LAKE FOREST

your best choice

School Improvement Plan
South Elementary School 2022-2027
Date Submitted: 7/29/2024

Lake Forest South Elementary	Lake Forest School District
Equity Vision – Lake Forest School District is a place where all students' academic, behavioral and social needs are met by providing opportunities that are not predicted by social, cultural, and/or economic factors. **Foundational Statements –** Equal is not equitable. The equity plan is part of the District's overall strategic plan. Lake Forest School District accepts the responsibility of addressing inequities and ensuring that all students are provided with the opportunity to succeed in school and reach their full potential. **Workforce –** Lake Forest Public Schools will enhance the diversity of its workforce, will retain high-quality staff, and will provide staff with personalized and differentiated professional learning enabling them to grow and increase student success. **Community Engagement –** Lake Forest Public Schools will work to ensure that all staff, families, and community businesses and organizations are actively engaged with the district as advocates, allies and partners to increase equity, access, and results for all students.	**Vision:** To be the model of excellence in education. **Mission:** The Lake Forest School District is committed to excellence for all by providing a safe, collaborative and inclusive learning environment that prepares lifelong learners to become college and career ready. **Belief Statements** ● *All children are born with great potential and have the ability to learn.* ● *Each child's individual social, emotional and educational needs must be met.* ● *Diversity and culture and content enhances student learning and life experiences.* ● *Student success begins with partnerships among the home, school and community.* ● *The hiring and retaining of highly effective staff promotes the success of ALL students.*

July 1, 2022

PRIORITY I
Academic Success for Every Student

PRIORITY II
Partnerships with Families, Communities, and Businesses

PRIORITY III
School Facilities, Culture, and Climate

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Where Do We Want to Be?	
Mission: Why do we exist? *What is our school's purpose and mission?* **Vision: Where do we want to go?** *What is our school's vision, goals, and student expectations?*	Lake Forest South Elementary is dedicated to achieving excellence for every student by fostering a safe, collaborative, and inclusive learning environment that prepares lifelong learners for college and career success. To be the model of excellence in education.

Team Members: *Who are the team members? What are their responsibilities?*	**Administrators:**
	 Kevin Truitt
	 Sarah Huber
	
	 School Leadership Team:
	     Allison Jack-Timmons
	     Mindy Wieber
	     Brittney Campbell
	     Alison Smolecki
	     Stephanie Ball
	     Lauren West
	     Megan Hicks

Where are we now?
Data Review & Baseline Evidence (Rationale) – *What does our Formative, Summative, and Diagnostic Data reveal about student achievement? Include attendance and discipline.*   *BASELINE: SY 2021-2022 Data*   ➔ Quantitative- STAR, Smarter Balance, Attendance percentages went up.   ➔ Quantitative- Behavior referrals went down from the 2019 school year (257 to 179)   ➔ Qualitative- Sub group Smarter scores went up for SWD, Low income, Hispanic/Latino, African American, and White.   ➔ Qualitative- Waiting to review results from school climate surveys from students, staff, and families.

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2021-2022 SY Attendance Data

Totals	Aggregate Days of Attendance			Aggregate Days of Membership			Average Daily Attendance	Average Daily Membership	Percent of Attendance
	Male	Female	Total	Male	Female	Total			
Asian Totals	285.75	457	742.75	333	502.5	835.5	4.43	4.99	88.9
Grade 03 Totals	6747	7528	14275	7526.5	8345.5	15872	85.22	94.76	89.94
150662 - Lake Forest South Elementary	29473	30707.5	60180.5	32302.5	34092.5	66395	350.91	387.14	90.64
Report Totals	29473	30707.5	60180.5	32302.5	34092.5	66395	350.91	387.14	90.64

2022-2023 SY Attendance Data

Totals	Aggregate Days of Attendance			Aggregate Days of Membership			Average Daily Attendance	Average Daily Membership	Percent of Attendance
	Male	Female	Total	Male	Female	Total			
150662 - Lake Forest South Elementary	29420	31244.25	60664.25	31970	34171	66141	290.26	316.46	91.72
Report Totals	29420	31244.25	60664.25	31970	34171	66141	290.26	316.46	91.72

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2023-2024 SY Attendance Data

Interval: YTD - Year-To-Date
Date Range: 09/05/2023 - 06/06/2024

Totals	Aggregate Days of Attendance			Aggregate Days of Membership			Average Daily Attendance	Average Daily Membership	Percent of Attendance
	Male	Female	Total	Male	Female	Total			
Asian 3	164.5	0	164.5	170	0	170	0.97	1	96.76
Asian 7	170	0	170	170	0	170	1	1	100
Asian Totals	334.5	0	334.5	340	0	340	1.97	2	98.38
Native Hawaiian or Other Pacific Islander 7	66.5	0	66.5	71	0	71	0.94	1	93.66
Native Hawaiian or Other Pacific Islander Totals	66.5	0	66.5	71	0	71	0.94	1	93.66
Grade 03 Totals	6491.25	6994.25	13485.5	7034	7652	14686	79.33	86.39	91.83
150662 - Lake Forest South Elementary	29055.25	30302	59357.25	31732	33125	64857	349.16	381.51	91.52
Report Totals	29055.25	30302	59357.25	31732	33125	64857	349.16	381.51	91.52

Referral Data for 2021-2022 SY

Total Enrollment	393
# of Students with 0-1	363
# of Students with 2-5	21
# of Students with 6+	9

% of students with 0-1	0.92
% of students with 2-5	0.05
% of students with 6 +	0.02

