

**FRES School Improvement Plan
2024-25 School Year**

[Root Cause Analysis Section](#)

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Telling your school's data story...

[FY 23-24 Data Story](#)

Chapter 2 (2024-2025)

Fields Road was identified as an ASTI school under the Students with Disabilities student group with a score of 60.2% in 2022 and 51.7% in 2023. We examined the data and services we are providing our focus students including students with disabilities in our home-school model. In addition to the various data points analyzed in the school's data story, we also closely examined our results from the Maryland State Report Card. For our 2022 report card data, the identification threshold for any student group was a total earned percentage of 29.67% or below, with our students with disabilities scoring 25%. For the 2023 report card data, the threshold was raised to 32.23%, and our students with disabilities achieved 26.4%. In 2022, we earned 5 points in the area of school quality and student success and in 2023, we earned 1 point in the indicator. When drilling down into the measures included in this indicator we see that the decrease was due to low attendance. Additionally, we are ensuring that all teachers are fully aware of and implement accommodations during instruction and assessments.

DIBELS Composite Benchmark:

Dibels is a foundational literacy screening assessment. Most subtests are quick, 1-minute timed skills assessment. This year, FRES focused on three focus groups: African American/Black students (AA/B), students with disabilities (SWD), and emergent multilingual learners (EML.)

Kindergarten: 71% of all kindergarten students met or exceeded the benchmark. 60% of African American/Black students met or exceeded the benchmark.

46% of EMLs met or exceeded the benchmark. [44% of students with disabilities met or exceeded the Dibels composite benchmark](#)

Kindergarten Dibels Composite Data																				
	EOY %	Dibels Growth																		
All K students	71%	<div><div>DIBELS Growth ⓘ</div><table><tr><td>Fall 23-24 To Winter 23-24</td><td>17.2%</td><td>26.6%</td><td>18.8%</td><td>18.8%</td><td>18.8%</td></tr><tr><td>Fall 23-24 To Spring 23-24</td><td>6.5%</td><td>21.0%</td><td>24.2%</td><td>17.7%</td><td>30.6%</td></tr><tr><td>Winter 23-24 To Spring 23-24</td><td>12.9%</td><td>11.3%</td><td>10.4%</td><td>25.8%</td><td>30.6%</td></tr></table></div>	Fall 23-24 To Winter 23-24	17.2%	26.6%	18.8%	18.8%	18.8%	Fall 23-24 To Spring 23-24	6.5%	21.0%	24.2%	17.7%	30.6%	Winter 23-24 To Spring 23-24	12.9%	11.3%	10.4%	25.8%	30.6%
Fall 23-24 To Winter 23-24	17.2%	26.6%	18.8%	18.8%	18.8%															
Fall 23-24 To Spring 23-24	6.5%	21.0%	24.2%	17.7%	30.6%															
Winter 23-24 To Spring 23-24	12.9%	11.3%	10.4%	25.8%	30.6%															

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African American/Black	60%	<p>DIBELS Growth</p> <p>Fall 23-24 To Winter 23-24: 33.3%</p> <p>Fall 23-24 To Spring 23-24: 55.6%</p> <p>Winter 23-24 To Spring 23-24: 22.2%</p>
SWD (IEP+504)	44%	
EML	46%	<p>DIBELS Growth</p> <p>Fall 23-24 To Winter 23-24: 10.0%</p> <p>Fall 23-24 To Spring 23-24: 20.0%</p> <p>Winter 23-24 To Spring 23-24: 20.0%</p>

First grade: 77% of students met or exceeded the EOY Dibels benchmark. 66% of African American students met or exceeded the benchmark. 46% of our EML students met or exceeded benchmark. 25% of our SWD met or exceeded benchmark.

First Grade Dibels Composite Data	
	EOY %
All 1st grade students	77%
African American/Black	67%
SWD	33%
EML	46%

Second grade: 79% of students met or exceeded the benchmark. 72% of our African American students met or exceeded. 56% of our EML students met or exceeded benchmark. 84% of SWD met or exceeded the benchmark.

Second Grade Dibels Composite Data	
	EOY %
All 2nd grade students	79%

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African American/Black	72%
SWD (504+IEP)	84%
EML	56%

Measures of Academic Progress-Reading (MAP-R) is a screening tool used to determine a students overall comprehension of text using informational and literary passages. This measure also assesses student vocabulary through text reading. In order to meet EOL, a student must have a RIT score at approximately the 50th percentile.

Third Grade: 59% of all students met the EOL-MAP-R RIT score. 24% of our African American students met EOL. 7% of students with disabilities met the EOL. 30% of EML met EOL.

Third Grade Map-R EOL Data	
	Met EOL
All 3rd grade students	59%
African American/Black	24%
SWD (504+IEP)	7%
EML	30%

Fourth Grade: 41% of all students met the EOL-MAP-R RIT score. 36% of our African American students met EOL. 9% of students with disabilities met the EOL. 11% of EML met EOL.

Fourth Grade Map-R EOL Data	
	Met EOL
All 4th grade students	41%

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African American/Black	36%
SWD (504+IEP)	9%
EML	11%

Fifth Grade: 26% of all students met the EOL-MAP-R RIT score. 21 % of our African American students met EOL. 8% of students with disabilities met the EOL. 0% of EML met EOL.

Fifth Grade Map-R EOL Data	
	Met EOL
All 5th grade students	26%
African American/Black	21%
SWD (504+IEP)	8%
EML	0

Overall growth from fall to spring Kindergarten Dibels composite scores: met/exceeded in the fall to met/exceeded benchmark in the spring. First grade growth fall to spring: met/exceed in the fall to met/exceed in the spring. Second grade growth fall to spring: met/exceeded in fall to met/exceeded in the spring. (not updated)

MAP-M: Bands for K-2 were consistent in being high achievement and high growth from Fall to Spring. The growth medians stayed high (green and blue) . By spring, the achievement percentile was 74% overall. Kindergarten achievement went from 70 to 72 percentile. 1st grade achievement grew from 62nd to 79th. 2nd grade stayed consistent in achievement with 78th percentile.

GROWTH: (Based on the charts red and yellow) Kindergarten the areas of growth would be 29% of students. 1st grade needs 18% areas of growth. 2nd grade is 35%.

Kindergarten EMLS 30%. 1st grade EMLS 7%. 2nd grade EMLS 10%?

MAP-M:

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- In 3rd Grade, 64.5% of all students met the benchmark. 35% of EML students met the benchmark; 50% of Hispanic students met the benchmark; 33% of African American Students met the benchmark; 66.6% of students with a 504 met benchmark; 50% of students with an IEP met benchmark.
 - GROWTH: From winter to spring, 62.7% of students made above or well above average growth, 70% of EML students made above or well above growth; 57.1% of Hispanic students made above or well above average growth, 63.7% of African American students made above or well above average growth; 50% of students with a 504 made well above average growth; 62.5% of students with an IEP made above or well-above average growth.
- In 4th Grade, 48.7% of all students met the benchmark. 31.6% of EML students met the benchmark; 25.9% of Hispanic students met the benchmark; 35.7% of African American students met the benchmark; 42.9% of students with IEPs met the benchmark; and 25% of students with 504s met the benchmark.
 - GROWTH: 69.4% of all students made above average or well above average growth. 77.8% of EML students made above or well above average growth, 75.8% of Hispanic students made above or well above average growth, 76.9% of African American students made above or well above average growth, 33.3% of students with IEPs made well above average growth, and 50% of students with 504s made well above average growth.
- In 5th Grade, 39% of all students met the benchmark. 14% of EML students met benchmark; 10% of students with IEP's met benchmark, 23.8% of Hispanic students met benchmark; 21.1% of Black/African American students met benchmark.
 - GROWTH: 73% of all students showed growth. 50% of students with IEPs had average, above average, or high growth. 81.9% of EML students showed growth. 75% of Hispanic students and 75.1% of Black/African American students showed growth.

