



Strategic School Improvement Planning 2025-2026
for
Daffodil Valley Elementary School
Sumner-Bonney Lake School District

Our Promise:

Our promise in the Sumner-Bonney Lake School District is to **know**, **value**, and **support** every student, helping them **graduate ready** to pursue a **promising future**. The SBLSD promise comes with a commitment to promote a district culture of **fair and inclusive practices**, where each student receives **equitable access** to the opportunities, resources and supports to **succeed and thrive**. Achieving this commitment honors our deeply held belief that **EQUITY** is achieved when each student receives what they need to graduate prepared for success after high school.

Our plan incorporates an emphasis on the following characteristics of highly effective schools:

- Clear and Shared Focus
- High Standards and Expectations
- Effective School Leadership
- High Levels of Collaboration and Communication
- Curriculum, Instruction and Assessment Aligned with Standards
- Frequent Monitoring of Teaching and Learning Focused Professional Learning
- Supportive Learning Environment
- High Level of Community and Parent Involvement

Stakeholder Involvement

Our plan has been reviewed and endorsed by the following:

Phase:	Date(s):	Persons Involved:	Notes:
Data Analysis	8/20/25 8/26/25 10/13/25 10/17/25	DVE Building Leadership Team DVE Staff DVE Staff DVE Staff	
Develop/Refine	Ongoing 10/9/25	DVE Staff PTA Members	
Staff Review	Ongoing 11/10/25	DVE Staff DVE Building Leadership Team	
Parent Review	12/9/25	PTA Members	
District Review			

WSIF Cycle 3 Identification

Support Status: Foundational Supports



Dear Daffodil Valley Community,

For more than half a century, Daffodil Valley Elementary has been a cornerstone of our community, grounded in a tradition of learning, connection, and care. Generations of families have learned within our walls and continue to partner with our staff to know, value, and support every student on their journey toward a promising future. Together, we are preparing future ready citizens who will contribute meaningfully to our community because once a Dolphin, always a Dolphin.

At Daffodil Valley, we believe in the power of strong relationships with every student. Through these connections, we nurture each child's academic growth and social emotional development, empowering them to reach their fullest potential. We believe all means all and proudly accept the responsibility to teach, guide, and support every student who walks through our doors, both during their time with us and beyond.

Thank you for taking the time to review our School Improvement Plan and for partnering with us in the continued growth and success of our school community. Together, we honor our history, celebrate our present, and build a bright future for every Dolphin.

With gratitude,

Bobbi Snider

Bobbi Snider, principal
Daffodil Valley Elementary

Where are we now?

The Sumner-Bonney Lake Strategic Plan guides the work of school improvement plans. By adhering to the goals embedded within the plan, we achieve district-wide alignment, maintain a focus on data-driven analysis, and set a clear direction for the individual needs of each building.

Administrators lead this work by conducting a **comprehensive needs assessment** involving input from a wide range of stakeholders including staff, students, families, and community members. Based on an extensive review of data, each building is responsible for identifying goals that support the strategic plan. Evidence-based practices are selected to make sure each goal is properly executed with measurable outcomes. To monitor the effectiveness of implementation, buildings will engage in cycles of continuous improvement and monitor and adjust accordingly.

Below is a summary that highlights the strengths and areas for improvement related to goals in the strategic plan.

Comprehensive Needs Assessment	
<u>Content Area:</u>	<u>Summary of Data Analysis</u>
Literacy <u>Connected Goal Areas:</u> <i>Goal 1: Success in the Early Years</i> <i>Goal 3: Academically-Prepared Critical Thinkers</i> <i>Goal 4: Elimination of Disparities in Student Access and Success</i>	Our team analyzed two years of data from the Smarter Balanced Assessment (SBA) and AIMSWeb benchmark assessments to identify trends in literacy achievement and subgroup progress. We also examined attendance and discipline data to better understand engagement and equity, ensuring accessibility to instruction for all students. Across grades 1 through 5, the data show steady progress in foundational reading skills, particularly in the early grades (1st through 3rd), where AIMSWeb results indicate a notable reduction in students needing Tier 3 support. Third grade students increased proficiency from 47% to 62% on the SBA, exceeding state averages. Fourth and fifth grade performance showed smaller gains, with some areas of stagnation in reading comprehension and writing. Subgroup analysis revealed that students with IEPs and multilingual learners (MLs) continue to make growth, though at a slower pace than their peers. In 5th grade, 19 students receive multilingual services, including 6 Long Term English Learners (LTELs), 4 of whom are dually served with special education. In 4th grade, 15 students receive multilingual services, and 8 have received support for four years, placing them at risk of LTEL status next year if they do not exit services. Three of these students are also dual served. On the Smarter Balanced Assessment (SBA) for English Language Arts (ELA), 1 out of 15 current 4th grade ML students and 3 out of 19 5th grade ML students met the standard. Students experiencing homelessness and those with 504 plans demonstrated improvement in both engagement and achievement. Teachers noted that students show stronger skills in informational reading than in literary analysis, while writing stamina and vocabulary development remain key areas for continued growth. At Daffodil Valley, increasing collective efficacy through engagement in data cycles and lesson study has been a continued focus to improve student outcomes. We will maintain our emphasis on high-quality literacy instruction, using collaborative analysis of student

