetings First 6 weeks 2x/week Next 6 weeks: increase to daily	
Use of manipulatives	Classroom Teacher	Walkthrough Form	Monthly monitor @ILT Meetings	
Math Talk Professional Development	Curriculum and Instruction Team	Staff Participation/Attendance Bring artifacts (exit tickets, prompts)	November 5 (Bldg PD) Monthly ILT Meetings	

Add more rows if needed-for Artifacts
Reflective Questions to Answer: Progress Toward Goal #2:

- How is this EBP aligned to the Strategic Plan?
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
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- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence Based Practice #3

_Academic Achievement

X _Student Engagement/Wellness

_Collaboration/Partnership

The EBP Strategy: Increase student engagement and positive interactions among students and staff by implementing CLRT strategies.

Addressing this Root Cause: # of ODRs/support calls, mySAEBRS data. There is a need to improve the MTSS referral process to address office referrals and administrative support calls.

This will help us achieve this student outcome SMART Goal: The number of ODRs will decrease from 314 in the 2023-24 school year to 283 in the 2024-25 school year. (10% decrease)

Strategy Implementation: **Greetings at the door** [SEL Monitoring Plan](#)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Greeting at the Door Staff Training	SEA Research Group Participants	Walkthrough Form	October 16 - PLC	
CLRT Strategies modeled at staff meetings & professional development	Staff Members	CLRT strategies evident in the slide presentation(s)	2024-25 Staff Meetings or Professional Development	
CLRT strategies utilized in the classroom	Classroom Teachers & Support Staff	Walkthrough Data Form	October-May	



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Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #3:

- How is this EBP aligned to the Strategic Plan?
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
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