By the end of 2023-2024, at least **47 % of African American/Black students, 36% of EML students, and 50% of SWD** in the HSM will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure)

	MAP EOY Data: Students with Disabilities			MAP EOY Data: African American Students			MAP EOY Data: Emergent Multilingual Learners		
	% Met BOY	% Met MOY	% Met EOY	% Met BOY	% Met MOY	% Met EOY	% Met BOY	% Met MOY	% Met EOY
Total	31%	34%	44%	33%	36%	47%	16%	28%	39%
Kindergarten	38%	33%	63%	56%	67%	60%	15%	38%	36%
1st Grade	50%	50%	50%	33%	33%	67%	13%	31%	63%
2nd Grade	43%	43%	57%	64%	86%	86%	23%	60%	50%
Primary	42%	40%	58%	53%	69%	73%	15%	52%	50%
3rd Grade	50%	33%	50%	30%	25%	33%	28%	25%	35%
4th Grade	0%	29%	43%	8%	14%	36%	6%	6%	32%
5th Grade	18%	27%	18%	18%	6%	21%	8%	7%	14%
Intermediate	21%	30%	32%	16%	14%	29%	13%	13%	28%
Met Growth Goal			65%			61%			70%

Students in all upper grades made strong growth in math this year. Upgrades in use of data and planning structures allowed for improvement. Third grade met with an instructional math coach this year during planning and instruction, which was extremely beneficial.

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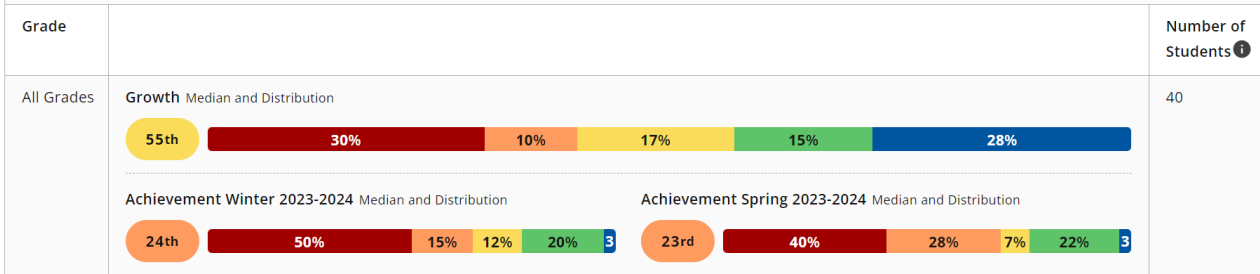
School Profile Growth and Achievement Overview Fields Road Elementary Math K-12		
Grade		Number of Students ⓘ
All Grades	Growth Median and Distribution Achievement Winter 2023-2024 Median and Distribution Achievement Spring 2023-2024 Median and Distribution 	400
Percentiles Key ● 1st - 20 th ● 21st - 40 th ● 41st - 60 th ● 61st - 80 th ● >80 th <div>Rostered Spring 2023-2024 Tested Winter 2023-2024 - Spring 2023-2024</div>		
Hispanic		
School Profile Growth and Achievement Overview Fields Road Elementary Reading		
Grade		Number of Students ⓘ
All Grades	Growth Median and Distribution Achievement Winter 2023-2024 Median and Distribution Achievement Spring 2023-2024 Median and Distribution 	79
Percentiles Key ● 1st - 20 th ● 21st - 40 th ● 41st - 60 th ● 61st - 80 th ● >80 th <div>Rostered Spring 2023-2024 Tested Winter 2023-2024 - Spring 2023-2024</div>		
African American		

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School Profile

Growth and Achievement Overview

Fields Road Elementary | Reading



Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Spring 2023-2024
Tested Winter 2023-2024 - Spring 2023-2024

District EOL Measure:

By the end of 2023-2024, at least 50% of SWD in the home school model, at least 49% of African American students, and at least 38% of EML students will achieve an assigned score of 3 or greater on the EOL EOY district measure												
	MAP EOY Data: Students with Disabilities				MAP EOY Data: African American Students				MAP EOY Data: Emergent Multilingual Learners			
	% Met EOY	% Met Classroom	% Met District	% Met External	% Met EOY	% Met Classroom	% Met District	% Met External	% Met EOY	% Met Classroom	% Met District	% Met External
Total	62%	70%	51%	43%	57%	75%	49%	47%	54%	68%	44%	40%
Kindergarten	75%	75%	38%	63%	80%	90%	70%	60%	64%	73%	48%	36%
1st Grade	75%	75%	75%	50%	67%	67%	67%	64%	64%	71%	50%	71%
2nd Grade	71%	86%	57%	57%	86%	93%	79%	86%	81%	81%	75%	56%
Primary	74%	79%	53%	58%	80%	87%	73%	73%	69%	75%	56%	52%
3rd Grade	78%	78%	75%	44%	58%	92%	42%	33%	55%	80%	50%	35%
4th Grade	43%	43%	14%	43%	43%	57%	36%	36%	32%	47%	21%	32%
5th Grade	42%	67%	55%	18%	32%	58%	24%	21%	29%	50%	29%	14%
Intermediate	54%	64%	50%	33%	42%	67%	31%	29%	40%	60%	34%	28%

By the end of the 2023-2024 school year, 51% of SWD in the home school model, 49% of African American students and 44% of EML students met the requirements of their grade level's EOL EOY district measure(s). This met and/or exceeded the goal of 50% of SWD, 49% of African American students and 38% of EML students.

- In the primary grade band, 53% of SWD students met the district EOL measure compared to 50% of SWD students in the intermediate band. 1st and 3rd grade had the highest percentage of SWD meet the EOL district measure while 4th grade had the lowest percentage with just 1 of 7 students meeting the EOL district measure.
- In the primary grade band, 73% of African American students met the district EOL measure compared to 31% of African American students in the intermediate band. 2nd grade had the highest percentage of African American students meet the EOL district measure (73%) while 5th grade had the lowest percentage with 24% of African American students meeting the EOL district measure.

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- In the primary grade band, 56% of EML students met the district EOL measure compared to 34% of EML students in the intermediate band. 2nd grade had the highest percentage of EML students meet the EOL district measure (75%) while 4th grade had the lowest percentage with 21% of EML students meeting the EOL district measure.

Looking at the larger picture, 62% of SWD, 57% of African American students and 54% of EML students met 2 or 3 overall EOL measures at the end of the year. The subgroups all showed improvement from EOL measures at transition: growth of 23% for SWD, 12% for African American students and 18% for EML students.

- In the primary grade band, 74% of SWD students met 2 or 3 EOY EOL measures compared to 54% of SWD students in the intermediate band. 3rd grade had the highest percentage of SWD meet 2 or 3 EOY EOL measures while 5th grade had the lowest percentage with 42% of SWD students meeting 2 or 3 EOY EOL measures.
- In the primary grade band, 80% of African American students met 2 or 3 EOY EOL measures compared to 42% of African American students in the intermediate band. 2nd grade had the highest percentage of African American students meeting 2 or 3 EOY EOL measures (86%) while 5th grade had the lowest percentage with 32% of African American students meeting 2 or 3 EOY EOL measures.
- In the primary grade band, 69% of EML students met 2 or 3 EOY EOL measures compared to 40% of EML students in the intermediate band. 2nd grade had the highest percentage of EML students meet the EOL district measure (81%) while 5th grade had the lowest percentage with 29% of EML students meeting the EOL district measure.