	work to guide next steps. These practices, along with a renewed focus on language-rich instruction and differentiated support, are helping teachers refine their practice, strengthen Tier 1 and Tier 2 alignment, and ensure all students experience growth and success in reading and writing. Possible Root Causes: • Students are not consistently transferring foundational reading skills to complex text comprehension and writing tasks, indicating a need for more intentional scaffolding and practice. • Students with IEPs and multilingual learners benefit from explicit vocabulary and language support, but these strategies are not yet applied consistently across learning environments. • Collaboration between general education teachers, ML TOSAs, and special education staff needs to be more structured to ensure alignment of Tier 1 and Tier 2 supports. Strategies/Supports to support progress: • All teachers, specialists, and special education staff will engage in ongoing ELA data cycles and lesson studies to analyze student work, identify gaps, and plan targeted instruction that supports reading comprehension and writing growth. • Embed explicit vocabulary instruction, academic conversation, and structured writing opportunities across all grade levels to strengthen comprehension, fluency, and language development for all students, especially multilingual learners. • Align Tier 1 and Tier 2 literacy instruction to ensure consistent scaffolding and small-group intervention time, with an emphasis on foundational skills, comprehension, and writing stamina. • Apply Building Thinking Classrooms (BTC) principles of collaboration, discussion, and reasoning to literacy instruction to deepen engagement, encourage critical thinking, and promote student ownership of learning.
Mathematics <u>Connected Goal Areas:</u> <i>Goal 1: Success in the Early Years</i> <i>Goal 3: Academically-Prepared Critical Thinkers</i> <i>Goal 4: Elimination of Disparities in Student Access and Success</i>	Our team analyzed two years of data from the Math Smarter Balanced Assessment (SBA) and AIMSWeb benchmark assessments to identify trends in mathematics achievement and subgroup progress. Attendance and discipline data were also reviewed to better understand patterns of engagement and equity across the school. Across grades 1 through 5, the data show steady improvement in overall math performance. The early grades (1st through 3rd) demonstrated strong growth on AIMSWeb benchmarks, with more students moving from Tier 2 to Tier 1 by spring, and 3rd grade proficiency increasing from 52.8 percent to 71.8 percent on the SBA, exceeding both district and state averages. Fifth grade also showed significant gains, rising from 50 percent to 66.7 percent, while fourth grade performance remained steady, indicating a continued need for targeted support and intervention. Subgroup analysis revealed that students with 504 plans performed above the school average, while students with IEPs and multilingual learners (MLs) made slower but steady progress. Teachers noted that while students demonstrate growing confidence in computation and problem solving, they benefit from increased opportunities for math discourse and collaborative exploration that promote curiosity, reasoning, and discovery. At Daffodil Valley, increasing collective efficacy through engagement in data cycles and lesson study has been a continued focus to improve student outcomes. All classrooms

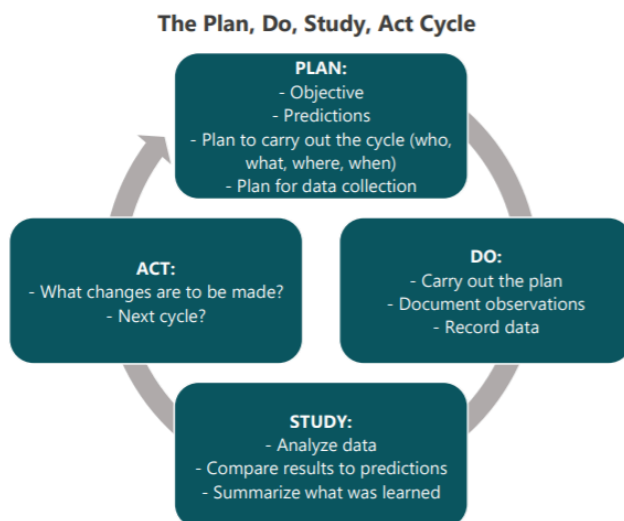
	are now engaged in collaborative cycles aligned with <i>Building Thinking Classrooms</i> (BTC) strategies, fostering accessibility for all learners through structured math talk, collaborative group work, and problem solving that encourages curiosity and deep conceptual understanding. These practices help teachers refine instruction, strengthen Tier 1 and Tier 2 alignment, and ensure that every student experiences success and confidence in mathematics. Possible Root Causes: • Students are not consistently applying mathematical thinking to new or complex problems, highlighting a need for teachers to study student work together and design BTC lessons that build reasoning, discussion, and problem solving. • Some students understand steps and procedures but lack deep conceptual understanding, emphasizing the need for data-driven reteaching through BTC lessons that encourage discourse and critical thinking. • Students with IEPs, multilingual learners, and others needing additional support benefit from more time and scaffolding, demonstrating the importance of cross-grade collaboration to align instruction and ensure accessibility for all learners. • Student engagement and perseverance vary across grades, indicating the need for teams to design lessons that promote math talk, curiosity, and ownership of learning through collaborative problem solving. Strategies/Supports to support progress: • Teachers, specialists, and special education staff will regularly analyze student data and work samples to plan targeted instruction and monitor growth through lesson studies and data cycles. • Use BTC structures to promote reasoning, collaboration, math discourse, and problem solving, ensuring all students can access, discuss, and explain their mathematical thinking. • Embed academic vocabulary, visuals, and structured math talk into lessons to strengthen language development and conceptual understanding. • Utilize collaborative group structures that make mathematics accessible for all learners, fostering curiosity, discovery, and confidence in applying mathematical ideas. • Coordinate Tier 1 and Tier 2 instruction through co-planning and reflection so multilingual learners and students receiving special education services experience consistent, scaffolded, and language-rich learning opportunities.
Discipline <u>Connected Goal Area:</u> <i>Goal 4: Elimination of Disparities in Student Access and Success</i>	Analysis of multiple data sources—including the 2024–25 SWIS Drill-Down Report, Skyward discipline data, EES Staff, Student, and Family surveys, and staff reflections—revealed consistent patterns in behavior and disproportionality. SWIS data showed that minor physical contact (41 referrals) and physical aggression (30 referrals) were the most frequent behaviors, primarily occurring in unstructured settings such as the playground, cafeteria, and during transitions. The most common motivations were seeking or avoiding peer attention, indicating challenges with self-regulation and conflict resolution. Referrals were disproportionately higher among male students and students with IEPs, suggesting inequities in behavior support and intervention. EES data supported these trends: while most students report having caring adults and feeling safe, fewer feel that peers treat one another respectfully and families noted declines in perceptions that bullying is consistently addressed. Staff survey results reflected similar concerns about inconsistent Tier 1 SEL instruction and supervision practices across settings. Overall, the data suggest that behavioral inequities stem from inconsistent Tier

