

School Name: Marion B. Earl Elementary School

**Inquiry Area 1 - Student Success**

Increase the percent of students meeting Adequate Growth Percentile (AGP) in math from 51.3% in 2022 to 53% by 2023, as reported on the NSPF.

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What challenges with implementation and gaps in performance are we noticing?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
<ul style="list-style-type: none"> <li>School-wide focus on quality Tier I instruction where small groups include implementation of MAP Accelerator/Khan Academy for Grades 3-5, "Number Talks" and Freckle for Grades Pre-K-2. enVision Intervention Kits will be utilized by each grade level to support intervention groups (Tier 2 and Tier 3 students).</li> <li>IXL math component will be utilized to supplement math instruction (Tier I, grade level small groups) and intervention for all grades</li> <li>Strategists and interventionists will provide daily small group intervention for Tier 2 and Tier 3 students.</li> <li>Schoolwide data trackers for every teacher will be updated with benchmark and progress monitoring scores to assist with scaffolding and differentiated support in instructional planning.</li> </ul>	<p>If teachers implement effective Tier 1 instructional practices in Math and utilize identified supports while tracking student data and responding to student learning needs, then the percent of students meeting AGP in Math will increase to 53%. Additionally, the percent of students meeting or exceeding the established growth target in math will be 58% (winter) and 60% (spring) by 2023, as measured by the MAP® Growth™ Assessments.</p>	<p>Strong</p>	<ul style="list-style-type: none"> <li>Based off of our Math Winter Bench mark by the MAP Growth Assessments, 52% of students (school wide) met/exceeded the established growth target</li> <li>In 3rd grade, there was a 1% decrease of students that scored in the 25th%ile and below (from Fall to Winter comparison) as measured by the MAP® Growth™ Assessments.</li> <li>In 4th grade, there was a 7% increase of students meeting/exceeding the 61st%ile (from Fall to Winter comparison) as measured by the MAP® Growth™ Assessments.</li> <li>In 5th grade, there was a 5% increase of students meeting/exceeding the 61st%ile (from Fall to Winter comparison) as well as a 2% decrease of students that scored in the 25th% ile (from Fall to Winter comparison) as measured by the MAP® Growth™ Assessments.</li> <li>Inconsistent use of IXL school-wide</li> <li>Strategists, interventions, and support staff providing Tier II and III interventions daily</li> <li>Tier I small group instruction is guided by data-driven conversations during PLC</li> <li>School wide data trackers are updated and used to support instruction</li> <li>Student population is transient</li> </ul>	<ul style="list-style-type: none"> <li>Consistent weekly data-driven discussions during PLC with the PLC facilitator, grade level team, and strategist/interventionist will continue</li> <li>Pre-RTI meetings take place during PLC meetings prior to the RTI meeting to update data on the school-wide data tracker as well as preparing talking points in regards to each student to encourage strategies/ideas from the RTI committee</li> <li>Math interventionist facilitates Math PLC every other week with PLC facilitator</li> <li>Small Group Interventions for Tier II and Tier III students will continue daily with grade level teams, strategists/interventionists</li> <li>Continue use of Number Talks/ Freckle (for Grades K-2) and MAP Accelerator/Khan Academy (for Grades 3-5)</li> <li>Continue enVision Intervention Kits</li> <li>Strategists/Interventionists/Grade level experts will continue to provide support for all curriculum and supplemental programs</li> </ul>	<ul style="list-style-type: none"> <li>Continue funding for PLC facilitator, Math Strategist, and Interventionist to provide small group interventions and assistance with data analysis, RTI, and math enrichment</li> <li>Advertise IXL and other math resources for home use to include parents</li> <li>Order Envision Student workbooks for the 2023-24 school year (K-5: 20-30 books for each grade level)</li> </ul>