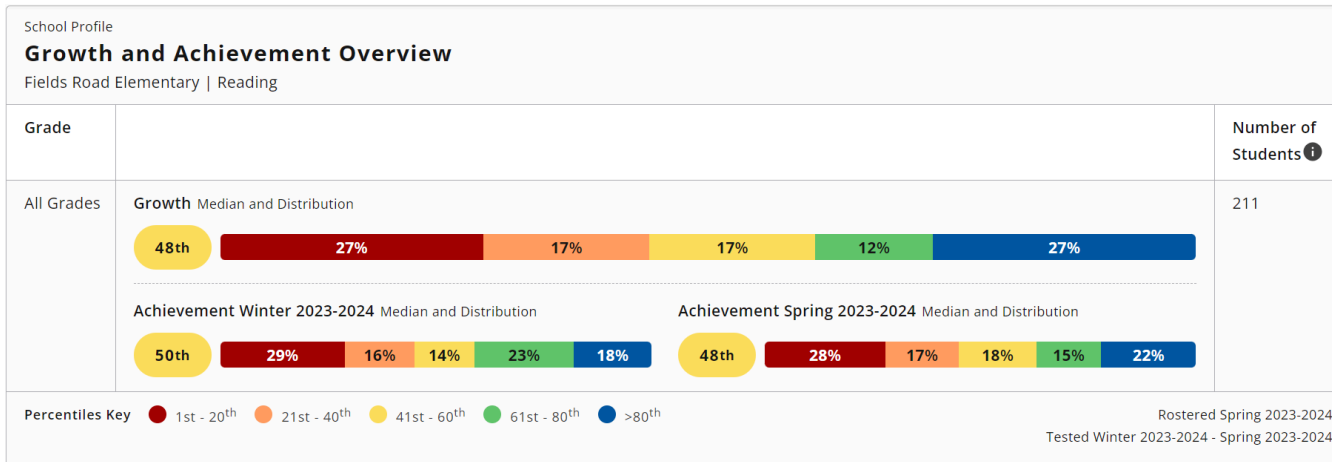
MAP-R:

- In 3rd Grade, 59.2% of all students met the benchmark. 30% of EML students met the benchmark; 39.3% of Hispanic students met the benchmark; 25% of African American students met the benchmark; 50% of students with a 504 met the benchmark; and **37.5% of students with an IEP met the benchmark**;
 - GROWTH: From winter to spring, 44% of students made above or well above average growth, 45% of EML students made above or well above growth; 28.6% of Hispanic students made well above average growth, 45.5% of African American students made above or well above average growth; 33.3% of students with a 504 made well above average growth; 25% of students with an IEP made above or well-above average growth
- In 4th Grade 40.8% of all students met the benchmark. 10.5% of EML students met the benchmark; 16.1% of Hispanic students met the benchmark; 35.7% of African American students met the Benchmark; **14.3% of students with IEPs met the benchmark, and 50% of students with 504s met the benchmark**.
 - GROWTH: From Winter to Spring, 33.8 % of all students made above or well above average growth, 27.8% of EML students made well above average growth, 26.7% of Hispanic students made above or well above average growth, and 23.1% of African American students made above or well above average growth, and **50% of students with an IEP**.

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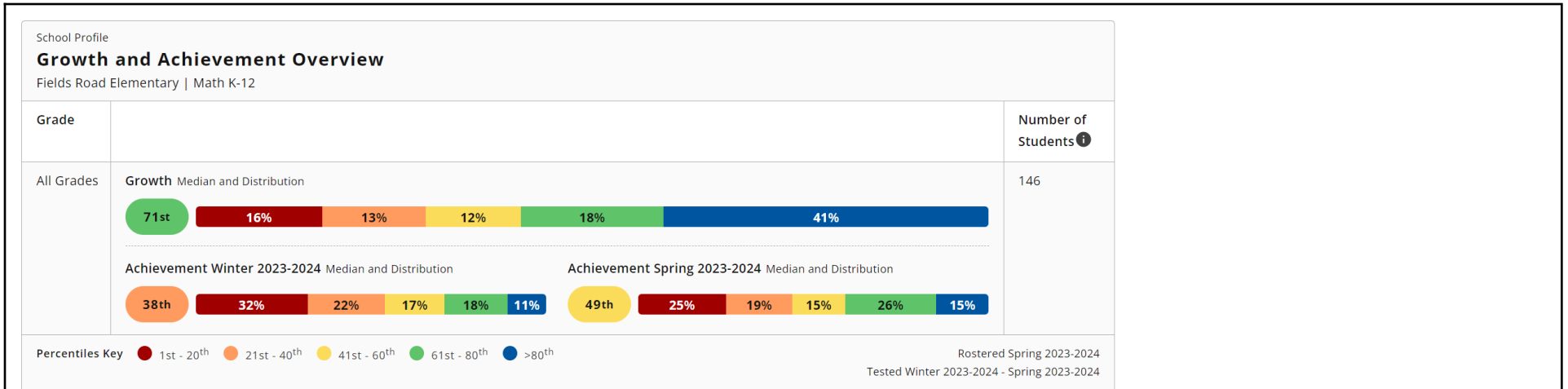
- In 5th Grade, 22.7% of students met the benchmark in Spring 2024. 0% of EML students met the benchmark; 5% of Hispanic students met benchmark; 21% of Black/African American students met benchmark and **10% of students with IEPs met benchmark**.
 - GROWTH: 59.7% of students made growth in 5th grade. 66.7% of EML students made average, above average, or high growth, 66.7% of Hispanic students made average, above, or high growth, 68.8% of Black/African American students made average, above, or high growth by Spring 2024 and **55.5% of students with IEPs made average, above, or high growth**.

We note that achievement in reading for our focus student groups decreases in fourth and fifth grade. Though we have helped many students make significant growth, in all grades, we are not yet serving our focus students at the same rate as all students. We want to investigate more ways to support newcomer EML students and other students who move to our school mid and late in the year more effectively in the upper grades.

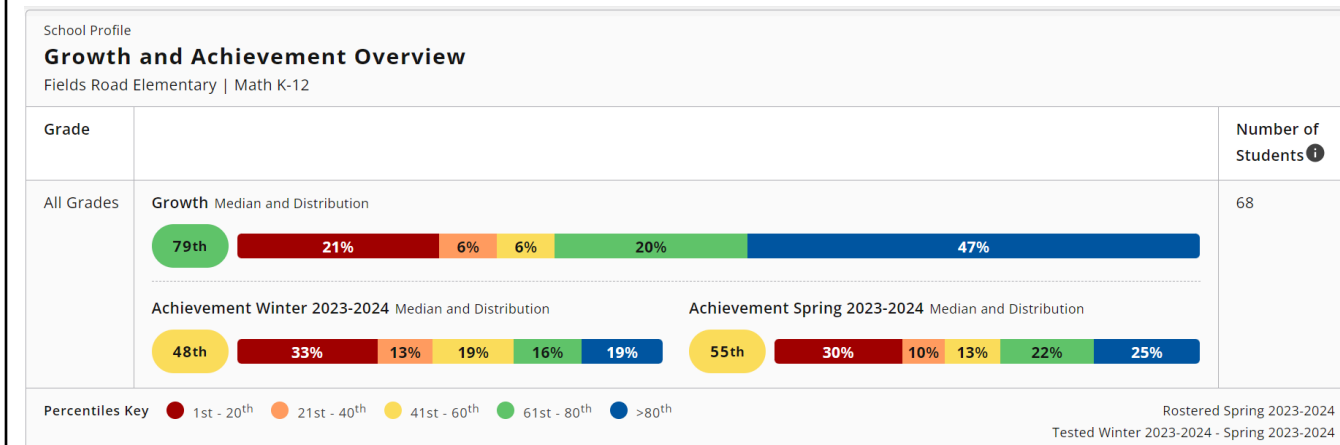


Hispanic

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African American



MSDE REPORT CARD:

The MSDE report card data revealed that we have not yet met achievement and progress targets for our focus student groups. Our practices did lead to some academic achievement improvements for SWD in math, but not lead to improvements in literacy yet.

