

SES School STRETCH GOALS 2023-2024

STRETCH Reading Goal: 80% of students will meet their projected growth in MAPS by 2026			
	2022-2023 % of students met projected growth	2023-2024 Goal	2024-2025
All Students	63%	70%	75%
SPED	41%	50%	55%

STRETCH Math Goal: 80% of students will meet their projected growth in MAPS by 2026			
	2022-2023 % of students met projected growth	2023-2024 Goal	2024-2025 Goal
All Students	61%	70%	75%
SPED	68%	73%	78%

STRETCH Reading Goal: 80% of students will meet proficiency in MAPS by 2026			
	2022-2023 % of students met proficiency	2023-2024 Goal	2024-2025
All Students	67%	77%	80%
SPED	23%	36%	40%

STRETCH Math Goal: 90% of students will meet their proficiency in MAPS by 2026			
	2022-2023 % of students met proficiency	2023-2024 Goal	2024-2025 Goal
All Students	75%	84%	87%
SPED	47%	69%	70%

STRETCH SBA Reading Goal: 80% of students will meet proficiency by 2026			
	2022-2023 % of students met proficiency	2023-2024 Goal	2024-2025
All Students	68%	73%	77%
SPED	43%	46%	50%

STRETCH SBA Math Goal: 90% of students will meet their proficiency by 2026			
	2022-2023 % of students met proficiency	2023-2024 Goal	2024-2025 Goal
All Students	68%	73%	77%
SPED	59%	62%	65%

Discipline: 100% of students will receive Social/Emotional Instruction which will result in reduction of referrals		
2022-2023 % of referrals	2023-2024 Goal	2024-2025 Stretch Goal
446	Less than 420	Less than 400

CEE	
Conversations about race, gender, oppression, discrimination, and bigotry	Family Advisory Community
Staff Survey, Civic/History Unit	1 time a month

Attendance: Increase excused/unexcused/tardy records by 10 % of current 5th grade students (Learning is Required by All Superstars)		
2022-2023 # of absences, tardies	2023-2024 # of absences, tardies	2024-2025 # of absences, tardies
343, 97	Less than 310, 87	Less than 280, 79

SES School STRETCH GOALS 2023-2024

Goal Area: Reading

SMARTIE Goal #1: Sunnyside 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

Goals:

<p>Target Outcome/Measure(s) All Students</p>	<p style="text-align: center;">2023-2024</p> <p>MAP Growth: Increase from 63% to 70%</p> <p>1st-5th MAP Proficiency: Increase by 67% (154 out of 230) to 77% (178 out of 230)</p> <p>SBA Proficiency : Increase from 68% to 73% of students will receive a level 3 or 4</p>	<p style="text-align: center;">2024-2025</p> <p>MAP Growth: Increase from 70% to 75%</p> <p>1st -5th MAP Proficiency: Increase from 77% to 80%</p> <p>SBA Results: Increase from 73% to 77% of students will receive a level 3 or 4</p>	<p style="text-align: center;">STRETCH GOAL 2026</p> <p>MAP Growth: 80% of SES students will meet or meet or exceed individual projected MAP growth</p> <p>1st -5th MAP Proficiency: 80% Proficient</p> <p>SBA: 80% will receive level 3 or 4 as an indicator of meeting or exceeding standard at their grade level.</p>
<p>Subgroup targets: Special Education</p>	<p style="text-align: center;">2023-2024</p> <p>MAPs Growth: Increase from 41% to 50%</p> <p>1st -5th MAP Proficiency: Increase from 23% (7 out of 30) to 36% (11 out of 30)</p> <p>SBA Results: Increase from 43% to 46% of students will receive a level 3 or 4</p>	<p style="text-align: center;">2024-2025</p> <p>MAPs Growth: Increase from 50% to 55%</p> <p>1st -5th MAP Proficiency: Increase from 36% to 40%</p> <p>SBA Results: Increase from 46% to 50% of students will receive a level 3 or 4</p>	<p style="text-align: center;">STRETCH GOAL 2026</p> <p>MAP Growth: 65% of SES students will meet or meet or exceed individual projected MAP growth</p> <p>MAP Proficiency: Increase from 40% to 45%</p> <p>SBA: 52% will receive level 3 or 4 as an indicator of meeting or exceeding standard at their grade level.</p>

