

Florence Elementary School Improvement Plan



Problem Statement: At Florence, 43% of students are not reading at or above the 50thile as measured by NWEA/MAP. At Florence Elementary, 43% of students are performing below the 50th percentile in reading as measured by NWEA MAP, indicating a need for strengthened Tier 1 literacy instruction and increased student ownership of learning.

- Root Causes:**
- Instructional practices at times place the cognitive load on the teacher rather than the student.
 - Students may have inconsistent opportunities to engage in meaningful academic discourse.
 - Instruction is at times skill-based rather than grounded in rigorous, text-based learning.
 - Families may lack clarity around grade-level reading expectations and how to support learning at home.
 - Scaffolds are sometimes overused, limiting opportunities for productive struggle and independent thinking.
 - Student social/emotional needs impede learning.

- Reading Goal 1-By May 2027:**
- 62% of Florence K–5 students will perform at or above the 50th percentile in reading as measured by NWEA MAP.
 - 45% of Florence English Learner (EL) students will meet or exceed proficiency targets as measured by ELPA21 performance data.
 - 70.3% of Florence students in grades 3–5 will be on track or proficient as measured by NSCAS ELA. ****Waiting on official scores from AQUEST*

<u>Strategy:</u> What will we focus on to achieve our goal-our commitments?	<u>Actions:</u> To do list: things we need to do to implement our strategies (Lead with a verb)	<u>Success Criteria:</u> What are we expecting to see and hear from the leadership team and teachers?	<u>Progress/Outcomes</u> What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?	<u>Professional Development:</u> What will you teach to support effective strategy implementation? <u>Budget Planning Folder</u>						
• K-2 Structured Literacy practices • Strengthen grades 3-5 students’ ability to construct arguments using complex text • Increase student engagement through academic discourse • Apply High Leverage Literacy Strategies engaging in R, W, L, S	• Unpack and align NE state standards to clear, measurable learning goals. • Design and implement instruction using grade level, complex text aligned to NE state standards. • Apply high leverage literacy strategies to strengthen foundational skills and comprehension skills. • Implement gradual release to ensure students carry the cognitive load and have structured opportunities for academic discourse in all curricular areas; science, social	• HQIM utilized • Guaranteed & viable curriculum • Multiple Instructional Data Points • Use ELEOT/Coaching to drive instructional next steps and establish goals • Rapid Improvement Cycle with touch points in data analysis and collection to drive instruction • Non-Negotiables (Florence Look Fors) • Data analysis to include MAP, Assessments, DIBELS, Student End of Task Analysis, Foundational Skills Word Study Studio Assessments with instructional next steps and goal setting • Instructional Rounds with low inference note data collection	<table><tr><td>School Wide</td><td>*MAP/NSCAS/DIBELS</td></tr><tr><td>Grade Level</td><td>*Module Assessment *Weekly Assessments *Student End of Task</td></tr><tr><td>Collaborative Team</td><td>*Module Assessment *Weekly Assessments *Student End of Task *Low Inference Notes/Instructional Rounds *Use ELEOT/Coaching to drive instructional next steps</td></tr></table>	School Wide	*MAP/NSCAS/DIBELS	Grade Level	*Module Assessment *Weekly Assessments *Student End of Task	Collaborative Team	*Module Assessment *Weekly Assessments *Student End of Task *Low Inference Notes/Instructional Rounds *Use ELEOT/Coaching to drive instructional next steps	• Teacher/Student Exemplar • Analyze Student Work • High Leverage Literacy Strategies engaging in R, W, L, S (TRTW, Three Reads, 7 Steps, QSSSA, RACE strategy, Academic Discourse, Higher Level Questioning) • PLC rapid improvement cycle • Instructional Rounds / Low Inference Notes • High Expectations • PLDs/ALDS • The Science of Reading • Reading, Writing, Speaking, Listening • Goal Setting
School Wide	*MAP/NSCAS/DIBELS									
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	studies, math, reading and writing. - Align end of task written responses to standards requiring students to demonstrate thinking in R, W, S, L. - Analyze student work during improvement cycles to monitor progress, set goals, and adjust instruction. - Participate in Rapid Improvement Cycles to refine instructional practices and establish goals. - Conduct quarterly Instructional Rounds focused on instructional task, student discourse and evidence of student thinking.	Structured PLCs using PDCA Cycle, goal setting, student work analysis			
Small Group Instruction	- Thoroughly analyze classroom data to plan and drive intervention groups. - Intentionally plan and engage students in complex text using high level literacy strategies to deepen student comprehension of key academic skills. - Utilize HQIM surrounding all curricular areas in Reading, Writing, Science, Social Studies and Math.	- HQIM - Guaranteed & Viable Curriculum - Intentional Small Group Planning - Data analysis to drive instruction intervention - ELEOT/Coaching	School Wide	*MAP/NSCAS- 3x per year	
			Grade Level	*Module Assessments/Class Assessments	- Planning Protocol - PLC rapid improvement cycle
			Collaborative Team	*Student Work Examples	- Instructional Rounds - Analyze Student Work - High Expectations (PLDs/ALDS) - The Science of Reading - High Leverage Literacy Strategies engaging in R, W, L, S (TRTW, Three Reads, 7 Steps, QSSSA, RACE strategy, Academic Discourse, higher level questioning)