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Achievement (E/M/H)	PERCENT PROFICIENT					
	MATH			ELA		
	PERCENT	ANNUAL TARGET	IMPROVEMENT	PERCENT	ANNUAL TARGET	IMPROVEMENT
All Students	33.3 %	✗	✗	41.7 %	✗	✗
Asian	55.2 %	✗	✗	64.3 %	✗	✗
Black/African Amer.	10.5 %	✗	✗	18.4 %	✗	✗
Hispanic/Latino	15.8 %	✗	✗	21.3 %	✗	✗
White	66.7 %	✗	✓	78.0 %	✓	✓
Two or more races	50.0 %	✗	✗	70.0 %	✗	✗
Students w/Disabilities	22.6 %	✗	✓	12.9 %	✗	✓
Multilingual Learner	15.1 %	✗	✗	16.0 %	✗	✗
Econ. Disadvantaged	15.8 %	✗	✓	23.7 %	✗	✓

WIDA ACCESS:

In grade 3, 4 and 5 we noted that writing proficiency and speaking proficiency are the areas in which students need the most growth. Students are showing strength in listening comprehension and reading comprehension. Writing and speaking are generative skills, while listening and reading are receptive. Generative skills tend to be more complex for EML students.





Disclaimer: Our EML students took ACCESS for ELLs midyear in January and February. The ACCESS data we analyzed is a snapshot of how EMLs performed at that time. It is not a summative reflection of how they did at the end of the year. In addition, the overall composite proficiency level of an EML is made up of a weighted percentage of proficiency skills: literacy= 35% of writing+35% of reading and oral language= 15% of speaking+15% of listening. Therefore when we look at the overall proficiency level of an EML we should consider what makes up their overall proficiency score that determines their ELD level. Most KG EML students performed as a level 1(beginner level) in all subtests (of listening, speaking, reading and writing) on ACCESS for ELLs. The majority of these students were Hispanic students. However, we did have at least one student who met the criteria to exit the ELD program (overall score 4.5 or more).

EMLs in 1st grade performed at level 6 in listening proficiency which was a strength. However, they still need support in reading and writing (literacy

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proficiency skills). We had two EML students who met the criteria to exit the ELD program for next year.

As we looked at 2nd grade EMLs, they also have a need in writing and speaking proficiency skills. However, there were many students who did well in listening and reading but there are still a few students who need support with reading proficiency skills.

Language Domain	Proficiency Level (Possible 1.0-6.0)
Listening 	2.8
Speaking 	3.0
Reading 	2.0
Writing 	4.4
Oral Language 50% Listening + 50% Speaking	2.9
Literacy 50% Reading + 50% Writing	3.7
Comprehension 70% Reading + 30% Listening	2.3
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4

FRES STUDENT VOICE:

- 5th Grade, the FRES voice data showed overall strengths in students finding activities meaningful and in routines and classroom culture and community, as well as in having a trusted adult to talk to about issues. There was mixed data among subpopulations in expressing their ideas/opinions/culture in class, being happy in coming to school, and in being bullied because of skin color, ethnicity, or race. In expressing ideas/opinions/culture in class, overall Hispanic students felt the most comfortable with Black, White, and Asian students feeling less comfortable, with Black students feeling the least comfortable in expressing themselves. Asian students were the most happy to come to school, with 50% (10/20) of Black students feeling Somewhat or Not at All happy in school; 60% (12/20) of Hispanic Students, and 85% (11/13) of White students not being happy to come to school. Asian, Black, White and Multiracial students reported they felt the most bullied. Hispanic students report being the least bullied due to race with 75% (15/20) students reporting no issues with bullying. 47% (8/17) Black/African American students report bullying due to race; 46% (6/13) White students reported bullying due to race; 66% (2/3) of multi-race students report issues with bullying; and 66% (6/9) Asian students report issues with race/ethnicity/culture related bullying.

FAMILY ENGAGEMENT

- A meeting to share the SIP data, plan and our designation as an ATSI designated school will be held on November 11, 2024
 - AGENDA: Will add after event
 - Attendance: Will add after event

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- Evaluation: Will add after event

COMMITMENT TO ACTION

From this data analysis we see that we need to upgrade our planning and teaching practices in support of our African American, Hispanic and EML students.

Falcons are known among birds for utilizing their sharp eyesight, exceptional flying skill and good intelligence to thrive in their environment. At Fields Road ES we are proud to be called Falcons and we acknowledge both our successes and our areas for growth.

We commit to finding innovative ways to encourage every child to love learning. We will be open and inclusive of many learning styles. Preparation for college starts here. We will guide our children to know that their ideas are important and their efforts will be rewarded.

We see diversity as our biggest strength. It is a gift to be an international community where we learn as much from each other as we do from our curriculum. We will ensure that every child feels valued and accepted as they are.

We know that our families are our greatest resource. You are your child's first and most important teacher. We value your partnership to guide our children to greatness.

We recognize that school is about more than academics. Throughout their years at Fields Road, we commit to ensure children are guided to be respectful, responsible, dedicated, and safe individuals. We are proud of our children as people as well as learners.

EVIDENCE BASED-STRATEGIES BEING IMPLEMENTED FY 24-25

- Literacy Foundational Skills Intervention: UFLI
- Literacy Comprehension Skills Intervention: CKLA in alignment with READWORKS
- Math Foundational Skills Intervention: Eureka Equip and iReady

RESOURCE EQUITY ANALYSIS:

Resources Reviewed: In this analysis we reviewed the following data points along with the data in our Data Story and RCA.

- The structures and processes for observing and providing feedback to the General education and Special Education Teachers (SET): We noted that general education teachers have not consistently been observed or provided feedback in previous years and Special education teachers have not been observed or provided feedback at all.
- Scheduling:
 - Scheduling of Math interventions: The req 30 minutes 4/x week for iReady is not currently in the schedule and teachers are struggling to find time to provide this intervention to students who need it.

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- Scheduling of staffing during SOAR time: SETs are not all participating in the SOAR block so SWD are not getting literacy interventions at that time - One SET is doing math pull-out for math during that time
- Scheduling of Pull-out support: We noted that some SWD are being pulled out of tier 1 instruction so are not fully accessing the grade-level instruction that is assessed for Evidence of Learning (EOL).
- Staffing for HSM: We noted that the school did not have a full time SET for MP1; does not have a lead SET and do not have SET rep in ILT because it is not funded
- Material Resources: We noted there is a need for more UFLI manuals to ensure all teachers are trained and all students who need are provided the intervention appropriately.

Resource Allocation Goal:

- The goal when allocating resources is to ensure that scheduling allows for effective tier 1 and tier 2 instruction with effective scaffolds and targeted tier 3 interventions using evidence-based strategies. In addition, leader learning and implementation of effective observation and feedback to teachers and staff learning on grade-level, engaging, affirming and meaningful instruction with multiple opportunities for student discourse, will ensure that the academic needs of SWD in the HSM will be met.

Plan for addressing the inequities identified in the resource allocation review and MSDE Report Card:

- Observation and Feedback:
 - Ensuring effective standards-based instructional practices are used to improve student learning outcomes by working with the instructional leaders in and outside of the building
 - Ensure that all teachers, including SET are observed and provided feedback on instructional practices
 - Collecting data regularly to evaluate the academic progress of SWD
 - Training to support curriculum implementation, rigorous instruction, and effective scaffolding
 - Training to support how race and culture exert a powerful influence on teaching, learning and leading
- Scheduling:
 - Revising the MTSS plan, including SOAR time to ensure targeted interventions are provided
 - Strategic scheduling of SWD with support of teachers/paras to facilitate differentiation
 - Provide HSM paras and/or teachers time to plan collaboratively with teams to share strategies to help students move towards proficiency
- Staffing:
 - We will assign a SE Lead teacher to ensure that one SET attends Special Education Leader learning throughout the year (sub time is paid by the SE office)
 - SE teachers will be invited to attend all ILT meetings and ILT notes will be shared with the team in a timely manner to get their input.
- Materials:

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- We will use ATSI funding for materials and stipends for interventions.
- Attendance:
 - The core team and SWBT will use resources from Attendance Works
 - The SWBT with the support of the PCC and PPW will proactively engage with students and families to communicate the impact of student absences and to address any family barriers to attendance.
 - In addition, classroom teachers will routinely communicate with families of students who are absent to ensure the child feels welcomed and supported while also ensuring that concerns can be shared with the SWBT.

