

# OSPI School Improvement Plan 2023–2024

## Building data

Please provide your school district and building name below.

<b>School District:</b> Pullman School District
<b>Building Name:</b> Franklin Elementary
<b>School Code:</b> Click or tap here to enter text.
<b>Date:</b> 09.25.23

## Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2023–2024 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

## Needs Assessment Summary

<p><b>Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.</b></p> <p>Franklin Elementary will be focused on closing the gap to support our students receiving free/reduced lunch and increase reading proficiency for all students.</p>
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## SMARTIE Goals

*What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?*

**A SMARTIE Goal is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:**

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

**Questions to ask and answer when addressing inclusion and equity:**

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

*Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.*

## Franklin Elementary Stretch Goals

Stretch Reading Growth Goal (MAP) 90% of Students will meet projected growth by 2026				Stretch Math Growth Goal (MAP) 90% of Students will meet projected growth by 2026									
	2022-2023		2023-2024		2024-2025		2022-2023		2023-2024		2024-2025		
All	77%		Goal: 80%			All	68%		Goal: 78%				
F/R	58%		Goal: 65%			F/R	68%		Goal: 74%				
Stretch Reading Proficiency Goal (MAP) 90% of Students will meet proficiency by 2026				Stretch Math Proficiency Goal (MAP) 90% of Students will meet projected proficiency by 2026									
	2022-2023		2023-2024		2024-2025		2022-2023		2023-2024		2024-2025		
All	74%		Goal: 80%			All	82%		Goal: 87%				
F/R	38%		Goal: 50%			F/R	54%		Goal: 60%				
Stretch Reading Proficiency Goal (SBA) 93% of Students will meet proficiency by 2026				Stretch Math Proficiency Goal (SBA) 93% of Students will meet proficiency by 2026									
	2022-2023		2023-2024		2024-2025		2022-2023		2023-2024		2024-2025		
All	78%		Goal: 83%			All	78%		Goal: 83%				
F/R	50%		Goal: 60%			F/R	32%		Goal: 40%				
Stretch Attendance Goal 30% reduction in unexcused/excused/tardy rt. by 2026				CEE: Center for Educational Effectiveness Survey Data 15% reduction in the "I vs. They" gap by 2026 (overall)									
	2022-2023		2023-2024		2024-2025		2022-2023			2023-2024			2024-2025
	Unex.	Ex.	Unex.	Ex.			Change	Ideas	Acct.	Change	Ideas	Acct.	
All	557.5	44.5	Reduce 10%	Reduce 10%		All Staff	18%	27%	27%	11%	20%	20%	
F/R						Certificated	14%	24%	24%	7%	17%	17%	
Stretch Discipline Goal 30% reduction in referrals by receiving SEL instruction				Stretch Family Engagement Goal 20% increase in attendance to monthly meetings by 2026									
	2022-2023		2023-2024		2024-2025		2022-2023		2023-2024		2024-2025		
All	394		Goal: 10% Reduction			Attendance	NONE HAPPENED		Goal: 80%				
F/R							Pre-COVID—1 Parent						