July 1, 2022

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Referral Data for 2022-2023 SY

Total Enrollment	389
# of Students with 0-1	365
# of Students with 2-5	18
# of Students with 6+	6

% of students with 0-1	0.94
% of students with 2-5	0.05
% of students with 6 +	0.02

Referral Data for 2023-2024 SY

Total Enrollment	377
# of Students with 0-1	370
# of Students with 2-5	5
# of Students with 6+	2

% of students with 0-1	0.98
% of students with 2-5	0.01
% of students with 6 +	0.01

July 1, 2022

PRIORITY I
Academic Success for Every Student

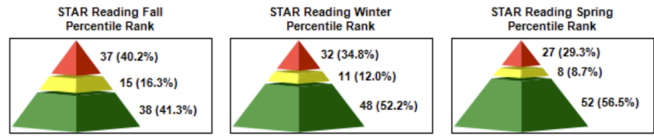**PRIORITY II**
Partnerships with Families, Communities, and Businesses

PRIORITY III
School Facilities, Culture, and Climate

STAR 3rd Grade Data for 2021-2022 SY

STAR Reading Fall Percentile Rank	STAR Reading Winter Percentile Rank	STAR Reading Spring Percentile Rank
37 (40.2%)	32 (34.8%)	27 (29.3%)
15 (16.3%)	11 (12.0%)	8 (8.7%)
38 (41.3%)	48 (52.2%)	52 (56.5%)

STAR 3rd Grade Data for 2022-2023 SY

STAR Reading Fall Percentile Rank	STAR Reading Winter Percentile Rank	STAR Reading Spring Percentile Rank
48 (46.2%)	35 (33.7%)	32 (30.8%)
11 (10.6%)	8 (7.7%)	11 (10.6%)
42 (40.4%)	60 (57.7%)	61 (58.7%)

STAR 3rd Grade Data for 2023-2024 SY

STAR Reading Fall Percentile Rank	STAR Reading Winter Percentile Rank	STAR Reading Spring Percentile Rank
29 (33.3%)	22 (25.3%)	20 (23.0%)
13 (14.9%)	10 (11.5%)	11 (12.6%)
33 (37.9%)	45 (51.7%)	48 (55.2%)

STAR 2nd Grade Data for 2021-2022 SY

STAR Reading Fall Percentile Rank	STAR Reading Winter Percentile Rank	STAR Reading Spring Percentile Rank
67 (57.3%)	56 (47.9%)	47 (40.2%)
11 (9.4%)	5 (4.3%)	9 (7.7%)
33 (28.2%)	50 (42.7%)	59 (50.4%)

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PRIORITY II
Partnerships with Families, Communities, and Businesses

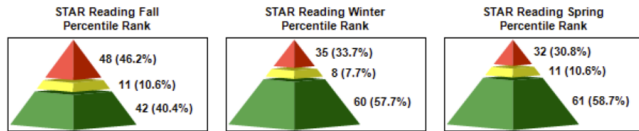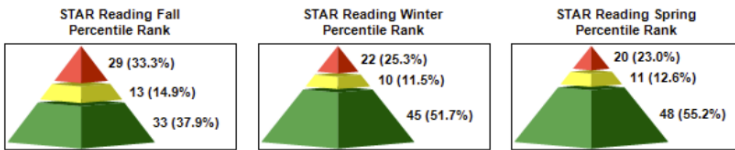PRIORITY III
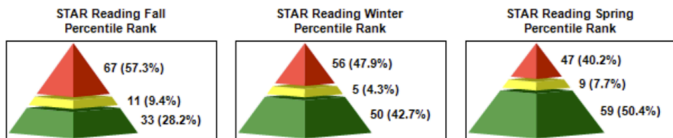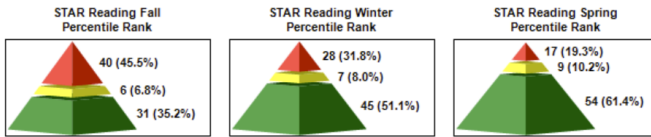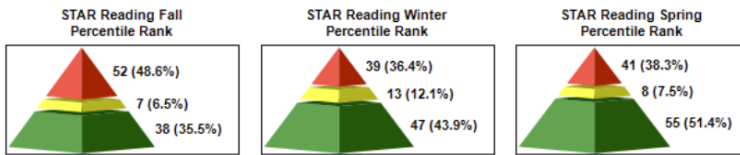School Facilities, Culture, and Climate

STAR 2nd Grade Data for 2022-2023 SY

STAR Reading Fall Percentile Rank	STAR Reading Winter Percentile Rank	STAR Reading Spring Percentile Rank
40 (45.5%)	28 (31.8%)	17 (19.3%)
6 (6.8%)	7 (8.0%)	9 (10.2%)
31 (35.2%)	45 (51.1%)	54 (61.4%)

STAR 2nd Grade Data for 2023-2024 SY

STAR Reading Fall Percentile Rank	STAR Reading Winter Percentile Rank	STAR Reading Spring Percentile Rank
52 (48.6%)	39 (36.4%)	41 (38.3%)
7 (6.5%)	13 (12.1%)	8 (7.5%)
38 (35.5%)	47 (43.9%)	55 (51.4%)

STAR 1st Grade Data for 2021-2022 SY

STAR Reading Fall Percentile Rank	STAR Reading Winter Percentile Rank	STAR Reading Spring Percentile Rank
5 (5.7%)	15 (17.0%)	13 (14.8%)
5 (5.7%)	6 (6.8%)	4 (4.5%)
10 (11.4%)	24 (27.3%)	37 (42.0%)

