

24-25 SY' School Improvement Plan Summary: Early Learning

Strategic Priorities:

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

[RAS SIP Rubric](#)

Evidence Based Practice #1

x Academic Achievement

x Student Engagement/Wellness

_ Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

The following Tier 1 strategies from the Pyramid Model social emotional framework:

1. The use of a developmentally and culturally appropriate and effective teaching approaches
2. Positive and explicit guidance to children on rules and expectations
3. Design of schedule and activities that maximize student engagement and learning

Addressing this Root Cause:

- Staff expectations are focused on compliance and are not always age appropriate. Lack of reflection and processing

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

- Preschool students will increase proficiency on the TS GOLD Literacy objective 19b from 46% to 85% as measured by the 2025 Spring TS GOLD checkpoint data.
- Preschool students will increase proficiency on the TS GOLD Math objective 21a from 46% to 82% as measured by the 2025 Spring TS GOLD checkpoint data.
- Preschool students will increase proficiency on the TS GOLD Social Emotional objective 1a from 79% to 87% as measured by the 2025 Spring TS GOLD checkpoint data.
- Preschool students will increase proficiency on the TS GOLD Cognitive objective 11b from 60% to 87% as measured by the 2025 Spring TS GOLD checkpoint data.

Strategy Implementation (Complete a chart for each component of the EBP):

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)
Licensed classroom staff attend CLRT session on Aug. 28 and follow up PD session on Nov. 4.	Classroom teams	Google form in Sept. Questions in Sept: Share one takeaway from CLR session on Aug. 28? Google form in Dec Q1: What strategy did you implement after attending CLR session on Nov. 4? Q2: How often are you using it? Q3: Rating scale on comfort level Google form in	September, December, April	Data from Sept google form: 45% of classroom licensed staff shared a takeaway from CLR.

		April Q1: What CLR strategies have you implemented this year? Q2: How often are you using them? Q3: Rating scale on comfort level 10/11/24 Revision: We will monitor for an increased comfort level and frequency of use from December to April through the use of google forms shared during department meetings.		
Licensed staff attend PD related to teaching behavior expectations/rules during WW	Supervisor and Coordinator	10/11/24 Revision: At least 80% of licensed Early Learning classroom staff will attend the PD	WW	

		session on Aug. 29 based on UTPL records.		
Classroom teams will individualized the PM classroom rules/expectations posters based on their classroom	Licensed classroom staff w/ support from coordinators	Licensed staff will share their posters and how it has been implemented at Oct dept mtg	WW-Oct	
Staff designed balanced classroom schedules following the guidance document. (Design of schedule and activities that maximize student engagement and learning)	Licensed classroom staff w/ support from coordinators	Staff will share schedules in a google folder. 10/11/24 Revision: 90% of licensed classroom teachers will have submitted a balanced classroom schedule by 11/1/24.	Schedules will be reviewed at Nov. ILT meeting	
Staff will design engaging small group activities using CC Intentional Teaching Cards, Second Step, etc.	Licensed classroom staff w/ support from coordinators	Licensed staff will share successful small group activities during	Monthly Spring walkthroughs	

and
administrators

department
meetings.

Leadership will
conduct small
group walk
throughs in the
Spring and
compare to
previous year

10/11/24 Revision:

85% of classroom
licensed staff will
share a small
group instructional
idea during
monthly
department
meetings as
measured by the
sign up sheet.

Increase the
percentage of
classrooms using
curricular
resources when
conducting small
group instruction
from 14% to 35%

		as measured by small group walk throughs conducted by Early Learning Leadership team.		
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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?

Evidence Based Practice #2

_Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

Staff will administer ongoing play based authentic assessments.

Addressing this Root Cause:

Limited connection between assessment and instruction

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

- Preschool students will increase proficiency on the TS GOLD Literacy objective 19b from 46% to 85% as measured by the 2025 Spring TS GOLD checkpoint data.
- Preschool students will increase proficiency on the TS GOLD Math objective 21a from 46% to 82% as measured by the 2025 Spring TS GOLD checkpoint data.
- Preschool students will increase proficiency on the TS GOLD Social Emotional objective 1a from 79% to 87% as measured by the 2025 Spring TS GOLD checkpoint data.
- Preschool students will increase proficiency on the TS GOLD Cognitive objective 11 b from 60% to 87% as measured by the 2025 Spring TS GOLD checkpoint data.

Strategy Implementation: (Complete a chart for each component of the EBP)

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)
Classroom teams collect a variety of authentic assessment documentation to guide instructional planning	Classroom teams & Early Learning leadership	The Early Learning leadership team will monitor and review the variety of documentation at least monthly. 10/11/24 Revision: 80% of classroom teachers will have used at least 3	Monthly starting in Oct. With updates shared in newsletter	

		different types of documentation (ex. Work samples, photos, video, audio, data sheets, written notes) each month as measured by monthly reviews of uploaded documentation on the TS GOLD website.		
Staff will attend small group PD sessions related to GOLD objectives 1a, 11b, 19b, 21a and age progressions	Early Learning ILT	Exit ticket Rating scale 1-5 Q1: I have a better understanding of the objective Q2: I have a few Ideas for collecting documentation. 10/11/24 Revision: At least 80% of licensed classroom staff report 4 or 5 for both questions as measured by	Nov. 4 or 5	

		the exit ticket.		
Licensed staff will share GOLD documentation with colleagues from the 4 specific objectives	Licensed staff using GOLD	Work sample with explanation of how they collected the documentation shared at dept mtg 10/11/24 Revision: At least 80% of classroom licensed staff will attend and share at least 1 assessment documentation idea, during break out groups, related to our SIP goals as measured by attendance records at the 11/12/24 department meeting.	3x at dept mtg Nov. Jan April	

Add more rows if needed-for Artifacts

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- How will implementation be adjusted and/or supported moving into the next year?