

School Name: Marion B. Earl Elementary School						
Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPPP? Why?</i>			
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.			Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPPP? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</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"> 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). IXL math component will be utilized to supplement math instruction (Tier I, grade level small groups) and intervention for all grades Strategists and interventionists will provide daily small group intervention for Tier 2 and Tier 3 students. 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. 	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.	No	Correct	<ul style="list-style-type: none"> The percent of students meeting or exceeding the established growth target in math showed 52% for Winter and 48% for Spring 2023, as measured by the MAP® Growth™ Assessments; which did not meet our intended outcomes for the 2022-2023 school year. In 3rd grade, 48% of students met their projected growth (from Winter to Spring comparison) as measured by the MAP® Growth™ Assessments; which indicated a 7% increase. In 4th grade, there was a 1% decrease of students scoring in the 25thile (from Fall to Spring comparison) as measured by the MAP® Growth™ Assessments. In 5th grade, 45% of students met their projected growth (from Winter to Spring comparison) as measured by the MAP® Growth™ Assessments; which indicated a 5% increase. Inconsistent use of IXL school-wide Strategists, interventions, and support staff providing Tier II and III interventions daily Tier I small group instruction is guided by data-driven conversations during PLC Student population is transient 	<ul style="list-style-type: none"> Consistent weekly data-driven discussions (based off of grade levels developed/developing common summatives aligned with standards) during PLC with the PLC facilitator, grade level team, and strategist/interventionist will continue 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 Math interventionist facilitates Math PLC every other week with PLC facilitator Small Group Interventions for Tier II and Tier III students will continue daily with grade level teams, strategists/interventionists targeting math vocabulary, word problems, and test taking strategies Continue use of Number Talks/ Freckle (for Grades K-2) and MAP Accelerator/Khan Academy (for Grades 3-5) Continue enVision Intervention Kits with support in analyzing data for small group Tier I instruction Strategists/Interventionists/Grade level experts will continue to provide support for all curriculum and supplemental programs 	<ul style="list-style-type: none"> Continue funding for PLC facilitator, Math Strategist, and Interventionist (with RBG3) to provide small group interventions and assistance with data analysis, RTI, and math enrichment Funding for prep buy-outs for support with PLC+ in lesson planning as well as data analysis specific towards small group, Tier I instruction Advertise IXL and other math resources for home use to include parents Order Envision Student workbooks for the 2023-24 school year (K-5: 20-30 books for each grade level)
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
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.			Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
<ul style="list-style-type: none"> 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 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. Support with enVision Intervention Kits in order to be utilized by each grade level to support intervention groups. IXL math component will be utilized to supplement math instruction and intervention 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. 	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.	No	Correct	<ul style="list-style-type: none"> Follow up and lesson planning to incorporate PLC+ initiative for small groups, Tier I instruction continued during April Staff Development Day Data-driven PLC discussions are held every other week for Math using data from IXL, Lexia, and MAP benchmark 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 Math Strategist/Interventionist/PLC facilitator/RBG3 supports and assists teachers with modeling/coaching scaffolding and differentiation in math instruction 	<ul style="list-style-type: none"> School-wide data trackers and RTI discussions need to be customized based on each grade level's assessments and should include math progress monitoring Dyslexia Liaison/RBG3 will provide appropriate diagnostics/screeners to assist/support in collecting data for progress monitoring Strategists/Interventionists/Grade level experts will continue to provide support for all curriculum and supplemental programs Classroom walkthroughs will be scheduled during PLC meetings where grade levels will meet for an initial targeted focus and a provided walkthrough template. Administration will collaborate with strategists/interventionists/RBG3 on specific supports needed for staff involving math 	<ul style="list-style-type: none"> Provide PL on IXL and enVisions Intervention kits for new teachers on campus and/or returning teachers that need the review with checkpoint follow up days throughout the school year Identify and compare efficiency of a math progress monitoring tool (easyCBM, Fastbridge, ESGI, Aimsweb, etc) Provide PL and support in implementing math progress monitoring Coverage (possibly strategists/interventionists/RBG3) for classroom walkthroughs Strategists/Interventionist/RBG3 will provide modeling and coaching on Tier I small groupings and small group instruction Observation tool for Teachers to use during walkthroughs
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
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.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need

<ul style="list-style-type: none"> • Counselor will meet with all classes monthly to conduct student SEL lessons. • 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. • Teachers will utilize Monday Motivation Word of the Week practices to engage students in developing social and emotional skills within their classroom. • Continue to encourage parents and community members to get involved with Marion Earl events and activities throughout the school year • Continue to implement school-wide Eagle Progressive Discipline Plan • Incentives for attendance such as afterschool programs and monthly raffles • Continue using Parent Link, Class Dojo, and parent phone calls (positive praise) to build school/family relationships • Develop a parent leadership committee 	<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>Yes</p>	<p>Correct</p>	<ul style="list-style-type: none"> • In comparing the Spring 2022 to Spring 2023 Panorama Survey, there was a 26% increase from 57% to 83% of students having many and/or all strengths in SEL. • Continue with the counselor meeting with all classes monthly to conduct SEL lessons • Continue school-wide incentive plans (Eagle coins for classes, Eagle Credits for individuals), and progressive discipline (Eagle citations) • Attendance intervention plans are implemented and presented during weekly RTI meetings • Continue using Parent Link, Class Dojo, and parent phone calls (positive praise) to build school/family relationships • Continue daily Monday Motivational Word of the Week during announcements and identifying a model student for the monthly Shining Star assemblies 	<ul style="list-style-type: none"> • Behavior Team developed and provided PL on Restorative Justice and First Aid/CPR • COSA Liaison established and provided PL sessions • Incentives for attendance include afterschool programs (Afterschool Allstars, Guys with Ties, Good News Club, Soccer Club, NEHS, Garden Club) • 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 • Incentives for attendance include afterschool programs (Afterschool Allstars, Guys with Ties, Good News Club, Soccer Club, NEHS, Garden Club) • Review/revision of Eagle Progressive Discipline plan to include school-wide norms • Providing PL on FocusEd to assist teachers with attendance intervention plans • Counselor will provide SEL curriculum to all grade levels 	<ul style="list-style-type: none"> • For 2023-24 school year, 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 • By Fall, 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. • Including Counselor SEL curriculum into master scheduling
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