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Problem Statement: According to ELPA21 performance data, --% of English Learners at Florence Elementary are currently on track toward English language proficiency, indicating a need to strengthen instructional practices that promote language development and student ownership of learning.

- Root Causes:**
- Instructional practices at times place the cognitive load on the teacher rather than the student.
 - Students may have inconsistent opportunities to engage in meaningful academic discourse.
 - Instruction is at times skill-based rather than grounded in rigorous, text-based learning.
 - Families may lack clarity around grade-level reading expectations and how to support learning at home.
 - Scaffolds are sometimes overused, limiting opportunities for productive struggle and independent thinking.

Goal 2: By May 2027, the percentage of English language learners on track to English Language proficiency will increase from --% to 45% as measured by ELPA21 performance data. ****Waiting on official scores from AQUEST*

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?	Professional Development: What will you teach to support effective strategy implementation?						
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School Wide	*MAP/NSCAS- 3x per year									
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Problem Statement: According to our K-5 attendance data, 23.48% of students at Florence Elementary School are chronically absent, reflected in our K-5 chronic absenteeism data.					
Root Causes: ○ Families may lack understanding of the importance of consistent attendance and its impact on academic success. ○ There is limited awareness of how chronic absenteeism affects long-term student achievement and skill development. ○ Students demonstrate varying levels of engagement and motivation to attend school consistently.					
Goal 3: By May 2027, the percentage of students identified as chronically absent will decrease to <18.58%.					
<u>Strategy:</u> What will we focus on to achieve our goal-our commitments?	<u>Actions:</u> To do list: things we need to do to implement our strategies (Lead with a verb)	<u>Success Criteria:</u> What are we expecting to see and hear from the leadership team and teachers?	<u>Progress/Outcomes</u> What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? LINK to monitoring sheet within each Toolkit Here		<u>Professional Development:</u> What will you teach to support effective strategy implementation? LINK to annual professional learning plan Here
Data-Driven Attendance Systems	• Meet weekly as an attendance team to analyze attendance data and identify trends. • Utilize attendance data to identify and monitor students at risk of chronic absenteeism. • Communicate regularly with families regarding student absences and provide support to improve attendance.	• Attendance Team Meetings • Connection with parent/guardian by phone calls home • Attendance Letters • Home visits • Attendance Quarterly Progress Reports • Data presented at staff meeting monthly • Connection with parent at conference, providing data on attendance of student.	School Wide	Attendance Dashboard- Every 2 weeks	*Data is presented monthly to staff *Weekly attendance meetings *Weekly attendance nomination or review of attendance concerns.
			Grade Level	Teacher Observation- Monthly	
			Collaborative Team	Attendance Dashboard- Every 2 weeks	
Attendance Engagement and Recognition Systems	• Implement a weekly classroom-based attendance recognition system to promote consistent attendance.	• Attendance Team Meetings • Locker Decorations • Attendance Brag Tags • Name announced over intercom weekly • Certificates • Success Mentors • Quarterly Celebrations (95% and above)	School Wide	Attendance Dashboard- Every 2 weeks	*Data is presented monthly to staff *Weekly attendance meetings
			Grade Level	Attendance Dashboard- Every 2 weeks	
			Collaborative Team	Attendance Dashboard- Every 2 weeks	

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