

Action Planning for Success. How do the [Evidence of Equity](#) questions impact your actions?

## School Improvement Goals for SY25

### Literacy SMARTIE Goals

School Literacy Goal (This represents the overall student achievement of an underserved focus group(s). Achieving this goal will be essential to accomplishing the District goal for all students, and addressing the root cause of inequity at the school level):

K-2

By the end of the 2025 school year student data will increase from 76% to 85% of all students in K-2 (English) meeting or exceeding the academic milestone on the Spring Dibels Composite Score.

By the end of the 2026 school year student data will increase from 68% to 72% of African American students in K-2 will meet or exceed the target composite score Evidence of Learning EOY External measure (DIBELS).

3-5

By the end of the 2025 school year student data will increase from 76% to 85% of all students in grade 3-5 meeting or exceeding the academic milestone will achieve an assigned score of 3 or greater on the Evidence of Learning EOY External measure (MAP Growth Reading).

By the end of the 2025 school year at least 65% of African American and Multi-Racial students will achieve an assigned score of 3 or greater on the Evidence of Learning EOY External measure (MAP Growth Reading).

### Math SMARTIE Goals

School Math Goal (This represents the overall **student achievement** of an underserved focus group(s). Achieving this goal will be essential to accomplishing the District goal for all students, and addressing the root cause of inequity at the school level):

By June 2025, student data will increase from 70% to 75% of all students will achieve an assigned score of 3 or greater on MAP-P/M (Evidence of Learning EOY External measure MAP Growth Math).

By the end of the 2025 school year, student data will increase from 29% to 43% of Emergent Multilingual Learners students will achieve an assigned score of 3 or greater on the Evidence of Learning EOY External measure (EOY External Measure MAP Growth Math).

### Culture/Climate SMARTIE Goals

Classroom teachers will implement the Zones of Regulation and hold at least one community circle a week, student data will increase from 66% to 71% in African American/Black students in the following statement: "I enjoy coming to school".

Classroom teachers will implement the Zones of Regulation and hold at least one community circle a week, student data will increase from 72% to

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**82%** in African American/Black students in the following statement: “I feel accepted at school for being who I am.”

### Well-Being SMARTIE Goals

School leaders and staff will implement a tiered protocol to address chronic absenteeism (10% or higher) to promote school attendance. This coordinated approach will result in a **5% decrease**, from **22%** to **17%** of the number of Hispanic students who are chronically absent.

#### By the end of the section you will have:

- Identified the actions your school will engage in to address the needs of your root cause and support in meeting the identified goals.
- Identified how each action is inclusive and anti racist, as well as the intended outcome of the action.
- Outlined how each action will be monitored, who will be leading the implementation of the action and what about the school’s operations will shift because of the action.

#### Steps to create the action plan:

1. Review your root cause(s) and how racism shows up to determine how you will address the problem(s) you identified. See the following sample [summary](#).
2. Synthesize your root cause analysis to identify how you will systemically address the problem(s).
3. Create a plan to address the problem that lists specific actions the school will be accountable for. Be sure to include how **families will be involved** throughout the process.

### Systemic Response: Addressing the Problem Of Our Root Cause(s):

How will you address the problem(s) you defined in your RCA process: Teachers collaboratively plan for instruction that includes building scaffolds within lessons to gradually releases them and increase student engagement within the lessons that includes productive struggle.

### 2023-2026 Action Plan

School Action(s)	What shift does this action address? “A shift or change in...”	Leadership Responsibility (Who, What, When)	Resources Needed Data to Monitor Progress	Progress OR Results Data	What’s the Next Step? What (if any) support do
List the actions your school will take to address the root causes. These actions should represent what the school will do DIFFERENTLY, that will address the root					

