The Plan:

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| Goal | By June 2023, the percentage of students passing the ELA SBAC in 6th grade will increase by 10%, from 31% to 41%.  |
| Target Populationss | **Group**  | **Outcomes/Metrics** |
| English Language Learners   | By June 2022, the percentage of 6th grade EL students passing the ELA SBAC will increase from 6% to 16%.  |
| Other: Describe |  |
| Assessment Plan | **Purpose** | **ELA** | Audience | Frequency |
| **Progress Monitoring** | MAP  | Grades 6 | 1x per trimester  |
| **Formative** | Common Assessments  | Grades 6 | 3x per trimester |
| **Benchmark** | Interim  | Grades 6 | 1x per trimester  |
| **Summative** | SBA | Grades 6 | Once per year |
| Strategies | **Strategy Description** | **Delivered by** | **Funding/Resource** |
| All teachers will deliver developmentally appropriate instruction through the use of mini lessons. Mini lessons will be aligned to a teaching point.  | All classroom teachers supported by the instructional leadership team and Administration.  | District Directed hours, Equity dollars/10 EL Strategies/Rebound |
| Teachers will increase student talk time by using collaborative peer strategies. Increasing student talk time is one of the high leverage EL strategies, increases engagement, and integrates our SEL work into the classroom.  | All classroom teachers supported by the instructional leadership team and Administration.  | District Directed Hours/CASEL 3 Signature practices |
| ELA teachers will utilize classroom libraries to help students choose good fit books to be used during reader’s workshop.  | All ELA teachers supported by Administration and district TOSA. | District directed hours, staff meeting time, and equity funds toward monthly ELA meetings. /Balanced Literacy  |
| ELA teachers will utilize rubrics and checklists during independent writing component of writer’s workshop.  | All ELA teachers supported by Administration and district TOSA. | District directed hours, staff meeting time, and equity funds toward monthly meetings. District directed hours, staff meeting time, and equity funds toward monthly ELA meetings. /Balanced Literacy |
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| Systems and Structures | Indicators Source: MTSS Guide | System/Practice Description | June Success – Description of Results |
| Teaming Practices Support Collaboration | ELA teachers have been meeting 2x a month, every other Thursday, after school since last spring. We read Balanced Literacy as a team, have debriefed and applied the summer summit information, and now for year one implementation we will continue to collaborate, share ideas, and problem solve as a team. ELA teachers will also be meeting a min. of 1x a week during planning and during PLC as allows per PD schedule. ELA teachers will be offered extra paid time 2 hours to review the unit plans and plan implementation. | All ELA teachers will have their classroom libraries organized consistently/according to guidance and utilize their libraries during Reader’s Workshop.All ELA teachers will discuss conferring and share conferring notes/ideas.All ELA teachers will have Rubrics and checklists that are student friendly for each other the writing standards.  |
| Teaming Practices Support Collaboration | One EL teacher and one reading intervention teacher is assigned to each grade level to teach an integrated, sheltered instruction ELA/SS class utilizing peer models, flexible grouping, and intentional para educator support, and best instructional practices. This EL teacher is attached with a highly qualified Math and Science teacher trained in EL instructional strategies.  | Students demonstrate an increase in their WIDA scores. Increase in SBA scores  |
| Teaming Practices Support Collaboration | The Leadership team structure is an Instructional Leadership Team with content instructional leaders. These instructional leaders have been part of book studies, training, and discussion to develop the SIP and vision for the OMS instructional model. They meet with their content team, provide instructional support and guidance, and facilitate PLC’s.  | Instructional leaders facilitate PLC’sInstructional leaders assist with coaching and problem solving  |
| Supporting Plans and Documents | **Document** | Timeline | District Document/Tool | Partnership/Resources |
| **School Professional Development Plan** | Submitted: Updated 09/21/22 | **School-Based Professional Development Plan**  | District PD CalendarDistrict PD CatalogueSchool MTSS Team |
| **Master Schedule** | Final Submitted: August, 2022 | **School Master Schedule** * Elementary
* Secondary
 | [*Guidance for Developing and Elementary Master Schedule*](https://seattleschools-my.sharepoint.com/%3Aw%3A/g/personal/klhanson1_seattleschools_org/EXKAZ3Lw0npDiYPym55TCUMBlNxhWaInTp9JAVyJyKVyBA?e=oySwAJ)[*Elementary Master Schedule Template*](https://seattleschools-my.sharepoint.com/%3Af%3A/g/personal/klhanson1_seattleschools_org/ElDSJHE-REpIhzFLAvKOVb8B26b3nsviLF1Fp6EHOcaLbA?e=7UbsDZ) *(Release in Spring of 2022)*Personal training and support by request |