	1 instruction, limited opportunities for reteaching and reflection, and insufficient coordination between general education, special education, and counseling supports. Possible Root Causes: • Inconsistent implementation of Tier 1 social-emotional learning (SEL) and behavioral expectations across all settings leads to variability in how students are taught, reinforced, and supported in self-regulation and conflict resolution. • Insufficient coordination and communication among general education, special education, and counseling staff limit cohesive intervention planning and equitable access to support for students with IEPs and those exhibiting frequent behavioral concerns. • Implicit bias and inconsistent adult responses to behavior contribute to disproportionality among male students and those receiving special education services. Strategies/Supports to support progress: • Strengthen Tier 1 behavioral supports by ensuring consistent implementation of the PAX Good Behavior Game, CharacterStrong SEL lessons, and community circles across all settings to promote inclusion, self-regulation, and respectful peer interactions. • Provide ongoing professional development and coaching for all staff and paraeducators on proactive supervision, restorative practices, and PAX kernels to ensure consistent reinforcement of expectations in unstructured settings. • Launch a systematic Student Support Team (SST) process to identify and monitor students at risk for behavioral escalation, utilizing the CharacterStrong Tier 2 (CST2) platform for intervention tracking, reflection, and family communication. • Establish collaborative structures that include general education, special education, and counseling staff to co-plan and align behavioral supports, ensuring equitable access to interventions for all learners. • Use student and family feedback to monitor safety, respect, and consistency of expectations, and engage families in shared understanding of behavior norms and responses.
Social-Emotional <u>Connected Goal Area:</u> <i>Goal 2: Nurtured, Engaged, and Empowered Students</i>	Multiple data sources were reviewed, including the 2025 CEE Student Perception Survey, Fall Needs Assessment (Grades 3–5), 2024–25 Universal Screener, SWIS discipline data, attendance data, and MTSS team reflections. Together, these reveal consistent patterns in SEL skill development, behavior, and engagement. Students need greater support in emotional regulation, problem-solving, and perseverance. CEE data show Critical Thinking (63%) and Perseverance/Stamina (69%) as the lowest SEL domains. Nearly half of upper-grade students report discouragement when tasks get challenging. SWIS data show physical contact and aggression as the top behaviors, primarily among male, multiracial, and IEP students—who are 2–2.5 times more likely to receive referrals. Attendance and screener data mirror these inequities, indicating that frustration and low coping skills contribute to disengagement and behavior incidents. Disproportionalities stem from inconsistent SEL instruction and emotional-regulation support, limited staff capacity for Tier 2 interventions, and uneven reflection on disaggregated data. These gaps, coupled with implicit bias and inconsistent adult-student relationships, reduce equity in access to proactive and culturally responsive SEL instruction.

Attendance: <u>Connected Goal Area:</u> <i>Goal 2: Nurtured, Engaged, and Empowered Students</i>	Analysis of attendance data for grades 1–5 at Daffodil Valley Elementary shows improvement overall, with 70–78% of students maintaining good attendance, 20–23% identified as at risk, and 3–5% classified as severely chronic. Fifth-grade attendance rose from 70% to 78%, and attendance among students experiencing homelessness increased from 29% to 63%, reflecting the impact of intentional outreach and support. However, chronic absenteeism remains more prevalent among multilingual learners and students from low-income households, with family and staff surveys citing communication barriers, health challenges, and inconsistent routines as contributing factors. Root cause analysis highlights inconsistent Tier 1 communication, limited early interventions, and barriers related to language, access, and transportation. To address these issues, the school will implement CharacterStrong Tier 2 Attendance Protocols focused on proactive, relationship-based outreach, early identification, and culturally responsive communication. Attendance data will be monitored monthly through the MTSS and PBIS teams to inform interventions and celebrate improvements. By June 2025, Daffodil Valley aims to reduce chronic absenteeism among grades 1–5 from approximately 26% to below 20%, with the greatest gains among multilingual learners and students from low-income households, strengthening engagement and equitable access to learning for all students.
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What's the process we'll use to determine effectiveness?