## Goal Area: Reading

\*\*\*Data to support goal and measures

	2021-2022	2022-2023	2023-2024
<b>Target Outcome/ Measure(s):</b> <b>All Students</b>	<b>MAP Growth:</b> 75% in Level 1,2,3 will meet exceed growth (F to S) <b>**71% (Actual Data)</b>  <b>1st-5th MAP Proficiency:</b> All students proficient <b>**71% (Actual Data)</b>  <b>SBA Proficiency :</b> 80% of all students receive level 3 or 4 <b>**74% (Actual Data)</b>	<b>MAP Growth:</b> 80% in Level 1,2,3 will meet exceed growth (F to S) <b>**77% (Actual Data)</b>  <b>1st-5th MAP Proficiency:</b> 85% of all students proficient <b>**74% (Actual Data)</b>  <b>SBA Proficiency :</b> 85% of all students receive level 3 or 4 <b>**78% (Actual Data)</b>	<b>MAP Growth:</b> 80% in Level 1,2,3 will meet exceed growth (F to S)   <b>1st-5th MAP Proficiency:</b> 80% of all students proficient   <b>SBA Proficiency :</b> 83% of all students will receive a level 3 or 4
<b>Subgroup targets:</b> <b>Free/Reduced</b>	<b>MAP Growth:</b> 80% in Level 1,2,3 will meet exceed growth (F to S) <b>**54% (Actual Data)</b>  <b>1st-5th MAP Proficiency:</b> All students proficient <b>**48% (Actual Data)</b>  <b>SBA Proficiency :</b> 75% of all students receive level 3 or 4 <b>**COVID</b>	<b>MAP Growth:</b> 82% in Level 1,2,3 will meet exceed growth (F to S) <b>**58% (Actual Data)</b>  <b>1st-5th MAP Proficiency:</b> 75% of all students proficient <b>**38% (Actual Data)</b>  <b>SBA Proficiency :</b> 85% of all students receive level 3 or 4 <b>**50% (Actual Data)</b>	<b>MAP Growth:</b> 65% in Level 1,2,3 will meet exceed growth (F to S)   <b>1st-5th MAP Proficiency:</b> 50% of F/R students proficient   <b>SBA Proficiency :</b> 60% of F/R students will receive a level 3 or 4

### SY 2023–2024 SMARTIE Goal #1: Reading

SMARTIE Goal #1: Franklin Elementary will improve student performance in language arts as measured by local, district, state/provincial, and National indicators.

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
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<p>Curriculum:</p> <p>1. Clarify &amp; Pace Essential Standards (skills, concepts &amp; dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides and textbooks.</p>	<ul style="list-style-type: none"> <li>● Increased results for all students on local, district, state/provincial, and national indicators</li> <li>● Lists of Essential Standards</li> </ul>	<p>On Going Yearlong</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	<ul style="list-style-type: none"> <li>● Grade-Level PLT goals and Pacing Guides</li> <li>● PLC training through Solution Tree</li> <li>● Aligned Essential standards</li> <li>● Common Formative Assessments</li> <li>● Collaborative Teams</li> <li>● ELA Menu of Best Practices</li> <li>● Priority Instructional Content in ELA/Literacy</li> <li>● Current staffing/time</li> <li>● Common Core Reading Standards</li> <li>● PTA</li> <li>● Interim Assessments - Interim</li> <li>● Block Assessments</li> <li>● Vocabulary Lists</li> <li>● Digital Library</li> <li>● School-Wide calibration of scoring</li> <li>● Core+ Intervention Schedule</li> <li>● ELA Block Scheduling</li> <li>● Curriculum Nights (take home/in person)</li> <li>● Family Challenge Night/STEAM</li> <li>● Grade-Level list of writing models</li> <li>● District Professional Development</li> </ul>
<p>2. Teachers will utilize grade level established essential standards and DOK levels</p>	<ul style="list-style-type: none"> <li>● Learning Targets</li> <li>● Creation of Common Formative Assessments</li> <li>● Lists of Each Team's Essential Standards &amp; Pacing Guides</li> </ul>	<p>On Going Yearlong</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	
<p>Assessments:</p> <p>3. Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.</p>	<ul style="list-style-type: none"> <li>● Peer Observation Schedule</li> <li>● Common Grade Level Schedules</li> <li>● Intervention/Enrichment Schedule</li> <li>● Volunteer Log</li> <li>● Newsletters</li> <li>● 3 End of Term Reports</li> </ul>	<p>ON-Going Yearlong</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	
<p>Instruction:</p> <p>4. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content.</p>	<p>Grade Level Lists ELA grade-level smart goals created within Collaborative teams?</p>	<p>Re-Visit 2 times per year</p>	<p>Principal, Building Guiding Coalition, SDI, Core+</p>	
<p>5. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.</p>		<p>On-Going Yearlong</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	
<p>6. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, and parent/teacher conferences, curriculum nights, and parent/child reading nights.</p>		<p>On-Going Yearlong</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	

7. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the Best Practices Menus		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	<ul style="list-style-type: none"> <li>● Staff Professional Development at School</li> <li>● Peer Observations</li> <li>● Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration</li> <li>● Pen friends</li> <li>● Alignment of instruction both horizontal and vertical</li> <li>● Transition meetings between preschool and Middle school</li> <li>● Calibrated practices in the classroom</li> </ul>
Staff Development:  8. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
9. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in reading and writing.		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
10. Provide ongoing, job-embedded staff development.		On-Going Yearlong	Principal, Building Guiding Coalition, TOSAs	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. PD Budget for Building				
2. Stipends for BGC				

## Goal Area: Math

\*\*\*Data to support goal and measures

	2021-2022	2022-2023	2023-2024
<b>Target Outcome/ Measure(s):</b> <b>All Students</b>	<b>MAP Growth:</b> 85% in Level 1,2,3 will meet exceed growth (F to S) 69% (Actual Data)  <b>1st-5th MAP Proficiency:</b> All students proficient **80% (Actual Data)  <b>SBA Proficiency :</b> 75% of all students receive level 3 or 4 73% (Actual Data)	<b>MAP Growth:</b> 85% in Level 1,2,3 will meet exceed growth (F to S) **68% (Actual Data)  <b>1st-5th MAP Proficiency:</b> 90% of all students proficient **82% (Actual Data)  <b>SBA Proficiency :</b> 85% of all students receive level 3 or 4 **78% (Actual Data)	<b>MAP Growth:</b> 78% in Level 1,2,3 will meet exceed growth (F to S)  <b>1st-5th MAP Proficiency:</b> 87% of all students proficient  <b>SBA Proficiency :</b> 83% of all students will receive a level 3 or 4
<b>Subgroup targets:</b> <b>Free/Reduced</b>	<b>MAP Growth:</b> 78% in Level 1,2,3 will meet exceed growth (F to S) 72% (Actual Data)  <b>1st-5th MAP Proficiency:</b> All students proficient 41% (Actual Data)  <b>SBA Proficiency :</b> 60% of all students receive level 3 or 4 **COVID	<b>MAP Growth:</b> 80% in Level 1,2,3 will meet exceed growth (F to S) **68% (Actual Data)  <b>1st-5th MAP Proficiency:</b> 81% of all students proficient 54% (Actual Data)  <b>SBA Proficiency :</b> 80% of all students receive level 3 or 4 32% (Actual Data)	<b>MAP Growth:</b> 74% in Level 1,2,3 will meet exceed growth (F to S)  <b>1st-5th MAP Proficiency:</b> 60% of F/R students proficient  <b>SBA Proficiency :</b> 40% of F/R students will receive a level 3 or 4

### SY 2023–2024 SMARTIE Goal #2: Math

SMARTIE Goal #1: Franklin Elementary will improve student performance in mathematics as measured by local, district, state/provincial, and National indicators.