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<p>cause(s), and result in making gains towards meeting your SMARTIE goals.</p> <p>Action plan TIP: Start with 4-5 actions and use data to monitor your progress through the cycle to determine if you need to stay the course, or add additional actions.</p>	<p>*To include more than one option, simply copy and paste the drop-down to add another option.</p>		<p>(click <a href="#">here</a> if you need a refresher on Satellite, Map, and Street Data)</p> <p><b>Due/Check-In Date(s)</b> *To include more than one option, simply copy and paste the drop-down to add another option.</p>		<p>you need from central office for next steps?</p>
<p><b>1. Action:</b> All teachers will come to <b>math planning</b> with pre-work completed:</p> <ul style="list-style-type: none"> <li>Read the module overview with an emphasis on models and strategies</li> <li>Do the math - complete the assessments, exit tickets, and problem sets for the focus standards.</li> </ul> <p><b>Inclusive</b> (whose voices are included in the planning and implementation?):</p> <ul style="list-style-type: none"> <li>All members of the planning team (ELD teachers, spec. Ed. teachers)</li> </ul> <p><b>Antiracist</b> (how is this action antiracist?):</p> <ul style="list-style-type: none"> <li>ALL students will have access to the grade level standard and appropriately matched instruction that results in productive struggle (scaffolding and enrichment).</li> </ul> <p><b>Outcome</b> (what is our anticipated result):</p> <ul style="list-style-type: none"> <li>The focus students receive customized instruction that meets their learning needs.</li> </ul>	<p><b>What shift does this action address?</b> “A shift or change in...”</p> <p>*To include more than one option, simply copy and paste the drop-down to add another option.</p> <p><b>Collaborative...</b> ▾</p>	<p><b>Leadership Responsibility (Who, What, When)</b></p> <p><b>Who:</b> admin team and math leader</p> <p><b>What:</b> structured collaborative planning to focus tier 1 instruction and engagement opportunities</p> <p><b>When:</b> weekly collaborative planning</p>	<p><b>Resources Needed:</b> Curriculum materials ELD scaffold strategies Spec. Ed scaffold strategies <a href="#">Individual EML Asset Profiles.</a></p> <p><b>Data Monitoring:</b></p> <p><b>Map Data</b> ▾ performance on exit tickets</p> <p><b>Street Data</b> ▾ Teacher support coaching logs and reflections</p> <p><b>Check-In Date:</b> Semester data check-in (December, May) to reflect on</p>	<p><b>Progress OR Results Data</b></p> <p><b>Year 1:</b> <a href="#">October Math Planning Slides</a> <a href="#">November Math Planning Slides</a> <a href="#">Supporting EMLs During Content Instruction</a></p> <p><b>Year 2:</b></p>	<p><b>What’s the Next Step?</b></p> <p>What support do you need from central office?</p> <p>School Wide Professional Development on:</p> <ul style="list-style-type: none"> <li>ELD scaffold strategies</li> <li>Spec. Ed scaffold strategies</li> </ul>

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			<p>the structure and the impact the process has had on students' current/ available achievement data metrics.</p>		
<p><b>2. Action:</b> All (literacy and mathematics) teachers will engage in individual data chats with the administrator, staff development teacher, and reading specialist three times (October, February, May) in order to align instruction and support with individual student needs.</p> <p><b>Inclusive</b> (whose voices are included in the planning and implementation?):</p> <ul style="list-style-type: none"> <li>All members of the instructional team (ELD teachers, spec. Ed. teachers)</li> </ul> <p><b>Antiracist</b> (how is this action antiracist?): Consistent data analysis and differentiated instruction and support ensure all students are making progress towards individualized goals.</p> <p><b>Outcome</b> (what's the anticipated result?): Instruction will occur at the students' zone of proximal development that will promote increased achievement in literacy and mathematics.</p> <ul style="list-style-type: none"> <li>We anticipate an increased number of students (Black/African American, Multi Race) meet the target composite score on DIBELS.</li> </ul>	<p><b>What shift does this action address?</b>  <b>"A shift or change in..."</b></p> <p><small>*To include more than one option, simply copy and paste the drop-down to add another option.</small></p> <p><b>Data Monitor...</b> ▾</p>	<p><b>Leadership Responsibility (Who, What, When)</b></p> <p><b>Who:</b> admin team/ content specialist/ math leader/ classroom teachers/ELD teachers/spec. Ed teachers</p> <p><b>What:</b> leaders will facilitate data analysis and coaching sessions with teachers in order to provide targeted instruction that promotes increased achievement.</p> <p><b>When:</b> October, February, May with release time for teachers</p>	<p><b>Resources Needed:</b></p> <p><b>Data Monitoring:</b></p> <p><b>Map Data</b> ▾</p> <p><b>Data Source(s):</b></p> <ul style="list-style-type: none"> <li>MAP Growth MATH</li> <li>MAP Growth Reading</li> <li>DIBELS</li> </ul> <p><b>Check-In Date(s):</b> (October, February, May)</p>	<p><b>Progress OR Results Data</b></p> <p><b>Year 1:</b>  <b>October:</b> <a href="#">Fall Data Analysis Links</a></p> <p><b>Winter/Spring</b>  <a href="#">Winter Data A...</a></p> <p><b>Year 2:</b></p>	<p><b>What's the Next Step?</b></p> <p>Critical Friends Training for SDT and Principal</p> <p><b>What (if any) support do you need from central office for next steps?</b></p>