STAR 1st Grade Data for 2022-2023 SY

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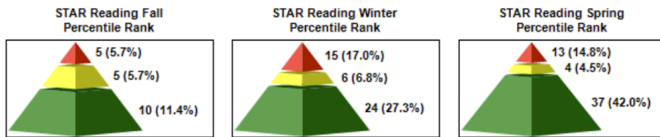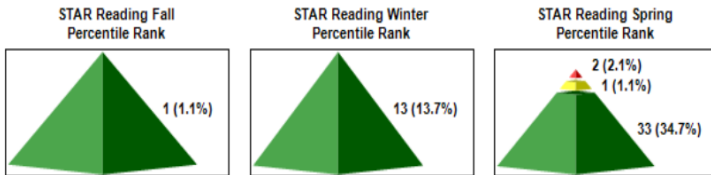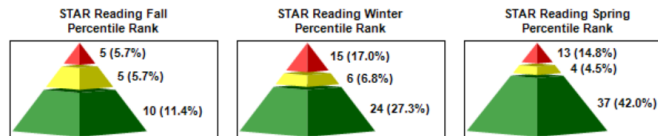STAR Reading Fall Percentile Rank — 1 (0.9%), 2 (1.8%), 7 (6.4%)

STAR Reading Winter Percentile Rank — 1 (0.9%)

STAR Reading Spring Percentile Rank — 4 (3.7%), 2 (1.8%), 37 (33.9%)

STAR 1st Grade Data for 2023-2024 SY

STAR Reading Fall Percentile Rank — 1 (1.1%)

STAR Reading Winter Percentile Rank — 13 (13.7%)

STAR Reading Spring Percentile Rank — 2 (2.1%), 1 (1.1%), 33 (34.7%)

STAR Early Literacy 1st Grade Data for 2021-2022 SY

STAR Reading Fall Percentile Rank — 5 (5.7%), 5 (5.7%), 10 (11.4%)

STAR Reading Winter Percentile Rank — 15 (17.0%), 6 (6.8%), 24 (27.3%)

STAR Reading Spring Percentile Rank — 13 (14.8%), 4 (4.5%), 37 (42.0%)

STAR Early Literacy 1st Grade Data for 2022-2023 SY

STAR Early Literacy Fall Percentile Rank — 22 (20.2%), 39 (35.8%), 44 (40.4%)

STAR Early Literacy Winter Percentile Rank — 14 (12.8%), 34 (31.2%), 57 (52.3%)

STAR Early Literacy Spring Percentile Rank — 19 (17.4%), 8 (7.3%), 52 (47.7%)

STAR Early Literacy 1st Grade Data for 2023-2024 SY

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STAR Early Literacy Fall Percentile Rank
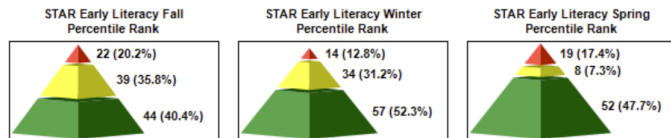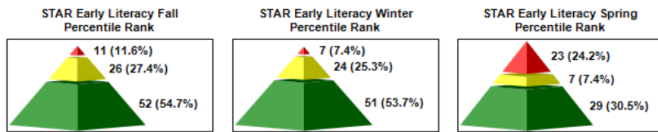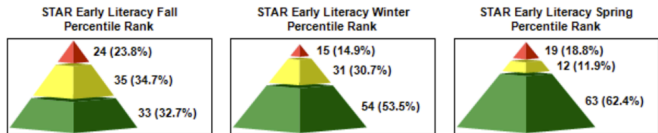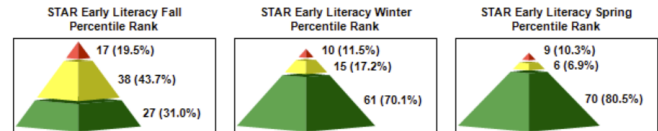- 11 (11.6%)
- 26 (27.4%)
- 52 (54.7%)

STAR Early Literacy Winter Percentile Rank
- 7 (7.4%)
- 24 (25.3%)
- 51 (53.7%)

STAR Early Literacy Spring Percentile Rank
- 23 (24.2%)
- 7 (7.4%)
- 29 (30.5%)

STAR Early Literacy Kindergarten Data for 2021-2022 SY

STAR Early Literacy Fall Percentile Rank
- 24 (23.8%)
- 35 (34.7%)
- 33 (32.7%)

STAR Early Literacy Winter Percentile Rank
- 15 (14.9%)
- 31 (30.7%)
- 54 (53.5%)

STAR Early Literacy Spring Percentile Rank
- 19 (18.8%)
- 12 (11.9%)
- 63 (62.4%)

STAR Early Literacy Kindergarten Data for 2022-2023 SY

STAR Early Literacy Fall Percentile Rank
- 17 (19.5%)
- 38 (43.7%)
- 27 (31.0%)

STAR Early Literacy Winter Percentile Rank
- 10 (11.5%)
- 15 (17.2%)
- 61 (70.1%)

STAR Early Literacy Spring Percentile Rank
- 9 (10.3%)
- 6 (6.9%)
- 70 (80.5%)

STAR Early Literacy Kindergarten Data for 2023-2024 SY

STAR Early Literacy Fall Percentile Rank
- 24 (24.5%)
- 32 (32.7%)
- 38 (38.8%)

