



Strategic School Improvement Planning 2024-2025
for
Daffodil 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:
Data Analysis	8/27 & 10/18	Whole staff - certificated and classified	
Develop/Refine	10/18	Whole staff - certificated and classified	
Staff Review	12/4	Team Leaders, BLL and LS	
Parent Review	12/5	PTA	
District Review			

WSIF Cycle 3 Identification

Support Status: Foundational Supports

Daffodil Valley Elementary School is dedicated to empowering every student to meet grade-level standards and progress confidently toward a 100% graduation rate. At the heart of this mission is the enhancement of our support systems, thoughtfully designed to address the diverse needs of each student—supporting their academic growth while also nurturing their social and emotional well-being. We are driven by a commitment to being intentional in our work and ensuring our students have robust levels of support to bridge gaps in their learning or extend them beyond their current achievement. Our School Improvement Plan and philosophy of "all means all" underscore our dedication to nurturing each student's full potential. We actively partner with local organizations to provide essential resources such as on-site counseling, school supplies, clothing assistance, weekend food bags, and subsidized sports fees, ensuring that students' foundational needs are met. This creates an environment where every child can thrive academically and personally. At Daffodil Valley, our culture of care and collaboration unites staff, families, and the community in a shared commitment to the holistic success of our students.

DVE Mission

We believe in the power of establishing and maintaining strong relationships with every student so that our students can meet their maximum academic & social emotional potential.

We believe all means all and accept the responsibility to teach every student that walks through our doors during their time with us and beyond.

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.

Comprehensive Needs Assessment	
<u>Content Area:</u>	<u>Summary of Data Analysis</u>
<p>Literacy</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>In our approach to academic support, we’re committed to a thoughtful and intentional framework that ensures targeted assistance for our students. Our mission isn’t just about providing support; it’s about deeply understanding and addressing the academic needs of all student groups within a cohesive system. To do this, our certified and classified staff engaged in a detailed review of current data and practices, focusing on the most recent AimsWeb and SBA ELA target comparison data in literacy. While literacy stands out as a strength across grade levels, we see that students in Multilingual and Special Education programs still face challenges compared to their peers.</p> <p>This thorough data analysis has been instrumental in guiding us to create a strategic plan that tackles these academic challenges through systematic, research-backed methods. Key initiatives we’re implementing include:</p> <ul style="list-style-type: none"> ● Lesson Study at each grade level ● Monthly grade-level and LS data discussions ● Tier 2 instructional time within the core curriculum ● Professional development focused on GLAD strategies ● Use of Language Objectives ● Implementing Building Thinking Classrooms strategies ● Intervention Planning Time for each grade level team ● Utilizing Interim Assessments <p>Although we’ve seen positive results from past systems and action plans, we know that a stronger emphasis on intentionality and execution is necessary for meaningful academic gains, especially for our sub-groups. Regular monitoring</p>

	<p>will help us evaluate our impact and make needed adjustments to ensure success.</p>
<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>As we move forward on our mission to enhance students' mathematical proficiency, our approach remains rooted in a purposeful framework that delivers intentional support. Our goal isn't just to offer help but to truly understand and address the academic needs of all our students and subgroups within a well-rounded system. To get a clear picture, our team did a comprehensive review of our data and current systems, with a sharp focus on the latest AimsWeb and SBA math target comparison data. This analysis highlighted both the strengths we can build on and the areas that need focused attention. Math consistently stands out as an area that requires targeted effort across all grade levels, and we see that students receiving Multilingual and Special Education services have notable performance gaps compared to their peers.</p> <p>The insights from this data were significant and helped us create a roadmap that not only identifies challenges but also guides us toward intentional, evidence-based strategies. These strategies are not just random efforts; they are built on a foundation of data, research, and teaching expertise. Some of our main actions include:</p> <ul style="list-style-type: none"> ● Implementing Building Thinking Classrooms ● Math-focused Lesson Study at each grade level with our district Math TOSA ● Monthly grade-level data meetings to ensure we are using resources effectively ● Integrating Tier 2 instructional time into the core math curriculum ● Intervention Planning Time for each grade level team ● Utilize Interim Assessments as Instructional Tools <p>While past systems and plans have shown promise, we need to be even more intentional and consistent in our implementation to see stronger academic growth, especially for our subgroups. Regular and careful monitoring will be key to tracking the impact of these strategies and making any necessary adjustments to maximize student success.</p>
<p>Discipline</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 4: Elimination of Disparities in Student Access and Success</i></p>	<p>At Daffodil Valley Elementary, the priority is the elimination of disparities in student access and success, creating an equitable learning environment within the school. This objective specifically targets systemic barriers to ensure that every student at Daffodil Valley, regardless of background, enjoys equal opportunities for academic success. By dismantling inequalities related to resources and support, the school promotes social justice and taps into the diverse talents of its students. Ultimately, this focused effort contributes to creating a more inclusive and fair educational environment at Daffodil Valley Elementary.</p>