After schools complete a comprehensive review of building based data, goals will be firmly established. Goals will include benchmarks for learning, frequently measure progress toward established targets, and determine next steps in order to improve instructional practice and student learning. A results-oriented cycle of inquiry will be implemented to provide buildings with a framework for continuous improvement.



Source: OSPI Academic and Student Well-Being Plan: Planning Guide 2021

Goal: Table of Contents			
#	Strategic Plan Goal Title	Measure of Student Progress	Equity Looks Like
1	K-12 Common Goal Goal 4: Elimination of Disparities in Student Access and Success	4C. Percent of students with suspensions and expulsions	Every Student, regardless of background or circumstance, is assured of non-prejudicial treatment and needs-based resources to meet cognitive and behavioral expectations.
2	K-12 Common Goal Goal 4: Elimination of Disparities in Student Access and Success	4B. Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in reading/literacy	
3	Grade Band Common Goal Goal 4: Elimination of Disparities in Student Access and Success	4B. Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps in mathematics	
4	Grade Band Common Goal Goal 1: Success in the Early Years	1D: Percent of students attaining grade-level proficiency in Reading by Grade 3	Every student, regardless of background or experience, can access opportunities and experience success in acquiring the academic and social-emotional skills for a successful transition out of Grade 3.
5	School Specific Goal Goal 1: Success in the Early Years	1D: Percent of students attaining grade-level proficiency in Mathematics by Grade 3	

On the following pages, continuous improvement plans are outlined for the K-12 Common Goal, the Grade Band Common Goal and, if applicable, the School Specific Goal for the 25-26 school year.

K-12 Common Goal: Measure of Student Progress #1

4C. Percent of students with suspensions and expulsions.

Identified Challenge: While overall discipline incidents have declined, disproportionality persists among male students and students with IEPs, particularly involving physical contact or aggression during unstructured times such as recess and transitions. Data indicate inconsistent Tier 1 SEL instruction, variable supervision practices, and limited reteaching opportunities, which contribute to inequitable behavior outcomes and inconsistent perceptions of safety and respect among students.

Theory of Action: Based on the identified challenge, we believe that if all staff consistently implement Tier 1 social emotional and behavior supports, including CharacterStrong, PAX, and community circles, and engage in regular data review and reteaching of expectations, then students will demonstrate stronger self regulation, improved peer relationships, and a reduction in discipline incidents and disproportionality. As a result, schoolwide safety, belonging, and equity in behavioral outcomes will increase for all students, particularly those in identified subgroups.

Schoolwide Student Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

By June 2026, Daffodil Valley Elementary will reduce the frequency of minor physical contact and physical aggression behaviors schoolwide by fifteen percent, as measured by SWIS data.

Highest Leverage Subgroup Student Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

By June 2026, Daffodil Valley Elementary will reduce the frequency of minor physical contact and physical aggression behaviors among male students by twenty percent, as measured by SWIS data.

How will we get there?

Evidence-Based Practices

What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?

Monitoring of Evidence-Based Practices

*What data will be reviewed, when, and by whom to determine evidence of **student learning** resulting from the practice? What resources are needed?*

Practice #1 Schoolwide

Continue to strengthen Tier 1 behavioral supports through consistent implementation of the PAX Good Behavior Game, CharacterStrong SEL lessons, and community circles to build an inclusive and respectful school culture. These efforts promote self-regulation, positive peer interactions, and emotional safety across all settings.

Data Measures:

- SWIS Behavior Data
- PAX Fidelity Checks
- Teacher Self-Assessment Surveys
- Tier 1 Meeting Notes
- EES Student Survey Data
- Observation Logs

	<u>Implementation Steps:</u> Provide ongoing staff and paraeducator training on PAX, CharacterStrong, and Tier 1 behavioral supports across all settings, including recess, cafeteria, and hallways. Train recess and lunch paraeducators in proactive supervision, reteaching expectations, and using PAX kernels; reinforce practices through monthly Playworks collaboration to review consistency, successes, and challenges. Use SWIS data monthly to track behaviors by type, location, and subgroup; monitor reductions in minor physical contact and aggression during Tier 1 meetings. Collect teacher self-assessment surveys on PAX and CharacterStrong fidelity to inform coaching and reflection. Conduct trimester walkthroughs (November, February, May) to observe implementation of PAX, CharacterStrong, and community circles; provide feedback and coaching based on findings.	Timeframe: • Aug–Oct PAX refresher and para training. • Oct–May: Monthly Tier 1 meetings and SWIS data reviews. • Trimester Fidelity Walkthroughs: Nov, Feb, May. Lead: Principal, Assistant Principal, School Counselor, Grade-Level Team Leads, Paraeducators Resources: PAX Good Behavior Game materials, CharacterStrong SEL curriculum (Tier 1 and Tier 2), Title I, HP LAP, Tier 1 meeting time and collaboration agenda, translation services for multilingual family communication.
Practice #2 <i>Subgroup</i>	Develop and implement a systematic data process to identify male students at risk for behavioral concerns and utilize CharacterStrong (CST2) platform to identify, deliver and track interventions. Regular Student Support Team (SST) meetings will review academic, behavioral, and SEL data to ensure early identification and equitable access to supports that build self-regulation, empathy, and positive peer relationships before behaviors escalate. <u>Implementation Steps:</u> Conduct SST meetings every four weeks to review SWIS data, academic benchmarks (AIMSweb, STAR, SBA interim), and SEL screener results. Use the CharacterStrong Tier 2 platform to match students with targeted interventions based on individual needs (e.g., self-management, emotional regulation, or relationship skills). Include multilingual and special populations in data reviews to ensure culturally responsive and equitable intervention planning. Assign each identified student a liaison to monitor participation, track progress using CharacterStrong reflection tools, and communicate with families and teachers. Conduct monthly fidelity checks to monitor implementation integrity and guide data-based adjustments.	Data Measures: • SWIS and Academic Data • SST Tier 2 Tracking Tool • CharacterStrong Tier 2 Platform Data • Fidelity Logs • Universal SEL Screener Results Timeframe: • Launch SST meeting structure and train staff on data integration and CharacterStrong Tier 2 platform. • Monthly SST meetings to identify students and monitor progress. • Summarize and analyze data trends (Nov, Feb, May). Lead: Assistant Principal, School Counselor, SST Team Resources: CharacterStrong CST2, Academic and SEL screening data, MTSS Tier 2 meeting time and data-review templates, Translation and family engagement support for multilingual students.