STAR Early Literacy Winter Percentile Rank
- 11 (11.2%)
- 18 (18.4%)
- 65 (66.3%)

STAR Early Literacy Spring Percentile Rank
- 20 (20.4%)
- 19 (19.4%)
- 51 (52.0%)

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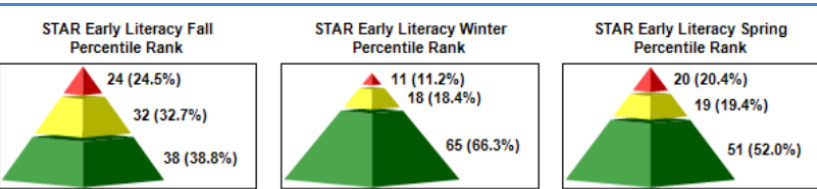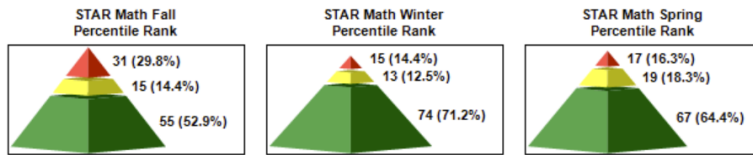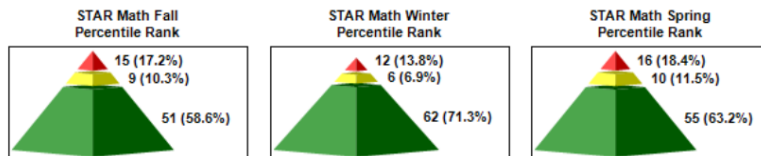**PRIORITY III**
School Facilities, Culture, and Climate

STAR Math 3rd Grade Data for SY 2022-2023
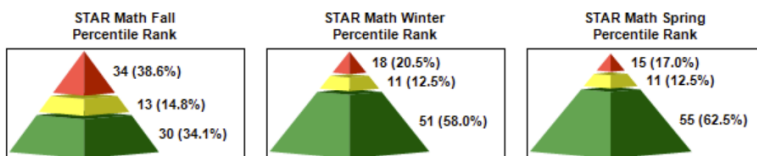
STAR Math Fall Percentile Rank
- 31 (29.8%)
- 15 (14.4%)
- 55 (52.9%)

STAR Math Winter Percentile Rank
- 15 (14.4%)
- 13 (12.5%)
- 74 (71.2%)

STAR Math Spring Percentile Rank
- 17 (16.3%)
- 19 (18.3%)
- 67 (64.4%)

STAR Math 3rd Grade Data for SY 2023-2024

STAR Math Fall Percentile Rank
- 15 (17.2%)
- 9 (10.3%)
- 51 (58.6%)

STAR Math Winter Percentile Rank
- 12 (13.8%)
- 6 (6.9%)
- 62 (71.3%)

STAR Math Spring Percentile Rank
- 16 (18.4%)
- 10 (11.5%)
- 55 (63.2%)

STAR Math 2nd Grade Data for SY 2022-2023

STAR Math Fall Percentile Rank
- 34 (38.6%)
- 13 (14.8%)
- 30 (34.1%)

STAR Math Winter Percentile Rank
- 18 (20.5%)
- 11 (12.5%)
- 51 (58.0%)

STAR Math Spring Percentile Rank
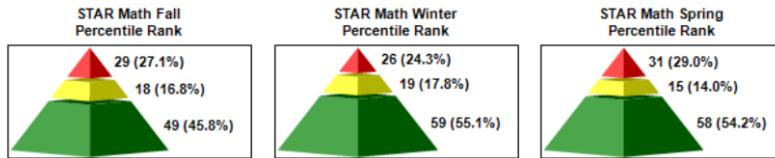- 15 (17.0%)
- 11 (12.5%)
- 55 (62.5%)

July 1, 2022

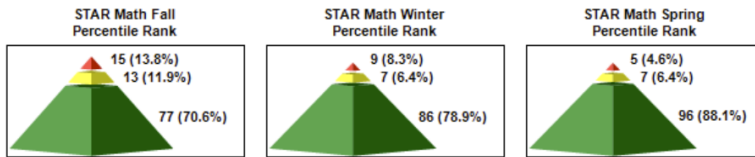**PRIORITY I**
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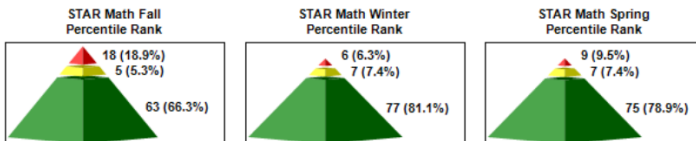
PRIORITY III
School Facilities, Culture, and Climate

STAR Math 2nd Grade Data for SY 2023-2024

STAR Math Fall Percentile Rank	STAR Math Winter Percentile Rank	STAR Math Spring Percentile Rank
29 (27.1%)	26 (24.3%)	31 (29.0%)
18 (16.8%)	19 (17.8%)	15 (14.0%)
49 (45.8%)	59 (55.1%)	58 (54.2%)

STAR Math 1st Grade Data for SY 2022-2023

STAR Math Fall Percentile Rank	STAR Math Winter Percentile Rank	STAR Math Spring Percentile Rank
15 (13.8%)	9 (8.3%)	5 (4.6%)
13 (11.9%)	7 (6.4%)	7 (6.4%)
77 (70.6%)	86 (78.9%)	96 (88.1%)