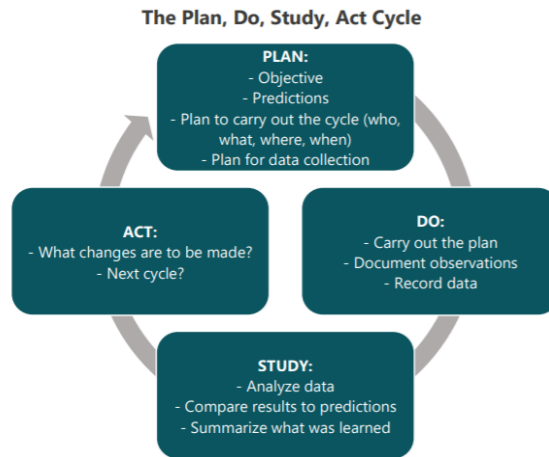
	<p>The analysis of our data sources such as the Universal Screener and SWIS data, along with the tier one team data, enables us to pinpoint academic or behavioral challenges that some students may be facing. By closely examining this information, we can develop and implement targeted interventions to address these specific areas of need. This data-driven approach allows us to tailor our support, ensuring that students receive the assistance required for their individualized growth and success in both academic and behavioral domains.</p> <p>Boys being targeted in social and emotional learning (SEL) initiatives is crucial to address gender-specific needs and foster a more inclusive approach. By recognizing and tailoring SEL strategies to the unique experiences and challenges faced by boys, educators can create environments that promote holistic development and emotional well-being for all students. Specific strategies and resources that we have employed at Daffodil Valley include:</p> <ul style="list-style-type: none"> ● Watch D.O.G.S. mentoring program ● Intentional Tier 2 SEL programs and monitoring for identified students ● Restorative community circles ● Character Strong Tier 2 group with School Counselor ● Spanish Lunch Clubs for 4th and 5th grade students ● Early Act Leadership partnership with the Sumner Rotary for fifth grade students ● 5th grade Leadership involved across the building <p>The impact of these strategies will be continually assessed through our Universal Screener data, discipline rates, and student feedback. Adjustments will be made based on insights from these sources to enhance and refine our efforts.</p>
<p>Social-Emotional</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>At Daffodil Valley Elementary, prioritizing a nurturing environment and actively engaging students establishes a positive attitude towards learning, fostering academic success and equipping them with essential skills for future growth. This approach creates a strong foundation for lifelong learning and development during their foundational years.</p> <p>Analyzing students' social-emotional growth at Daffodil Valley Elementary involved utilizing diverse sources, including the Universal Screener, CEE data, and monthly surveys. This comprehensive approach enables a thorough understanding of students' development in social and emotional domains, facilitating targeted and responsive support.</p> <p>Based on the 2023-24 CEE data, 27% of fourth and fifth-grade students at Daffodil Valley report "Almost Always True" that students are respectful of others, 61% report this is "Sometimes True", and 12% report this is "Almost Never True". The October 2024 data reveals a slight increase with 39.7% indicating "Almost Always True", 54.8% "Sometimes True", and 5.6% "Almost</p>