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Curriculum:</p> <p>1. Clarify & Pace Essential Standards (skills, concepts & 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"> ● Increased results for all students on local, district, state/provincial, and national indicators Lists of Essential Standards ● Learning Targets Creation of Common Formative Assessments ● Lists of Each Team’s Essential Standards & Pacing Guides ● Peer Observation Schedule ● Common Grade Level Schedules ● Intervention/Enrichment Schedule ● Volunteer Log Newsletters ● 3 End of Term Reports ● GradeLevel Lists ELA grade-level smart goals created within Collaborative teams 	<p>On Going- All Year Long</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	<ul style="list-style-type: none"> ● Grade-Level PLT goals and Pacing Guides ● PLC training through Solution Tree ● Aligned Essential standards ● Common Formative Assessments ● Collaborative Teams ● ELA Menu of Best Practices ● Priority Instructional Content in ELA/Literacy ● Current staffing/time ● Common Core Reading Standards ● PTO ● Interim Assessments -Interim ● Block Assessments ● Vocabulary Lists ● Digital Library ● School-Wide calibration of scoring ● Core+ Intervention Schedule ● ELA Block Scheduling ● Curriculum Nights (take home/in person) ● Family Challenge Night/STEAM ● Grade-Level list of writing models ● District Professional Development ● Staff Professional Development at School ● Peer Observations
<p>2. Teachers will utilize grade level established essential standards and DOK levels</p>		<p>On Going- All Year Long</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>		<p>On Going- All Year Long</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>Revisited once a year</p>	<p>Principal/CORE +/SPED</p>	
<p>5. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.</p>		<p>On Going- All Year Long</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</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.		On Going- All Year Long	Professional Learning Communities (Grade Level Teams) Teachers	<ul style="list-style-type: none"> ● Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration ● CougPals ● Penfriends ● Alignment of instruction both horizontal and vertical ● Transition meetings between preschool and Middle school ● Calibrated practices in the classroom
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- All Year Long	Professional Learning Communities (Grade Level Teams) Teachers	
<p style="text-align: center;">Staff Development:</p> 8. Collaboratively study standards & curriculum guides to generate grade level lists of essential skills.		Revisit at least one time a year	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- All Year Long	Professional Learning Communities (Grade Level Teams) Teachers	
10. Provide ongoing, job-embedded staff development.		On Going- All Year Long	Principals, TOSAS	

Goal Area: Math

SMARTIE Goal #2: Sunnyside 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

Goals:

<p>Target Outcome/Measure(s) All Students</p>	<p style="text-align: center;">2023-2024</p> <p>MAPs Growth: Increase from 61% to 70%</p> <p>1st-5th MAP Proficiency: Increase from 75% (173 out of 230) to 84% proficiency (194 out of 230)</p> <p>SBA Results: Increase from 68% to 73% of students will receive a level 3 or 4</p>	<p style="text-align: center;">2024-2025</p> <p>MAPs Growth: Increase from 70% to 75%</p> <p>1st-5th MAP Proficiency: Increase from 84% to 87%</p> <p>SBA Results: Increase from 73% to 77% of students will receive a level 3 or 4</p>	<p style="text-align: center;">STRETCH GOAL 2026</p> <p>Stretch Goal: 80% of SES students will meet or meet or exceed individual projected MAP growth</p> <p>1st-5th MAP Proficiency: Increase for 87% to 90%</p> <p>SBA: 80% will receive level 3 or 4 as an indicator of meeting or exceeding standard at their grade level.</p>
<p>Subgroup targets Special Education</p>	<p style="text-align: center;">2023-2024</p> <p>MAPs Growth Increase from 68% to 73%</p> <p>1st- 5th MAP Proficiency: Increase from 47% (11 out of 23) to 69% (16 out of 23)</p> <p>SBA Results: Increase from 59% to 62% of students will receive a level 3 or 4</p>	<p style="text-align: center;">2024-2025</p> <p>MAPs Growth : Increase from 73% to 78%</p> <p>1st- 5th MAP Proficiency: Increase from 69% to 70%</p> <p>SBA Results: Increase from 62% to 65% of students will receive a level 3 or 4</p>	<p style="text-align: center;">STRETCH GOAL 2026</p> <p>Stretch Goal: 80% of SES students will meet or meet or exceed individual projected MAP growth</p> <p>1st- 5th MAP Proficiency: Increase from 70% to 75%</p> <p>SBA: 68% will receive level 3 or 4 as an indicator of meeting or exceeding standard at their grade level.</p>