STAR Math 1st Grade Data for SY 2023-2024

STAR Math Fall Percentile Rank	STAR Math Winter Percentile Rank	STAR Math Spring Percentile Rank
18 (18.9%)	6 (6.3%)	9 (9.5%)
5 (5.3%)	7 (7.4%)	7 (7.4%)
63 (66.3%)	77 (81.1%)	75 (78.9%)

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STAR ELA Proficiency and SGP SY 2022-2023

SOUTH	Proficiency BOY	Proficiency MOY	Proficiency EOY	SGP
K	31.8	69.7	82.4	75
1	EL: 41.3 (45/109) R: 70 (7/10)	EL: 54.7 (58/106) R: 100 (1/1)	EL: 65.8 (52/79) R: 86 (37/43)	EL: 66 R: 69
2	41.3	55.6	68	64
3	40.8	58.7	58	64

STAR ELA Proficiency and SGP SY 2023-2024

	ELA			
	Star Proficiency	Star SGP	SBAC	DIBELS Composite Proficiency
South	64%	60	53%	62%

STAR Math Proficiency and SGP SY 2022-2023

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SOUTH	Proficiency BOY	Proficiency MOY	Proficiency EOY	SGP
K	n/a	n/a	n/a	n/a
1	72.6	84.4	88.9	58
2	38.9	62.9	67.9	64
3	53.9	71.8	65.4	64

STAR Math Proficiency and SGP SY 2023-2024

	Math		
	Star Proficiency	Star SGP	SBAC
South	68%	56	53%

SBAC Math SY 2022-2023

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South Elementary: Grade 3 Math - SBAC Proficiency

Year	Overall %	State	District	SWD %	ELL %	Low Income	African American	Asian American	Hispanic/Latino	White	Multi-Racial	Native American	Pacific Islander
2016	55	55	67	37		59	24			60			
2017	63	53	75	38		51				66			
2018	60	54	68	26		51	46			67			
2019	55	53	71	27		46	33			58			
2021	17	32	35	9	0	15	5	0	13	24	0	0	
2022	46	41	53	15.38	0	35.56	22.22	100	66.67	56	50	0	
2023	47.62	42	59	7.69	33.33	31.37	16.67	100	42.86	48.21	66.67	100	

SBAC Math SY 2023-2024

South Elementary: Grade 3 Math - SBAC Proficiency

Year	Overall %	State	District	SWD %	ELL %	Low Income	African American	Asian American	Hispanic/Latino	White	Multi-Racial	Native American	Pacific Islander
2016	55	55	67	37		59	24			60			
2017	63	53	75	38		51				66			
2018	60	54	68	26		51	46			67			
2019	55	53	71	27		46	33			58			
2021	17	32	35	9	0	15	5	0	13	24	0	0	
2022	46	41	53	15.38	0	35.56	22.22	100	66.67	56	50	0	
2023	47.62	42	59	7.69	33.33	31.37	16.67	100	42.86	48.21	66.67	100	

SBAC ELA SY 2022-2023

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South Elementary: Grade 3 ELA - SBAC Proficiency

Year	Overall %	State	District	SWD %	ELL %	Low Income	African American	Asian American	Hispanic/Latino	White	Multi-Racial	Native American	Pacific Islander
2016	49			34		46	24			54			
2017	65			39		55	24			69			
2018	63	54	68	19		52	46			70			
2019	47	50	66	16		42	24			55			
2020													
2021	26	35	40	4	0	17	15	0	13	33	25	50	25
2022	47	40	49	15.38	0	35.56	29.63	100	66.67	52	66.67	0	
2023	50	38	58	72	100	35.29	23.53	100	57.14	49.09	57.14	100	

SBAC ELA SY 2023-2024

South Elementary: Grade 3 ELA - SBAC Proficiency

Year	Overall %	State	District	SWD %	ELL %	Low Income	African American	Asian American	Hispanic/Latino	White	Multi-Racial	Native American	Pacific Islander
2016	49			34		46	24			54			
2017	65			39		55	24			69			
2018	63	54	68	19		52	46			70			
2019	47	50	66	16		42	24			55			
2020													
2021	26	35	40	4	0	17	15	0	13	33	25	50	25
2022	47	40	49	15.38	0	35.56	29.63	100	66.67	52	66.67	0	
2023	50	38	58	72	100	35.29	23.53	100	57.14	49.09	57.14	100	

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Comp.5 Data
- ➔ Both measure B Goals were met.
  - ◆ Goal 1- STAR Reading 3rd Grade: 57/73 Ambitious or Moderate Goals Met 78%
  - ◆ Goal 2- STAR Math 3rd Grade: 60/73 Ambitious or Moderate Goals Met 82%

Data Review
- ➔ Majority of the students are showing growth BOY → EOY.
- ➔ Majority of the staff range from Average Growth/ Average Achievement to Higher Growth/ Higher Achievement
- ➔ 98% of the student population has between 0-1 referral
- ➔ MTSS/Roll-Over data analysis supports Tier Distribution reports

Data Plans
- ➔ MTSS/Roll-Over is working regarding Tier distribution (Continue the process to support student growth)
- ➔ PLC's are showing to be productive (Continue data analysis and instructional support system with each team. Example: Team planning collaboration, CIA team providing instructional strategies and support, etc…)
- ➔ Stay on top of SART meetings regarding attendance. (Phone calls, letters, and meetings)
- ➔ Continue to improve PBIS in the classrooms and on the bus.
- ➔ Changing staff assignments (1 new 3rd Grade teacher)
- ➔ Continued ELA and Math Curriculum trainings
- ➔ MTSS/Roll-Over is working regarding Tier distribution (Continue the process to support student growth)
- ➔ Continue data analysis and instructional support system with each team. Examples: Team planning collaboration, CIA team providing instructional strategies and support, contract out with ELS Consulting to combine and implement MTSS/PBIS and classroom management.
- ➔ For Tier II and III students, teachers **MUST** use a research-based intervention in Reading.
- ➔ For Tier II and III students, teachers **MUST** use a research-based intervention in Math.
- ➔ Improving the PBIS program. Working on the recognition application for Phase 2. Bus/Van STAR PBIS incentive and Adopt-a-Bus.