	<p>Never True.” This information highlights the importance of ongoing efforts to ensure all students show respect towards one another. To enhance and promote nurtured students at Daffodil Valley Elementary, specific strategies have been implemented such as:</p> <ul style="list-style-type: none"> ● School Counselor having lunch with every student to build relationships ● Targeting students identified by Universal Screener and Needs Assessment ● Monthly monitoring of 4th and 5th grade students to identify students of concern ● Staff members engage in intentional connections through activities such as shared lunches and conversations with identified students. ● Tier 1 Team actively monitors these interactions on a monthly basis, consistently devising new approaches to foster connections and ensure students feel supported and valued within the school community ● 5th grade Leadership involved across the building
<p>Attendance:</p> <p><u>Connected Goal Area:</u></p> <p><i>Goal 2: Nurtured, Engaged, and Empowered Students</i></p>	<p>At Daffodil Valley Elementary, regular attendance is crucial for academic success and building positive learning habits. To improve attendance, we collaborate with families, emphasizing regular communication and creating a supportive environment to enhance the overall well-being and academic success of our students at Daffodil Valley Elementary.</p> <p>At Daffodil Valley Elementary, we analyze attendance data to identify students of concern. Upon analysis, we have identified that our students experiencing homelessness’ attendance is greatly affected. This analysis 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"> ● Monthly recognition of classrooms with high attendance rates ● Building-wide attendance challenges ● Regular attendance meetings between families and Administrators to identify barriers of attendance ● Student interviews on the importance of school and supports needed ● Connecting families to community and district resources available <ul style="list-style-type: none"> ○ Sumner Family Center, counseling services, food banks, A&A transportation, SBLSD transportation department ● Community Engagement Boards ● Monthly teacher messages via Parent Square ● Incentives for students on an attendance plan <p>To determine the effectiveness of the strategies and programs aimed at improving attendance rates, we assess attendance data and track outcomes monthly. This involves monitoring attendance records, conducting surveys, and seeking feedback from students, families, and educators. If the initiatives are not proving effective, we will reassess our approach, consider alternative</p>

	strategies, and engage in open communication with the school community to identify and address any underlying challenges or barriers to attendance.
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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.



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

Goal: Table of Contents			
#	Strategic Plan Goal Title	Measure of Student Progress	Equity Looks Like
1	K-12 Common Goal Goal 4: Elimination of Disparities in Student Access and Success	4C. Percent of students with suspensions and expulsions	Every Student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.
2	K-12 Common Goal Goal 4: Elimination of Disparities in Student Access and Success	4B. Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in reading/literacy	
3	Grade Band Common Goal Goal 4: Elimination of Disparities in Student Access and Success	4B. Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in mathematics	
4	Grade Band Common Goal Goal 1: Success in the Early Years	1D: Percent of students attaining grade-level proficiency in Reading by Grade 3	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.
5	School Specific Goal Goal 1: Success in the Early Years	1D: Percent of students attaining grade-level proficiency in Mathematics by Grade 3	

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 24-25 school year.

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

4C. Percent of students with suspensions and expulsions.

Problem of Practice: The Problem of Practice identified from the Fall Universal Screener data analysis centers on the prevalence of "at-risk" students, comprising 13.11% of the student body, with 6.8% at-risk for external factors, 3.7% for internal concerns, and 2.56% facing both. Furthermore, the SWIS data underscores a notable trend: a disproportionate occurrence of disciplinary issues, primarily among male students, within the classroom and playground settings. This data highlights a critical need to address the multifaceted challenges faced by at-risk students, encompassing both behavioral and academic spheres, particularly within the classroom environment.

