

24-25 SY' School Improvement Plan Summary: Neill Elementary

Strategic Priorities:

- Academic Achievement: *THEME A*
- Student Engagement and Wellness: *THEME B*
- Collaboration and Partnership: *THEME C*
- Strategic Plan

☰ RAS 2023-2024 SIP Rubric

Evidence Based Practice Strategy #1

X_Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

The EBP Strategy to be implemented: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, while also focusing on explicitly teaching vocabulary.

Addressing this Root Cause: Data shows our students who are at high risk make growth, but they do not make enough growth to move to low risk or on track. Many students who are not at grade level remain below grade level, even though growth is made.

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

The students who score low risk or on track will increase by 15% from fall to spring, for students grades K - 5, as measured by Fall to Spring Proficiency on the FAST Bridge Screener (Early Reading or areading).

ACTION STEPS:

Strategy Implementation	Team Responsible	Measurement	TimeLine/ Fidelity Results /Learning Walks/Data Review
Teachers will explicitly teach vocabulary throughout all content areas.	K - 5 teachers	Walk through Data Perception Data collected in monthly meetings Artifact share	Weekly throughout the 2024 - 25 school year Monthly in leadership meetings Monthly in leadership meetings

		FAST bridge	Three times per year
Teachers will ensure each student is engaged in reading connected text every day to support reading accuracy, fluency, and comprehension, at their ability level.	K - 5 teachers	Walk through Data Perception Data collected in monthly meetings Artifact share FAST bridge	Weekly throughout the 2024 - 25 school year Monthly in leadership meetings Monthly in leadership meetings Three times per year
All teachers in grades K - 3 will explicitly teach phonics daily to the whole group. Teachers in 4 and 5 will explicitly teach phonics as an intervention for students based on data.		Walk through Data Perception Data collected in monthly meetings Artifact share FAST bridge Coaching Fidelity forms	Weekly throughout the 2024 - 25 school year Monthly in leadership meetings Monthly in leadership meetings Three times per year Monthly
Staff who teach reading will regularly use data to differentiate instruction based on student needs to ensure students can apply phonemic awareness, phonics, and comprehension skills while they are reading.		Walk through Data Perception Data collected in monthly meetings Artifact share	Weekly throughout the 2024 - 25 school year Monthly in leadership meetings Monthly in leadership meetings

		FAST bridge	Three times per year
To address the needs of Native American students teachers will differentiate instruction, provide interventions and collaborate with our American Indian Advisor to ensure all their reading needs are being met.			

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

- How is this strategy aligned to the Strategic Plan?
- To what extent has the Strategy 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?

Evidence Based Practice Strategy #2

_Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

The EBP Strategy to be implemented: Facilitate meaningful mathematical discourse and build procedural fluency from conceptual understanding.

Addressing this Root Cause: Students need to have a solid understanding of math concepts in order to grow to proficiency. Students who score in the high risk category make growth, but not enough to move to low risk, or on track.

This will assist us with meeting this student outcome SMART Goal: The students who score low risk or on track will increase by 15% from fall to spring, for all students grades K - 5, as measured by Fall to Spring Proficiency on the FAST Bridge Screener (Early Math or amath).

ACTION STEPS:

Strategy Implementation	Team Responsible	Measurement	TimeLine/ FidelityResults /Learning Walks/Data Review
Teachers will ensure their Tier 1 Math	K - 5 teachers	Screeners &	Throughout the 2024 - 25 School Year

instruction is based on data and includes the use of manipulatives, math talks, math vocabulary, and the application of skills.		Diagnostics Exit Tickets Learning Walk Data	
Teachers will use data to place students in strategy based groups for interventions and acceleration.	Admin, teachers, MTSS staff	Progress monitoring, documentation of interventions	Throughout the 2024 - 25 school year including: Check in during leadership meetings
To address the needs of Native American students teachers will differentiate instruction, provide interventions and collaborate with our American Indian Advisor to ensure all their math needs are being met.			

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

- How is this strategy aligned to the Strategic Plan?
- To what extent has the Strategy 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?

Evidence Based Practice Strategy #3

Academic Achievement

Student Engagement/Wellness

Collaboration/Partnership

The EBP Strategy to be implemented: Staff will implement classroom management strategies that have been identified to strengthen relationships, increase equity, reduce frustration and foster independence in students.

Addressing this Root Cause: Staff will build upon their classroom management skills to respond to the varied social emotional needs of our students. This will allow our students to successfully remain in class and engage in learning.

This will assist us with meeting this student outcome SMART Goal: Neill staff will decrease the amount of support calls for students from learning spaces by 15%.

ACTION STEPS:

Strategy Implementation	Team Responsible	Measurement	TimeLine/ FidelityResults /Learning Walks/Data Review
Refine the building wide behavior plan	All Staff & SpACE team	Completed Building Wide Behavior Plan	Spring 2024 to fall of 2024
Continue to offer training and coaching to all licensed and non licensed staff on identified classroom management strategies within the Neill school wide behavior plan.	Administration and Staff	Staff sign in Decrease in support calls Walk Through Data	Review monthly at leadership team meetings. Revisit during Workshop Week PD Set up coaching days with internal coaches weekly and outside coaches monthly.
Staff will implement classroom management skills that are proven to decrease student dysregulation and increase students' connections to adults.	ALL STAFF	Coaching Documents (sign up) Number of certified teachers Data collection through observations	Internal coaches will provide specific feedback to teachers about observations and help teachers set goals for themselves to increase implementation.
Continue to provide opportunities for staff to deepen their understanding of strategies and learn additional skills for classroom management.	Administration and Staff	Staff sign in to sessions Decrease in support calls	
To address the needs of Native American students, teachers will differentiate instruction, provide interventions and collaborate with our American Indian Advisor to ensure all their			



social emotional needs are being met, and they are engaging with the curricular content.			
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Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #3:

- How is this strategy aligned to the Strategic Plan?
- To what extent has the Strategy 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?