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Overall Goals for 2024-2025 SY								
➔ Improve in all areas mentioned above at the end of the 2024-2025 school year compared to the end of this year.								

School Demographics – *Describe your school's demographics.*

Enrollment
- SY 22-23 383 students
- SY 23-24 381 students
- SY 24-24 371 (*as of July 2023*)

Ethnicity Report

SY 22-23
- <1% American Indian/AK
- 18% African American
- 59% Caucasian
- <1% Asian
- 7% Hispanic
- 14% Multi-Race

	Am. Ind/AK (Total)	African Amer (Total)	Caucasian (Total)	Asian (Total)	Native Hawaiian/Pac. Islander (Total)	Hispanic Ethnicity (Total)	Multi-Race (Total)	GRAND TOTAL
	1	61	202	6	0	24	47	341
School Totals:	**1**	**61**	**202**	**6**	**0**	**24**	**47**	**34**

SY 22-23 (as of July 2023)
- 17% African American
- 59% Caucasian
- 1% Asian
- 9% Hispanic

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- 11% Multi-Race

Grade	Am. Ind/AK (Total)	African Amer (Total)	Caucasian (Total)	Asian (Total)	Native Hawaiian/Pac. Islander (Total)	Hispanic Ethnicity (Total)	Multi-Race (Total)	GRAND TOTAL
01	0	19	47	0	0	9	14	89
02	0	21	57	3	0	9	11	101
03	0	12	53	1	0	8	8	82
KN	0	6	44	0	0	3	4	57
Totals:	0	58	201	4	0	29	37	329

SY 24-25 (as of July 2024)
- 23% African American
- 76% Caucasian
- <1% Asian
- <1% Hispanic
- <1% American Indian
- <1% Multi-Race

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Race/Ethnicity Count by Building/Gender/Race   Date: Jul 29, 2024

		Gender		American Indian/AK	African American	Asian/Pacific Islander	Hispanic	Caucasian	Total
150662 - Lake Forest South Elementary									
		F	24	0	40	0	0	108	148
		M	22	2	30	0	0	118	150
			46	2	70	0	0	226	298
Grade Totals:			46	2	70	0	0	226	298
Bldg Totals:			46	2	70	0	0	226	298
Report Totals:								46	
								2	
								70	
								0	
								0	
								226	
								298	

Instructional Staff
SY 22-23
- Teachers: 26
- Librarian: 1
- Instructional Support: 10

SY 23-24
- Teachers: 23
- Librarian: 1
- Instructional Support: 7

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SY 24-25
- Teachers: 24
- Librarian: 1
- Instructional Support: 7

Other
SY 21-22

Residence

Foster Care	*
Homeless	*
Migrant	*
Military Family	2.85%

Other Characteristics

English Learners	*
Low Income	43.26%
Students with Disabilities	12.69%

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SY 22-23

Residence

Foster Care	*
Homeless	1.58%
Migrant	*
Military Family	6.07%

Other Characteristics

English Learners	2.11%
Low Income	39.05%
Students with Disabilities	11.87%

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Residence

Foster Care	1.35%
Homeless	2.7%
Migrant	*
Military Family	4.04%

Other Characteristics

English Learners	2.16%
Low Income	43.4%
Students with Disabilities	9.7%

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Staff/School/Home Climate Survey Data SY 2023-2024

Lake Forest South Elementary School
Delaware School Climate Survey - 2024 Cross-Population Average Item Comparisons

School Climate Scale *Cross Population Comparison*	Staff N=56	Student N=77	Home N=69
Teacher-Student Relations	3.43	3.41	3.48
Student-Student Relations	3.18	2.76	3.15
Student Engagement School-wide	3.15	2.77	na
Clarity of Expectations	3.36	3.00	3.49
Fairness of Rules	3.24	2.93	3.40
School Safety	3.39	2.94	3.43
Bullying School-wide*	1.85	2.45	na
Teacher-Home Communications	3.31	na	3.52
Satisfaction with School	na	na	3.49
Staff Relations	3.38	na	na
Total School Climate	3.28	2.92	3.41

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Techniques Scale *Cross Population Comparison*	Staff *N=56*	Student *N=77*	Home na
Positive Techniques	3.33	3.06	na
Punitive Techniques*	1.73	2.36	na
SEL Techniques	3.10	3.02	na

Bullying Scale * *Cross Population Comparison*	Staff na	Student *N=77*	Home *N=69*
Verbal Bullying	na	4.50	1.78
Physical Bullying	na	3.88	1.35
Social/Relational Bullying	na	4.00	1.46
Cyber Bullying	na	4.00	1.09
Total Bullying	na	4.13	1.53

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Engagement Scale Cross Population Comparison	Staff na	Student N=77	Home N=69
Behavioral Engagement	na	3.32	3.39
Cognitive Engagement	na	3.17	3.48
Emotional Engagement	na	3.03	3.42
Total Scale	na	3.17	3.43

Perception Data – *What do the most recent student, staff and community climate surveys tell us?*

Our recent data review (SY 23-24) has shown a positive trend in school, home, and student interactions, highlighting overall satisfaction and progress. However, there are some discrepancies between student,and home/ teacher perspectives that need to be addressed. To bridge this gap, our school counseling lessons will focus on these areas our students see as a challenge. Our students are 3rd grade students who take this survey and some do not always fully understand or are able to read the survey.