Theory of Action: By implementing evidence-based practices—including Positive Greetings at the Door, PAX (Good Behavior Game) Classroom Management Tools, a Comprehensive School Counseling Program, Second Step, Character Strong Curriculum, Dolphin Pride Assemblies, Kelso Choices, Playworks Recess Structure, Student Leadership and Character Strong Tier 2 interventions—the school community will be equipped with a comprehensive toolkit to guide and regulate behaviors. Rooted in data and thorough cause analysis, this approach aims to empower both staff and students, providing them with effective strategies to address behavioral challenges and foster a conducive learning environment through a multi-tiered system of support.

Schoolwide Student Goal(s):

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

By June 2025, we will reduce the overall sum of first through fifth grade students identified as "at- risk" on the Universal Screener by 50% (from 46 to 23).

Highest Leverage Subgroup Student Goal(s):

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

By Spring 2025, we will reduce the overall sum of fifth grade males identified as "at- risk" on the Universal Screener by 50% (from 12 to 6).

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	Schoolwide implementation of PAX (The Good Behavior Game) as the Tier 1 positive behavior management strategy. <ul style="list-style-type: none"> ● Daily PAX ticket drawings ● Weekly Bus Buck drawings ● Weekly Right at School drawings ● Monthly recognition at assemblies <hr style="border-top: 1px dashed black;"/> <i>Funding Source or Resource Allocation: PBIS Building Funds</i>	October 2024	
		March 2025	
		June 2025	
Schoolwide	Monthly Tier 1 team meetings to analyze current behavior data, using SWIS and the Universal Screener. <ul style="list-style-type: none"> ● Support staff to implement restorative practices across all settings <hr style="border-top: 1px dashed black;"/> <i>Funding Source or Resource Allocation: District and Building Funds</i>	October 2024	
		March 2025	
		June 2025	
Schoolwide	Monthly Dolphin Pride Assemblies <ul style="list-style-type: none"> ● Positive Recognition for monthly Character Trait and Dolphin Way ● Building Parent/Community Connections ● Positive Recess Recognition <hr style="border-top: 1px dashed black;"/> <i>Funding Source or Resource Allocation: Building Funds</i>	October 2024	
		March 2025	
		June 2025	
Schoolwide	Watch D.O.G.S. <ul style="list-style-type: none"> ● Recruit 2 Top D.O.G.S. ● Kickoff event for Fathers/father figures and students to recruit volunteers ● Regular Watch D.O.G.S. volunteering in the classroom and at recess <hr style="border-top: 1px dashed black;"/> <i>Funding Source or Resource Allocation: High Poverty LAP Funds</i>	October 2024	
		March 2025	
		June 2025	
Schoolwide	Character Strong Tier 2 Solution <ul style="list-style-type: none"> ● Elementary Curriculum 	January 2025	

	<ul style="list-style-type: none"> • Evidence Based Interventions • Screening and Intervention Matching Tool • Progress Monitoring and Fidelity Tools • Monthly Professional Learning and Coaching Access <p>-----</p> <p><i>Funding Source or Resource Allocation: High Poverty LAP Funds</i></p>	March 2025	
		June 2025	
Schoolwide	5th Grade Leadership <ul style="list-style-type: none"> • Ambassadors • Kindness Crew • Junior Coaches • Mentors • Service Leaders • Media Team • Safety Patrol • Early Act 	Sept 2024	
		January 2025	
		June 2025	

Mid-Year Reflection

End of Year Reflection

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/literacy**

Problem of Practice: The Problem of Practice is evident in the substantial disparity between demographic groups' achievement levels in the Smarter Balanced Assessment for English Language Arts during the 2023-24 school year. While 56.4% of fourth graders and 64.1% of fifth graders met standard, a stark contrast emerges within specific demographic subsets. Students receiving Special Services achieved standard at only 23.1%, significantly trailing their General Education counterparts, highlighting a clear need for targeted support and interventions to address these disparities in academic achievement. Third through fifth grade students identified as English Language Learners achieved well below their peers at 24.3% on the SBA. However 28.6% made expected progress and 60% met or exceeded growth on the WIDA resulting in 88.5% of English Language Learners making or exceeding the expected progress in language acquisition.

