

Planning Year 2022-2023

Implementation September 2023-June 2026

Lea Hill

School Improvement Plan



School Improvement Plan Adopted by the Auburn School Board of Directors on
insert school board approval date here.

September 2023-June 2026
Auburn School District Strategic Plan 2022 - 2027

Auburn School District Mission Statement: Our Common Work on Behalf of Students and Families In a culture of equity and excellence we engage, educate and empower each student for success beyond graduation.

Auburn School District Vision: Our Aspirations Each student will have an educational experience in which they are seen and valued for who they are now, while developing their full academic and social potential to prepare them for the future they choose.

Focused Foundational Priorities Key to SIP

SIP Template

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership

Priorities

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).
- Students meeting and exceeding grade level and content area standards.

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

Foundation 3:

Skilled, Diverse Staff that Represent the Community

Priorities:

- Professional development to achieve the strategic priorities.

Foundation 4:

Innovative Systems & Structures

Priorities:

- Revamp and streamline systems to support students, families and staff.

Date Plan Reviewed by District Team	
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School Improvement Team Signatures 2023-2026

Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Ed Herda	Principal		
Calvin Coates	Parent/Guardian*		
Jacob Lanktree	Student*		
Lori Poore	Community Member*		
Candace Kapakos	SWD/RR/Inclusion Specialist		

SIP Template

Janesa Gallager	2nd Grade Teacher	
Katie Rhodes	5th Grade Teacher	
Wendee Schoonover	Instructional Specialist	
	Staff	
	Staff	
	Staff	
*Each team must include staff, students, families/parents/guardians and community members.		

Stakeholder Input

This SIP team began meeting in October to begin planning the FRSIP process. Our team consists of our Principal, Primary Teacher, Intermediate Teacher, Special Education Inclusion Specialist, and Instructional Specialist. The team has met monthly to work on writing and revising our FRSIP document. We have also met with our entire staff to conduct a data carousel and write narrative statements, to prioritize challenges, and to gather feedback about the contents of the document. This document contains our past and current school data, our prioritized challenges, and the action steps we will implement to address these challenges. Input has been collected from all certificated staff who participated in staff meetings and brainstorming sessions throughout the year. They have also had the opportunity to view documents and provide feedback throughout the FRSIP process. Feedback from parent and student stakeholders have been incorporated in the form of data collected in the CEE survey and communication with the PTA, as well as informal day-to-day conversations.

Signatures for Approval

District Leadership		
Alan Spicciati	Superintendent	
School Board		
Sheilia McLaughlin	District Director 1	
Arlista Holman	District Director 2	
Valorie Gonzales	District Director 3	
Laura Theimer	District Director 4	
Tracy Arnold	District Director 5	

School Mission

Lea Hill

Mission: Lea Hill Elementary develops successful learners through personal connections, rigorous collaborative instruction, and equitable best practices.

School Vision

Lea Hill

Vision: All students feel connected, supported, and challenged to develop to their fullest potential through equitable opportunities.

Parent Engagement – SWT 2/LAP

Write a summary of strategies you use to engage parents in the education of their students.

Parent engagement begins with creating an environment where all families are welcomed to the building and are encouraged to partner in their child's education. Lea Hill's Family Engagement Liaison has allowed us to further connect with families and to accommodate their needs. She hosts evening events so families can gather food and other household items from our food pantry. She also leads our Food to Go program to provide weekly food bags to students in need. Events are offered throughout the school year to gather parents together for a variety of purposes, beginning with our Meet the Teacher prior to the start of school and Open House in October. Some of the events are intended for fun to focus on family connections. Lea Hill will have a monthly outreach event in the community or at Lea Hill where we will hand out prepared flyers on a variety of healthy habit topics such as technology, nutrition and sleep. Other events have an academic focus to educate parents about how to help their child at home with reading or math. Our Title team also hosts events to educate parents about how to support their child in developing their reading skills. Lea Hill hosts a Multicultural Night to showcase the different cultures represented at our school. Our PTA also hosts several family events such as Book Fair and seasonally themed activities.

Student Transitions – SWT 2 & 3/LAP

Describe transition strategies from pre-K to K, 5th to 6th, 8th to 9th as well as within school grade spans.

In order for ECE, ECEAP, and TK students to transition into Kindergarten, the ECE, ECEAP, and TK teachers meet with the Kindergarten teachers. Students with IEPs have transition meetings with the IEP team which includes parents, K-5 Special Education teacher and ECE or ECEAP teacher. The ECE and ECEAP students will visit kindergarten classrooms. At the end of each year, grade levels meet to plan appropriate placements for the following year. Assessment data is made available to incoming teachers before the next school year. Pathways students are transitioned into general education classrooms for all or part of the school day when appropriate. Per Title 1 requirement, 2nd grade sends home a learning plan to parents designed to notify parents of students' DIBELS scores throughout the year. 3rd graders moving to 4th grade are eligible to participate in summer school, specifically to guide them from 3rd to 4th grade. In order to transition to 6th grade, the 5th grade teachers, counselor and special education teachers meet with middle school to discuss individual student needs. The middle school counselors and representatives come to the elementary school to help the 5th graders register for classes. Fifth graders visit the middle schools to see the campus and to become acquainted with the staff and procedures.

Assessment Decisions – SWT 3/LAP

Describe teacher involvement in analyzing assessment data to make instructional decisions for students not meeting standards in literacy and math.

In ELA, DIBELS is our primary method of assessing students for CORE reading groups and qualification for our Title program. Both correct words per minute and accuracy scores are analyzed. In grades 3-5, SBA scores are utilized for additional information. Wonders unit assessments and iReady diagnostic assessments are also utilized K-5. At all grade levels, grade level data teams analyze assessment data to make instructional decisions for groups of students. Occasionally, additional diagnostic assessments are utilized to target specific deficits for individual students.

SIP Template

In math, district provided formative and summative assessments are utilized in grades K-5. In addition, we use iReady diagnostic assessments. In grades 3-5, SBA scores are utilized for additional information. At all grade levels, data teams analyze assessment data to make instructional decisions for groups of students. Grade level teams use exit tickets to inform instruction.

Effective, Timely Assistance – SWT 2 &3/LAP

Describe tiered system of response to student needs using rank order lists. How are at risk students identified, served, and progress monitored? How are services across programs (Core, ELL, Title I/LAP, SpEd) aligned?

Routine monitoring of grade level and building-wide data is utilized to make instructional decisions to respond to student needs. Weekly, monthly, and benchmark assessments are evaluated to determine services and to align services across programs. These assessments are also analyzed to make determinations about small group interventions, extended day learning, and summer school. Instructional coaching cycles are also provided through the use of our building Instructional Specialist. Co-teaching opportunities are also made available with the help of our Instructional Specialist, a district technology Instructional Specialist, and a Student Special Services program specialist. Opportunities for peer observation are provided for teachers to improve their pedagogy.

Prioritized Challenges

During the 2022-2023 school year, staff members reviewed Dibels, iReady Reading and Math data. Sub groups of ML, SOC, and SWD were emphasized in the data analysis. Staff was asked to review data pulled from Tableau, and then generate narratives. Those narratives were then prioritized by the staff. Smartie goals were initially written by the SIP team, then presented to the staff for approval.

Goal 1 Literacy:

The percent of students in Grades 3, 4, and 5 at Lea Hill Elementary School scoring at Level 1 in ELA will decrease from 45% in 2022 to 20% in 2026, with the percentage of ML students decreasing from 68% in 2022 to 30% in 2026, as measured by the State assessment in ELA.

ELA SBA

Baseline by Grade: 3rd 58%, 4th 42%, 5th 39%

Baseline by Grade for Multilingual: 3rd 67%, 4th 61%, 5th 77%

- The percentage of black African American students who met the standard on ELA SBA was 20% in 2022.
- The percentage of ML students who met standard on ELA SBA was 11%.
- 2021 - 2022 1st grade at risk ML students in iReady Reading increased 22%.
- 2021 - 2022 at risk 1st grade SWD in iReady Reading increased 30%.
- The K - 5 average of SOC at risk in DIBELS has increased by 14% from Spring of 2017 - Spring of 2022.
- The K - 5 average of ML at risk in DIBELS has increased by 30% from Spring of 2017 - Spring of 2022.

Goal 2 Math :

The percent of students in Grades 3, 4, and 5 at Lea Hill Elementary School scoring at Level 1 in Math will decrease from 49% in 2022 to 20% in 2026, with the percentage of ML students decreasing from 68% in 2022 to 30% in 2026, as measured by the State assessment in Math.

Math SBA

Baseline by Grade: 3rd 51%, 4th 46%, 5th 50%

Baseline by Grade for Multilingual: 3rd 66%, 4th 67%, 5th 72%

- In 2021-2022, 1st grade At Risk SOC in iReady math increased from 38% to 42%.
- In 2021-2022, 3rd grade At Risk SOC in iReady math decreased from 64% to 42%.
- The average passing rate for 3rd- 5th grade on the 2022 Math SBA was 30.1%
- The percentage of black African American students who met standard on Math SBA was 25% in 2022.
- The percentage of ML students who met standard on Math SBA was 14%.
- In 2022 0% of SWD met standard on Math SBA in 3rd grade.

Goal 3

Elementary & Middle School: Culturally Responsive Practices/Equitable Actions.

Students with “at risk” attendance will decrease from 42.8% in 2021-2022 to 20% in 2025-2026, with “at risk” attendance for students with disabilities decreasing from 71.2% in 2021-2022 to 36% in 2025-2026.

- At Risk attendance among ML students increased from 16.7% in 2016 to 22.5% in 2022.
- The At Risk absence rate for students with disabilities increased from 30.5% in 2016 to 40.9% in 2022.
- Since 2019, African American and Multi-Race students have had a higher suspension rate, with a percentage above 20%, when compared to other students of color, which are below 20%.
- Suspensions for our black population increased from 15% in 2017 to 43% in 2019.
- The white student population has decreased from 45.5-24.9% overall from 2017-2022.
- CEE - 2021-2022 Responses to “My teacher expects all students to succeed, no matter who they are.” 87% Staff responded yes. 3% of students responded yes.

SMART(IE) Goal

Your SMART(IE) Goals and Action Steps must address your prioritized Challenge Narratives from your data analysis. SMART(IE) Goal Definition - OSPI: Goals for improvement are specific, measurable, attainable, realistic, timebound, inclusive and equitable in describing what will be improved by how much, by when, and for what/whom.

SMARTIE Goal 1 - Literacy

The percent of students in Grades 3, 4, and 5 at Lea Hill Elementary School scoring at Level 1 in ELA will decrease from 45% in 2022 to 20% in 2026, with the percentage of ML students decreasing from 68% in 2022 to 30% in 2026, as measured by the State assessment in ELA.

Describe alignment to District Strategic Plan Foundational Priorities:

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership
Priorities

- Students meeting and exceeding grade level and content area standards.

Foundation 3:

Skilled, Diverse Staff that Represent the Community

Priorities:

- Professional development to achieve the strategic priorities.

SMARTIE Goal 2 - Math:

The percent of students in Grades 3, 4, and 5 at Lea Hill Elementary School scoring at Level 1 in Math will decrease from 49% in 2022 to 20% in 2026, with the percentage of ML students decreasing from 68% in 2022 to 30% in 2026, as measured by the State assessment in Math.

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SMARTIE Goal 3

Students with “at risk” attendance will decrease from 42.8% in 2021-2022 to 20% in 2025-2026, with “at risk” attendance for students with disabilities decreasing from 71.2% in 2021-2022 to 36% in 2025-2026.

Describe alignment to District Strategic Plan Foundational Priorities:

SIP Template

Foundation 1:

Culturally Responsive & Inclusive Practices for Teaching, Support & Leadership

Priorities

- A welcoming environment for families, students and staff.
- Culturally responsive practices (Instruction & Leadership).

Foundation 2:

Family, Student and Staff Partnerships

Priorities:

- Students learning life-ready skills (financial, communication, technical, emotional intelligence).
- Prepare each student for college, career and beyond graduation.

Foundation 4:

Innovative Systems & Structures

Priorities:

- Revamp and streamline systems to support students, families and staff.

SMARTIE Goal 1(Literacy):

The percent of students in Grades 3, 4, and 5 at Lea Hill Elementary School scoring at Level 1 in ELA will decrease from 45% in 2022 to 20% in 2026, with the percentage of ML students decreasing from 68% in 2022 to 30% in 2026, as measured by the State assessment in ELA.

Action Plan

Action Step 1
SWT 2 & 3/LAP

Use Backwards Planning to increase Teacher Clarity (Hattie .84 Effect Size)
 Culturally Responsive Teaching Practice #5 Instructional changes are made to accommodate differences in learners.

<p>Evidence of Implementation (Teacher Practice)</p> <p>Specific actions to be taken by teachers Scaffold across the year</p>	<p>Evidence of Impact (Student Data)</p> <p>What student data is analyzed to measure the impact on learning?</p>	<p>Systems to Monitor</p> <p>How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?</p>
<p>August 28th (8 to 3) 8:00 to 11:00 Ed/Tanya (building systems) 11:00 to 12:00 Working Lunch Data review (5 min - Spring 2023 Data) Backwards planning framework to review - walk through for all staff.</p>	<p>Review Analysis Spring 2023 SBA, iReady, Dibels to establish baseline data. We will focus on our ML, SWD and Black/African American Students, by identifying these students along with their strengths and weaknesses.</p>	<p>Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.</p> <p>During backwards planning, teams will note which specific standards are addressed and how mastery will be demonstrated. Teams will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document.</p> <p>Changes in instruction to accommodate learners will be noted in PLC notes, as well as posted in Lea Hill pacing guide.</p>

SIP Template

<p>12:00 to 3:00 Teams to backwards plan the first math chapter and the first Wonders unit. Begin the second chapter of math. Learning targets/success criteria is embedded into backwards planning work.</p> <p><i>Teachers are provided time to take unit assessment and backwards plan Wonders Unit 1</i></p>		
<p><i>September-Mid-November</i></p> <p><i>*Teachers will use DDI (Backwards planning) to take Domain Assessments and Wonders Unit Assessments and plan for instruction -Teacher Clarity (.84 ES)</i></p> <p><i>* Teachers follow district instructional calendar</i></p>	<p>DIBELS, iReady, Wonders Unit Assessments</p> <p>Fall Data Meeting - As a grade level, analyze Fall iReady, Wonders Unit assessments, and Dibels results to identify needs and determine which strategies will be refined, or added. We will focus on our ML, SWD and Black/African American Students, by identifying these students along with their strengths and weaknesses.</p>	<p>Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.</p> <p>SIP team to meet to schedule Walk-Throughs to notice Learning Targets and Success Criteria posted in classrooms, looking for consistency within grade level teams. Walk through tool will be used, and will include asking three students or more “what they are learning, and how do they know they’ve learned it?” (Will include a tool here.)</p> <p>Team created entry or exit tickets will be given at least monthly.</p> <p>During backwards planning, teams will note which specific standards are addressed and how mastery will be demonstrated. Teams will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document.</p> <p>Teachers will analyze Fall Dibels and iReady Benchmark data using iReady Growth and Diagnostic Worksheet, Intermediate Dibels Data Analysis Worksheet, Kindergarten Analysis Worksheet, 1st and 2nd Grade Dibels Data Analysis Worksheet</p> <p>Teachers will come to the Fall Data meeting with the above documents already completed, and ready to determine next steps instructionally, which students who need intensive and strategic supports, and how those supports will be implemented.</p>

SIP Template

<p><i>Mid-November- January</i> <i>*Teachers will use DDI (Backwards planning) to take Domain Assessments and Wonders Unit Assessments and plan for instruction -Teacher Clarity (.84 ES)</i></p> <p><i>* Teachers follow district instructional calendar</i></p>	<p>Analyze any Dibels Progress Monitoring, Wonders Unit Assessments</p>	<p>Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.</p> <p>During backwards planning, teams will note which specific standards are addressed and how mastery will be demonstrated. Teams will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document.</p> <p>SIP team to meet to schedule Walk-Throughs to notice Learning Targets and Success Criteria posted in classrooms, looking for consistency within grade level teams.</p>
<p><i>February-April</i> <i>*Teachers will use DDI (Backwards planning) to take Domain Assessments and Wonders Unit Assessments and plan for instruction -Teacher Clarity (.84 ES)</i></p> <p><i>* Teachers follow district instructional calendar</i></p>	<p>Winter Data Meeting - As a grade level, analyze Winter iReady, Wonders Unit assessments, and Dibels results to identify needs and determine which strategies will be refined, or added. We will focus on our EL, SWD and Black/African American Students, by identifying these students along with their strengths and weaknesses. Students who have shown low growth, low achievement will be identified, and the data meeting team will generate next steps for these students</p> <p>Analyze any Dibels Progress Monitoring, Wonders Unit Assessments</p>	<p>Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.</p> <p>During backwards planning, teams will note which specific standards are addressed and how mastery will be demonstrated. Teams will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document.</p> <p>Teachers will analyze Winter Dibels and iReady Benchmark data using iReady Growth and Diagnostic Worksheet, Intermediate Dibels Data Analysis Worksheet, Kindergarten Analysis Worksheet, 1st and 2nd Grade Dibels Data Analysis Worksheet</p> <p>SIP team to meet to schedule Walk-Throughs to notice Learning Targets and Success Criteria posted in classrooms, looking for consistency within grade level teams.</p> <p>Teachers will come to the Winter Data meeting with the above documents already completed, and ready to determine next steps instructionally, which students who need intensive and strategic supports, and how those supports will be implemented.</p> <p>SIP team to meet to schedule Walk-Throughs to notice Learning Targets and Success Criteria posted in classrooms, looking for consistency within grade level teams.</p>

SIP Template

<p><i>April-June</i></p> <p><i>*Teachers will use DDI (Backwards planning) to take Domain Assessments and Wonders Unit Assessments and plan for instruction -Teacher Clarity (.84 ES)</i></p> <p><i>* Teachers follow district instructional calendar</i></p>	<p>Analyze any Dibels Progress Monitoring, Wonders Unit Assessments, SBA data 3rd, 4th, 5th grade</p> <p>Spring Data Meeting - As a grade level, analyze Spring iReady, Wonders Unit assessments, and Dibels results to identify needs and determine which strategies will be refined, or added. We will focus on our EL, SWD and Black/African American Students, by identifying these students along with their strengths and weaknesses. Students who have shown low growth, low achievement will be identified, and the data meeting team will generate next steps for these students.</p>	<p>Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.</p> <p>During backwards planning, teams will note which specific standards are addressed and how mastery will be demonstrated. Teams will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document.</p> <p>Teachers will analyze DibelsSpring and iReady Benchmark data using iReady Growth and Diagnostic Worksheet, Intermediate Dibels Data Analysis Worksheet, Kindergarten Analysis Worksheet, 1st and 2nd Grade Dibels Data Analysis Worksheet</p> <p>Teachers will come to the Spring Data meeting with the above documents already completed, and ready to determine next steps instructionally, which students who need intensive and strategic supports, and how those supports will be implemented.</p> <p>SIP team to meet to schedule Walk-Throughs to notice Learning Targets and Success Criteria posted in classrooms, looking for consistency within grade level teams.</p>
<p>Action Step 2 SWT 2 & 3/LAP</p>	<p>Self-reported Grades (Hattie 1.33 ES)</p> <p>Culturally Responsive Teaching Practice #4 Students are reinforced for academic development.</p> <p>Culturally Responsive Teaching Practice #5 Instructional changes are made to accommodate differences in learners.</p>	

SIP Template

<p>Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year</p>	<p>Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?</p>	<p>Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?</p>
<p><i>August</i></p> <p>August 28: 12:00 to 3:00 Included in this work will be time to learn how to implement self-reported grades in classrooms.</p> <p>Special Education Teachers How to implement for students with IEPs.</p> <p>Teachers explicitly explain reasoning and process of self-reported grades Self-Reported Grades Primary Self-Reported Grades Intermediate</p> <p>Special Education teachers, SLP, OT and PTs will use the Self-Reported Grades template with students who have IEP's to review IEP goals at the Initial IEP, yearly IEP review and at progress monitoring times.</p>	<p>Student predicted grades and earned grades for Unit Assessments and DIBELS will be inputted into the grade level document in the shared Google Drive ELA folder.</p> <p>Progress Monitoring data for IEP's will be kept by the case manager and team therapists in a shared folder on Google Drive.</p>	
<p><i>September-Mid-November</i></p> <p>Teams will schedule time during a PLC or common planning time to teach self-reported grade strategy to students.</p>	<p>Analyze Fall DIBELS Data to identify needs and set specific student goals for progress monitoring and winter benchmark with focus on targeted subgroups.</p>	<p>*SIP team will meet to plan scheduled walkthroughs. Scheduled walkthrough tool collects data; data is shared with staff at a staff meeting.</p>

SIP Template

<p>Teachers will teach self-reported grade strategy to students before the first assessment.</p> <p>Within 3 school days of the original assessment date, teachers will return graded tests and allow students time to complete reflection on the back side of the cover page.</p> <p>Within 3 school days of the original assessment date, teachers will meet with the students to discuss their predicted and earned grades, what went well, and next steps for improving their learning (this discussion should occur regardless of whether all students have been present or completed the assessment.)</p> <p>Following assessments, teachers will bring student assessments with attached cover sheet to PLC or common planning to discuss celebrations and challenges.</p>	<p>Students will fill in their predicted grade on a cover sheet on their Wonders assessments.</p> <p>Students will use their current AIM line data to predict their DIBELS score.</p> <p>Teachers will analyze pre and post students' self reported grades data to monitor student individual growth.</p> <p>Progress Monitoring data/ yearly IEP data for IEP's will be updated by the case manager and team therapists in a shared folder on Google Drive.</p>	<p>Student's predicted grades and earned grades will be entered into the data spreadsheet.</p> <p>Students' AIM line data will be provided to each student before prediction.</p> <p>Special Education team analyzes progress monitoring data, or end of the year data to determine goal progress/achievement.</p>
<p><i>Mid-November- January</i></p> <p>Teams will determine time prior to each assessment for students to predict their grade.</p> <p>Within 3 school days of the original assessment date, teachers will return graded tests and allow students time to complete reflection on the back side of the cover page.</p>	<p>DIBELS and Wonders Assessments</p> <p>Students will fill in their predicted grade on a cover sheet on their Wonders assessments.</p> <p>Students will use their current AIM line data to predict their DIBELS score.</p>	<p>*SIP team will meet to plan scheduled walkthroughs. Scheduled walkthrough tool collects data; data is shared with staff at a staff meeting.</p> <p>Student's predicted grades and earned grades will be entered into the data spreadsheet.</p>

SIP Template

<p>Within 3 school days of the original assessment date, teachers will meet with the students to discuss their predicted and earned grades, what went well, and next steps for improving their learning (this discussion should occur regardless of whether all students have been present or completed the assessment.)</p> <p>Following assessments, teachers will bring student assessments with attached cover sheet to PLC or common planning to discuss celebrations and challenges.</p>	<p>Teachers will analyze pre and post students' self reported grades data to monitor student individual growth.</p> <p>Progress Monitoring data/ yearly IEP data for IEP's will be updated by the case manager and team therapists in a shared folder on Google Drive.</p>	<p>Students' AIM line data will be provided to each student before prediction.</p> <p>Special Education team analyzes progress monitoring data, or end of the year data to determine goal progress/achievement.</p>
<p><i>February-April</i></p> <p>Teams will determine time prior to each assessment for students to predict their grade.</p> <p>Within 3 school days of the original assessment date, teachers will return graded tests and allow students time to complete reflection on the back side of the cover page.</p> <p>Within 3 school days of the original assessment date, teachers will meet with the students to discuss their predicted and earned grades, what went well, and next steps for improving their learning (this discussion should occur regardless of whether all students have been present or completed the assessment.)</p>	<p>DIBELS and Wonders Assessments</p> <p>Students will fill in their predicted grade on a cover sheet on their Wonders assessments.</p> <p>Students will use their current AIM line data to predict their DIBELS score.</p> <p>Teachers will analyze pre and post students' self reported grades data to monitor student individual growth.</p> <p>Progress Monitoring data/ yearly IEP data for IEP's</p>	<p>*SIP team will meet to plan scheduled walkthroughs. Scheduled walkthrough tool collects data; data is shared with staff at a staff meeting.</p> <p>Student's predicted grades and earned grades will be entered into the data spreadsheet.</p> <p>Students' AIM line data will be provided to each student before prediction.</p>

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<p>Following assessments, teachers will bring student assessments with attached cover sheet to PLC or common planning to discuss celebrations and challenges.</p>	<p>will be updated by the case manager and team therapists in a shared folder on Google Drive.</p>	<p>Special Education team analyzes progress monitoring data, or end of the year data to determine goal progress/achievement.</p>
<p><i>April-June</i></p> <p>Teams will determine time prior to each assessment for students to predict their grade.</p> <p>Within 3 school days of the original assessment date, teachers will return graded tests and allow students time to complete reflection on the back side of the cover page.</p> <p>Within 3 school days of the original assessment date, teachers will meet with the students to discuss their predicted and earned grades, what went well, and next steps for improving their learning (this discussion should occur regardless of whether all students have been present or completed the assessment.)</p> <p>Following assessments, teachers will bring student assessments with attached cover sheet to PLC or common planning to discuss celebrations and challenges.</p>	<p>DIBELS and Wonders Assessments</p> <p>Students will fill in their predicted grade on a cover sheet on their Wonders assessments.</p> <p>Students will use their current AIM line data to predict their DIBELS score.</p> <p>Teachers will analyze pre and post students' self reported grades data to monitor student individual growth.</p> <p>Progress Monitoring data/ yearly IEP data for IEP's will be updated by the case manager and team therapists in a shared folder on Google Drive.</p>	<p>*SIP team will meet to plan scheduled walkthroughs. Scheduled walkthrough tool collects data; data is shared with staff at a staff meeting.</p> <p>Student's predicted grades and earned grades will be entered into the data spreadsheet.</p> <p>Students' AIM line data will be provided to each student before prediction.</p> <p>Special Education team analyzes progress monitoring data, or end of the year data to determine goal progress/achievement.</p>

SMARTIE Goal 2 (Math):

The percent of students in Grades 3, 4, and 5 at Lea Hill Elementary School scoring at Level 1 in Math will decrease from 49% in 2022 to 20% in 2026, with the percentage of ML students decreasing from 68% in 2022 to 30% in 2026, as measured by the State assessment in Math.

Action Plan

Action Step 1
SWT 2 & 3/LAP

Use Backwards Planning to increase Teacher Clarity (Hattie .84 Effect Size)

Evidence of Implementation
 (Teacher Practice)

Evidence of Impact
 (Student Data)
 What student data is analyzed to measure the impact on learning?

Systems to Monitor
 How will you measure the degree of implementation?
 What are the measures of teacher practices that show levels of implementation?
 What processes are you using to measure the impact on learning?

August
Teachers are provided time to take unit assessment and backwards plan for first Chapter/ASD Assessment
August 28th (8 to 3)
 8:00 to 11:00 Ed/Tanya (building systems)
 11:00 to 12:00 Working Lunch (backwards planning framework to review)
 12:00 to 3:00 Backwards planning of the first math chapter, and begin the second chapter of math. Learning targets/success criteria is embedded into backwards planning work.

Review analysis of Spring 2023 SBA, iReady to establish baseline data

Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.
 Teachers will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document will be provided.

SIP Template

<p><i>September-Mid-November</i></p> <p><i>*Teachers will use DDI (Backwards planning) to take Domain Assessments and plan for instruction -Teacher Clarity (.84 ES)</i></p> <p><i>* Teachers follow district instructional calendar</i></p>	<p>iReady, Chapter/ASD Math Assessments</p> <p>Fall Data Meeting - As a grade level, analyze Fall iReady and chapter/ASD math assessments to identify needs and determine which strategies will be refined, or added. We will focus on our EL, SWD, and Black/African American students, by identifying these students along with their strengths and weaknesses.</p>	<p>Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.</p> <p>Teachers will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document.</p> <p>Teachers will analyze Fall iReady Benchmark data using iReady Growth and Diagnostic Worksheet,</p> <p>Teachers will come to the Fall Data meeting with the above documents already completed, and ready to determine next steps instructionally, which students who need intensive and strategic supports, and how those supports will be implemented.</p> <p>SIP team to meet to schedule Walk-Throughs to notice Learning Targets and Success Criteria posted in classrooms, looking for consistency within grade level teams.</p>
<p><i>Mid-November- January</i></p> <p><i>*Teachers will use DDI (Backwards planning) to take Domain Assessments and plan for instruction -Teacher Clarity (.84 ES)</i></p> <p><i>* Teachers follow district instructional calendar</i></p>	<p>ASD Math Assessments</p>	<p>Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.</p> <p>Teachers will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document.</p> <p>SIP team to meet to schedule Walk-Throughs to notice Learning Targets and Success Criteria posted in classrooms, looking for consistency within grade level teams.</p>
<p><i>February-April</i></p> <p><i>*Teachers will use DDI (Backwards planning) to take Domain Assessments and plan for instruction -Teacher Clarity (.84 ES)</i></p> <p><i>* Teachers follow district instructional calendar</i></p>	<p>iReady, Chapter/ASD Math Assessments</p> <p>Winter Data Meeting - As a grade level, analyze Winter iReady</p>	<p>Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.</p> <p>Teachers will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document.</p>

SIP Template

	<p>and chapter/ASD math assessments to identify needs and determine which strategies will be refined, or added. We will focus on our EL, SWD, and Black/African American students, by identifying these students along with their strengths and weaknesses.</p>	<p>Teachers will analyze Winter iReady Benchmark data using iReady Growth and Diagnostic Worksheet,</p> <p>Teachers will come to the Fall Data meeting with the above documents already completed, and ready to determine next steps instructionally, which students who need intensive and strategic supports, and how those supports will be implemented.</p> <p>SIP team to meet to schedule Walk-Throughs to notice Learning Targets and Success Criteria posted in classrooms, looking for consistency within grade level teams.</p>
<p><i>April-June</i> <i>*Teachers will use DDI (Backwards planning) to take Domain Assessments and plan for instruction -Teacher Clarity (.84 ES)</i></p> <p><i>* Teachers follow district instructional calendar</i></p>	<p>Spring Data Meeting - As a grade level, analyze Spring iReady, and ASD Math Chapter Assessments. Identify needs and determine which strategies will be refined, or added. We will focus on our EL, SWD and Black/African American Students, by identifying these students along with their strengths and weaknesses. Students who have shown low growth, low achievement will be identified, and the data meeting team will generate next steps for these students, planning forward to placement</p>	<p>Teachers will post Learning Targets and Success Criteria in the Lea Hill pacing guide for all to view.</p> <p>Teachers will link their backwards planning notes in the LH pacing guide when backwards planning has been completed. Note taking document.</p> <p>Teachers will analyze Spring iReady Benchmark data using iReady Growth and Diagnostic Worksheet,</p> <p>Teachers will come to the Spring Data meeting with the above documents already completed, and ready to determine next steps instructionally, which students who need intensive and strategic supports, and how those supports will be implemented.</p> <p>SIP team to meet to schedule Walk-Throughs to notice Learning Targets and Success Criteria posted in classrooms, looking for consistency within grade level teams.</p>

	for the next school year.	
<p>Action Step 2 SWT 2 & 3/LAP</p>	<p>Self-reported Grades (Hattie 1.33 ES)</p>	
<p>Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year</p>	<p>Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?</p>	<p>Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?</p>
<p><i>August</i> August 28 12:00 to 3:00 Included in this work will be time to learn how to implement self-reported grades in classrooms. Special Education Teachers How to implement for students with IEPs. Teachers explicitly explain reasoning and process of self-reported grades Self-Reported Grades Primary Self-Reported Grades Intermediate Special Education teachers, SLP, OT and PTs will use the Self-Reported Grades template with students who have IEP’s to review IEP goals at the Initial IEP, yearly IEP review and at progress monitoring times.</p>		
<p><i>September-Mid-November</i> Teams will schedule time during a PLC or common planning time to teach self-reported grade strategy to students. Within 3 school days of the original assessment date, teachers will return graded tests and allow students time to complete reflection on the back side of the cover page.</p>	<p>Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups Students will fill in their predicted grade on</p>	<p>*SIP team will meet to plan scheduled walkthroughs. Scheduled walkthrough tool collects data; data is shared with staff at a staff meeting.</p>

SIP Template

<p>Within 3 school days of the original assessment date, teachers will meet with the students to discuss their predicted and earned grades, what went well, and next steps for improving their learning (this discussion should occur regardless of whether all students have been present or completed the assessment.)</p> <p>Following assessments, teachers will bring student assessments with attached cover sheet to PLC or common planning to discuss celebrations and challenges.</p>	<p>a cover sheet on their math assessments.</p> <p>Teachers analyze pre/post student self-reported grade data to monitor student individual growth.</p> <p>Progress Monitoring data/ yearly IEP data for IEP's will be updated by the case manager and team therapists in a shared folder on Google Drive.</p>	<p>Student's predicted grades and earned grades will be entered into the data spreadsheet.</p> <p>Special Education team analyzes progress monitoring data, or end of the year data to determine goal progress/achievement.</p>
<p><i>Mid-November- January 1</i></p> <p>Teams will determine time prior to each assessment for students to predict their grade.</p> <p>Within 3 school days of the original assessment date, teachers will return graded tests and allow students time to complete reflection on the back side of the cover page.</p> <p>Within 3 school days of the original assessment date, teachers will meet with the students to discuss their predicted and earned grades, what went well, and next steps for improving their learning (this discussion should occur regardless of whether all students have been present or completed the assessment.)</p> <p>Following assessments, teachers will bring student assessments with attached cover sheet to PLC or common planning to discuss celebrations and challenges.</p>	<p>Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups</p> <p>Students will fill in their predicted grade on a cover sheet on their math assessments.</p> <p>Teachers analyze pre/post student self-reported grade data to monitor student individual growth.</p>	<p>*SIP team will meet to plan scheduled walkthroughs. Scheduled walkthrough tool collects data; data is shared with staff at a staff meeting.</p> <p>Student's predicted grades and earned grades will be entered into the data spreadsheet.</p>

SIP Template

	<p>Progress Monitoring data/ yearly IEP data for IEP’s will be updated by the case manager and team therapists in a shared folder on Google Drive.</p>	<p>Special Education team analyzes progress monitoring data, or end of the year data to determine goal progress/achievement.</p>
<p><i>February-April</i> Teams will determine time prior to each assessment for students to predict their grade.</p> <p>Within 3 school days of the original assessment date, teachers will return graded tests and allow students time to complete reflection on the back side of the cover page.</p> <p>Within 3 school days of the original assessment date, teachers will meet with the students to discuss their predicted and earned grades, what went well, and next steps for improving their learning (this discussion should occur regardless of whether all students have been present or completed the assessment.)</p> <p>Following assessments, teachers will bring student assessments with attached cover sheet to PLC or common planning to discuss celebrations and challenges.</p>	<p>Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups.</p> <p>Students will fill in their predicted grade on a cover sheet on their math assessments.</p> <p>Teachers analyze pre/post student self-reported grade data to monitor student individual growth.</p> <p>Progress Monitoring data/ yearly IEP data for IEP’s will be updated by the case manager and team therapists in a shared folder on Google Drive.</p>	<p>*SIP team will meet to plan scheduled walkthroughs. Scheduled walkthrough tool collects data; data is shared with staff at a staff meeting.</p> <p>Student’s predicted grades and earned grades will be entered into the data spreadsheet.</p> <p>Special Education team analyzes progress monitoring data, or end of the year data to determine goal progress/achievement.</p>

SIP Template

<p><i>April-June</i> Teams will determine time prior to each assessment for students to predict their grade.</p> <p>Within 3 school days of the original assessment date, teachers will return graded tests and allow students time to complete reflection on the back side of the cover page.</p> <p>Within 3 school days of the original assessment date, teachers will meet with the students to discuss their predicted and earned grades, what went well, and next steps for improving their learning (this discussion should occur regardless of whether all students have been present or completed the assessment.)</p> <p>Following assessments, teachers will bring student assessments with attached cover sheet to PLC or common planning to discuss celebrations and challenges.</p>	<p>Analyze weekly iReady data for time on task, lessons passed and domain specific needs, focusing on targeted subgroups</p> <p>Students will fill in their predicted grade on a cover sheet on their math assessments.</p> <p>Teachers analyze pre/post student self-reported grade data to monitor student individual growth.</p> <p>Progress Monitoring data/ yearly IEP data for IEP's will be updated by the case manager and team therapists in a shared folder on Google Drive.</p>	<p>*SIP team will meet to plan scheduled walkthroughs. Scheduled walkthrough tool collects data; data is shared with staff at a staff meeting.</p> <p>Student's predicted grades and earned grades will be entered into the data spreadsheet.</p> <p>Special Education team analyzes progress monitoring data, or end of the year data to determine goal progress/achievement.</p>
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SMARTIE Goal 3

Students with “at risk” attendance will decrease from 42.8% in 2021-2022 to 20% in 2025-2026, with “at risk” attendance for students with disabilities decreasing from 71.2% in 2021-2022 to 36% in 2025-2026.

- Elementary & Middle School: Culturally Responsive Practices/Equitable Actions
- High School: Credit Attainment/Graduation Rate:

Action Plan

Action Step 1
SWT 2 & 3/LAP

Implement culturally responsive teaching practices #1 Students are affirmed in their cultural connections, #7 Interactions stress collectivity as well as individuality to promote healthy habits that improve attendance.

Evidence of Implementation
 (Teacher Practice)
 Specific actions to be taken by teachers
 Scaffold across the year

Evidence of Impact
 (Student Data)
 What student data is analyzed to measure the impact on learning?

Systems to Monitor
 How will you measure the degree of implementation?
 What are the measures of teacher practices that show levels of implementation?
 What processes are you using to measure the impact on learning?

August

SIP Template

<p><i>September-Mid-November</i> <i>*Each teacher will sign up for 1 parent outreach night (does not include building hours, open house or conferences).</i></p> <p>Open house-healthy habits stations set up for parents: sleep, technology, food habits/nutrition, school systems, school lingo</p> <p>October: Parent outreach at the Seasons</p> <p>November Parent outreach at the Seasons</p>	<p>Analyze attendance data, looking for trends and patterns, focusing on ML, SWD and Black/African American students. Establish baseline data.</p>	<p>Students/families are notified of these opportunities through morning announcements, Remind, social media (FB,) and physical flyers.</p>
<p><i>Mid-November- January</i> <i>*Each teacher will sign up for 1 parent outreach night (does not include building hours, open house or conferences).</i></p> <p>December-conferences - specialist booths promoting healthy habits: sleep, technology, food habits/nutrition, school systems, school lingo</p> <p>January-Parent outreach at Lea Hill</p>	<p>Analyze attendance data, looking for trends and patterns, focusing on ML, SWD and Black/African American students.</p>	<p>Students/families are notified of these opportunities through morning announcements, Remind, social media (FB,) and physical flyers.</p>
<p><i>February-April</i></p> <p>February: winter check-in with parents-specialist booths promoting healthy habits: sleep, technology, food habits/nutrition, school systems, school lingo</p> <p>March-Multicultural night-specialist booths promoting healthy habits: sleep, technology, food habits/nutrition, school systems, school lingo</p>	<p>Analyze attendance data, looking for trends and patterns, focusing on ML, SWD and Black/African American students.</p>	<p>Students/families are notified of these opportunities through morning announcements, Remind, social media (FB,) and physical flyers.</p>
<p><i>April-June</i></p> <p>June: School Carnival with parent volunteers</p>	<p>Analyze attendance data, looking for trends and patterns, focusing on ML, SWD and Black/African American students.</p>	<p>Students/families are notified of these opportunities through morning announcements, Remind, social media (FB,) and physical flyers.</p>

Action Step 2
SWT 2 & 3/LAP

	<p>Implement culturally responsive teaching practices #1 Students are affirmed in their cultural connections, #7 Interactions stress collectivity as well as individuality by creating opportunities for student voice and feedback regarding school systems (such as attendance).</p>	
<p>Evidence of Implementation (Teacher Practice) Specific actions to be taken by teachers Scaffold across the year</p>	<p>Evidence of Impact (Student Data) What student data is analyzed to measure the impact on learning?</p>	<p>Systems to Monitor How will you measure the degree of implementation? What are the measures of teacher practices that show levels of implementation? What processes are you using to measure the impact on learning?</p>
<p><i>August</i></p>		
<p><i>September-Mid-November</i> *Explain the monthly questions, how responses will be gathered and analyzed (anonymous, electronic form)</p> <p>*Class meetings moved to 2:45 to 3:10 (K 3:05) *8:45 to 9:00 will be used for morning announcements, breakfast, putting materials away, entry tasks, etc. *One class meeting per month is focused on the school-wide question. Students will respond using a rating scale and picture or words.</p> <p>The first school day of the week will be for Second Step lessons building wide (fifth grade on Tuesday). Tuesday- Thursday: Science/Social Studies Friday: Following the Second Step lesson/theme of the week, teachers can use a variety of resources to run their afternoon meeting, but they must lead an afternoon meeting focused on SEL, student-voice, and building community.</p>	<p>Analyze monthly student voice questions looking for trends and patterns in connection with attendance.</p> <p>Look at attendance records schoolwide.</p>	<p>The first initial survey will have more questions for the team to pick from to focus on.</p> <p>The same questions will be given for 3 months and if there is a 70% positive result we will move onto another question. Questions will be derived from the CEE survey and in connection to the 7 Principles of Culturally Responsive Practices. (i.e. Do you feel safe at school? Can you solve problems by first breaking them down into smaller steps?).</p> <p>Teachers will update the Lea Hill Pacing Guide with what Second Step lesson they are teaching that week.</p> <p>Walkthroughs to monitor implementation of class meetings.</p>

SIP Template

<p><i>Resources: Second Step supplemental materials, Class Dojo, NEU lessons, Morning Meeting Book, Zones of Regulation Book, Dialogue Partners (Kapakos), Mrs. Thomas/School Counselor, Ms. Ray/Librarian (Social Books)</i></p>		
<p><i>Mid-November- January</i></p> <p><i>*Class meetings moved to 2:45 to 3:10 (K 3:05)</i></p> <p><i>*8:45 to 9:00 will be used for morning announcements, breakfast, putting materials away, entry tasks, etc.</i></p> <p><i>*One class meeting per month is focused on the school-wide question. Students will respond using a rating scale and picture or words.</i></p> <p><i>The first school day of the week will be for Second Step lessons building wide (fifth grade on Tuesday).</i></p> <p><i>Tuesday- Thursday: Science/Social Studies</i></p> <p><i>Friday: Following the Second Step lesson/theme of the week, teachers can use a variety of resources to run their afternoon meeting, but they must lead an afternoon meeting focused on SEL, student-voice, and building community.</i></p> <p><i>Resources: Second Step supplemental materials, Class Dojo, NEU lessons, Morning Meeting Book, Zones of Regulation Book, Dialogue Partners (Kapakos), Mrs. Thomas/School Counselor, Ms. Ray/Librarian (Social Books)</i></p>	<p>Analyze monthly student voice questions looking for trends and patterns in connection with attendance.</p> <p>Look at attendance records schoolwide.</p>	<p>The same questions will be given for 3 months and if there is a 70% positive result we will move onto another question. Questions will be derived from the CEE survey and in connection to the 7 Principles of Culturally Responsive Practices. (i.e. Do you feel safe at school? Can you solve problems by first breaking them down into smaller steps?).</p> <p>Walkthroughs to monitor implementation of class meetings.</p> <p>Teachers will update the Lea Hill Pacing Guide with what Second Step lesson they are teaching that week.</p>
<p><i>February-April</i></p> <p><i>*Class meetings moved to 2:45 to 3:10 (K 3:05)</i></p> <p><i>*8:45 to 9:00 will be used for morning announcements, breakfast, putting materials away, entry tasks, etc.</i></p> <p><i>*One class meeting per month is focused on the school-wide question. Students will respond using a rating scale and picture or words.</i></p>	<p>Analyze monthly student voice questions looking for trends and patterns in connection with attendance.</p> <p>Look at attendance records schoolwide.</p>	<p>The same questions will be given for 3 months and if there is a 70% positive result we will move onto another question. Questions will be derived from the CEE survey and in connection to the 7 Principles of Culturally Responsive Practices. (i.e. Do you feel safe at school? Can you solve problems by first breaking them down into smaller steps?).</p>

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<p><i>The first school day of the week will be for Second Step lessons building wide (fifth grade on Tuesday).</i> <i>Tuesday- Thursday: Science/Social Studies</i> <i>Friday: Following the Second Step lesson/theme of the week, teachers can use a variety of resources to run their afternoon meeting, but they must lead an afternoon meeting focused on SEL, student-voice, and building community.</i> <i>Resources: Second Step supplemental materials, Class Dojo, NEU lessons, Morning Meeting Book, Zones of Regulation Book, Dialogue Partners (Kapakos), Mrs. Thomas/School Counselor, Ms. Ray/Librarian (Social Books)</i></p>		<p>Teachers will update the Lea Hill Pacing Guide with what Second Step lesson they are teaching that week.</p>
<p><i>April-June</i> <i>*Class meetings moved to 2:45 to 3:10 (K 3:05)</i> <i>*8:45 to 9:00 will be used for morning announcements, breakfast, putting materials away, entry tasks, etc.</i> <i>*One class meeting per month is focused on the school-wide question.</i> <i>Students will respond using a rating scale and picture or words.</i></p> <p><i>The first school day of the week will be for Second Step lessons building wide (fifth grade on Tuesday).</i> <i>Tuesday- Thursday: Science/Social Studies</i> <i>Friday: Following the Second Step lesson/theme of the week, teachers can use a variety of resources to run their afternoon meeting, but they must lead an afternoon meeting focused on SEL, student-voice, and building community.</i> <i>Resources: Second Step supplemental materials, Class Dojo, NEU lessons, Morning Meeting Book, Zones of Regulation Book, Dialogue Partners (Kapakos), Mrs. Thomas/School Counselor, Ms. Ray/Librarian (Social Books)</i></p>	<p>Analyze monthly student voice questions looking for trends and patterns in connection with attendance.</p> <p>Look at attendance records schoolwide.</p>	<p>The same questions will be given for 3 months and if there is a 70% positive result we will move onto another question. Questions will be derived from the CEE survey and in connection to the 7 Principles of Culturally Responsive Practices. (i.e. Do you feel safe at school? Can you solve problems by first breaking them down into smaller steps?).</p> <p>Walkthroughs to monitor implementation of class meetings.</p> <p>Teachers will update the Lea Hill Pacing Guide with what Second Step lesson they are teaching that week.</p>

Implementation and PD Calendar for 2023 - 24 - **SWT 2 & 3/LAP**

Note dates and focus of PD/support, Staff Meetings, PLC+, BLT

Month	Building 28+6 principal's hours	Student Voice Surveys	PLC Leads/SIP Team Meetings	Staff Meetings	SIP Committee Walk through Focus
June					
August	8/28/23 8:00-11:00 Building Systems 3BH 12:00 - 3:00 Backwards Planning/Learning Targets 3BH 8/30/23 Principal 1 Hour Meet the Teacher Night 4:30-5:30 8/31/23 7 BH Doug Curry		8/23 - SIP Team Meeting		-Self-reported Grades -Morning Meetings -Backwards Planning (PLC/Common Planning) -Science/SS
September		Monday 9/11 Give students survey	9/14 - SIP Team Meeting	9/19 - student voice survey results	
October	10/2-10/12 - Fall Data Meetings (2 BH= 1 BH Teacher Prep + 1 BH meet with Cabinet) 10/19 - Outreach 1 BH (teacher choice: October, December, January)	Monday 10/9 Give students survey	10/12 - SIP Team Meeting	10/17 -student voice survey results	
November		Monday 11/6 Give students survey	11/9 - SIP Team Meeting	11/14 - student voice survey results	

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December	12/14 - Outreach 1 BH (teacher choice: October, December, January)	Monday 12/4 Give students survey	12/7 - SIP Team Meeting	12/12 -student voice survey results	
January	1/18 - Outreach 1 BH (teacher choice: October, December, January)	Monday 1/8 Give students survey	1/11 - SIP Team Meeting	1/16 - student voice survey results	
February	1/29-2/8 - Winter Data Meetings (2 BH 1 Hour Teacher Prep, one hour meet with Cabinet) 2/15 - Winter Family/Teacher Conferences (5 BH = 2 to plan, 3 to meet with families)	Monday 2/5 Give students survey	2/8 - SIP Team Meeting	2/13 - student voice survey results	
March	3/14 - Multicultural Night 2 Principal Hours	Monday 3/11 Give students survey	3/14 - SIP Team Meeting	3/19 - student voice survey results	
April		Monday 4/1 Give students survey	4/4 - SIP Team Meeting	4/16 - student voice survey results	
May	5/6 - SIP Year 1 Review 1 BH	Monday 5/6 Give students survey	5/9 - SIP Team Meeting	5/14 - student voice survey results	
June	6/3-6/13 - Spring Data Meetings (2 BH = 1BH Teacher Prep, 1BH meet with Cabinet) Class Lists 3 Principal Hours		6/13 - SIP Team Meeting		

SIP Template

Building Hours 2023-24 (draft #1 3.7.23)

0 Equity work (staff meetings)

0 Attendance (staff meetings)

0 Understanding WIDA data (staff meetings)

0 PBIS/SWISS (staff meetings, one a trimester)

0 DIBELS/Sarah (one at beginning of the year; how to administer, how to read reports)

7 Doug Curry on August 31st (8:00 to 3:00 includes lunch for staff)

6 Three data meetings and prep time

5 February (prior to MW break) progress parent meeting (3 to meet with families, 2 to plan)

3 Backwards Planning & Learning Targets/Success Criteria (Teacher Clarity)

3 Ed & Tanya; Building Systems

2 Team-determined, approved by SIP Team, must be SIP related work

1 SIP year one review of effectiveness/adjustments

1 Community outreach visit

28 TOTAL

Principal Hours

3 for class lists

2 for Multicultural Night

1 for Meet the Teacher night on August 30th (4:30 to 5:30) (PTA provides a snack)

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and “At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan.” School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Executive Summary

Demographic data ([Data Link](#))

The staff reviewed demographic data for the years 2017-2019 and 2021-22 (remote learning as of March 2020 through June 2021) disaggregated by low income, SWD, EL, race and ethnicity. The overall trend indicates the number of our white students have decreased from 45.5-24.9% overall from 2017-2022. Some notable trends in the data are:

- Asian students have more than doubled, going from 49-118 students, from 2017 to 2022
- Asian, Black, Pacific Islander and Multi Race have increased overall from 2017 to 2022.
- Lea Hill’s ML population is currently at about 40% of total enrollment.
- The percentage of Pacific Islander students in 2017-2022 went from 3% to 4.2%

Discipline ([Data Link](#))

The staff reviewed discipline data for the years 2017-2019 and 2021-22 (remote learning as of March 2020 through June 2021) disaggregated by low income, SWD, EL, race and ethnicity. The overall trend indicates since 2019, African American and Multi-Race students have had a higher discipline rate, with a percentage above 20%, when compared to other students of color, which are below 20%.

Some notable trends in the data are:

- Since 2018, discipline data for students with disabilities shows an overall trend down from 29 incidents to 15 incidents.
- Discipline data trend overall from 2017-2022 for fighting and violence doubled from 9 incidents to 18.
- Discipline data for students who are Multi Racial has been trending up from 2019-2022 going from 20%-40%.
- Discipline data for Household income students has decreased from 35 incidents in 2018 to 29 incidents in 2022.