School Processes – *How effective is our curriculum, instruction, assessments, and programs? On what do we base this assessment?*

Last year we implemented a new curriculum for ELA. The Core Knowledge Language Arts (CKLA) curriculum is a comprehensive program designed to build students' reading, writing, listening, and speaking skills. It is structured around two main components: the Skills strand and the Knowledge strand. The Skills strand focuses on teaching foundational skills such as phonics, spelling, grammar, and writing. The Knowledge strand provides students with a rich content base in literature, history, science, and the arts, promoting vocabulary development and background knowledge. Together, these components aim to develop proficient readers and effective communicators by integrating knowledge building and skill development throughout the elementary grades.

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We saw an increase in 3rd grade ELA and Math SBAC scores from SY 2022-2023 to SY 2023-2024. Our 2023, SBAC scores for 3rd grade were higher than the state average and mirrored our elementary schools in the district.We are planning PLC's with our CIA team to support our teachers as well as providing resources/professional development on highly effective teaching strategies in relationship to our DTGSS rubric. Our teachers are also supported by our reading specialist and academic interventionists daily. Research based interventions are being used during our MTSS times to promote student growth. We are participating in professional development through Educational Leadership Services to increase instructional effectiveness in our classrooms. This school year we will continue to support our students and teachers to increase academic achievement among all of our learners.

How did we get to where we are?

Where do we see gaps in achievement? *What is the root cause of the gaps? How do we know?*

SY 2022-2023
COVID has created gaps in learning due to being out of school for an extended period of time, remote learning, and hybrid learning.
- 2nd grade (upcoming 3rd graders for SY 22-23) have the lowest students benchmarked for STAR Reading. These are the students who never finished kindergarten and then went to first grade either fully remote or hybrid. Many lack foundational reading skills which impacts them in all areas of their education.

SY 2023-2024
Our SBAC data did increase from the previous school year but more gains are needed.
- We still have gaps between our AA students in comparison to our caucasian for our 2022-2023 3rd grade SBAC scores.

SY 2024-2025
45.4% 2nd grade students are not proficient in STAR Reading at the spring benchmark.
- Historically low data in particular teachers' classrooms.

Our SBAC data did increase from the previous school year but more gains are needed.
- We still have gaps between our AA students in comparison to our caucasian for our 2023-2024 3rd grade SBAC scores.

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How can we get to where we want to be? How will we implement?
-Targeted PD from ELS Consulting -2.2 Learning Experiences, 2.3 Checks for Understanding and Feedback, 3.2 Questioning and Discussion -Targeted PLC's and Walkthroughs -Use of all staff for instruction (RA teachers, interventionists, paras, reading specialist) -Tutoring AM and PM -We will continue to use the MTSS process and have our roll over meetings at the end of each cycle. This will allow students to receive the extra instruction needed to help them succeed. -We will use our CIA team to support our teachers with relevant and effective professional development. -Continue our Special Education practices to continue as a Special Olympics Champion School.

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Action Plan: *Write Priority I here – Is my goal SMART? (Must be aligned with the District strategic plan)*
By the end of the 2024-2025 academic year, increase the average DIBELS Composite score for students in grades K-3 by 10%, as measured by pre- and post-assessment data.

Strategies and/or Activities *Which strategies and/or activities will be the most effective in reaching this goal? Who is responsible for this strategy or activity?*	**Changes in Instructional Practices** *What changes in instructional practice will take place to support this goal?*	**Responsibility** *Who is responsible for this strategy and what specifically will they do?*	**Needed Professional Development** *What types of professional development is needed for this work?*	**Partnerships** *Which partnerships could support this effort?*	**Funding** *Building level funds spent*
Use DIBELS data to drive instructional decision making.	-CKLA Curriculum -CIA Team and Interventionists Support -Providing staff with DIBELS data to show areas of need for students.	Administrators Teachers Outside presenters/ ELS Consulting Department Chairs/Grade Level Chairs Chief Academic Officer CIA Team Interventionists Reading Specialists Paraprofessionals Teacher Leaders	-Science of Reading Professional Development -CKLA Professional Development -PLC's -CIA Team Support	-Common PLC's across K-3 elementary buildings to collaborate and plan for targeted instruction. -Support from the CIA team.	-ELS Consulting DTGSS and Instructional Practices (Title 1 Funds)
Reflect on DIBELS data in PLC and MTSS roll over meetings.	See above	See above	See above	See above	N/A

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Use STAR data to target challenges and provide enrichment.	See above	See above	See above	See above	N/A
Use DIBELS data to target challenges and provide enrichment.	See above	See above	See above	See above	N/A

Is what we are doing making a difference? How will we evaluate our efforts? *What process will be used to monitor the achievement of this goal?*

Data to be Collected *What data will be collected to monitor the achievement of this goal?*	Timeline for Collection *When will it be collected?*	Milestone to be Reached *How will you know if the intervention and or strategies are effective?*	Outcome and Next Steps
DIBELS Benchmark Data DIBELS Progress Monitoring Data STAR Benchmark Data STAR Progress Monitoring Data	STAR 2024-2025: BOY MOY EOY Progress monitor weekly for tier 3 students and bi-weekly for tier 2 students.	DIBELS Reports STAR Growth Reports	DIBELS (benchmarks and Progress monitoring) STAR Data (benchmarks and Progress monitoring) Continue MTSS implementation and interventionist/ paraprofessional support.