| **Adult Service Schedule** |  | **Service Schedule** * Elementary
* Secondary
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| **Assessment and Collaboration Calendar** |  | **Assessment Calendar**  | District Assessment CalendarDistrict Meeting Calendar |

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| Goal | By June 2023, number of exclusionary incidents will decrease by 20%, decreasing the total incidents from 127 to less than 100 incidents.  |
| Target Populationss | **Group**  | **Outcomes/Metrics** |
| Male Students  | By June 2023, the average number of office discipline referrals in our male identifying population will decrease by 10%. (Decreasing the total number by 63 total referrals written for male students) |
| Other: Describe  | By June 2023, the total number of discipline referrals in the classroom will decrease by 10%. (Decreasing by 40 total referrals)  |
| Assessment Plan | **Purpose** | **Discipline** | Audience | Frequency |
| **Progress Monitoring** | SWIS Data | Grades 5/6 | Monthly  |
| **Formative** | SWIS  | Grades 5/6 | Monthly  |
| **Benchmark** | SWIS Data  | Grades 5/6 | End of trimester  |
| **Summative** | Other: describeSkyward data report | Grades 5/6 | End of year |
| Strategies | **Strategy Description** | **Delivered by** | **Funding/Resource** |
| Every teacher will implement best practices in classroom PBIS. Informal and formal systems of positive reinforcement (4-1) Implementing systems, structures, and routines (taught and reinforced) Continuum of consequences enforced consistently and fairly | Classroom teachers  | District Directed hours/On going PD/MTSS team and Admin training/PBIS |
| All classroom teachers will implement SEL 3 signature practices into throughout the day throughout all content areas. - Including Daily class meetings in homeroom | Classroom teachers  |  District Directed hours/Ongoing PD/MTSS team and Admin training/CASEL |
| All staff will build positive relationships with students by: Positive greetings, greeting at the door Using strength based, student first language  Knowing students’ story, strength, and need  | All staff | District Directed hours/Ongoing PD/MTSS team and Admin training/MTSS/PBIS |
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| Systems and Structures | Indicators Source: MTSS Guide | System/Practice Description | June Success – Description of Results |
| Teaming Practices Support Collaboration | MTSS Team meetings formally 1x a month to review SWIS data, drill down and use for decision making. Continuous review of action plan created by the TFI. Problem solving any systemic issues specifically around our Tier 1 behavior systems. This team oversees the annual TFI which reviews the fidelity of PBIS systems | SWIS data shared at staff meeting 3x per trimesterUpdated policies, procedures, and expectations clearly posted, taught, and reinforced. 80% or better for the TFI results |
| Teaming Practices Support Collaboration |  Tier 2/3 team overseeing students connected with behavior interventions and support- reviews which interventions need to ramp up or taper down. Reviews data collections for specific students (CICO). Reviews SWIS for individual students and determines if a student should be referred to the SST process.  | Individual student success with students connected with Tier 2/3 interventions and support. Downward trend for discipline for students with 3 or more referrals.  |
| Teaming Practices Support Collaboration | GQP (Special Education team, admin, and counselors) meet weekly to discuss students’ needs that are special education. Discuss behavior and academic needs. Ensures that accommodations and modifications are implemented with fidelity in the classroom. Team will run discipline reports to review students with disabilities and problem solve | Discipline data trends down for students with disabilities and academic data improves  |
| Supporting Plans and Documents | **Document** | Timeline | District Document/Tool | Partnership/Resources |
| **School Professional Development Plan** |  | **School-Based Professional Development Plan**  | District PD CalendarDistrict PD CatalogueSchool MTSS Team |
| **Master Schedule** |  | **School Master Schedule** * Elementary
* Secondary
 | [*Guidance for Developing and Elementary Master Schedule*](https://seattleschools-my.sharepoint.com/%3Aw%3A/g/personal/klhanson1_seattleschools_org/EXKAZ3Lw0npDiYPym55TCUMBlNxhWaInTp9JAVyJyKVyBA?e=oySwAJ)[*Elementary Master Schedule Template*](https://seattleschools-my.sharepoint.com/%3Af%3A/g/personal/klhanson1_seattleschools_org/ElDSJHE-REpIhzFLAvKOVb8B26b3nsviLF1Fp6EHOcaLbA?e=7UbsDZ) *(Release in Spring of 2022)*Personal training and support by request |
| **Adult Service Schedule** | N/A | **Service Schedule** * Elementary
* Secondary
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| **Assessment and Collaboration Calendar** |  | **Assessment Calendar**  | District Assessment CalendarDistrict Meeting Calendar |