Adding to the Data Story: Root Cause Analysis

What we learned:

- African American families do not feel seen and heard within the school because of interactions with adults in the building and some structures and processes
- Some teachers prioritize their own cultural norms as well as conformity and compliance. They offer “help” that does not honor the students’ strengths and cultural norms.
- Looking at the questions, “9- My teacher believes in me.”, “10- My teacher makes me feel capable and successful.”, and “11- My teacher encourages me to participate in class.” students in grades 2-5 revealed the following:
 - 9: 20% of African American students stated a little true or not true. 6% of Hispanic students stated a little true. The other students stated true or very true.
 - 10: 20% of African American students stated a little true or not true. 15% of Hispanic students stated not true or a little true.
 - 11: 13% of African American students stated a little true or not true. 25% of Hispanic students stated not true or a little true.
- For our African American and EML students multiple data points show that we need to be prioritizing instruction and classroom management practices to meet their needs.
- Despite the fact that students with disabilities are a huge population in our school, the students and staff in the autism programs are disconnected from the rest of the school community. This has led to those teachers prioritizing life skills and needs over academic achievement in some ways. This may reveal deficit beliefs about the students.
- Special educators that support the students in the home-school model are stretched thin and therefore not always able to go above and beyond the prescribed supports and not always able to align schedules to ensure SWD do not miss tier 1 instruction.

FY 24-25

- teachers are creating an atmosphere of trust with their students. 89% of African American/ Black students, 86% of EMLs, and 96% of SWD feel they have a trusted adult they can talk to when they need help. We learned that it is essential to provide quality tier one reading instruction to all students so they have access to the knowledge they need to read and succeed. This is evident as many of our focus groups did not reach their literacy goals. We learned that teaching eureka with fidelity allowed the majority of our focus groups to meet their math achievement and growth goals.

What we will commit to:

- When our students walk into the building, they should expect to be challenged, affirmed, and to leave as joyful learners. We can’t make this happen as a school unless we support each other to actively call out racist practices that impact students and respond with teaching and relationship strategies that encourage participation and support practice of grade-level skills. We have to commit to working specifically with our African American and Hispanic communities, as well as

FRES School Improvement Plan 2024-25 School Year

students receiving special education and english language development services, to acknowledge the harm our practices have caused and use their voice to help eliminate barriers and co-design environments where their children feel seen and engaged.

FY 24-25

- We will collaborate and provide feedback in curriculum studies for both reading and math to ensure teachers are prepared to provide quality tier one instruction.
- We will reinforce elements of CRT, RJ, and de-escalation in our everyday practices, while focusing on GLEAM (grade level, engaging, affirming, and meaningful) in our daily instruction.
- We will commit to providing opportunities for peer walkthroughs and providing timely and actionable feedback to teachers.

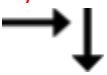
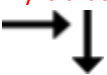
23-24 5 Whys

Define the Problem:

We have not yet created the conditions and structures that prioritize student learning AND well-being and engagement for African American students, EML students and students with disabilities

Why is it happening? (Identify each as a concern, influence or control.)	Possible data to verify Satellite, Map, Street	
<p>Leadership team has not set consistent norms and expectations for teacher practices and interactions with students, in alignment with the district expectations for restorative practices and academic engagement.</p> <p>Teachers hold a variety of beliefs about what classroom management is- some believe in compliance and quiet, others believe in an authoritarian model, others believe in a compliant (low expectations) model</p>	<p>walkthrough data</p> <p>achievement data</p> <p>Climate data</p>	<p>Why is that?</p> <p>→ ↓</p>
<p>Leadership prioritized the shifts in leadership and creating norms and the shift from pandemic teaching and learning with core team instead of really leading learning on starting the year with culturally responsive classroom management- warm demander climate and conditions</p> <p>Teachers were still adjusting from COVID expectations and practices which were minimal.</p> <p>Teachers do not have a deep understanding of child needs and culturally responsive classroom management practices AND they are prioritizing other things (covering a lesson plan) instead of engaging in these practices</p>	<p>achievement and walkthrough data</p>	<p>Why is that?</p> <p>→ ↓</p>
<p>Leadership prioritized fifth grade and therefore did not provide classroom observations, feedback and coaching to other grades AND did not consistently attend planning meetings to provide instructional support.</p>	<p>core team data</p>	<p>Why is that?</p> <p>→ ↓</p>

FRES School Improvement Plan 2024-25 School Year

Teachers believe that it is too much to do and not realistic to continuously engage in culturally responsive and restorative ways with students.		
<p>Leadership and teachers believed that fifth grade students were a problem which impacted expectations for the students and created a deficit view.</p> <p>Some teachers believe that EML students are a monolith only represented by their acquisition of English.</p> <p>Some teachers believe that EML students should be pulled out because they cannot learn in the classroom.</p> <p>Some teachers believe that African American students should be pulled out for interventions because they cannot learn in the classroom.</p>	teacher voice data	<p>Why is that?</p> 
Some staff hold racialized fear about African American and Hispanic students.		<p>Why is that?</p> 
<p>Root Causes:</p> <ul style="list-style-type: none"> • Leadership has not yet connected staff member's implicit biases to classroom expectations and instructional practices with their students and are not engaging in coaching teachers through an ABAR lens. (academic impact, wellness impact) • Teachers are not using culturally responsive teaching and management practices and leaders are not setting the expectation and providing the coaching to support the effective use. (academic impact, culture/climate impact, well-being impact) • Teachers are not reflecting on student outcomes through an equity lens. (Instead focused on blaming and controlling students) (academic impact, culture/climate impact, well-being impact) <p>Address the Problem (Identify a potential countermeasure or solution to the cause(s) within your control to develop a plan of action):</p> <p>Leaders will participate in leader learning on implicit bias to better inform our decision making and will receive PD on coaching strategies in order to disrupt those beliefs. Admin will create opportunities for team leaders to observe teammates to have a better understanding of antiracist teaching and coaching with an ABAR lens.</p> <p>Staff will receive macro and micro professional learning on culturally responsive teaching practices, restorative justice approaches with de escalation training, and GLEAM instruction to better serve our focus groups.</p>		
<p>THREE LEVELS OF RACISM PRESENT.</p> <p>Individual: Some staff hold racialized fear about African American and Hispanic students;</p> <p>Interpersonal: Beliefs that students of color need more control than other students; it is easier to call things out when everyone has the same understanding - without that conversations are avoided; fear of negative impact if the other isn't ready to receive it</p> <p>Institutional/Structural: Instructional coaches used for many things beyond coaching; Not seeing the interaction data that would allow for the conversations; Not having more direct conversations with staff during trainings in order to build the understanding and expectations;</p> <p>24-25 5 Whys</p>		

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Define the Problem: <i>(Insert one of the top prioritized student needs)</i> <i>As our EML students progress through elementary school at Fields Road the percentage of EML students showing proficiency in reading on MAP-R is decreasing.</i> <i>Our EML students have the lowest percentage meeting proficiency.</i>		
Why is it happening? <i>(Identify each as a concern, influence or control.)</i>	Possible data to verify Satellite, Map, Street	
1. Consistent structures are not in place to provide English language development beyond specific ELD instruction.	Master schedule; Teacher Voice; push-in/ pull-out inconsistent	Why is that? → ↓
2. Teachers are not focusing on EML students during planning and instruction so are not prepared to include English language development in their instruction to meet their needs. “ELD will take care of it”. (Avoidance)	observation, planning meeting	Why is that? → ↓
3. Teachers have a deficit mindset about their own ability to meet the needs of EML students and a feeling that there is not enough time during planning and instruction	observation, planning meeting	Why is that? → ↓
4. There has not been consistent micro learning provided to staff to build their knowledge, skills and expectations for EML student instruction	conversation this morning, student voice Q5	Why is that? → ↓
5. Teachers hold some deficit beliefs about students’ ability to meet the rigor of the grade-level curriculum and want to “protect” them from their data/not hurt their feelings.	observation, planning meeting, student voice Q5	Why is that? → ↓
Root Causes: <ul style="list-style-type: none"> EML students are not consistently accessing quality teaching, instruction, and curriculum. EML students are lacking opportunities for world to text connections School Leaders did not create structures to prioritize the needs of our EML students Teachers did not provide access to quality teaching, instruction and curriculum. 		