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
<p>Curriculum:</p> <p>1. Clarify & pace Essential Standards (skills, concepts & 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"> ● Increased results for all students on local, district, state/provincial, and national indicators ● Lists of Essential Standards, ● Learning Targets Creation of ● Common Formative Assessments ● Lists of Each Team’s Essential ● Standards & Pacing Guides ● Peer Observation Schedule ● Common Grade Level Schedules ● Intervention/Enrichment Schedule ● Volunteer Log Newsletters ● 3-End of Term Reports ● Grade-Level Lists ● Math grade level smart goals within collaborative teams 	<p>On Going- All Year Long</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	<ul style="list-style-type: none"> ● Grade-Level PLC goals and Pacing Guides ● PLC training with Solution Tree ● PLC training through Solution Tree ● Aligned Essential standards ● Common Formative Assessments ● Collaborative Teams ● Bridges Scope and Sequence ● Bridges screeners/pre-assessments ● Priority Instructional Content in ● Mathematics -Mathematics Menu of Best Practices ● Current staffing/time ● Common Core Mathematics Standards ● PTO ● Interim Assessments ● Interim Block Assessments ● Vocabulary Lists ● Digital Library ● Core+ Intervention Schedule ● Math Block Scheduling ● Curriculum Nights ● Family Challenge and STEAM nights ● District Professional Development ● Staff Professional Development at School ● Peer Observations
<p>2. Teachers will use the Bridges mathematic curriculum scope and sequence</p>		<p>On Going- All Year Long</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>		<p>At least once 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>		<p>On Going- All Year Long</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>		<p>On Going- All Year Long</p>	<p>Professional Learning Communities (Grade Level Teams) Teachers</p>	
<p>Instruction:</p>		<p>Once per year</p>	<p>Principal/CORE +/SPED</p>	

6. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content.				<ul style="list-style-type: none"> • Utilize teacher evaluation growth model to support reading instruction, including enhancement of principal evaluation support through collaboration • Homework Club • Alignment of instruction both horizontal and vertical • Transition meetings between preschool and Middle school • Calibrated practices in the classroom
7. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.		On Going- All 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- All Year Long	Professional Learning Communities (Grade Level Teams) Teachers, Principal	
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- All Year Long	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 Once 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- All Year Long	Professional Learning Communities (Grade Level Teams) Teachers	
12. Provide ongoing, job-embedded staff development.		On Going- All Year Long	Principal/TOSAS	

Goal Area: Discipline

SMARTIE Goal #3: Students at Sunnyside 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.