Theory of Action: Through implementation of robust Professional Learning Communities (PLCs) fostering high-quality instruction and bolstering teacher efficacy, coupled with the provision of timely, research-based instructional strategies to students, a regular cycle of data analysis, a structured system of intervention and enrichment, and a deliberate focus on supporting English Language Learners and students receiving Special Education services, the result will be an elevated number of students achieving mastery in grade-level standards and continued success for our ML students in making expected progress. This strategic approach aims to modify instruction to meet the diverse needs of all students, ultimately culminating in improved academic achievement as measured 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)

By the Spring of 2025, we will increase the number of underperforming students making continuous progress in Reading for grades 4 and 5. This will be measured by 72% of students passing the Smarter Balanced Assessment in English Language Arts.

Highest Leverage Subgroup Student Proficiency Goal(s):

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

By the Spring of 2025, we will increase the number of English Language Learners progressing in Reading in grades 4 and 5 to 100% progressing or meet/ exceeding growth as measured by the WIDA.

How will we get there?

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	All classroom teachers and ML district support staff will engage in a cycle of Lesson Study focused on ELA to develop a shared understanding of effective classroom practice and: <ul style="list-style-type: none"> ● Support teachers in building their capacity. ● Improve instructional skills through critical reflection and continued practice. ● Increase the quality of teaching and student learning. ● Benefit both teachers in the team, the one doing the teaching and the one who observes. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	October 2024	
		February 2025	
		June 2025	
Schoolwide	Teachers will participate in monthly data meetings to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams will meet with administrators, to identify areas that are preventing students from learning at high levels, identify deficiencies in their current intervention structure and develop supporting interventions based on student need. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	October 2024	
		February 2025	
		June 2025	
Schoolwide	4th and 5th grade teachers will use data from Spring '24 ELA SBA to determine deficiencies, then use corresponding Interims to practice skills, gauge student progress and adjust core instruction.	Nov 2024	
		Feb 2025	
		April 2025	
Schoolwide	Implement <u>Vocabulary Surge</u> during core for 4th and 5th grade students. -----	Sept 2024	

	<i>Funding Source or Resource Allocation: District</i>	Feb 2025	
		June 2025	
Subgroup: ML Students	<p>All current ML students at Daffodil will take the interim assessment WIDA MODEL for ELLs so that we may:</p> <ul style="list-style-type: none"> Gain information that informs instructional planning. Score and align the Interim assessment data with individual students' "I can" statements to determine whether students are making the desired progress. Predict student performance on ACCESS for ELLs and guide instructional and curricular decisions. Determine tier placement on ACCESS for ELLs. <p>----- <i>Funding Source or Resource Allocation: Title One Funds</i></p>	Oct 2024	
		Jan 2025	
		June 2025	
Subgroup: ML Students	<p>Weekly informal observations (walkthroughs) by administrators focused on vocabulary and GLAD strategies being implemented. Regular feedback and data shared by grade level team and individually.</p> <p>----- <i>Funding Source or Resource Allocation: None</i></p>	Sept 2024	
		Feb 2025	
		June 2025	
Subgroup: ML Students	<p>Professional Development on Language Objectives. Teachers will understand the purpose of having an explicit Language Objective for each lesson and implement this strategy in their classrooms.</p>	Nov 2024	
		Feb 2025	
		May 2025	
Subgroup: ML Students	<p>Teachers and administrators will use ELlevation Can Do's to guide next steps with ML students.</p>	Sept 2024	
		Feb 2025	
		June	

		2025	
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Mid-Year Reflection

End of Year Reflection

Grade Band Common Goal: Measure of Student Progress #1

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in **mathematics**

Problem of Practice: The Problem of Practice centers on the substantial disparity in achievement among demographic groups in the Smarter Balanced Assessment for Math during the 2023-24 school year. Despite 56.4% of fourth graders and 50% of fifth graders meeting the standard, a striking discrepancy emerges within specific demographics. Notably, third through fifth grade students identified as English Language Learners achieved markedly lower at 37%, while students receiving Special Education services achieved even lower at 23.1% compared to their peers. This pronounced gap underscores the critical need for targeted interventions and support to address the significant differences in math achievement among these specific student subsets.

