

Orchard Elementary - School Growth Plan 2024-2025

2024-2025 SMARTIE Goal #1

From Spring 2024 to Spring 2025, the percentage of students meeting their typical growth on the iReady spring reading assessment will increase from 67% to 77%.

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?
ELA Growth and Proficiency All	1. Create a master schedule which will support all instructional support layers within a multi-tiered system of supports (MTSS) which includes three tiers of instruction in reading/early literacy acquisition. 2. Increase the number of teachers trained in LETRS. 3. Provide certificated supports to allow classroom teachers time to work together to plan core instruction for all students. This focus being to plan instruction using Inclusive practices and Universal Design for Learning (UDL) frameworks to plan instruction that allows for multiple access points for students that will also receive Tier 2 and Tier 3 supports. 4. Skill specific Tier 2 interventions and extension opportunities provided by the classroom teacher dependent on student need. 5. Learning walks by admin to ensure that best practice in literacy instruction is implemented in the classroom, including but not limited to teacher proximity to students, purposeful learning targets, success criteria, turn and talks, and English Language Development Strategies.	--iReady data Fall, Winter and Spring within the 2024-25 school year. --iReady typical growth data Spring 2024-Spring 2025. --Trimester Benchmark Quick Phonics Assessment (QPA) and 6-8 week cycles of progress monitoring QPA and Oral Reading Fluencies (ORF) for students receiving Tier 2 and/or Tier 3 interventions.	Start: 09/16/2024 End: 06/10/2025 Monitor iReady progress from fall-winter-spring. Trimester Benchmark data review with all grade levels. Review of progress monitoring and need to adjust instructional practices every 6-8 weeks. Strategic interventions based on individual student skill specific needs.

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

From Spring 2024 to Spring 2025, the percentage of students meeting typical growth on the iReady math assessment will increase from 66% to 76%.

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?
Mathematics Growth and Proficiency All	1. Create a master schedule which will support all instructional support layers within a multi-tiered system of supports (MTSS) which includes three tiers of instruction in mathematics, specifically foundational skills and mathematics fluencies. 2. Creation of a mathematics skill specific screener for foundational skills in numbers and operations as well as mathematical thinking to support intervention. 3. Targeted Tier 2 supports and extensions implemented within the classroom based upon student need.	iReady Fall-Winter-Spring within the 2024-25 school year. iReady Spring 2024 to Spring 2025 typical growth data. Common math assessment data to support Tier 2 and 3 interventions.	Start: 09/16/2024 End: 06/10/2025 Fall-Winter-Spring Data Analysis for Mathematics iReady. Winter 2023, 2024 to Winter 2025 typical growth monitoring to seek out trends and adjust instruction to support students in making their typical growth on iReady. Progress monitoring for students receiving skill specific Tier 3 interventions every 6-8 weeks using the common math assessment.

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
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2024-2025 SMARTIE Goal #3

By the end of the 2024-2025 school year, office referrals for behaviors happening in commons spaces such as the lunchroom, restrooms, hallways, bus line up and the playground will decrease by 10% from 113 majors reported in the 2023-24 school year.

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?
Social Emotional Supports and MTSS All	1. All students will receive Social Emotional Learning at the Tier 1 level in the classroom by their classroom teacher using Purposeful People curriculum. 2. Development of a CARE team, which is a behavioral, social emotional regulation response team within our building. 3. Development of a Tier 2 team to support students in a small group or 1:1 setting for those students who have demonstrated a lagging skill with behavior and/or teachers observed needing additional supports through a twice yearly screener. 4. Success plans created with teacher and family input to support students who need Tier 3 interventions and/or extra support to self-regulate. 5. Weekly CARE team meetings to celebrate successes, monitor any current success plans and adjust interventions as needed. 6. Use and teach common language throughout the school for Teach-To's and Behavior. 7. Positive, Proactive and Predictable actions/systems in place by all adults throughout the building and on the playground. 8. Daily and Weekly opportunities to recognize students for following the Big 3 (Showing Respect, Solving	Monthly progress monitoring using SWIS data on the playground, hallways, bus line up, restrooms and lunchroom.	Start: 09/16/2024 End: 06/10/2025 Monthly referral data will be shared at PBIS team meetings. The team will be looking for trends in behaviors by area of behavior (classroom, playground etc.), time of day and day of the week. PBIS team to share out to whole staff every 6-8 weeks at mid-week huddle to ensure whole staff understanding of the trends the team is seeing throughout our building and to ensure all staff remain consistent with any supports in place.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
	Problems and Making Good Decisions) 9. Daily, Weekly and Monthly opportunities to recognize students for demonstrating the monthly character trait (Respect, Responsibility, Gratitude, Empathy, Perseverance, Honesty, Cooperation, Courage, Creativity).		