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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K-12 Common Goal: Measure of Student Progress #2

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps **in reading/literacy**.

Identified Challenge: Analysis of ELA data from 2023 to 2025 shows that while overall literacy performance at Daffodil Valley Elementary remains above state averages, growth has slowed in the upper grades. Fifth grade ELA proficiency has remained at 64 percent with minimal change, and fourth grade shows similar stagnation despite strong foundational gains in the early years. Subgroup analysis reveals that students with IEPs and multilingual learners (MLs) continue to make progress but at a slower rate than their peers. Of particular concern, only 1 out of 15 fourth grade ML students and 3 out of 19 fifth grade ML students met standard on the ELA SBA, with many identified as Long Term English Learners (LTELs) and several dually served with special education, highlighting a critical need for intensified, targeted language and literacy support. Teachers note that students often demonstrate stronger skills in informational text comprehension than in literary analysis and extended writing, suggesting a gap in applying deeper comprehension strategies and sustaining writing stamina. Inconsistent time for reteaching, intervention, and cross-team planning also limits targeted support for these learners.

Theory of Action: Based on the identified challenge, we believe that when all teachers, specialists, and special education staff engage in collaborative literacy data cycles and lesson studies, they will strengthen collective teacher efficacy (Hattie, 1.57) and improve the alignment of Tier 1 and Tier 2 supports. Through this process, teachers will design language-rich, scaffolded instruction and use data to identify and address gaps in comprehension and writing.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

By June 2026, Daffodil Valley Elementary will increase 5th grade student reading proficiency by ten percentage points, from 60 percent to 70 percent, as measured by the ELA Smarter Balanced Assessment (SBA).

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

By June 2026, 80 percent of students identified as Long Term English Learners (LTEL) will demonstrate growth toward an overall WIDA composite score of 4.7 or higher, or a 4.3 WIDA score and Level 3 (meeting standard) on the ELA Smarter Balanced Assessment (SBA), through targeted instruction in academic language and speaking development.

How will we get there?

Evidence-Based Practices

What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?

Monitoring of Evidence-Based Practices

*What data will be reviewed, when, and by whom to determine evidence of **student learning** resulting from the practice? What resources are needed?*

Practice #1 <i>Schoolwide</i>	Certificated staff will take part in Lesson Study cycles to improve Tier 1 instruction. The focus will be on differentiation and using comprehensible input so all students can understand and access grade-level content. Teams will use student data to plan, observe, and reflect together, aligning instruction to support literacy growth, critical thinking, discussion, and purposeful reading and writing for all learners. <u>Implementation Steps:</u> Monthly PD on Tier 1 instruction, differentiation, and comprehensible input. Lesson cycles with data analysis, study day, and debrief day to build on learning. Ongoing PLC discussions, data reviews, and classroom observations with feedback.	Data Measures: • Aimsweb • PLC Notes • WIDA Access • Interim Assessment Block (IABs) • Lesson study documentation • Walkthrough and observation data Timeframe: • Lesson Study Cycle - Fall and Winter Trimester • Professional Development - Monthly • Monthly Data Meetings Lead: Building Administration and Leadership Team Resources: PLC Time, Title I Funds, LAP High Poverty, Classroom Coaching Cycles
Practice #2 <i>Subgroup</i>	Certificated staff will participate in monthly data meetings focused on multilingual learners and dual-served students to analyze progress, align instructional practices, and monitor outcomes. These meetings will ensure coherence between core instruction, Tier 2 supports, designated language instruction, and specially designed instruction (SDI) to improve student achievement. <u>Implementation Steps:</u> Establish an assessment team that meets monthly to review student data, monitor progress, and support alignment of assessment practices across grade levels. Ongoing PLC discussions, data reviews, and classroom observations with feedback.	Data Measures: • PLC Notes - TACAs • WIDA Access • Lexia English • Ellevation • Walkthrough and observation data • Interim Assessment Block (IABs) Timeframe: • Establish Assessment Team - October • Monthly Data Meetings • Weekly PLC Meetings Lead: Building Administration and Intervention Teacher Resources: PLC Time, Title I Funds
Practice #3 <i>Subgroup</i>	Certificated and support staff will engage in professional learning using the Ellevation platform and WIDA Frameworks to strengthen instructional alignment, build capacity for effective language development practices, and support equitable access to grade-level content for all learners. <u>Implementation Steps:</u> Plan and deliver professional learning sessions to build staff capacity in using the Ellevation platform and WIDA Frameworks to support multilingual learners. Develop team action plans to apply new learning and implement strategies using the Ellevation platform. Integrate strategies into daily instruction to strengthen Tier 1, Tier 2, and designated language supports for all students. Review and reflect each trimester to monitor progress, share impact evidence, and refine instructional practices.	Data Measures: • Staff learning calendar • Walkthrough and observation data • Staff self-assessment on professional learning Timeframe: • Establish learning calendar - Aug/Sept/Oct • Monthly Professional Learning • January/March Certificated Late Night • Review commitments to learning 3x year Lead: Building Administration, Equity Leader, Building Learning Leader Resources: Title I Funds, PLC Time