Theory of Action: Through implementation of robust Professional Learning Communities (PLCs) fostering high-quality instruction and bolstering teacher efficacy, coupled with the provision of timely, research-based instructional strategies to students, a regular cycle of data analysis, a structured system of intervention and enrichment, and a deliberate focus on supporting English Language Learners and students receiving Special Education services, the result will be an elevated number of students achieving mastery in grade-level standards. This strategic approach aims to modify instruction to meet the diverse needs of all students, ultimately culminating in improved academic achievement as measured 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)

By the Spring of 2025, we will increase the number of underperforming students making continuous progress in Math for grades 4 and 5. This will be measured by 70% of students passing the Smarter Balanced Assessment in Math.

Highest Leverage Subgroup Student Proficiency Goal(s):

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

By the Spring of 2025, English Language Learners who are identified as Developing or Emerging in Comprehension on the WIDA will meet standard in Math in grades 4 and 5 as measured by the Smarter Balanced Assessment.

How will we get there?

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	All classroom teachers will engage in a cycle of Lesson Study focused on Math to develop a shared understanding of effective classroom practice and: <ul style="list-style-type: none"> ● Support teachers in building their capacity. ● Improve instructional skills through critical reflection and continued practice. ● Increase the quality of teaching and student learning. ● Benefit both teachers in the team, the one doing the teaching and the one who observes. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	October 2024	
		February 2025	
		June 2025	
Schoolwide	Teachers will participate in monthly data meetings to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams will meet with administrators, to identify areas that are preventing students from learning at high levels, identify deficiencies in their current intervention structure and develop supporting interventions based on student need. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	October 2024	
		February 2025	
		June 2025	
Schoolwide	Monday planning sessions for 1st-5th grade teams, to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams are meetings with administrators, and the Interventionist to identify areas that are preventing students from learning at high levels, identifying deficiencies in their current intervention structure and developing and supporting interventions based on student need. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	Oct 2024	
		Feb 2025	
		June 2025	

Schoolwide	Building Thinking Classrooms Toolkit One and Two used in all classrooms	August 2024	
	----- <i>Funding Source or Resource Allocation: Title One Funds</i>	Feb 2025	
		June 2025	
Schoolwide	Classroom teachers will utilize SBA interim assessments as instructional tools, common baseline and post assessments.	Nov 2024	
		Feb 2025	
		April 2025	
Subgroup: ML Students	Professional Development on Language Objectives. Teachers will understand the purpose of having an explicit Language Objective for each lesson and implement this strategy in their classrooms.	Nov 2024	
		Feb 2025	
		May 2025	
Subgroup: ML Students	Teachers and administrators will use ELlevation Can Do's to guide next steps with ML students.	Sept 2024	
		Feb 2025	
		June 2025	
Subgroup: ML Students	Weekly informal observations (walkthroughs) by administrators focused on vocabulary and GLAD strategies being implemented. Regular feedback and data shared by grade level team and individually. ----- <i>Funding Source or Resource Allocation: None</i>	Sept 2024	
		Feb 2025	
		June 2025	

Mid-Year Reflection

End of Year Reflection

Grade Band Common Goal: Measure of Student Progress #2

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

Problem of Practice: There was a significant achievement gap among demographic groups in the Smarter Balanced Assessment for English Language Arts during the 2023-24 school year. While 56.9% of third graders met the standard, the assessment revealed pronounced disparities within specific demographics. Notably, third through fifth grade students identified as English Language Learners achieved notably lower at 24.3%, and those receiving Special Education services achieved even lower at 23.1% compared to their peers. This notable discrepancy underscores the urgent need for targeted interventions and support to address the substantial differences in English Language Arts achievement among these specific student subsets.