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<ul style="list-style-type: none"> <li>We anticipate an increased number of students (Emergent Multilingual learners) meet the assigned score of 3 on Measures of Academic Progress in Mathematics (MAP-M).</li> </ul>					
<p><b>3. Action:</b> All staff will support positive social emotional wellness through the implementation of Zones of Regulation. Teachers will engage in daily Social Emotional Learning (SES) lessons</p> <p><b>Inclusive</b> (whose voices are included in the planning and implementation?):</p> <ul style="list-style-type: none"> <li>All members of the school instructional leadership team along with collaboration from all staff.</li> <li>Student voice from classroom meetings and climate/culture surveys.</li> </ul> <p><b>Antiracist</b> (how is this action antiracist?): This action will disrupt the individual interpersonal and institutional racial practices that were identified in our root cause analysis.</p> <p><b>Outcome</b> (what's anticipated result): As a result, there will be an increase in students reporting that their feelings and emotions are important; and they know what to do when someone bothers them.</p> <p>Additionally, these lessons will result in a 15% increase in African American/Black students who report they enjoy coming to</p>	<p><b>What shift does this action address?</b>  <b>"A shift or change in..."</b></p> <p><small>*To include more than one option, simply copy and paste the drop-down to add another option.</small></p> <p><b>Climate</b> ▾</p>	<p><b>Leadership Responsibility (Who, What, When)</b></p> <p>* All classroom teachers conduct daily SEL lessons on the Zones of Regulation.</p> <p>The Zones of Regulation Committee provide resources/training as this is implemented.</p> <p>Leadership to collect implementation.</p>	<p><b>Resources Needed:</b> Zones of Regulation curricular materials</p> <p><b>Data Monitoring:</b></p> <p><b>Map Data</b> ▾</p> <p>Data Source(s): Student Climate surveys</p> <p><b>Data Monitoring:</b></p> <p><b>Map Data</b> ▾</p> <p>Data Source(s): Administration: Informal walkthroughs,</p> <p><b>Check-In Date(s):</b> Quarterly at the end of the marking period.</p>	<p><b>Progress OR Results Data</b></p> <p><u>Year 1:</u>  Preservice: <a href="#">Zones of Regulation</a>  October 9th: <a href="#">Zones of Regulation</a>    <a href="#">Fall Student Voice Data</a>    <a href="#">Zones of Regulation Pacing Guide</a></p> <p><u>Year 2:</u></p>	<p><b>What's the Next Step?</b></p> <p><b>What (if any) support do you need from central office for next steps?</b></p> <p>Zones of Regulation training and resources.</p> <p>Restorative Practices</p>

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school and feel accepted for who they are.					
<p><b>Action:</b></p> <p><b>Inclusive</b> (whose voices are included in the planning and implementation?):</p> <p><b>Antiracist</b> (how is this action antiracist?):</p> <p><b>Outcome</b> (what's anticipated result):</p>	<p><b>What shift does this action address?</b>  <b>"A shift or change in..."</b></p> <p><small>*To include more than one option, simply copy and paste the drop-down to add another option.</small></p> <p>Data Monitor... ▾</p>	<p><b>Leadership Responsibility (Who, What, When)</b></p>	<p><b>Resources Needed:</b></p> <p><b>Data Monitoring:</b></p> <p>Street Data ▾</p> <p>Data Source(s):</p> <p>Check-In Date(s):</p>	<p><b>Progress OR Results Data</b></p>	<p><b>What's the Next Step?</b></p> <p>What (if any) support do you need from central office for next steps?</p>