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Grade Band Common Goal: Measure of Student Progress #1

4B: Percent of underperforming student groups making continuous progress through tiered academic supports to close achievement gaps **in mathematics.**

Identified Challenge: Daffodil Valley Elementary has continued to show strong growth in mathematics, with third-grade proficiency increasing from 52.8 percent to 70.8 percent and fifth grade rising from 39 percent to 66 percent. Even with this progress, growth is not consistent across all grade levels or student groups. Fourth-grade scores remained flat, and students with disabilities, multilingual learners, and students from low-income households continue to perform below their peers.

Teachers noted that the pace of the math curriculum often limits time for reteaching and targeted Tier 2 support, which impacts mastery of key concepts such as measurement and data. Attendance challenges, especially in fourth grade and among early learners, along with the addition of new students throughout the year, have also affected consistency of instruction and intervention. As a result, some of our underperforming student groups are not yet making steady progress through the tiered systems of support in mathematics.

Theory of Action: Based on the identified challenge, we believe that when teachers engage in collaborative math data cycles and lesson study, they build what John Hattie describes as *collective teacher efficacy*—the shared belief that together, educators can make a significant difference in student learning. Through this collaboration, teachers use Building Thinking Classrooms strategies to analyze student work, reflect on instructional practices, and make data-informed adjustments that meet students where they are.

When we consistently engage in this process, our instruction becomes more intentional, our interventions more timely, and our support for students more equitable. As a result, students in underperforming groups—including multilingual learners, students with IEPs or 504 plans, and those from low-income households—will show ongoing growth and higher levels of proficiency in mathematics. This collective effort will strengthen both our professional practice and our students' confidence as mathematicians.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

By June 2026, Daffodil Valley Elementary will increase 5th grade student math proficiency by ten percentage points, from 66 percent to 76 percent, as measured by the Math Smarter Balanced Assessment (SBA).

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

By June of 2026, the percentage of students receiving special education services who demonstrate proficiency in mathematics, as measured by the Smarter Balanced Assessment (SBA) will increase from 33% to 50%.

How will we get there?

Evidence-Based Practices <i>What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?</i>		Monitoring of Evidence-Based Practices <i>What data will be reviewed, when, and by whom to determine evidence of student learning resulting from the practice? What resources are needed?</i>
Practice #1 <i>Schoolwide</i>	All classroom teachers will continue engaging in a second year of Lesson Study cycles focused on mathematics to deepen collective understanding of effective instructional practices, aligned with <i>Building Thinking Classrooms (BTC)</i> and <i>Visible Learning</i> principles. Implementation Steps: Monthly PD on Tier 1 instruction, differentiation, and comprehensible input. Lesson cycles with data analysis, study day, and debrief day to build on learning. Ongoing PLC discussions, data reviews, and classroom observations with feedback.	Data Measures: • Aimsweb • PLC Notes • WIDA Access • Interim Assessment Block (IABs) • Lesson study documentation • Walkthrough and observation data Timeframe: • Lesson Study Cycle - Fall and Winter Trimester • Professional Development - Monthly • Monthly Data Meetings Lead: Building Administration and Leadership Team Resources: PLC Time, Title I Funds, LAP High Poverty, Classroom Coaching Cycles
Practice #2 <i>Subgroup</i>	Certificated staff will participate in monthly data meetings focused on students receiving special education services to analyze progress, align instructional practices, and monitor outcomes. These meetings will ensure coherence between core instruction, Tier 2 supports, and specially designed instruction (SDI) to improve student access, engagement, and achievement. Implementation Steps: Establish an assessment team that meets monthly to review student data, monitor progress, and align assessment practices across grade levels. Engage in ongoing PLC discussions, data reviews, and classroom observations to identify learning needs, adjust instruction, and provide targeted feedback that supports continuous improvement.	Data Measures: • PLC Notes - TACAs • AIMSweb • Walkthrough and observation data • Interim Assessment Block (IABs) Timeframe: • Establish Assessment Team - October • Monthly Data Meetings • Weekly PLC Meetings Lead: Building Administration and Intervention Teacher Resources: PLC Time, Title I Funds
Practice #3 <i>Subgroup</i>	Certificated and support staff will engage in professional learning to strengthen instructional alignment, build capacity for effective language development practices, and support equitable access to grade-level content for all learners. Implementation Steps: Plan and deliver professional learning sessions on differentiation and universal lesson design to support students receiving special education services. Integrate strategies into daily instruction to strengthen Tier 1, Tier 2, and designated language supports for all students.	Data Measures: • Staff learning calendar • Walkthrough and observation data • Staff self-assessment on professional learning Timeframe: • Establish learning calendar - Aug/Sept/Oct • Monthly Professional Learning • January/March Certificated Late Night • Review commitments to learning 3x year Lead: Building Administration, Equity Leader, Building Learning Leader Resources: Title I Funds, PLC Time

