Humboldt County School District

Sonoma Heights Elementary School

2024-2025 Status Check with Notes

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Goals

Goal 1: Student Success #1: By May 2025, at least 85% of kindergarten and first-grade students will score at the Meets or Exceeds level in Phonological Awareness and Phonics/Word Recognition components on the MAP Fluency assessment.

Annual Performance Objective 1: By January 2025, at least 50% of kindergarten and first-grade students will score at the Meets or Exceeds level in Phonological Awareness and Phonics/Word Recognition components on the MAP Fluency assessment.

    Evaluation Data Sources: MAP Fluency and MAP Growth

Improvement Strategy 1 Details	Status Checks	
Improvement Strategy 1: Improvement Strategy: Explicit Instruction with Data-Driven Differentiation (Teaching and Learning Cycle) ESSA Evidence: ANET-Strong (NDE Provider List) Action Steps: All K-1st classrooms will expose students to high quality tier I instruction. All K-1st classrooms will implement intervention for students not meeting mastery on progress monitoring assessments in foundational skills. All K-1st classrooms will implement the district adopted curriculum materials (Heggerty, Fundations, Geodes, and Wit and Wisdom) along with additional supplemental resources from the HCSD RBG3 Resource Binders. All K-1st classrooms will: -create a daily schedule and structure to incorporate the progression and transfer of foundational skills into decodable text and then into authentic text (Lit. Block 90 minutes) -implement daily instruction in foundational skills in isolation using Heggerty and Fundations and track student progress by unit with the Fundations Trackers -provide practice and application of foundational skills in isolation with daily opportunities for guided and independent practice with decodable text and authentic text -lesson plan and implement daily skills groups based on data from tier I gaps in foundation skills based on students not meeting 80% mastery on end of unit assessments in Fundations and MAP Fluency -utilize the HCSD RBG3 Resource Binders and the FUN Hub for evidence based practices for skills groups - Lit block can be 45/45 or 60/30 or ?/? = 90 SHE leadership team will -progress monitor and discuss data from each TLC -provide guidance on next steps with foundational skills instruction -provide ongoing feedback on foundational skills instruction (Admin and Instructional Coach) -make informed data decisions for professional learning based on walkthrough data and teacher input (see	**Jan** 40%	**January Lessons Learned** Teachers have a daily literacy block that includes HCSD curriculum, and teachers are currently receiving training on how to use their formative data to build skills groups. **January Next Steps/Need** Ensure all teachers are administering the correct MAP Fluency assessment for reliable data and increase teacher certainty around backwards planning during TLCs.
	Mar	**March Lessons Learned** **March Next Steps/Need**
	May	**May Lessons Learned** **May Next Steps/Need**

Adult Learning Culture Goal)

Resource inequities:
EL Challenge: Ensuring the EL Paraprofessional and Classroom Teacher are working on high leverage strategies for intervention and not taking away from tier I instruction.
Support:
EL Support: EL Paraprofessional push into the regular classroom and provide language acquisition support in a push in/pull out model. PLC teams utilize weekly planning time to ensure scaffolds are provided during ELA and Math tier I instruction to make the academic language accessible. In order to provide support with language barriers SHE has translation tools available for students that are new in the country to access basic need supports while acclimating to the school environment. Partnership with NNRPDP for staff learning with specific best practices in the classroom. Implementation of Recommendation #1 focus on academic vocabulary.

Formative Measures: Fundations Trackers, NWEA MAP Fluency, Review Daily schedules quarterly
Position Responsible: Instructional Coach, Administrator and PLC Teams

Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities, At Risk
 - **Evidence Level:**
Strong
Problem Statements/Critical Root Causes: Student Success 2

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Student Success #2: By the end of the 2024-2025 school year, Sonoma Heights Elementary School will increase the percentage of students meeting their growth projections in reading from 52% to 65% in 3rd grade and maintain the state target of 65% for 4th grade and 66% for 2nd grade as measured by the Spring 2024 to Spring comparison of Reading MAP Growth.

Annual Performance Objective 1: By winter MAP Growth testing in January 2025, 65% of 2nd-4th grade Sonoma Heights Elementary students will meet their growth target from fall to winter.