Targeted/Desired Outcome: 100% of students will receive Social/Emotional Instruction which will result in 10% reduction of discipline referrals. (Less than 420 incidents, from October to May)

Activities	Measures	Timeframe	Lead	Resources
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>	<p><i>What was / is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>
1. Continue PBIS implementation, including utilizing REVIEW360 data to guide and inform PBIS lessons, expectations and supervision structure.	<ul style="list-style-type: none"> ● Review360 Data ● Star card count ● Bus buck count ● Referral data ● Attendance data 	On Going- All Year Long	Teachers, PBIS Team	<ul style="list-style-type: none"> ● Current staffing/time ● Collaboration time ● CLEAR partnership ● Review360 data tracking, including training for key staff ● Second Step materials ● Zones of Regulation ● Think Time ● PBIS resources ● PBIS presentations ● PBIS presentations ● PBIS expectations and lesson plans ● SEL guide ● Break Spaces ● Consistent PLC practices in place ● Consistent expectations taught, modeled and expected ● Bullying unit
2. Enhance reinforcement strategies, including use of 'Sunnyside Star Card Tickets'		On Going- All Year Long	Teachers, School 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- All Year Long	Teachers, School Counselor	
4. Utilize DARE and Officer Patrick at grade		Spring Time	5th Grade/Officer Patrick	
5. Kindness Week/ Unity Day		1 week per year	Student Council/ Staff	
6. Recess friend program and the Friendship Bench		Once per year, lesson	Cheyenne	
7. Utilize of Break Spaces in each classroom and Specialist Area		On Going- All Year Long	Teachers	

8. Follow the Behavior Problem Solving Step Protocol		On Going- All Year Long	Teachers, Principal, Counselor	<ul style="list-style-type: none"> • Hand/brain lesson taught and modeled by school counselor
9. Provide ongoing staff development (Zones, RJ practices)proficiency targets, using the Best Practices Menu		On Going- All Year Long	School Counselor/Mental Health Therapist	
10. Review student and teacher behavior data for trends and next steps		1 time a month	PBIS	

Goal Area: Attendance

SMARTIE Goal #4: Students at Sunnyside Elementary will consistently demonstrate behaviors that Learning is Required by ALL Superstars which will positively increase 5th grade attendance and tardy records.

Targeted/Desired Outcome: The desired outcome is to decrease excused and unexcused attendance and of tardies rate of 5th grade by 10% (chronic absenteeism, reducing the number from 343 to 310 absences) (tardies would be reduced from 97 to 87 chronic tardies)

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Information Letter to all students and parents that includes benefits of regular of	Skyward Attendance Report, Data Attendance	Beginning of the Year	Teacher/Office	<ul style="list-style-type: none"> ● Skyward Attendance Reports ● RTI ● State Attendance Truancy Requirements ● Attendance Awareness Materials ● Information Letter for Parents
1. Attendance Protocol Phone, Monitor Attendance Data Daily		Daily	Carmen/Secretary	
2. Email or Phone Call from Teacher about missed days		As needed	Teachers	
3. RTI for Students with high attendance issues (Community Engagement Board): Enter in agreement		After 7th unexcused, _____ excused	SIT Team	
4. Phone call from AP/Secretary about missed absence		After 1 unexcused absence	Cheyenne/Secretary	
5. Attendance Protocol: Letter to Families		As Needed, after 1 unexcused, _____ excused, _____ tardies	Cheyenne	
6. Take Data Informed Steps to eliminate or reduce student's absences		Between 2 and 7 unexcused, _____ excused, _____ tardies	Pam/Cheyenne/SIT	
7. Attendance: Meeting with Parents-Create Family Plan		After 3 absence in month	Cheyenne, Pam, Katie, Team	
8. File truancy petition		After 7 unexcused in a month or 15 cumulative absences	Pam, Cheyenne	

Goal Area: Parent/Family Engagement

SMARTIE Goal #1: Sunnyside Elementary will build strong relationships and partnerships with families to support children and their learning.

Rationale: 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.