Theory of Action: Through implementation of robust Professional Learning Communities (PLCs) fostering high-quality instruction and bolstering teacher efficacy, coupled with the provision of timely, research-based instructional strategies to students, a regular cycle of data analysis, a structured system of intervention and enrichment, and a deliberate focus on supporting English Language Learners and students receiving Special Education services, the result will be an elevated number of students achieving mastery in grade-level standards. This strategic approach aims to modify instruction to meet the diverse needs of all students, ultimately culminating in improved academic achievement as measured 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)

By Spring of 2025, we will increase the number of underperforming students making continuous progress in Reading in grade 3. This will be measured by 75% of students passing the Smarter Balanced Assessment in English/Language Arts.

Highest Leverage Subgroup Student Proficiency Goal(s):

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

By the Spring of 2025, we will increase the number of English Language Learners progressing in Reading in 3rd grade to 100% progressing or meet/ exceeding growth as measured by the WIDA.

How will we get there?

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	All classroom teachers will engage in a cycle of Lesson Study focused on ELA to develop a shared understanding of effective classroom practice and: <ul style="list-style-type: none"> ● Support teachers in building their capacity. ● Improve instructional skills through critical reflection and continued practice. ● Increase the quality of teaching and student learning. ● Benefit both teachers in the team, the one doing the teaching and the one who observes. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	October 2024	
		February 2025	
		June 2025	
Schoolwide	Teachers will participate in monthly data meetings to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams will meet with administrators, and the Interventionist to identify areas that are preventing students from learning at high levels, identify deficiencies in their current intervention structure and develop supporting interventions based on student need. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	October 2024	
		February 2025	
		June 2025	
Schoolwide	Implement <u>Vocabulary Surge</u> for all third grade students. ----- <i>Funding Source or Resource Allocation: District</i>	Sept 2024	
		February 2025	
		June 2025	
Schoolwide	Grade level teams will implement strategies to increase student vocabulary <ul style="list-style-type: none"> ● Teachers will use GLAD strategies (anchor chart, vocab cards, etc) to 	October 2024	
		February 2025	

	<p>explicitly teach, apply, and revisit academic vocabulary.</p> <ul style="list-style-type: none"> • 3rd grade teachers will implement 95 Percent Vocabulary Surge during the core ELA block. • 2nd grade teachers will Integrate the phonics chip kit to introduce and review phonics skills rather than use the CKLA curriculum to do so • During Tier 2 time students missing letter sounds and letter names will work 1:1 with an adult. Progress will be tracked by the student. Home-school communication will take place. 	June 2025	
Subgroup: ML Students	<p>Weekly informal observations (walkthroughs) by administrators focused on vocabulary and GLAD strategies being implemented. Regular feedback and data shared by grade level team and individually.</p> <p>-----</p> <p><i>Funding Source or Resource Allocation: None</i></p>	Sept 2024	
		February 2025	
		June 2025	
Subgroup: ML Students	<p>All current ML students at Daffodil will take the interim assessment WIDA MODEL for ELLs so that we may:</p> <ul style="list-style-type: none"> • Gain information that informs instructional planning. • Score and align the Interim assessment data with individual students' "I can" statements to determine whether students are making the desired progress. • Predict student performance on ACCESS for ELLs and guide instructional and curricular decisions. • Determine tier placement on ACCESS for ELLs. <p>-----</p> <p><i>Funding Source or Resource Allocation: Title One Funds</i></p>	October 2024	
		January 2025	
		June 2025	
Subgroup: ML Students	Professional Development on Language Objectives. Teachers will understand the purpose of having an explicit Language Objective for each lesson and implement this	Nov 2024	

	strategy in their classrooms.	Feb 2025	
		May 2025	
Subgroup: ML Students	Teachers and administrators will use ELLevation Can Do's to guide next steps with ML students.	Sept 2024	
		Feb 2025	
		June 2025	

Mid-Year Reflection

End of Year Reflection

School Specific Goal: Measure of Student Progress #1

SCHOOL CHOICE: 1D: Percent of students attaining grade-level proficiency in **Mathematics by Grade 3**

Building Problem of Practice: There were substantial disparities in math achievement among demographic groups during the 2023-24 school year's Smarter Balanced Assessment. While 52.8% of third graders met the standard, a stark contrast emerges within specific student demographics. Third through fifth grade students identified as English Language Learners achieved notably lower at 27%, while those receiving Special Education services achieved even less at 20.5% compared to their peers. This distinct gap highlights an urgent need for targeted interventions and support to address the significant differences in math proficiency among these specific student subsets.