**Inquiry Area 2 - Adult Learning Culture**

90% of classroom observations will show evidence of implementing professional learning in the areas of: implementation of enVision Math, differentiated math instruction, and the shifts in mathematical instruction as measured by classroom walkthrough data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<ul style="list-style-type: none"> <li>Classroom teachers will participate in ongoing professional development on the implementation of the enVisions program, as provided by our on-site Math Strategist and PLC Strategist</li> <li>Administration will provide/plan additional professional development, modeling lessons, and classroom walkthroughs regarding the shifts in mathematical instruction to classroom teachers, as well as licensed staff and support staff who provide intervention and/or instructional support throughout the school year.</li> <li>Support with enVision Intervention Kits in order to be utilized by each grade level to support intervention groups.</li> <li>IXL math component will be utilized to supplement math instruction and intervention</li> <li>Strategists and interventionists will provide training on research-based intervention resources as well as best mathematical practices to classroom teachers, as well as licensed staff and support staff who provide intervention and/or instructional support.</li> </ul>	<p>If licensed staff as well as support staff who provide instructional support, will implement mathematical strategies and practices presented throughout the year during professional development days, PLC's, and RTI meetings, then the goal percent of students meeting or exceeding the established growth target in math will be 58% (winter) and 60% (spring) by 2023, as measured by the MAP® Growth™ Assessments.</p>	<p>Strong</p>	<ul style="list-style-type: none"> <li>All teachers participated and revised Tier II and Tier III intervention groups using the enVisions Math Intervention Kits during the November Staff Development Day. Teachers shared grade level kits with other grades when discussing vertical alignment (RTI groupings, scaffolding with grade level content, and students that need enrichment)</li> <li>Follow up and lesson planning to incorporate PLC+ initiative for small groups, Tier I instruction continued during January Staff Development Day</li> <li>Data-driven PLC discussions are held every other week for Math</li> <li>Classroom observations are ongoing and teachers are demonstrating the components of a highly effective lesson planning where the targeted focus is on Tier I small groups</li> <li>Math Strategist/Interventionist/PLC facilitator/RBG3 supports and assists teachers with modeling/coaching scaffolding and differentiation in math instruction</li> </ul>	<ul style="list-style-type: none"> <li>School-wide data trackers need to be customized based on each grade level's assessments and should include math progress monitoring</li> <li>Classroom walkthroughs will begin during PLC meetings where grade levels will meet for an initial targeted focus, classroom observation, then post observation discussion</li> <li>Administration will collaborate with strategists/interventionists/RBG3 on specific supports needed for staff</li> </ul>	<ul style="list-style-type: none"> <li>Provide PL on IXL for new teachers on campus and/or returning teachers that need the review with checkpoint follow up days throughout the school year</li> <li>Identify and compare efficiency of a math progress monitoring tool (easyCBM, Fastbridge, ESGI, Aimsweb, etc)</li> <li>Provide PL and support in implementing math progress monitoring</li> <li>Coverage (possibly strategists/interventionists/RBG3) for classroom walkthroughs</li> <li>Strategists/Interventionist/RBG3 will provide modeling and coaching on Tier I small groupings and small group instruction</li> <li>Observation tool for Teachers to use during walkthroughs</li> </ul>

**Inquiry Area 3 - Connectedness**

Increase the amount of students that feel they can self-regulate their emotions, have strong social awareness and a strong sense of belonging by 10% on the Spring 2023 Panorama survey.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<ul style="list-style-type: none"> <li>Counselor will meet with all classes monthly to conduct student SEL lessons.</li> <li>Monday Motivation Word of the Week will be incorporated into the daily announcements and students in each class will be recognized monthly for demonstrating strong use of Monday Motivation traits.</li> <li>Teachers will utilize Monday Motivation Word of the Week practices to engage students in developing social and emotional skills within their classroom.</li> <li>Continue to encourage parents and community members to get involved with Marion Earl events and activities throughout the school year</li> <li>Continue to implement school-wide Eagle Progressive Discipline Plan</li> <li>Incentives for attendance such as afterschool programs and monthly raffles</li> <li>Continue using Parent Link, Class Dojo, and parent phone calls (positive praise) to build school/family relationships</li> <li>Develop a parent leadership committee</li> </ul>	<p>If students are gaining the strategies to self-monitor their learning and to make appropriate academic decisions for themselves, then results will show an increase from 13% (Winter 2021) to 23% (Spring 2023) who consistently display self-regulated behavior, social awareness, and have a strong sense of belonging as measured by the Panorama Survey.</p>	<p>Strong</p>	<ul style="list-style-type: none"> <li>In comparing the Fall to Winter Panorama Survey, there was a 2% increase from 38% to 40% of students having regulation of emotions, a 6% increase from 61% to 67% of students having a sense of belonging, and a 1% increase from 63% to 64% of students having social awareness.</li> <li>Continue with the counselor meeting with all classes monthly to conduct SEL lessons</li> <li>Continue school-wide incentive plans (Eagle coins for classes, Eagle Credits for individuals), and progressive discipline (Eagle citations)</li> <li>Attendance intervention plans are implemented and presented during weekly RTI meetings</li> <li>Continue using Parent Link, Class Dojo, and parent phone calls (positive praise) to build school/family relationships</li> <li>Continue daily Monday Motivational Word of the Week during announcements and identifying a model student for the monthly Shining Star assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Team developed and provided PL on Restorative Justice and First Aid/CPR</li> <li>COSA Liaison established and provided PL sessions</li> <li>Incentives for attendance include afterschool programs (Afterschool Allstars, Guys with Ties, Good News Club, Soccer Club, NEHS, Garden Club)</li> <li>Eagle Elite (Parent Leadership Committee) created and meets monthly. President of Committee is established, and minutes are documented onto the Community Outreach section of the SPP: Roadmap</li> </ul>	<ul style="list-style-type: none"> <li>By spring, the counselor and RBG3 will create a presentation on the importance of the Panorama survey for Grades 3-5. The assemblies will continue for future fall, winter, and spring Panorama survey administration</li> <li>By spring, the counselor and RBG3 will create a schoolwide interactive activity (Blooket/Kahoot) to provide an independent activity for more comprehension on the importance of the Panorama survey. The independent activity will continue for future fall, winter, and spring Panorama survey administration.</li> </ul>