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Address the Problem (Identify a potential countermeasure or solution to the cause(s) within your control to develop a plan of action):

Quality instruction will be provided to all students in all content areas. Differentiation and needs based grouping will be used to target the needs of students in our focus groups. School leaders and teachers will articulate students into classes to prioritize the needs of our EML and SPED students. School leaders will restructure planning time to be curriculum study with a weekly focus on math and reading curriculum and module studies. Teachers will come prepared, contribute equally and stay engaged during planning meetings. Teachers will apply the discussion and conversations in planning meetings to provide quality teaching and instruction to our students, with a focus on AA/B EML, and SWD.

THE THREE LEVELS OF RACISM PRESENT.

Individual: Teachers have a deficit mindset about both their own abilities and the students' ability to perform with grade-level average.

Interpersonal: Implicit biases and lack of intentionality cause teachers to want to "protect" students from their data and not hurt their feelings.

Institutional/Structural: Lack of consistent structures are in place to provide English Language development beyond specific ELD instruction; this includes a lack of intentionality with planning and instruction for EMLs which perpetuates deficit mindsets and the gradual decrease in performance among EML students.

Develop SMARTIE Goals

Elementary School Example Literacy Goals and Metrics (3 Year Incremental Goals)

**District
Literacy
Achievement
Goal**

By the end of the 2025/2026 school year, at least 90% of all students will meet the Evidence of Learning in Literacy, with an Academic Achievement Component Overall score of 2.6 on the Equity Accountability Model.

FRES School Improvement Plan 2024-25 School Year

<p>School Literacy Achievement</p> <p>And</p> <p>Student Growth Goal(s)</p>	<p>Improvement in School Literacy Achievement:</p> <ul style="list-style-type: none"> By the end of 2024-2025 at least 79% of K-2 African American students will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 67% to 79%) By the end of 2024-2025 at least 62% of K-2 EML students will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 49% to 57%) By the end of 2024-2025 at least 67% of K-2 SWD in the HSM will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 56% to 67%) By the end of 2024-2025 at least 49% of 3-5 African American students will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 27% to 49%) By the end of 2024-2025 at least 37% of 3-5 EML students will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 15% to 37%) By the end of 2024-2025 at least 47% of 3-5 SWD in the HSM will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 20% to 47%) 		
	<p>Projected Individual Student Growth:</p> <ul style="list-style-type: none"> By June 2025, at least 62% of African American students will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score. By June 2025, at least 56% of EML students will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score. By June 2025, at least 21% of K-2 students with disabilities in our home school model will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score. By the end of 2023-2024 at least 53% of 3-5 SWD in the HSM will exceed projected growth for literacy on their MAP-R RIT score for the spring administration 		
<p>Incremental Growth Metrics for Literacy</p>	<p>Growth Goal: June 2024</p>	<p>Growth Goal: June 2025</p>	<p>Growth Goal: June 2026</p>

FRES School Improvement Plan 2024-25 School Year

<p>By June 2024, at least 74% of K-2 African American students will meet the literacy benchmark on DIBELS with a composite score of 420 or higher. Actual: 58%</p> <p>By June 2024 at least 57% of K-2 EML students will meet the literacy benchmark on DIBELS with a composite score of 420 or higher. Actual: 45%</p> <p>By June 2024 at least 62% of K-2 students with disabilities in the home school model will meet the literacy benchmark on DIBELS with a composite score or 420 of higher. Actual: 32%</p> <p>By June 2024, at least 34% of K-2 African American students will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score. Actual: 16%</p> <p>By June 2024, at least 34% of K-2 EML students will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score. Actual: 28%</p> <p>By June 2024, at least 21% of K-2 students with disabilities in our home school model will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score. Actual: 6%</p> <p>By the end of 2023-2024 at least 44% of 3-5 African American students will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 27% to 44%)</p>	<p>By the end of 2024-2025 at least 79% of K-2 African American students will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 67% to 79%)</p> <p>By the end of 2024-2025 at least 62% of K-2 EML students will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 49% to 57%)</p> <p>By the end of 2024-2025 at least 67% of K-2 SWD in the HSM will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 56% to 67%)</p> <p>By June 2025, at least 62% of K-2 African American students will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score.</p> <p>By June 2025, at least 56% of K-2 EML students will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score.</p> <p>By June 2025, at least 21% of K-2 students with disabilities in our home school model will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score.</p> <p>By the end of 2024-2025 at least 49% of 3-5 African American students will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 27% to 49%)</p>	<p>By the end of 2025-2026 at least 84% of K-2 African American students will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 67% to 79%)</p> <p>By the end of 2025-2026 at least 67% of K-2 EML students will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 49% to 57%)</p> <p>By the end of 2025-2026 at least 72% of K-2 SWD in the HSM will meet the academic milestone for literacy on their DIBELS composite score for the spring administration (from 56% to 67%)</p> <p>By June 2026, at least 67% of African American students will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score.</p> <p>By June 2025, at least 61% of EML students will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score.</p> <p>By June 2026, at least 26% of students with disabilities in our home school model will exceed individual projected growth goals (above or well above average growth) on the DIBELS composite score.</p>
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FRES School Improvement Plan 2024-25 School Year

	<p>Actual: 24% By the end of 2023-2024 at least 32% of 3-5 EML students will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 15% to 32%)</p> <p>Actual: 15% By the end of 2023-2024 at least 42% of 3-5 SWD in the HSM will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 37% to 42%)</p> <p>Actual: 15% By the end of 2023-2024 at least 60% of 3-5 African American students will exceed projected growth for literacy on their MAP-R RIT score for the spring administration</p> <p>Actual: 35% By the end of 2023-2024 at least 15% 50% of 3-5 EML students will exceed projected growth for literacy on their MAP-R RIT score for the spring administration (from 15% to 50%)</p> <p>Actual: 30% By the end of 2023-2024 at least 58% of 3-5 SWD in the HSM will exceed projected growth for literacy on their MAP-R RIT score for the spring administration (from 53% to 58%)</p> <p>Actual: 25.4%</p>	<p>By the end of 2024-2025 at least 37% of 3-5 EML students will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 15% to 37%)</p> <p>By the end of 2024-2025 at least 47% of 3-5 SWD in the HSM will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 20% to 47%)</p> <p>By the end of 2024-2025 at least 65% of 3-5 African American students will exceed projected growth for literacy on their MAP-R RIT score for the spring administration</p> <p>By the end of 2024-2025 at least 56% of 3-5 EML students will exceed <u>projected growth</u> for literacy on their MAP-R RIT score for the spring administration (from 51% to 56%)</p> <p>By the end of 2024-2025 at least 53% of 3-5 SWD in the HSM will exceed projected growth for literacy on their MAP-R RIT score for the spring administration</p>	<p>By the end of 2025-2026 at least 54% of 3-5 African American students will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 27% to 49%)</p> <p>By the end of 2025-2026 at least 42% of 3-5 EML students will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 15% to 37%)</p> <p>By the end of 2025-2026 at least 52% of 3-5 SWD in the HSM will meet the academic milestone for literacy on their MAP-R RIT score for the spring administration (from 20% to 47%)</p> <p>By the end of 2025-2026 at least 70% of 3-5 African American students will exceed projected growth for literacy on their MAP-R RIT score for the spring administration</p> <p>By the end of 2025-2026 at least 61% of 3-5 EML students will exceed <u>projected growth</u> for literacy on their MAP-R RIT score for the spring administration (from 56% to 61%)</p> <p>By the end of 2025-2026 at least 58% of 3-5 SWD in the HSM will exceed projected growth for literacy on their MAP-R RIT score for the spring administration</p>
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Elementary School Example
Math Goals and Metrics
(3 Year Incremental Goals)