	Review and reflect each trimester to monitor progress, share impact evidence, and refine instructional practices.	
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Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Grade Band Common Goal: Measure of Student Progress #2

SCHOOL CHOICE: 1D: Percent of students attaining grade-level proficiency in **Reading by Grade 3**

Identified Challenge: Analysis of early literacy data from 2023 to 2025 shows that while students in grades 1 and 2 at Daffodil Valley Elementary demonstrate steady growth in foundational reading skills, fewer students are meeting proficiency benchmarks by the end of 3rd grade. AIMSweb and SBA results indicate continued improvement in decoding and fluency, but students experience challenges transferring these skills to comprehension and extended writing tasks. Subgroup analysis reveals that multilingual learners (MLs) and students with IEPs benefit from explicit vocabulary and language support, yet implementation of these strategies varies across classrooms. Teachers note that students' comprehension of literary text and ability to sustain writing show the greatest variability, suggesting a need for increased consistency in scaffolding, language-rich instruction, and aligned Tier 1 and Tier 2 supports.

Theory of Action: Based on the identified challenge, we believe that when teachers, specialists, and support staff intentionally create vocabulary-rich classrooms and design instruction using comprehensible input strategies, students will build the language and conceptual understanding necessary to transfer their knowledge and apply skills across all learning environments. Through ongoing collaboration and alignment of vertical practices, educators will strengthen coherence between grade levels and instructional supports. This collective effort will ensure that every student can access, comprehend, and communicate complex ideas, leading to increased literacy proficiency and confidence as readers and writers.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

By June 2026, Daffodil Valley Elementary will increase 3rd grade student reading proficiency by ten percentage points, from 62 percent to 72 percent, as measured by the ELA Smarter Balanced Assessment (SBA).

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

By June 2026, Daffodil Valley Elementary will increase the percentage of 3rd grade multilingual learners meeting or exceeding proficiency on the ELA Smarter Balanced Assessment by fifteen percentage points, from 45 percent (based on prior cohort data) to 60 percent.

How will we get there?

Evidence-Based Practices

What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?

Monitoring of Evidence-Based Practices

*What data will be reviewed, when, and by whom to determine evidence of **student learning** resulting from the practice? What resources are needed?*

Practice #1 Schoolwide

Certificated staff will take part in Lesson Study cycles to improve Tier 1 instruction. The focus

Data Measures:

- Aimsweb

	will be on differentiation and using comprehensible input so all students can understand and access grade-level content. Teams will use student data to plan, observe, and reflect together, aligning instruction to support literacy growth, critical thinking, discussion, and purposeful reading and writing for all learners. Implementation Steps: Monthly PD on Tier 1 instruction, differentiation, and comprehensible input. Lesson cycles with data analysis, study day, and debrief day to build on learning. Ongoing PLC discussions, data reviews, and classroom observations with feedback.	• PLC Notes • WIDA Access • Interim Assessment Block (IABs) • Lesson study documentation • Walkthrough and observation data Timeframe: • Lesson Study Cycle - Fall and Winter Trimester • Professional Development - Monthly • Monthly Data Meetings Lead: Building Administration, Leadership Team Resources: PLC Time, Title I Funds, LAP High Poverty, Classroom Coaching Cycles
Practice #2 <i>Subgroup</i>	Certificated staff will participate in monthly data meetings focused on multilingual learners and dual-served students to analyze progress, align instructional practices, and monitor outcomes. These meetings will ensure coherence between core instruction, Tier 2 supports, designated language instruction, and specially designed instruction (SDI) to improve student achievement. Implementation Steps: Establish an assessment team that meets monthly to review student data, monitor progress, and support alignment of assessment practices across grade levels. Ongoing PLC discussions, data reviews, and classroom observations with feedback.	Data Measures: • PLC Notes - TACAs • WIDA Access • Lexia English • Ellevation • Walkthrough and observation data • Interim Assessment Block (IABs) Timeframe: • Establish Assessment Team - October • Monthly Data Meetings • Weekly PLC Meetings Lead: Building Administration and Intervention Teacher Resources: PLC Time, Title I Funds
Practice #3 <i>Optional Schoolwide or Subgroup</i>	Certificated and support staff will engage in professional learning using the Ellevation platform and WIDA Frameworks to strengthen instructional alignment, build capacity for effective language development practices, and support equitable access to grade-level content for all learners. Implementation Steps: Plan and deliver professional learning sessions on differentiation and universal lesson design to support students receiving special education services. Integrate strategies into daily instruction to strengthen Tier 1, Tier 2, and designated language supports for all students. Review and reflect each trimester to monitor progress, share impact evidence, and refine instructional practices.	Data Measures: • Staff learning calendar • Walkthrough and observation data • Staff self-assessment on professional learning Timeframe: • Establish learning calendar - Aug/Sept/Oct • Monthly Professional Learning • January/March Certificated Late Night • Review commitments to learning 3x year Lead: Building Administration, Equity Leader and Building Learning Leader Resources: Title I Funds, PLC Time, Cert. Late Night PD

Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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School Specific Goal: Measure of Student Progress #1