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Action Plan: *Write Priority II here. Is my goal SMART? (Must be aligned with the District strategic plan)* *Reduce the number of disciplinary referrals by 5% within the next school year, as documented through RAP incident reports.*					
Strategies and/or Activities *Which strategies and/or activities will be the most effective in reaching this goal? Who is responsible for this strategy or activity?*	**Changes in Instructional Practices** *What changes in instructional practice will take place to support this goal?*	**Responsibility** *Who is responsible for this strategy and what specifically will they do?*	**Needed Professional Development** *What types of professional development is needed for this work?*	**Partnerships** *Which partnerships could support this effort?*	**Funding** *Building level funds spent*
Focus on Tier 1 instruction so that it is high quality and engaging. Utilize Tier 2 and Tier 3 Teams Focus on classroom and behavior management strategies and restorative practices to minimize disruptive behaviors. Safety Patrol for 3rd Graders	Create a Tier 2 process/guidelines. Strengthen classroom management strategies. Increase school wide PBIS events and positive behavior incentives.	Administrators Teachers Department Chairs/Grade Level Chairs Interventionists Reading Specialists Paraprofessionals PBIS Team OT Speech Pathologist School Psychologist Family Interventionist School Counselor Paraprofessionals	ELS Consulting MTSS/PBIS Professional Development	Community mentors Outside Counseling in the school building.	PBIS Funding

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Continue a Check in/ Check out system for students. Positive Referrals/M&M phone (positive phone calls home from students) Character Slips and Raffle Positive incentives in place in all school areas (cafeteria, bus, playground, classroom). "BUS Stars" PBIS Initiative/ Van Students included.		Tier 2 Team			

Is what we are doing making a difference? How will we evaluate our efforts?					
Data to be Collected *What data will be collected to monitor the achievement of this goal?*	**Timeline for Collection** *When will it be collected?*	**Milestone to be Reached** *How will you know if the intervention and or strategies are effective?*	**Outcome and Next Steps**		
Referral Data PBIS Event Attendance Data Discipline Data Reporting Tool	Monthly for PBIS events beginning in September 2023.	Decrease in referrals in the classroom and on the bus.	Continue to refine "Bus/Van Stars" PBIS Initiative and Adopt a Bus.		

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Action Plan: *Write Priority III here. Is my goal SMART?*					
By the end of the 2024-2025 academic year, increase the average SBAC ELA and Math proficiency for students in 3rd Grade by 2% from SY 2023-2024 proficiency scores to SY 2024-2025 proficiency scores, as measured by SBAC ELA scores.					
Strategies and/or Activities *Which strategies and/or activities will be the most effective in reaching this goal? Who is responsible for this strategy or activity?*	**Changes in Instructional Practices** *What changes in instructional practice will take place to support this goal?*	**Responsibility** *Who is responsible for this strategy and what specifically will they do?*	**Needed Professional Development** *What types of professional development is needed for this work?*	**Partnerships** *Which partnerships could support this effort?*	**Funding** *Building level funds spent*
-Use STAR data to drive instructional decision making. - Use IAB's during instruction -Follow IAB's built into curriculum pacing guides. -SBAC Pep Rally with 2nd Grade Students Included -Test Incentives -Fall and Spring Tutoring with a specific group of students targeted. -Tested in the classroom.	SBAC Prep Groups AM/PM Tutoring IAB's embedded in curriculum Spec. Ed. and 504 students grouped strategically	Administrators Teachers Professional Development Department Chairs/Grade Level Chairs Chief Academic Officer CIA Team Interventionists Reading Specialists Paraprofessionals Teacher Leaders	Science of Reading CIA Data Review CLS Consulting	Parents/ community members- Provide resources and information for them to use at home with their child.	Tutoring (Title 1)

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	Is what we are doing making a difference? How will we evaluate our efforts?				
	Data to be Collected *What data will be collected to monitor the achievement of this goal?*	**Timeline for Collection** *When will it be collected?*	**Milestone to be Reached** *How will you know if the intervention and or strategies are effective?*	**Outcome and Next Steps**	
	-STAR Benchmark and Progress Monitoring Data -IAB Data -SBAC ELA Data	-BOY, MOY, EOY for STAR Benchmark Data -Monthly for STAR Progress Monitoring	-SBAC Growth from SY 22-23- SY 23-24	-STAR Data (benchmarks and Progress monitoring) -DIBELS Data (benchmarks and Progress monitoring) -Continue MTSS implementation and interventionist/ paraprofessional support. -Target students areas of challenges with MTSS and after school tutoring. -Use IAB's and testing strategies -Tier 2 and 3 Students with Interventionists and Paraprofessionals -Grade Level PLC's focused on SBAC.	
	System Priorities:				
	Review the plan for the following: 1. *Does the SIP have an action plan for disproportionality if applicable?* 2. *Does my SIP include any use of supplementary funds if applicable?*				

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3. *Do my action plans integrate wellness strategies?*
4. *Do my action plans integrate equity priorities, UDL in instructional practices?*
5. *Do my action plans address any pilot program at my school, either integrated or as an action plan?*
6. *What is the communication plan for the SIP? For staff? For students? For community?*

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