**FRES School Improvement Plan
2024-25 School Year**

District Math Achievement Goal	By the end of the 2025 school year, <u>at least 90%</u> of <u>all</u> students will meet the Evidence of Learning in Math, with an Academic Achievement Component Overall score of 2.6 on the Equity Accountability Model.		
School Math Achievement and Student Growth Goal(s)	<p>Improvement in School Math Achievement:</p> <ul style="list-style-type: none"> By the end of 2024-2025, at least 54% of African American students will achieve an assigned score of 3 or greater on the EOL EOY district measure By the end of 2024-2025, at least 44% of EML students will achieve an assigned score of 3 or greater on the EOL EOY district measure By the end of 2024-2025, at least 55% of SWD in the home school model will achieve an assigned score of 3 or greater on the EOL EOY district measure By the end of 2024-2025, at least 52% of African American students will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure) By the end of 2024-2025, at least 47% of EML students will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure) By the end of 2024-2025, at least 55% of SWD will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure) <p>Projected Individual Student Growth:</p> <ul style="list-style-type: none"> By the end of 2024-2025, at least 66% of African American/Black students, 70% of students with disabilities, and 75% of EML students will exceed their individual projected growth goals on a Measurement of Academic Progress in math (MAP-M/R) assessment (fall to spring) 		
Incremental Growth Metrics for Math	Growth Goal: June 2024	Growth Goal: June 2025	Growth Goal: June 2026

**FRES School Improvement Plan
2024-25 School Year**

	<p>By June 2024 at least 49 % of AA/B students will achieve an assigned score of 3 or greater on the EOL EOY district measure <i>Actual: 49% K-5 (73% K-2, 31% 3-5)</i></p> <p>By June 2024 at least 50% of SWD will achieve an assigned score of 3 or greater on the EOL EOY district measure <i>Actual: 51% K-5 (53% K-2, 50% 3-5)</i></p> <p>By June 2024 at least 38% of EML students will achieve an assigned score of 3 or greater on the EOL EOY district measure <i>Actual: 44% K-5 (56% K-2, 34% 3-5)</i></p> <p>By June 2024, at least 47 % of African American students will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure) <i>Actual: 47% K-5 (73% K-2, 29% 3-5)</i></p> <p>By June 2024, at least 50% of SWD will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure) <i>Actual: 44% K-5 (58% K-2, 32% 3-5)</i></p> <p>By June 2024, at least 36% of our EML students will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure) <i>Actual: 39% K-5, (50% K-2, 28% 3-5)</i></p>	<p>By June 2025 at least 54% of AA/B students will achieve an assigned score of 3 or greater on the EOL EOY district measure</p> <p>By June 2025 at least 55% of SWD will achieve an assigned score of 3 or greater on the EOL EOY district measure (44% to 55%)</p> <p>By June 2025 at least 44% of EML students will achieve an assigned score of 3 or greater on the EOL EOY district measure</p> <p>By June 2025, at least 52% of African American students will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure)</p> <p>By June 2025, at least 55% of SWD will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure)</p> <p>By June 2025, at least 47% of our EML students will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure)</p>	<p>By June 2026 at least 59% of AA/B students will achieve an assigned score of 3 or greater on the EOL EOY district measure</p> <p>By June 2026 at least 60% of SWD will achieve an assigned score of 3 or greater on the EOL EOY district measure</p> <p>By June 2026 at least 49% of EML students will achieve an assigned score of 3 or greater on the EOL EOY district measure</p> <p>By June 2026, at least 57% of African American students will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure)</p> <p>By June 2026, at least 60% of SWD will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure)</p> <p>By June 2026, at least 52% of our EML students will achieve an assigned score of 3 or greater on MAP-P/M (EOL EOY External Measure)</p>
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FRES School Improvement Plan 2024-25 School Year

	By the end of 2023-2024, at least 26% 50% of AA/B, 33% 50% of SWD, 29% 50% of EML students will exceed their individual projected growth goals on a Measurement of Academic Progress in math (MAP-M/R) assessment (fall to spring) <i>Actual: 61% AA/B, 65% SWD, 70% EML students met projected growth goal</i>	By the end of 2024-2025, at least 66% of African American students, 70% of SWD, and 75% of EML students will exceed their individual projected growth goals on a Measurement of Academic Progress in math (MAP-M/R) assessment (fall to spring)	By the end of 2025-2026, at least 71% of African American students, 75% of SWD, and 80% of EML students will exceed their individual projected growth goals on a Measurement of Academic Progress in math (MAP-M/R) assessment (fall to spring)
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Culture/Climate
<p>School Culture/Climate Goal: includes the adaptive work identified through your RCA. It is directly connected to the school's deep culture.</p> <p>Objective: School leaders will consistently provide meaningful feedback and coaching to teachers rooted in an ABAR lens, in order to have instruction reflect on the experiences and contributions of students in our focus groups.</p> <p>Staff will create a sense of belonging, affirmation and validation for our African American students, Hispanic students and students receiving special education and english language development services. Via</p> <p>Current State:</p> <ul style="list-style-type: none"> • <u>Absenteeism Data 22-23</u>: 34% of our African-American (Non-EML) students, 31% of Hispanic (Non-EML) students, and 40% of our Hispanic EML students were absent 10% or more days they were enrolled in school this year. • Absenteeism Data 23-24: 32% of our African American/ Black students, 33% of our EML students, and 40% of SWD were absent 10% or more days they were enrolled in school this year. • <u>23-24 STAFF Climate- Question 17</u> "How often do you receive feedback on your teaching/work?" 6.7% of staff stated often or very often • <u>24-25 STAFF Climate- Question 28</u> "How often do you receive feedback on your teaching/work?" 27.5% of staff stated almost always or frequently. <p>Goals: By the end of the 24-25 school year, at most 27% of our African American/Black students, 28% of our EML students, and 35% of our SWD will be absent 10% or more days they are enrolled this year.</p> <p>By the end of the 24-25 school year, at least 48% of the staff will reply almost always or frequently when asked, " How often do you receive feedback on your teaching/work?"</p>

FRES School Improvement Plan 2024-25 School Year

What is the 3-Year Incremental Growth?

2023-2024	2024-2025	2025-2026
<p>By June 2024, at most 29% of our African American (Non-EML) students, and 26% of Hispanic (Non-EML) students, and 35% of our Hispanic EML students will be absent 10% or more days they are enrolled this school year.</p> <p>By June 2024, at least 12% of staff will reply often or very often when asked, “How often do you receive feedback on your teaching/work?”</p>	<p>By June 2025, at most 27% of our African American/ Black students, 28% of our EML students, and 35% of our SWD will be absent 10% or more days they are enrolled this year.</p> <p>By June 2025, at least 48% of staff will reply often or very often when asked, “How often do you receive feedback on your teaching/work?”</p>	<p>By June 2026, at most 22% of our African American/ Black students, 23% of our EML students, and 30% of our SWD will be absent 10% or more days they are enrolled this year.</p> <p>By June 2026, at least 52% of staff will reply often or very often when asked, “How often do you receive feedback on your teaching/work?”</p>

Well-Being

School Well-being Goal: includes a technical goal that is reflective of behaviors. The behaviors are a manifestation of the deep culture challenge.