    Evaluation Data Sources: NWEA MAP Growth

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Improvement Strategy: Explicit Instruction with Data-Driven Differentiation (Teaching and Learning Cycle) ESSA Evidence: ANET-Strong (NDE Provider List) All 2nd-4th classrooms will expose students to high quality tier I instruction. All2nd-4th classrooms will implement intervention for students not meeting mastery on progress monitoring assessments in foundational skills. All 2nd-4th classrooms will implement the district adopted curriculum materials (Wit and Wisdom, Fundations 2nd-3rd, Just Words Intervention 4th) along with additional supplemental resources from the HCSD RBG3 Resource Binders. All 2nd-4th classrooms will: -create a daily schedule and structure to incorporate language comprehension, word recognition, and intervention support for students with foundational skills gaps. -implement daily instruction in language comprehension and word recognition with Wit and Wisdom and Fundations/Just Words support -provide practice and application of language comprehension skills and word recognition with daily opportunities for guided and independent practice authentic text -lesson plan and implement daily skills groups based on data from tier I gaps in foundation skills based on classroom data, NWEA growth data, and RBG3 intervention plans -utilize the HCSD RBG3 Resource Binders and the FUN Hub for evidence based practices for skills groups -increase the volume of writing by linking writing tasks to text passages that mirror expectations in SBAC performance tasks -provide students with weekly passages from vetted sources to provide students with application of answering text based questions using evidence from passages with feedback SHE leadership team will -facilitate and progress monitor and discuss data from each TLC -provide guidance on next steps with language comprehension, word recognition and foundational skills instruction -provide ongoing feedback on ELA instruction to include both reading and writing lessons (Admin and Instructional Coach) -make informed data decisions for professional learning based on walkthrough data and teacher input (see	**Jan** 30%	**January Lessons Learned** Tier I instruction and daily skills groups are in place with HCSD adopted curriculum. **January Next Steps/Need** Improve teacher certainty around the TLC to ensure all teachers are following the cycle and improve daily fluency drills to parallel test formatting.	
	Mar	**March Lessons Learned**	
		March Next Steps/Need	
	May	**May Lessons Learned**	
		May Next Steps/Need	

Adult Learning Culture Goal)

Resource inequities:
EL Challenge: Ensuring the EL Paraprofessional and Classroom Teacher are working on high leverage strategies for intervention and not taking away from tier I instruction.
Support:
EL Support: EL Paraprofessional push into the regular classroom and provide language acquisition support in a push in/pull out model. PLC teams utilize weekly planning time to ensure scaffolds are provided during ELA and Math tier I instruction to make the academic language accessible. In order to provide support with language barriers SHE has translation tools available for students that are new in the country to access basic need supports while acclimating to the school environment. Partnership with NNRPDP for staff learning with specific best practices in the classroom. Implementation of Recommendation #1 focus on academic vocabulary.

Formative Measures: NWEA Growth Winter and Spring, TLC data from interims and reteach plans
Position Responsible: SHE Administration, SHE Certified and Classified Staff

Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk
 - **Evidence Level:**
Strong
Problem Statements/Critical Root Causes: Student Success 6, 9

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Adult Learning Culture Goal: By the end of the 2024-2025 school year, at least 85% of teachers participating in professional development (PD) sessions will demonstrate an increase of at least one point on from pre to post surveys measuring staff confidence in applying new instructional strategies, including those for multilingual (ML), Science of Reading, and best practices in writing.

Annual Performance Objective 1: After each professional learning event, 85% of teachers will report at least a one-point increase from their pre-survey rating (completed before the training) to their post-survey rating (completed after the training).
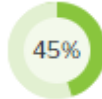
    Evaluation Data Sources: Pre and Post Survey Data from all Professional Learning

Improvement Strategy 1 Details	Status Checks

Improvement Strategy 1: Improvement Strategy: Develop targeted professional learning that aligns with identified teacher needs and evidence-based practices, fostering ongoing collaboration and support to enhance instructional effectiveness and improve student outcomes.
ESSA Evidence: IES Recommendation #1 (Strong) Work Works Clearinghouse, Teaching and Learning Cycle (Strong) NV EBI List (Data Driven), LETRs Professional Learning (Strong) NV EBI List, Science of Reading (Strong) What Works Clearinghouse