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
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<p>Curriculum:</p> <p>1. Clarify &amp; pace Essential Standards (skills, concepts &amp; mathematical practices) in each area of Mathematics utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides and curriculum materials.</p>	<ul style="list-style-type: none"> <li>● Increased results for all students on local, district, state/provincial, and national indicators</li> <li>● Lists of Essential Standards,</li> <li>● Learning Targets</li> </ul>	<p>On-Going Yearlong</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	<ul style="list-style-type: none"> <li>● Grade-Level PLC goals and Pacing Guides</li> <li>● PLC training with Solution Tree</li> <li>● PLC training through Solution Tree</li> <li>● Aligned Essential standards</li> <li>● Common Formative Assessments</li> <li>● Collaborative Teams</li> <li>● Bridges Scope and Sequence</li> <li>● Bridges screeners/pre-assessments</li> <li>● Priority Instructional Content in</li> <li>● Mathematics -Mathematics Menu of Best Practices</li> <li>● Current staffing/time</li> <li>● Common Core Mathematics Standards</li> <li>● PTO</li> <li>● Interim Assessments</li> <li>● Interim Block Assessments</li> <li>● Vocabulary Lists</li> <li>● Digital Library</li> <li>● Core+ Intervention Schedule</li> <li>● Math Block Scheduling</li> <li>● Curriculum Nights</li> <li>● Family Challenge and STEAM nights</li> <li>● District Professional Development</li> <li>● Staff Professional Development at School</li> </ul>
<p>2. Teachers will use the Bridges mathematic curriculum scope and sequence</p>	<ul style="list-style-type: none"> <li>● Creation of Common Formative Assessments</li> <li>● Lists of Each Team’s Essential</li> </ul>	<p>On-Going Yearlong</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	
<p>3. Teachers will utilize the REAL process from Solution Tree to prioritize essential standards.</p>	<ul style="list-style-type: none"> <li>● Standards &amp; Pacing Guides</li> <li>● Peer Observation Schedule</li> </ul>	<p>One time per year</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	
<p>4. Teachers will conduct various Number Talks and Counting Collections to deepen student understanding of Place Value using manipulatives, interactive resources, and materials.</p>	<ul style="list-style-type: none"> <li>● Common Grade Level Schedules</li> <li>● Intervention/Enrichment Schedule</li> <li>● Volunteer Log</li> <li>● Newsletters</li> </ul>	<p>On-Going Yearlong</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	
<p>Assessments:</p> <p>5. Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student’s learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.</p>	<ul style="list-style-type: none"> <li>● 3-End of Term Reports</li> <li>● Grade-Level Lists</li> <li>● Math grade level smart goals within collaborative teams</li> </ul>	<p>On-Going Yearlong</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	
<p>Instruction:</p> <p>6. Create/implement a master instructional schedule at each grade level to provide protected</p>		<p>At least once per year</p>	<p>Principal, Building Guiding Coalition, SDI, Core+</p>	



blocks of instructional time for all areas of the content.				<ul style="list-style-type: none"> <li>• Peer Observations</li> <li>• Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration</li> <li>• Homework Club</li> <li>• Alignment of instruction both horizontal and vertical</li> <li>• Transition meetings between preschool and Middle school</li> </ul> <p>Calibrated practices in the classroom</p>
7. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.		On-Going Year long	Professional Learning Communities (Grade Level Teams) Teachers	
8. Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, and parent/teacher conferences, curriculum nights, and possible math night.		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
9. Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the Best Practices Menu		On-Going Yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
Staff Development: 10. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.		At least one time per year	Professional Learning Communities (Grade Level Teams) Teachers	
11. Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in mathematics.		On-Going yearlong	Professional Learning Communities (Grade Level Teams) Teachers	
12. Provide ongoing, job-embedded staff development.		On-Going yearlong	Principal, Building Guiding Coalition, TOSAs	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. PD Building Budget				

2. Stipends for Building Guiding Coalition

**SY 2023–2024 SMARTIE Goal #3: Discipline**

Students at Franklin Elementary will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe school climate as assessed by a variety of measurement tools such as positive referrals, discipline records.

**Goal: 100% of students will receive Social/Emotional Instruction which will result in 10% reduction of discipline referrals. (October to May)**

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
1. Continue PBIS implementation, including utilizing REVIEW360 data to guide and inform PBIS lessons, expectations and supervision structure.	<ul style="list-style-type: none"> <li>● Review360 Data</li> <li>● Fox Ticket card count</li> <li>● Bus buck count</li> <li>● Referral data</li> <li>● Attendance data</li> <li>● Fox Den Attendance</li> <li>● Fox Minds Matter Attendance</li> <li>● Second Step Lesson Times</li> <li>● Daily Schedule of Classes</li> </ul>	On-Going Yearlong	Teachers, PBIS Team, Counselor, principals	<ul style="list-style-type: none"> <li>● Current staffing/time</li> <li>● Collaboration time</li> <li>● Review360 data tracking, including training for key staff</li> <li>● Second Step materials</li> <li>● Zones of Regulation</li> <li>● Think Time</li> <li>● PBIS resources</li> <li>● PBIS presentations</li> <li>● PBIS expectations and lesson plans</li> <li>● SEL guide</li> <li>● Break Spaces</li> <li>● Consistent PLC practices in place</li> <li>● Consistent expectations taught, modeled and expected</li> <li>● Bullying unit</li> </ul>
2. Enhance reinforcement strategies, including use of ‘Fox Tickets’		On-Going Yearlong	Teachers, classified, PBIS Team, counselor	
3. Continue utilization of Second Step in grades K-5, with all K-5 teachers presenting the full curriculum to students, modeling the processes consistently.		On-Going Yearlong	Teachers, PBIS Team counselor	
4. Utilize DARE and Officer Patrick at 5 <sup>th</sup> grade		One-time per week	Officer Patrick, 5 <sup>th</sup> grade teachers	
5. Kindness Week/ Unity Day		Once per year	PTA, counselor, sprit student council	
6. Recess friend program and the Friendship Bench		On-Going Yearlong	Counselor, PBIS team	
7. Utilize of Break Spaces in each classroom and Specialist Area		On-Going Yearlong	Teachers	