Attendance ([Data Link](#))

The staff reviewed attendance data for the years 2017-2019 and 2021-22 (remote learning as of March 2020 through June 2021) disaggregated by low income, SWD, EL, race and ethnicity. The overall trend indicates that for all sub

SIP Template

groups the percentage of At-risk students has increased 18% while the percentage of On-Target students has decreased 27%.

The trends most notable in the data are:

- The At Risk absence rate for students with disabilities increased from 30.5% in 2016 to 40.9% in 2022.
- At Risk attendance for Household income students increased from 24.1% in 2016 to 35.7% in 2022.
- At risk attendance among ML students increased from 16.7% in 2016 to 22.5% in 2022.
- Overall for all students attendance on target has gone from 52.7% in 2018 to 25.8% in 2022.

DIBELS ([Data Link](#))

The staff reviewed DIBELS data for the years 2017-2019 and 2021-22 (remote learning as of March 2020 through June 2021) disaggregated by low income, SWD, EL, race, and ethnicity. Trend data indicates from 2017 - 2022 spring data, the overall number of at-risk students has increased from an average of 23.7% to 41.5%. Some notable trends in the data are:

- The K - 5 average of SOC at risk in DIBELS has increased by 14% from Spring of 2017 - Spring of 2022.
- The K - 5 average of ML at risk in DIBELS has increased by 30% from Spring of 2017 - Spring of 2022.
- DIBELS scores for on target SWD in 1st grade 2022 went from 17% in Fall to 50% in Spring. (need more than 1 year for a trend)
- On target Kindergarten students (overall) averaged 24% growth fall to spring 2017 - 2022.

iReady ([Reading Data Link](#) and [Math Data Link](#))

The staff reviewed iReady Reading data for the year 2021-22 as a baseline, disaggregated by low income, SWD, EL, race, and ethnicity. Baseline data indicates that 35% of students scored On Target in Winter 2022. There is a performance gap between SWD and the overall number of students who scored On Target in Winter 2022. 2021-2022 was baseline data for iReady because it was the first year Lea Hill used both iReady Reading and iReady math as a benchmark assessment. Baseline data indicates:

- 2021-2022 1st grade at risk SOC increased by 5%.
- 2021 - 2022 1st at risk ML students increased 22%.
- 2021 - 2022 at risk 1st grade SWD increased 30%.
- 2021 - 2022 2nd highest on target growth of 4%

The staff reviewed iReady Math data for Winter 2022 and Spring 2022 disaggregated by low income, SWD, EL, race, and ethnicity. There is no trend data, as Lea Hill began using iReady Math in the 2019-2020 school year. Data compares Fall and Winter 2019-2020 and 2021-2022. Baseline data indicates that 30.5% of students scored On Target in Winter 2022. There is a performance gap between ML students and the overall number of students who scored On Target in Winter 2022. 2021-2022 was baseline data for iReady because it was the first year Lea Hill used both iReady Reading and iReady math as a benchmark assessment. Baseline data indicates:

- In 2021-2022, 5th grade SWD went from 0% to 13% on target.

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- In 2021-2022, 5th grade At Risk students decreased from 60% to 49%.
- In 2021-2022, 1st grade At Risk SOC increased from 38% to 42%.
- In 2021-2022, 3rd grade At Risk SOC decreased from 64% to 42%.
- In 2021-2022, 5th grade On Target ML students increased from 0% to 6%.

SBA ELA ([Data Link](#))

The staff reviewed SBA ELA data for Spring 2022 disaggregated by low income, SWD, EL, race, and ethnicity. There is no trend data, as 2022 is a baseline year for the revised SBA. The baseline data indicates the overall pass rate for students 3rd through 5th grade was 30.7%. There is a performance gap between ML students who passed compared to the overall pass rate. Baseline data indicates:

- The percentage of black African American students who met standard on ELA SBA was 20% in 2022.
- The percentage of ML students who met standard on ELA SBA was 11%.
- 0% of SWD passed ELA SBA in 3rd grade.
- The percentage of Hispanic/Latino of any race(s) who met standard on the ELA SBA was 25%.

SBA Math ([Data Link](#))

The staff reviewed SBA Math data for Spring 2022 disaggregated by low income, SWD, EL, race, and ethnicity. There is no trend data, as 2022 is a baseline year for the revised SBA. Baseline data indicates the overall passing rate for 3rd through 5th grade was 30.1%. ML students fell well below the overall average with only 14% meeting standard. There is a performance gap between students with disabilities when compared to all other groups with 0% passed. Baseline data indicates:

- The average passing rate for 3rd- 5th grade on the 2022 Math SBA was 30.1%
- The percentage of black African American students who met standard on Math SBA was 25% in 2022.
- The percentage of ML students who met standard on Math SBA was 14%.
- 0% of SWD passed Math SBA in 3rd grade.

WCAS (Washington Comprehensive Assessment of Science) ([Data Link](#))

The staff reviewed WCAS data for Spring 2022 disaggregated by low income, SWD, EL, race, and ethnicity. Baseline data indicates that 32.4% passed the WCAS Science assessment in 2022. There is a performance gap between multilingual students and the overall number of students who passed the WCAS Science. Baseline data indicates:

- 2022 WCAS Science 32.4% of students passed.
- 2022 WCAS Science 6% of ML students passed
- 2022 WCAS Science 19% of SWD passed.
- 2022 WCAS Science 17% of Black/African American students passed.

Multilingual Learner Data (include [WIDA](#)) ([Data Link](#))

The staff reviewed ML achievement in DIBELS, iReady Reading, iReady Math, SBA ELA, SBA Math, and WCAS data for 2019-2019 and 2021-2022 school years. Lea Hill's ML population is currently at about 40% of total enrollment.

SIP Template

Overall trends indicate a performance gap between ML and the overall number of students performing on grade level in these assessments. Some notable trends in the data are:

- At risk attendance among ML students increased from 16.7% in 2016 to 22.5% in 2022.
- The K - 5 average of ML at risk in DIBELS has increased by 30% from Spring of 2017 - Spring of 2022.
- In iReady Reading during the 2021 - 2022, 1st at risk ML students increased 22%.
- In iReady Math during the 2021-2022, 5th grade On Target ML students increased from 0% to 6%.
- The percentage of ML students who met standard on ELA SBA was 11%.
- The percentage of ML students who met standard on Math SBA was 14%.
- 2022 WCAS Science 6% of ML students passed

Students with Disabilities ([Data Link](#))

The staff reviewed SWD achievement in DIBELS, iReady Reading, iReady Math, SBA ELA, SBA Math, and WCAS data for 2019-2019 and 2021-2022 school years. Overall trends indicate a performance gap between SWD and the overall number of students performing on grade level in these assessments. At Risk attendance for SWD increased 10% from 2016-2022. Some notable trends in the data are:

- The At Risk absence rate for students with disabilities increased from 30.5% in 2016 to 40.9% in 2022.
- DIBELS scores for on target SWD in 1st grade 2022 went from 17% in Fall to 50% in Spring.
- in iReady Reading during the 2021 - 2022, at risk 1st grade SWD increased 30%.
- In iReady Math during the 2021-2022, 5th grade SWD went from 0% to 13% on target.
- 0% of SWD passed ELA SBA in 3rd grade.
- 0% of SWD passed Math SBA in 3rd grade.
- 2022 WCAS Science 19% of SWD passed.

CEE Perceptual Survey ([Data Link](#))

Write a summary of the analysis of your school's CEE Perceptual Survey data. Include data from all three surveys: staff, parent and student. Include comparisons of multiple years.

Budget (Combined Funding Matics) – SWT- 4/LAP *Insert Budget Table here.*