Action Steps:

ML Best Practices Professional Learning:
-all teachers and ML staff will engage in monthly PD
-topics include (1) understanding Multilingual Learners (2) Instructional Support for the Science of Reading and (3) Developing academic language
-progress monitoring will be derived through pre-post surveys and Ellevation site usage
- PD is delivered by ML coach in partnership with NNRPDP

RBG3 Professional Learning:
-all teachers and instructional aides will engage in quarterly PD
-topics include (1) Skills groups (2) Instructional Support for the Science of Reading and (3) Analyzing data for individualized literacy plan
- Measurement will be derived through pre-post surveys
- PD is delivered by SHE Instructional Coach

Writing Best Practices Professional Learning:
-all teachers will engage in monthly PD
-topics include (1) AI to enhance writing (2) SBAC related prompts for rigor (3) inter-rater reliability when scoring writing with rubrics
- Measurement will be derived through pre-post surveys
- PD is delivered by NNRPDP

Formative Measures: Pre/Post Surveys after each training event, Staff Needs Assessment on PD topics at the conclusion of 24-25 school year

Position Responsible: SHE Instructional Coach, SHE Administrators, ML Site Coach

Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities
 - **Evidence Level:**
Strong

Problem Statements/Critical Root Causes: Adult Learning Culture 4

Jan

75%

January Lessons Learned
Teachers are benefitting from monthly PD in the areas of ML, RBG3, Writing and TLC.

January Next Steps/Need
Teachers desire PD that provides more voice and choice on the topic of the art and craft of teaching.

Mar   **March Lessons Learned**

March Next Steps/Need

May   **May Lessons Learned**

May Next Steps/Need

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Connectedness Goal: By the end of 2025, SHE students in grades K-4th will reduce chronic absenteeism by 5% as measured by the chronic absenteeism record in Infinite Campus.

Annual Performance Objective 1: By the winter, SHE students will see a decrease of chronic absenteeism by 2.5%.

    Evaluation Data Sources: Chronic Absenteeism Reports- Weekly Infinite Campus, Infinite Campus Reports, CIS Action plan (partnership work with goals/outcomes)

Improvement Strategy 1 Details	Status Checks	

Improvement Strategy 1: Improvement Strategy: Partner with Communities in School to support chronic absenteeism interventions
ESSA Evidence Communities in Schools (Strong) NDE Provider List
 	
Action Steps:
Offering community resources and support within the school environment for at risk students through a strategic partnership with Sonoma Heights Elementary, Communities in Schools site coordinator will provide various community supports to provide integrated student services benefiting targeted students for academic, social and emotional support.
 	
Attendance
SHE Staff will
-implement school strategies for chronic absenteeism
 	
SHE attendance team will
-partner with Communities in Schools to build a 24-25 that focuses on supporting chronic absenteeism students
-develop and implement daily, monthly and quarterly attendance incentives for students
-continue to implement the attendance committee (CIS, SHE Social Worker, SHE Admin, SHE Counselor) to focus on parent outreach and notification of chronic absences of students
    Formative Measures: School wide attendance tracking and incentive program, track events for tier II support with family engagement on students with chronic absenteeism, notes and correspondence to parents from SHE Attendance committee (Social Worker, Counselor, Admin, CIS)
    Position Responsible: SHE Communities in Schools Coordinator and SHE Administrative Staff
 	
    Student Groups This Strategy Targets:
FRL, EL, Students with Disabilities
 - **Evidence Level:**
Strong, Moderate
    Problem Statements/Critical Root Causes: Connectedness 2
	Jan
	
	45%
	
	Mar
	
	May
		January Lessons Learned
		The monthly extra recess incentive and the chronic absenteeism letters going home to families are helping to reduce student absences.
		
		January Next Steps/Need
		Our team has decided to improve and vary incentives as well as make sure the incentives don't conflict with classroom fun (for ex: Fun Friday).
		
		March Lessons Learned
		
		March Next Steps/Need
		
		May Lessons Learned
		
		May Next Steps/Need

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue