Tapteal Elementary School - School Growth Plan 2024-2025

2024-2025 SMARTIE Goal #1

READING: By May of 2025 Tapteal students will grow by **10%** in typical growth on the iReady reading assessment, from **60%** in Spring 2024 to **70%** in Spring 2025;

READING: By May of 2025 Tapteal Students with Disabilities will grow by **10%** in typical growth on the iReady reading assessment, from **47%** in Spring 2024 to **57%** in Spring 2025.

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 Improvement All Equity Group Low Income English Language Learners	**Implement Best Practices for Reading Instruction** Improve instruction by providing ongoing professional development and coaching with the CKLA coach. MTSS: Ensure a system for Tier I, II, and III instruction. Students with Disabilities: Improve Instruction for students with disabilities. **Rationale: Teacher Collaboration & Enhanced Student Learning Outcomes** Peer observation has a direct impact on student learning. According to research by *Hattie (2009)*, collective teacher efficacy—teachers' belief in their ability to positively affect student learning—is one of the highest influences on student achievement. When teachers observe each other and share best practices, their collective efficacy grows, and student outcomes improve as a result. **Feedback and Learning**: *Wiliam (2011)* notes that peer observation enables teachers to provide each other with constructive feedback that directly benefits their students. The process of giving and receiving feedback deepens	Quarterly iREADY Reading Winter 2025 iREADY Spring 2025 Monthly CKLA Unit Assessments iREADY Reading, Spring 2025 Interventions in Reading	**Start:** 10/25/2024 **End:** 02/28/2025 Our team will regularly track our progress toward our reading goal with monthly and quarterly reviews. We are committed to delivering the highest quality reading instruction and providing targeted interventions to ensure every student is on track to achieve their expected growth for the year. **Quarterly** iREADY Reading Winter 2025 iREADY Spring 2025 **Monthly** CKLA Unit Assessments

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
	teachers' understanding of effective teaching and leads to more effective classroom practices. **Monitor Learning for Multilingual Learners for 10% improvement on iREADY READING** Provide best practice strategies for ML Learners for grade-level teams to implement Provide Bilingual Instruction in the Bilingual Program, K-2 this year. Ensure the delivery of English Language Development lessons for ML Students. **Ensure Growth in Student Attendance by 10% for ALL students** Monitor school-wide student attendance monthly Staff will provide ongoing multi-tiered support for students below and significantly below the goal of "90% attendance, 90% of the time". Reward improvement in daily attendance, Building, and for targeted students. Monitor the attendance of students with disabilities. Improve from 51% to 61%.		

2024-2025 SMARTIE Goal #2

MATH: By May of 2025 K-5 will grow by **10%** in typical growth on the iReady math assessment, from **54%** in Spring 2024 to **64%** in Spring 2025;

MATH: By May of 2025 Tapteal Students with Disabilities will grow by **10%** in typical growth on the iReady math assessment, from **49%** in Spring 2024 to **59%** in Spring 2025.

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?
Improvement in Math All Equity Group Low Income English Language Learners	**Vertical Alignment Plan** 1. **Vertical Alignment Team**: 2. Establish a team of teacher leaders to guide the vertical alignment process across grade levels. 3. **Grade-Level Focus**: 4. Grade-level teams will concentrate on student learning centered on shared Common Core standards. 5. **Collaboration through PLCs**: 6. Grade-level teams will use designated PLC time to collaborate, focusing specifically on vertical alignment and instructional practices. **Extended Collaboration Beyond the School Day** Teams will meet outside of school hours to collaborate with cross-grade-level teams. They will align assessments with best practices and monitor progress on the school-wide math standards agreed upon for the year. **Best Practices and Resources** Teams will identify and implement best practices and resources to support the district-adopted math curriculum. Grade-level teams will work together to ensure consistency in teaching and learning strategies.	iREADY Math Math Common Formative Assessments	**Start:** 10/28/2024 **End:** 02/24/2025 Our team will monitor our progress toward our reading goal monthly and quarterly. Our team will ensure the highest quality of instruction in reading and provide interventions to ensure all students are on track to meeting their typical year's growth goals. **Quarterly** iREADY Math Winter 2025 **Weekly Common Formative Assessments** Grade-level teams will regularly assess, reteach, and reassess for mastery of standards. Monthly Common Formative Checks within Math Unit Assessments

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
	Math Learning Walks Teachers will participate in learning walks to observe and support the implementation of best practices and vertical alignment in math instruction. **Support for Multilingual Learners (MLs)** The ML Task Force leadership team will provide ongoing professional development for staff and monitor the progress of ML learners, with a goal of 10% improvement on iREADY Math. Grade-level teams will implement best practice strategies for ML learners. Bilingual instruction will be provided in the K-2 Bilingual Program. English Language Development (ELD) lessons will be delivered for all ML students. **Attendance Growth Goal: 10% Improvement** Monitor school-wide student attendance monthly Staff will provide ongoing multi-tiered support for students below and significantly below the goal of "90% attendance, 90% of the time". Reward improvement in daily attendance, Building, and for targeted students. Monitor the attendance of students with disabilities. Improve from 51% to 61%.		

