

Desert Sky Elementary School - School Growth Plan 2024-2025

2024-2025 SMARTIE Goal #1

Goal 1: Early Literacy:

By spring of 2025, 73% of Desert Sky K-5 students will achieve "typical growth" in reading, as measured by the I-Ready assessment, moving from 63% to 73% typical growth.

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
Comprehensive Assessment System All	Desert Sky teachers, and instructional specialist will use diagnostic assessment and progress monitoring to regularly check progress and design/revise instruction for students in the area of phonemic awareness and phonics. Teachers will collaborate weekly in Professional Learning Communities and will meet every six weeks in grade level data meetings with the building Student Success Team to analyze data and revise instruction/intervention.	Kindergarten: TS Gold, iReady Assessment, CORE Phonics Screener, RAN/RAS, Phoneme segmentation fluency First Grade: RAN/RAS, CORE Phonics Screener, and the iReady Assessment, Phoneme segmentation fluency Second Grade: RAN/RAS, iReady Assessment , CORE Phonics Screener, Oral Reading Fluency, Phoneme segmentation fluency Third Grade: iReady Assessment , CORE Phonics Screener Fourth Grade: iReady Assessment, CORE Phonics Screener Fifth Grade: iReady Assessment, CORE Phonics Screener	Start: 08/27/2024 End: 06/11/2025 Teachers will collaborate weekly in Professional Learning Communities and will meet every six weeks in grade level data meetings with the building Student Success Team to analyze data and revise instruction/intervention. Kindergarten: TS Gold, iReady Assessment, CORE Phonics Screener, RAN/RAS, Phoneme segmentation fluency First Grade: RAN/RAS, CORE Phonics Screener, and the iReady Assessment, Phoneme segmentation fluency Second Grade: RAN/RAS, iReady Assessment , CORE Phonics Screener, Oral Reading Fluency, Phoneme segmentation fluency Third Grade: iReady Assessment , CORE Phonics Screener Fourth Grade: iReady Assessment, CORE Phonics Screener Fifth Grade: iReady Assessment, CORE Phonics Screener
Instructional Commitment to Structured Literacy Strategies for Instruction All	Teachers will collaborate to align instruction to foundational literacy skills and an evidence based scope and sequence of learning. They will use structured literacy strategies to support Tier I instruction for all students and targeted interventions for Tier II and Tier III students, carefully monitoring student progress and adjusting instruction as needed.	Kindergarten: TS Gold, and the iReady Assessment First Grade: RAN/RAS, PAST, Phonics Screener, and the iReady Assessment Second Grade: RAN/RAS, ORF BM (2 passages), Phonics Screener (below grade level on ORF), and the iReady Assessment Third Grade: ORF BM (2 passages), Phonics Screener (below grade level on ORF), and the iReady Assessment Fourth Grade: ORF BM - 2 passages (students who are red/yellow on I-Ready), Phonics Screener (below grade level on ORF), and the iReady Assessment Fifth Grade: ORF BM - 2 passages (students who are red/yellow on I-Ready), Phonics Screener (below grade level on ORF), and the iReady Assessment	Start: 08/27/2024 End: 06/11/2025 Teachers will collaborate weekly in Professional Learning Communities and will meet every six weeks in grade level data meetings with the building Student Success Team to analyze data and revise instruction/intervention. Teachers will use structured literacy strategies to support Tier I instruction for all students and targeted interventions for Tier II and Tier II students, carefully monitoring student progress and adjusting instruction as needed. Kindergarten: TS Gold, iReady assessment, phoneme segmentation fluency First Grade: RAN/RAS, Phoneme segmentation fluency, Phonics Screener, and the iReady Assessment

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
			Second Grade: RAN/RAS, ORF BM (2 passages), Phonics Screener (below grade level on ORF), and the iReady Assessment Third Grade: ORF BM (2 passages), Phonics Screener (below grade level on ORF), and the iReady Assessment Fourth Grade: ORF BM - 2 passages (students who are red/yellow on I-Ready), Phonics Screener (below grade level on ORF), and the iReady Assessment Fifth Grade: ORF BM - AST2 passages (students who are red/yellow on I-Ready), Phonics Screener (below grade level on ORF), and the iReady Assessment
Home & School Partnership: Communicate School Improvement Goals to Families All	Teachers, administrators, and other school staff members, will collaborate to communicate district and school improvement goals to families with information about where their student is and how they can support their child at home. Information will be shared during Back to School Night, Conferences, and Parent Teacher Organization Meetings.	Family Sign In Sheet Culture and Climate Surveys	Start: 08/27/2024 End: 06/11/2025 Desert Sky Elementary will track family participation through sign in sheet at informational events and school activities. The Building Leadership Team will review data. Family Sign in Sheet Culture and Climate Surveys
Monitoring Typical Growth for Every Student All	Teachers will meet monthly in a vertical Professional Learning Community (PLC) to analyze data and discuss, K-5 learning standard progressions, and instructional strategies to ensure every student is making typical growth towards learning goals. Teachers will engage in professional development (in August and January) focused on integrating technology as a tool to increase engagement and extend learning for all students.	iReady Typical Growth Report	Start: 08/27/2024 End: 06/11/2025 Teachers analyze student data weekly in grade level teams and monthly in vertically aligned teams. iReady Typical Growth Report

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
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2024-2025 SMARTIE Goal #2

Goal 2: Math:

By spring of 2025, 67% of Desert Sky K-5 students will achieve “typical growth” in math, as measured by the I-Ready assessment, moving from 57% to 67% typical growth.