Target Outcome: Restore our Family Advisory Committee (FAC) that was impacted by COVID-19, The FAC to meet 1 time a month to address pertinent school issues.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Parent Advisory Committee	Completing all the meetings	1 time a month	Annalisa	
Core + Curriculum Night Presentations	<ul style="list-style-type: none"> ● Parent Sign-Ins ● Counting of attendees ● Reviewed twice per year ● Feedback Survey linked to the newsletter ● List of # of volunteers, improve each time ● Family Advisory Committee ● Student progress monitoring scores ● Student assessment scores 	1 time each fall	CORE + Teachers	<ul style="list-style-type: none"> ● PTO ● Teacher volunteers ● Community Partnerships ● Website and Newsletters ● Parent Volunteers <ul style="list-style-type: none"> ● Space in SES ● SEL
Grade-Level/Program Curriculum Nights		1 time each fall	Teachers/Principal	
Family Nights focused on standards		3 times a year	SEL, Teachers/Principal/PTO	
Newsletter to parents from admin		5 times a year	Principal	
Welcome Night Fall and Spring		1 time each fall	Teachers/Principal	
Classroom Volunteers		1 time each year	Teachers	
Family Advisory Committee		1 time a month	Parent Advisory Committee/Kiblen	
Career Day		After Career Day	PTO	
Specialist Newsletters focusing on standards		1 time a month	Specialist	

Diversity, Equity, and Belonging Committee Project		2 times a year	DEB	
Parent/Teacher Conferences		Reviewed Twice per year	Teachers/Principal	
Center for Civic Engagement		1 time each year	Principal/WSU	

Goal Area: CEE (Center for Educational Effectiveness)

SMARTIE Goal #5: Staff will promote and support awareness around diversity, equity, and inclusion; by integrating activities, lessons, and events that engages all stakeholders by engaging in difficult conversations around race, gender, oppression and discrimination.

Targeted/Desired Outcome: Based on the CEE data the “Land of Opportunity” is directly influenced by the included questions about Diversity, Equity, Inclusion, and Belonging. The three thoughts are 1. We are provided training to meet the needs of a diverse student population in our school (LID Day, WSU, Staff Presentations) 2. The curriculum we teach reflects the diversity of the community we serve (Civics/History Units) 3. This school has activities to celebrate the diversity of this community. By, the end of the 2025 school year -Review CEE data regarding DEI questions,we are going to increase staff perception by 15% on how we engage in difficult conversations around race, gender, oppression and discrimination.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
1. Engage in difficult conversations around race, gender, oppression and discrimination	Staff survey based on how we currently engage in conversations and lessons around Diversity, Equity, and Inclusion, Belonging in our school, reflecting on the various activities that we have worked on throughout the 2021-2024 school years. We will review staff perceptions regarding beliefs about DEI among staff.	On Going- All Year Long Survey given 2 times a year	All Staff/Students/Family DEB Committee	<ul style="list-style-type: none"> ● PLC training with Solution Tree ● Staff meetings ● Collaboration time ● Second Step materials ● CLEAR Trainers ● PBIS presentations ● PBIS resources ● PBIS team ● District Professional Development ● Staff Professional Development at School ● WSU Diversity staff ● Teaching tolerance diversity definition ● Teacher will be a trained facilitator of Strengthening
2. Implementation of Second Step in grades K-5, with all K-5 teachers presenting the full curriculum to students, modeling the processes consistently.		On Going- All Year Long	Teachers, School Counselor	
3. Professional Development DEB about race and bigotry.		1 time per month	DEB	
4. Continue PBIS implementation, including utilizing Review360 data to guide and inform PBIS lessons, expectations and supervision structure		On Going- All Year Long	Teachers/PBIS	
5. Continue utilization of Diversity trainings provided by PSD		2-3 times per year	All Staff	

6.Utilize WSU for Professional Development regarding various cultural connections		2-3 times per year	All Staff/WSU	<p>Families Program for Parents and Youth</p> <ul style="list-style-type: none"> ● Bulletin boards with flags and percentage of where we are from ● Connection to family nights ● Trade books and picture books ● Social Emotional PD
8. Staff lessons Civics and History Units		1 month a year	Teachers, Principal, Counselor	
9.Cultural family night		1 time a year	District	