2024-2025 SMARTIE Goal #3

BEHAVIOR: By May of 2025, we will decrease the average number of major behavior referrals from **2** per day to **1.5** per day.

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?
Improve behavior to support learning All Low Income Equity Group English Language Learners	**Establish the Team Plan Norms and Expectations for Staff and Administration** Review the Tapteal Elementary team plan, including the indicators for successful, positive behavior interventions and support. Clarify the roles of each staff member in the team plan. **Team Plan: Implement PBIS at the Building Level** Provide professional development throughout the year. Establish a Behavior Team Protocol for using behavior data to make decisions. Communicate the school-wide discipline plan. Teachers provide classroom management plans aligned with the school-wide team plan.	FALL Tiered Fidelity Inventory (PBIS): Measure the level of PBIS implementation. SPRING Tiered Fidelity Inventory (PBIS): Measure the level of PBIS implementation. SWIS: Monthly Measure Office Discipline Referrals; October and February SWIS data Tier II: Monthly Tier II Group Data; October and February SWIS data Attendance: Monthly School Wide Attendance & Targeted Student Group Attendance; October Attendance Data and February Attendance Data. BIMAS Survey: FALL and SPRING survey of students to identify students with significant internal and external behaviors. How will the impact on equitable learning or behavior change be measured? The Building Leadership Team will analyze PBIS Tiered Fidelity Inventory to ensure all students have access to Tier I supports. The Building Leadership Team will review October and February Tier II data and building-wide data to monitor the progress of all students and students provided Tier II levels of support. After our mid-year check, we will adjust services to help close the gap of students needing additional support.	**Start:** 10/28/2024 **End:** 02/28/2025 PROGRESS MONITORING **Tiered Fidelity Inventory** **FALL**: October, 2024 **SPRING**: March, 2025 **SWIS Office Discipline Data Tracker** **MONTHLY**: Monitor, Adjust, Plan, and Communicate support to improve behavior as a building team. **FALL**: October, 2024 ODR **WINTER**: February, 2025 ODR **Attendance** **Bi-Weekly:** Monitor Students under the 80% attendance and students that are provided support. **MONTHLY**: Gather monthly attendance data; Identify barriers in student regular attendance. **FALL**: Identify students below 80%; October 2024: Begin multi-tiered levels of support and monitor attendance. **WINTER**: Mid Year Check: February 2025 ODR Identify students below 80%; Analyze

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
	Team Plan: Social-Emotional Learning Support All staff commit to providing a clear, common, and consistent curriculum using Purposeful People. Purposefull People provides a multi-tiered system of support to teach skills and strategies to increase motivation for improved behavior. Recognize, Reinforce, and teach essential skills for a successful learner using Purposefull People. **Improve Attendance: Ongoing Monitoring and Support** Communities in Schools Coordinator (CIS) will provide support to students who have 80% or less daily attendance. CIS will support our goal of "90% of our students present 90% of the time" with school-wide incentives to increase awareness and motivation. CIS will identify barriers to regular attendance with students and families with significantly low attendance percentages. CIS will provide daily support and motivation for regular attendance with students and monitor their attendance. CIS will provide ongoing communication to families on attendance.		student attendance growth and progress. **BIMAS Survey** **FALL:** Identify students with significant internal or external behaviors; This data is used to identify students who may benefit from skills or motivational support. **SPRING:** Identify students with significant internal or external behaviors. This data is used to identify students who responded to the support and who may benefit from skills or motivational support.

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
	Tier II and Tier III Supports: The counselor will deliver multi-tiered support to help students achieve their social and emotional goals when Tier I interventions are insufficient. The counselor will implement a system to identify barriers affecting students' academic performance, behavior, and social-emotional well-being. For students requiring additional assistance, the counselor will provide Tier II and Tier III support focused on skills instruction and motivation. The counselor will facilitate Tier II and Tier III behavior teams to monitor student progress and improvements in behavior and social-emotional skills. Leading the team, the counselor will focus on strategies to enhance student behavior and social skills, ensuring continuous improvement. **Students with Disabilities** Improve behavior for all students, especially students with disabilities. Monitor and Improve positive behavior for students with disabilities.		