Theory of Action: Through implementation of robust Professional Learning Communities (PLCs) fostering high-quality instruction and bolstering teacher efficacy, coupled with the provision of timely, research-based instructional strategies to students, a regular cycle of data analysis, a structured system of intervention and enrichment, and a deliberate focus on supporting English Language Learners and students receiving Special Education services, the result will be an elevated number of students achieving mastery in grade-level standards. This strategic approach aims to modify instruction to meet the diverse needs of all students, ultimately culminating in improved academic achievement as measured 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)

By Spring of 2025, we will increase the number of underperforming students making continuous progress in Math in grades 3. This will be measured by 70% of students passing the Smarter Balanced Assessment in Math.

Highest Leverage Subgroup Student Proficiency Goal(s):

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

By the Spring of 2025, English Language Learners who are identified as Developing or Emerging in Comprehension on the WIDA will meet standard in Math in 3rd grade as measured by the Smarter Balanced Assessment.

How will we get there?

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	All classroom teachers will engage in a cycle of Lesson Study focused on Math to develop a shared understanding of effective classroom practice and: <ul style="list-style-type: none"> ● Support teachers in building their capacity. ● Improve instructional skills through critical reflection and continued practice. ● Increase the quality of teaching and student learning. ● Benefit both teachers in the team, the one doing the teaching and the one who observes. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	October 2024	
		February 2025	
		June 2025	
Schoolwide	Teachers will participate in monthly data meetings to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams will meet with administrators, and the Interventionist to identify areas that are preventing students from learning at high levels, identify deficiencies in their current intervention structure and develop supporting interventions based on student need. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	October 2024	
		February 2025	
		June 2025	
Schoolwide	Monday planning sessions for 1st-5th grade teams, to ensure we are meeting the academic needs of our most struggling learners across all content areas. Teams are meetings with administrators, and the Interventionist to identify areas that are preventing students from learning at high levels, identifying deficiencies in their current intervention structure and developing and supporting interventions based on student need. ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	Oct 2024	
		Feb 2025	
		June 2025	

Schoolwide	Classroom teachers will utilize SBA interim assessments as instructional tools, common baseline and post assessments.	Nov 2024	
		Feb 2025	
		April 2025	
Schoolwide	Building Thinking Classrooms Toolkit One and Two used in many 1st-3rd grade classrooms ----- <i>Funding Source or Resource Allocation: Title One Funds</i>	Sept 2024	
		Feb 2025	
		June 2025	
Subgroup: ML Students	Professional Development on Language Objectives. Teachers will understand the purpose of having an explicit Language Objective for each lesson and implement this strategy in their classrooms.	Nov 2024	
		Feb 2025	
		May 2025	
Subgroup: ML Students	Teachers and administrators will use ELlevation Can Do's to guide next steps with ML students.	Sept 2024	
		Feb 2025	
		June 2025	
Subgroup: ML Students	Weekly informal observations (walkthroughs) by administrators focused on vocabulary and GLAD strategies being implemented. Regular feedback and data shared by grade level team and individually. ----- <i>Funding Source or Resource Allocation: None</i>	Sept 2024	
		Feb 2025	
		June 2025	
Subgroup: Identified Students	2nd grade teachers will use Common Formative Assessments to form Intervention groupings. Students will walk to Tier 2 for Math Intervention.	Oct 2024	
		Feb 2025	
		May 2025	

Mid-Year Reflection

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End of Year Reflection

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