

Sacajawea Elementary - School Growth Plan 2024-2025

2024-2025 SMARTIE Goal #1

Students in kindergarten, 1st, and 2nd grade will increase their proficiency in **phonics** from **66%** in Spring 2024 to **76%** in Spring 2025 as measured by iReady Reading benchmark assessments.

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?
Reading goal action items All	In working towards our K-2 reading goal, we will implement and/or continue to implement the following: Data analysis of previous year's iReady reading data at August PD to guide structure and pacing for the new year's structure, pacing, and assessment planning. Grade level teams will collaboratively work with the school's instructional specialist to analyze benchmark and progress monitoring data to further plan for targeted interventions and instructional plans at least once every 6 weeks throughout the school year. Teachers at Sacajawea will participate in professional development centered around the Science of Reading, the newly-adopted ELA curriculum, Universal Design for Learning, as well as opportunities to engage in additional training such as LETRs and structured literacy.	Fall, Winter, Spring iReady benchmark assessment data. Progress monitoring data as identified with grade level team and instructional specialist.	Start: End: iReady Winter Benchmark data will be analyzed between Day 90 (mid-January) and the end of January. Additional progress monitoring data will be analyzed for students receiving intervention support.

2024-2025 SMARTIE Goal #2

Students in 3rd, 4th, and 5th grade will increase their proficiency in **numbers and operations** from **57%** in Spring 2024 to **67%** in Spring 2025 as measured by iReady Math benchmark assessments.

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?
Math goal action items All	In working towards our 3-5 math goal, we will implement the following: Data analysis of previous year's iReady reading data at August PD to guide structure and pacing for the new year's structure, pacing, and assessment planning. Grade level teams will collaboratively work with the school's instructional specialist to analyze benchmark and progress monitoring data to further plan for targeted interventions and instructional plans at least once every 6 weeks throughout the school year. Teachers at Sacajawea will participate in professional development centered around Universal Design for Learning, grade level math standards and mathematical practices, as well as opportunities to engage in additional professional development centered around the Smarter Balanced Assessment (SBA) Benchmark assess students 3x/year	Fall, Winter, Spring iReady benchmark assessment data. Progress monitoring data as identified with grade level team using the district-adopted curriculum	Start: End: iReady Winter Benchmark data will be analyzed between Day 90 (mid-January) and the end of January.

2024-2025 SMARTIE Goal #3

Students identified as **English Language Learners** will increase their skills in **reading**. Specifically, **75%** of students scoring at a 2 or above in both speaking and listening on the WIDA will meet their annual growth as measured by the iReady assessment by spring 2025 (spring 2024 was 65% of students). 60% of the students who scored below a 2 in listening on the WIDA will double their composite score as measured by the LETRS assessment by spring 2025.

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?
MLL/ELL goal action items English Language Learners	In working towards our reading goals for identified students who qualify for ELL services, we will implement the following: Individualized learning plans for all students identified as ELL Additional supports provided in a push-in and/or pull-out model In collaboration with classroom teachers and administrators, our instructional specialist will implement an "After the Bell" club targeting additional academic supports for students in grades 2-5 and identified as ELL. The identified students will meet twice a week after school working on phonics skills and comprehension strategies	Fall, Winter, Spring iReady reading assessment WIDA state assessment QPA progress monitoring data After the Bell club participation and attendance WIDA scores iReady reading data QPA data	Start: End: iReady Winter Benchmark data will be analyzed between Day 90 (mid-January) and the end of January. Progress monitoring data will be analyzed with grade level team and instructional specialist every 6 weeks.