8. Follow the Behavior Problem Solving Step Protocol		On-Going Yearlong	Teachers, classified staff, counselor, PBIS team	<ul style="list-style-type: none"> <li>● Hand/brain lesson taught and modeled by school counselor</li> <li>● Fox Den Time</li> <li>● Fox Council</li> <li>● Fox Minds Matter</li> <li>● Mental Health Therapist</li> <li>● Restorative Justice conversation toolkit</li> </ul>
9. Provide ongoing staff development (Zones, RJ practices) proficiency targets, using the Best Practices Menu		On-Going Yearlong	TOSAs, PBIS team, LID days	
10. Review student and teacher behavior data for trends and next steps		Once per month	Teachers, principals, counselor	
11. Fox Den		On-Going Yearlong		
12. Franklin Minds Matter		On-Going Yearlong		

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Budget for sensory materials

2. Counselor Budget

### SY 2023–2024 SMARTIE Goal #4: CEE

According to the CEE Survey, in order to support all students at Franklin Elementary, closing the “I vs. They” Gap among staff will be essential.

**Goal: 7% reduction of the “I vs. They” Gap among staff according to the CEE survey**

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
1. Re-visit/modify as needed Franklin Mission and Vision	<ul style="list-style-type: none"> <li>● FES Mission</li> <li>● FES Vision</li> <li>● FES Collective Commitments</li> </ul>	Yearly and as needed	BGC and all staff	<ul style="list-style-type: none"> <li>● CEE data</li> <li>● CEE survey</li> <li>● Problem-Solving templates</li> <li>● Goal statements</li> </ul>
2. Re-visit Collective Commitments and emphasize Focus		Yearly and as needed	BGC and all staff	

3. Building Guiding Coalition Purpose statement	<ul style="list-style-type: none"> <li>• FES Code of Collaboration</li> <li>• Going to the Source Conversation Count</li> <li>• BGC Purpose</li> <li>• BGC Meetings</li> </ul>	Yearly	BGC	<ul style="list-style-type: none"> <li>• Professional development led by culture consultant</li> <li>• Going to the source conversation guide</li> <li>• Resources for PD (anchors, discussions, etc.)</li> </ul>
4. Building Guiding Coalition bi-weekly meetings		Bi-Weekly	BGC	
5. Culture Consultant meetings		3-4 Times per year	Marilyn McGuire and principal	
6. Code of Collaboration Expectations		Yearly and as needed	All staff	
7. Building Guiding Coalition liaisons		On-Going Yearlong	BGC	
8. Going to the Source Conversations		On-Going Yearlong	All Staff	

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

3. Budget for sensory materials

4. Counselor Budget

### SY 2023–2024 SMARTIE Goal #5: Attendance

**Students at Franklin Elementary will consistently demonstrate behaviors that Learning is Required by ALL Foxes which will positively increase 5th grade attendance and tardy records.**

**Goal: Decrease excused and unexcused attendance and the tardy rate of 5th grade by 10% (chronic absenteeism)**

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
1. Information Letter to all students and parents that includes benefits of regular of attendance	<ul style="list-style-type: none"> <li>• Skyward Attendance Data</li> <li>• Number of Family Meetings</li> <li>• Number of awards given</li> </ul>	Begin of Year	Assistant Principal	<ul style="list-style-type: none"> <li>• Skyward Attendance Reports</li> </ul>

2. Attendance Protocol Phone, Monitor Attendance Data Daily		On-Going Yearlong	Secretary	<ul style="list-style-type: none"> <li>• RTI</li> <li>• <a href="#">State Attendance Truancy Requirements</a></li> <li>• <a href="#">Attendance Awareness Materials</a></li> <li>• <a href="#">Information Letter for Parents</a></li> <li>• Attendance awards</li> </ul>
3. Email or Phone Call from Teacher about missed days		On-Going Yearlong	Teachers, principals, secretary, counselor	
4. RTI for Students with high attendance issues (Community Engagement Board): Enter in agreement		One-time per week	SIT Team, Community Engagement Board	
5. Phone call from AP/Secretary about missed absence		Once per year	Secretary, assistant principal	
6. Attendance Protocol: Letter to Families		As needed	AP, teachers	
7. Take Data Informed Steps to eliminate or reduce student's absences		On-Going Yearlong	Teachers, AP	
8. Attendance: Meeting with Parents-Create Family Plan		On-Going Yearlong	Teachers, AP, counselor	
9. File truancy petition		On-Going Yearlong	AP	
10. Monthly attendance importance reminders		Once per month	Teachers, AP	
11. Possible attendance acknowledgements		Once per Month	AP, Principal, Counselor	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
5. Budget for sensory materials				
6. Counselor Budget				

## SY 2023–2024 SMARTIE Goal #6: Family Engagement

Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior. Family engagement ensures that parents and school staff work together to support and improve the learning, development, and whole health of the students they serve.

**Goal: 10% increase of family attendance in monthly family engagement meetings**

PSD Strategic Plan Goal Areas: 1. High Levels of Collaboration & Communication; 2. Curriculum, Instruction, and Assessment Aligned with Standards; 3. Frequent Monitoring of Teaching and Learning; 4. Focused Professional Development

Activities	Measures	Time	Lead	Resources
1. Parent Engagement Meeting	<ul style="list-style-type: none"> <li>Parent Sign-Ins</li> <li>Counting of attendees</li> <li>Reviewed twice per year.</li> <li>Feedback Survey linked to the newsletter.</li> <li>List of # of volunteers, improve each time.</li> <li>Parent Advisory Committee</li> <li>Student progress monitoring scores</li> <li>Student assessment scores</li> <li>Monthly Meetings</li> </ul>	Monthly	Principals	<ul style="list-style-type: none"> <li>PTA</li> <li>Teacher volunteers</li> <li>Community Partnerships</li> <li>Website and Newsletters</li> <li>Parent Volunteers</li> <li>Zoom</li> <li>SEL</li> <li>CCE</li> </ul>
2. Core + Curriculum Night Presentations		Once Yearly	Teachers	
3. Grade-Level/Program Curriculum Nights		Once Yearly	Teachers	
4. Family Nights focused on standards		3 times/year	Teachers, PTA, counselors, principals, CCE	
5. Newsletter to parents from admin		Weekly	Principals	
6. Welcome Night Fall and Spring		Fall/Spring	Teachers, Principals	
7. Classroom Volunteers		On-Going Yearlong	Teachers	
8. Center for Civic Engagement		On-Going Yearlong	Teachers, principals	

9. Parent/Teacher Conferences		Twice yearly	Principals	
10. Specialist Newsletters focusing on standards		Once per month	Teachers	
11. PTA Meeting Attendance		Once every 2 months	PTA principals	
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
7. Budget for sensory materials				
8. Counselor Budget				

Funding		
Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Basic Education</b>	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
<b>Title I, Part A</b>	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
<b>Title II, Part A</b>	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.

## Funding

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
<b>Title III</b>	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
<b>Title IV, Part A</b>	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
<b>Learning Assistance Program (LAP)</b>	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
<b>Local Funds</b>	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
<b>Other Funding Sources</b>	Click or tap here to enter text.	Click or tap here to enter text.