

**CENTRAL ELEMENTARY SCHOOL**

Required component	WNESU Goal	School-based data (Problem of Practice)	Theory of Action	Goal	Prioritized Strategies/Change ideas	Measures	Human, Materials etc.
Safe and Healthy Schools	<p>By June, 2025, 58% of our students in grades 3-5 will respond favorably in the area of Engagement as measured by Panorama climate surveys.</p> <p>By June, 2025, 21% of our students in grades 6-12 will respond favorably in the area of Engagement as measured by Panorama climate surveys.</p>	<p>On the Panorama Student Survey, 42% of CES students surveyed (3rd and 4th graders) responded favorably regarding feeling engaged at CES. This was down 6% points from last year.</p>	<p>If all staff/classrooms follow the Skillstreaming Curriculum of Social/Emotional Learning, and we make this a group focus as a whole school, Then more students will report feeling more engaged within classrooms across CES.</p>	<p>By June '25, CES student survey results will demonstrate a 20% growth in students who reported a favorably as being invested and engaged. Each Monday Morning Meeting introduce a certain SEL (Kindness, empathy, etc.) skill introduced at the meeting and will be the focus across all classrooms throughout the week. We will do shout-outs for students whom we feel have exemplified these characteristics and anticipate a 20% improvement in the favorable responses by students on our Panorama Student Survey.</p>	<p>By beginning our week with school-wide meetings, CES will focus on a SEL skill each week. Staff across each grade level and classroom will utilize uniform language to keep terminology and expectations consistent, positive, and student-friendly.</p>	<p>Panorama Student Surveys</p>	<p>Skillstreaming tools for SEL work, workbooks for staff/classrooms, 2nd Step crosswalk with work done by School Counselors in the SEL classroom time in each homeroom.</p>
	<p>By June, 2025, 77% of our students in grades 3-5 will respond favorably in the area of Belonging as measured by Panorama climate surveys.</p> <p>By June, 2025, 36% of our students in grades 6-12 will respond favorably in the area of Belonging as measured by Panorama climate surveys.</p>	<p>54% of CES students responded favorably in the area of Student Belonging. This was down 14% from last year's rating.</p>	<p>If all staff are using Responsive Classroom (RC) language (Reminding, Redirecting, and reinforcing) and protocols (Morning Meeting, Energizers, Activators, , Then students will understand school-wide expectations and report a greater sense of belonging on our student survey.</p>	<p>By June '25, CES student survey results will demonstrate a 20% growth in students who report a favorable sense of belonging.</p>	<p>Through a Responsive Classroom lens, all staff will use RC language consistently across all aspects of the day (Classrooms, specialists, interventionists, custodians, paraprofessionals, etc.).</p>	<p>Panorama Student Survey results, RC audits</p>	<p>RC-trained staff, example videos, consistent language across the whole school.</p>
	Academic Achievement	<p>By June, 2025, 52% of students will demonstrate proficiency (above the 40th %tile) in ELA based on MAP achievement scores and 52% of elementary students will meet or exceed DIBELS benchmark scores. 62% will meet or exceed the average growth from Spring, 2024-2025 based on MAP ELA.</p>	<p>In spring '24, only 28% of CES' K-4 students demonstrated proficiency on DIBELS. On Spring ELA MAPs, K-1, 28% were proficient while 42% of students in grades 2-5 scored in the proficient range.</p>	<p>IF: CES teachers participate in a Professional Learning Community (PLC) focusing on a common text about reading comprehension, AND use designated 1/2 day PD time to discuss the text, implementation, and student progress, THEN, student proficiency will increase by 20%.</p>	<p>By June 2025, 100% of all CES students will demonstrate growth on DIBELS Fluency Measures. In NWEA MAP: K-1, 48% will be proficient and in grades 2-5, 62% will be proficient, which is increase by 20% based on MAPs ELA scores.</p>	<p>CES will participate in Professional Learning Communities (PLC) focusing on comprehension skills instruction.</p>	<p>K-4-MAP-ELA K-4 DIBELS</p>
<p>By June, 2025, 54% of students in grades 3-11 will demonstrate proficiency (above the 40th %tile) in math based on MAP achievement scores and 60% will meet or exceed the average growth from Spring, 2024-2025.</p>		<p>In spring '24, 54% of CES' K-4 students demonstrated proficiency on Math MAPs.</p>	<p>IF all teachers at the Tier 1 instructional level focused on further differentiating the needs of all learners AND utilized a revised schedule to allow for a more concentrated block of time within math instructional time, THEN, student proficiency will increase by 20%.</p>	<p>By June 2025, 100% of all CES students will demonstrate growth in Math, as evidenced by MAPs and USNS. 74% of students will be proficient, which is an increase of 20 percentage points in student proficiency.</p>	<p>Student math schedules need a concentrated block of time to ensure Tier 1 instruction is meeting the needs of all learners. Students will remain in their classrooms for a longer concentrated block of instruction at the Tier 1 level. Intervention times will be adjusted by grade level, not by homeroom, to allow for more concentrated interventions across all tiers.</p>	<p>MAP, USNS, revised class schedules for teachers with a concentration of time at the Tier 1 level, prior to intervention time at the tiers 2 and 3 levels.</p>	<p>Classroom teacher, Para, Tier 1 instructional PD, Interventionists, data specialist work on DM Schedules with a focus on concentrated blocks of instruction and intervention times.</p>