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Increase Students' Fact Fluency All	Include opportunities for students to self-assess, set individual achievement goals, progress monitor, and practice fact fluency through the use of games (place value and other).	AIMS – 1st through 5th Curriculum Based Assessment Data Progress monitoring Data iReady Assessments	Start: 08/27/2024 End: 06/11/2025 Teachers will collaborate weekly in Professional Learning Communities and will meet every six weeks in grade level data meetings with the building

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
			Student Success Team to analyze data and revise instruction/intervention. AIMS – 1st through 5th Curriculum Based Assessment Data Progress monitoring Data iReady Assessment Data
Instructional Commitment to Evidence Based Instructional Strategies in Math: All	Teachers will commit to “10-Minute” math and “Math Routines” from Core Curriculum. Teachers will analyze formative assessment data and plan instructional strategies that focus on reteaching and extending learning as indicated by the data.	AIMS – 1st through 5th Curriculum Based Assessment Data Progress monitoring Data iReady Assessments	Start: 08/27/2024 End: 06/11/2025 Teachers will collaborate weekly in Professional Learning Communities and will meet every six weeks in grade level data meetings with the building Student Success Team to analyze data and revise instruction/intervention. AIMS – 1st through 5th Curriculum Based Assessment Data Progress monitoring Data iReady Assessments
Home & School Partnership: Communicate School Improvement Goals to Families All	Teachers, administrators, and other school staff members, will collaborate to communicate district and school improvement goals to families with information about where their student is and how they can support their child at home. Information will be shared during Back to School Night, Conferences, and Parent Teacher Organization Meetings.	Family Sign In Sheet Culture and Climate Surveys	Start: 08/27/2024 End: 06/11/2025 Desert Sky Elementary will track family participation through sign in sheet at informational events and school activities. The Building Leadership Team will review data. Family Sign in Sheet Culture and Climate Surveys
Monitoring Typical Growth for Every Student All	Teachers will meet monthly in a vertical Professional Learning Community (PLC) to analyze data and discuss, K-5 learning standard progressions, and instructional strategies to ensure every student is making typical growth towards learning goals.	iReady Typical Growth Report	Start: 08/27/2024 End: 06/11/2025 Teachers analyze student data weekly in grade level teams and monthly in vertically aligned teams.

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
	Teachers will engage in professional development (in August and January) focused on integrating technology as a tool to increase engagement and extend learning for all students.		iReady Typical Growth Report

2024-2025 SMARTIE Goal #3

Goal 3: Wellness:

By spring of 2025, we will reduce major and minor playground referrals by 20% decreasing from 75 major referrals to 60 and 150 minor referrals to 120.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
Tree of Choices All	Teachers will commit to teaching Purposeful People Tree of Choices lessons once a trimester (September; January; April), including videos and supplemental materials. Recess coaches will use visual aids (Tree of Choices) and conflict resolution strategies to encourage and scaffold students to use problem solving skills at recess.	SWIS Data Attendance Data	Start: 08/27/2024 End: 06/11/2025 SWIS Data reviewed weekly by the Student Success Team SWIS Data reviewed monthly by Building Leadership Team Attendance Data reviewed weekly by Administration
Morning Meeting and Structured Recess All	Students will engage in a daily "Morning Meeting" and indoor/outdoor PlayWorks structured recess activities that foster social emotional learning and strategies for collaborating, problem solving, and relationship building.	SWIS Data Attendance Data Classroom Managed Behavior Data	Start: 08/27/2024 End: 06/11/2025 Teachers will collaborate weekly in Professional Learning Communities and will meet every six weeks in grade level data meetings with the building Student Success Team to analyze data and revise instruction/intervention. SWIS Data reviewed monthly by Building Leadership Team and shared in the grade level Professional Learning Communities. Attendance Data reviewed weekly by Administration and every six weeks with grade level Data Meetings.
Home & School Partnership: Communicate School Improvement Goals to Families All	Teachers, administrators, and other school staff members, will collaborate to communicate district and school improvement goals to families with information about where their student is and how they can support their child at home. Information will be shared during Back to School Night, Conferences, and Parent Teacher Organization Meetings.	Family Sign In Sheet Culture and Climate Surveys	Start: 08/27/2024 End: 06/11/2025 Desert Sky Elementary will track family participation through sign in sheet at informational events and school activities. The Building Leadership Team will review data. Family Sign in Sheet Culture and Climate Surveys

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
Soft Start Morning Routine All	Student will engage in a “Soft Start” morning entry to school. This is a simple way for students to ease into their busy school day with a staggered arrival time between 8:30am and 8:40am. Staff are in hallways to welcome children to school. Teachers greet students as they arrive, and students are intentionally taught a morning classroom routine of putting away backpacks, making a lunch reservation, and engaging in a calm classroom activity that eases students into their day. Activities can range from reading a choice book, exploring with manipulatives or games, drawing, completing unfinished work, etc.	SWIS Data Culture and Climate Surveys	Start: 08/27/2024 End: 06/11/2025 Teachers will collaborate weekly in Professional Learning Communities and will meet every six weeks in grade level data meetings with the building Student Success Team to analyze data and revise instruction/intervention. SWIS Data reviewed monthly by Building Leadership Team and shared in the grade level Professional Learning Communities. Attendance Data reviewed weekly by Administration and every six weeks with grade level Data Meetings.