SCHOOL CHOICE: 1D: Percent of students attaining grade-level proficiency in **Mathematics by Grade 3**

Identified Challenge: Third-grade math proficiency increased from 52.8 to 70.8 percent, showing strong growth overall. However, some students—particularly multilingual learners, students with disabilities, and those from low-income households—are still not meeting grade-level expectations. Teachers noted that the fast pace of the curriculum and limited time for targeted intervention make it difficult for all students to master foundational concepts. More collaboration and shared reflection are needed across grade levels to ensure consistent support and alignment of Tier 1 and Tier 2 instruction

Theory of Action: We believe that when all 1st–3rd grade teachers, specialists, and special education teachers engage in collaborative math data cycles and lesson study, they strengthen collective teacher efficacy (Hattie, 1.57) and improve the quality of math instruction. By using Building Thinking Classrooms strategies to analyze student work, adjust pacing, and plan interventions, teams can provide more responsive and equitable instruction. Recent data show that 50 percent of current ML learners met standard in math, compared to the prior 3rd grade cohort in which 7 out of 15 students met standard, reflecting a need to sustain and expand effective instructional practices. As a result, students in grades 1–3 will show steady growth and higher proficiency in math, with underperforming subgroups closing achievement gaps through consistent, data-informed supports.

Schoolwide Student Proficiency Goal(s):

S.M.A.R.T (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, and Timely/Time-bound)

By June 2026, Daffodil Valley Elementary will increase 3rd grade student math proficiency by ten percentage points, from 72 percent to 82 percent (based on cohort data), as measured by the Math Smarter Balanced Assessment (SBA).

Highest Leverage Subgroup Student Proficiency Goal(s):

S.M.A.R.T.I.E. (Specific, Measurable, Actionable/Attainable, Realistic/Results-oriented, Timely/Time-bound, Inclusive, and Equitable)

By June 2026, the percentage of multilingual learners in 3rd grade who demonstrate proficiency in mathematics as measured by the Smarter Balanced Assessment (SBA) will increase from 50% to 70% (based on cohort data).

How will we get there?

Evidence-Based Practices

What evidence-based “measurable” practices will you implement in order to have an impact toward reaching this goal?

Monitoring of Evidence-Based Practices

*What data will be reviewed, when, and by whom to determine evidence of **student learning** resulting from the practice? What resources are needed?*

Practice #1 Schoolwide

All classroom teachers will continue engaging in a second year of Lesson Study cycles focused on mathematics to deepen collective understanding of effective instructional practices, aligned with *Building Thinking*

Data Measures:

- Aimsweb
- PLC Notes
- WIDA Access

	<i>Classrooms (BTC) and Visible Learning principles.</i> Implementation Steps: Monthly PD on Tier 1 instruction, differentiation, and comprehensible input. Lesson cycles with data analysis, study day, and debrief day to build on learning. Ongoing PLC discussions, data reviews, and classroom observations with feedback.	• Interim Assessment Block (IABs) • Lesson study documentation • Walkthrough and observation data Timeframe: • Lesson Study Cycle - Fall and Winter Trimester • Professional Development - Monthly • Monthly Data Meetings Lead: Building Administration and Leadership Team Resources: PLC Time, Title I Funds, LAP High Poverty, Classroom Coaching Cycles
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Mid-Year Reflection

This section will serve as a summary of progress and impact at the middle of the 2025-26 school year. How is the school on track to meet this goal, based on the mid-year expectation for the goal?

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Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

End-of-Year Reflection

This section is a summary reflection on end-of-year findings.

Practice #1:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #2:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

Practice #3:

Please describe the extent to which this evidence-based practice is being implemented as planned.

What have you found in your data and what does it mean regarding progress toward your goal?

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Comprehensive Mid-Year Reflection Questions

The following section is an overall reflection on mid-year findings as documented in the five goals in the school improvement plan and is meant to inform decision-making about progress toward the achievement of goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based practices (interventions, activities, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. How did you identify and respond to equity needs for specific student groups, from the beginning of the year to the middle of the year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Please share an example of your progress in narrowing opportunity gaps. What strategies will the school implement, or continue to implement, to enhance equity between now and the end of the year?

2. Which evidence-based practices (interventions, activities, or strategies) being implemented are having the largest impacts on positively improving student outcomes and your high-priority SMARTIE goals? Describe what is contributing to the success of this work.

For each goal that is not on track, what adjustments will be made to increase the chances that the school will meet the goal?

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Comprehensive End-of-Year Reflection Questions

This section is a summary reflection on end-of-year findings as documented in the five goals in the school improvement plan and can be used to inform decision-making about developing SMARTIE goals and evidence-based practices (interventions, activities, or strategies) for your 2026-27 SIP. The purpose of these reflective and guiding questions is for school leadership teams to engage in practicable and sustainable planning processes.

1. In school year 2025-26, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Please share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on the improvements as you transition into supports for your 2026-27 SIP.

2. Describe the progress made toward your SMARTIE goals. Describe what led to or is leading to the achievement of the goals.

3. How did at least one of the activities documented in your SIP positively impact student achievement in pursuit of its associated SMARTIE goal?

4. How did you respond to and adjust for challenges as you made progress toward your SMARTIE goals? Please describe at least one specific challenge and adjustment to that challenge.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for the school year 2026-27? How will you utilize available and additional sources of data in the planning process? Please describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2026-27?

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