School leaders will monitor discipline data to ensure data is being collected effectively. Staff will use class meetings to reinforce the role of a trusted adult in school. The counselor will reinforce the role of a trusted adult in their guidance lessons. School leaders will provide professional development opportunities on culturally responsive and ABAR teaching practices. Staff will apply their knowledge on culturally responsive and ABAR teaching practices to all interactions with students. Teachers will create classroom conditions to ensure all students have a trusted adult in the school building.

Objective: Shifting these aspects of our school culture will provide accurate discipline data which can be targeted in the future years. These shifts will cause our African American students to increase 5%(88-93%) and our Hispanic students to increase 8 % (72%-80%) on if they feel they have a trusted adult that they can talk to about being teased or bullied because of their race, skin color, ethnicity, or culture.

Current State:

- Discipline data: Referral data disaggregated by race will be effectively collected during the 2023-2024 school year in order to determine the current state. We will decrease

FRES School Improvement Plan 2024-25 School Year

that rate by 5% each year.

- Antiracist Audit and FRES Student Voice Data: 88% of African American students and 72% of Hisoanic students feel they have a trusted adult that they can talk to about being teased or bullied because of my race, skin color, ethnicity, or culture. 76% of Hispanic students and 77% of African American students feel that they have a trusted adult they can go to when they need help.
- Approximate Office referrals for 2022-2023 school year: 500. There were students who were referred multiple times a day, daily, throughout the school year.

Goals

- By June 2025, we will decrease our discipline data by at least 25% from June 2023, (From 375 to no more than 250 office referrals).
- By June 2025, at least 91% of all students will feel they have a trusted adult that they can talk to about being teased or bullied because of race, skin color, ethnicity, or culture.

What is the 3-Year Incremental Growth?

2023-2024	2024-2025	2025-2026
<p>By June 2024, we will decrease our discipline data by 25% from June 2023. (From 500 to 375 office referrals.)</p> <p>By June 2024, at least 80% of all students will feel they have a trusted adult that they can talk to about being teased or bullied because of race, skin color, ethnicity, or culture.</p>	<p>By June 2025, we will decrease our discipline by at least 25% from June 2024. (From 375-250 office referrals.)</p> <p>By June 2025 at least 91% of all students will feel they have a trusted adult that they can talk to about being teased or bullied because of race, skin color, ethnicity, or culture.</p>	<p>By June 2026, we will decrease our discipline data by at least 25% from June 2025. (From 250-125 office referrals.)</p> <p>By June 2026, at least 96% of all students will feel they have a trusted adult that they can talk to about being teased or bullied because of race, skin color, ethnicity, or culture.</p>

Systemic Response: Addressing the Problem Of Our Root Cause(s):

How will you address the problem(s) you defined in your RCA process:

Leaders will participate in leader learning on implicit bias to better inform our decision making and will receive PD on coaching strategies in order to disrupt those beliefs in teaching and leading practices. Admin will create opportunities for team leaders to observe teammates to have a better understanding of antiracist teaching and build skills in coaching with an ABAR lens. Leaders will receive professional development on coaching and equity

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Staff will receive macro and micro professional learning on GLEAM instruction, equitable teaching and learning framework, EML language strategies to better serve our focus groups

2023-2026 Action Plan

School Action(s) List the actions your school will take to address the root causes. These actions should represent what the school will do DIFFERENTLY, that will address the root cause(s), and result in making gains towards meeting your SMARTIE goals. Action plan TIP: Start with 4-5 actions and use data to monitor your progress through the cycle to determine if you need to stay the course, or add additional actions.	What shift does this action address? “A shift or change in...” *To include more than one option, simply copy and paste the drop-down to add another option.	Leadership Responsibility (Who, What, When)	Resources Needed Data to Monitor Progress (click here if you need a refresher on Satellite, Map, and Street Data) Due/Check-In Date(s)	Progress OR Results Data	What’s the Next Step? What (if any) support do you need from central office for next steps?
<ol style="list-style-type: none"> Action to be taken: Staff will participate in core team observations with feedback and peer observations to model, identify, and apply ETLF Essential Habits. <ol style="list-style-type: none"> This includes communicating objectives to students throughout lessons and ensuring instruction is aligned <p>Inclusive (whose voices are included in the planning and implementation?): core team, paraeducators, ILT members</p> <p>Antiracist (how is this action antiracist?): Observations will be focused on providing</p>	What shift does this action address? “A shift or change in...” *To include more than one option, simply copy and paste the drop-down to add another option. <div>Climate ▾</div> <div>Instruction ▾</div> <div>Structure/Pr... ▾</div> <div>Policy/Practice ▾</div> <div>Beliefs/Mind... ▾</div>	Leadership Responsibility (Who, What, When) Principal- setting vision and expectations, determining the criteria for observations, establish the observation tool AP - coverage and scheduling Core Team & ILT:	Resources Needed: Observation criteria Observation tool Data Monitoring and Source: Feedback notes/observation tool <div>Street Data ▾</div> Qualitative observation data that will be analyzed and used for feedback	Progress OR Results Data	What’s the Next Step? What (if any) support do you need from central office for next steps?

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<p>quality teaching and learning to students in our 3 focus groups.</p> <p>Outcome (what is our anticipated result?): The goal is to ensure that students in our focus groups have access to quality tier 1 instruction.</p>	<p>Well-Being ▾</p>	<p>Create observation tool based on the ETL Essential Habit framework</p>	<p>Map Data ▾</p> <p>Quantitative data from assessing patterns and trends in the observation data</p> <p>Check-In Date(s): Weekly observations by core team with feedback</p> <p>Internal FRES Peer observations in December 2024 & January 2025</p> <p>Specific Grade level or teacher peer observations: continuous and ongoing</p>		
<p>2. Action:</p> <ul style="list-style-type: none"> a. School leaders will establish equitable behavioral structures and expectations within the school that center identity-affirming interactions with and between students. b. Teachers will consistently implement equitable 	<p>What shift does this action address? “A shift or change in...”</p> <p><small>*To include more than one option, simply copy and paste the drop-down to add another option.</small></p> <p>Climate ▾</p>	<p>Leadership Responsibility (Who, What, When)</p> <p>Principal- setting vision and expectations, determining the criteria for observations, establish the</p>	<p>Resources Needed: Walkthrough and Feedback tools</p> <p>Data Monitoring: Map Data ▾</p> <p>School wide discipline data</p>	<p>Progress OR Results Data</p>	<p>What’s the Next Step?</p> <p>What (if any) support do you need from central office for next steps?</p>

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<p>classroom management strategies that incorporate high expectations, high support, and predictable routines.</p> <p>Inclusive (whose voices are included in the planning and implementation?)</p> <ul style="list-style-type: none"> Core team, ILT, students <p>Antiracist (how is this action antiracist?): This action will disrupt the individual, interpersonal and institutional racist practices and ensure equitable treatment for students within our focus groups.</p> <p>Outcome (what's the anticipated result?): Our African American, EML students and students with disabilities will report they feel there are more rituals and routines in the classroom to provide predictable and equitable structure that supports learning.</p>	<p>Well-Being ▾</p> <p>Beliefs/Mind... ▾</p> <p>Family/Com... ▾</p> <p>Structure/Pr... ▾</p>	<p>observation tool, establish parent focus group. Participate in the walkthrough</p> <p>AP- Scheduling, Participate in the walkthrough</p> <p>Teachers- create and share behavior management plans, grade level celebration plans, identify behavioral support needed</p> <p>SDT, RS, MCC - Participate in walkthroughs, coordinate feedback and coaching support timeline to ensure all staff receive timely feedback and resources. Model behavior. Help create behavior plans as needed.</p>	<p>Street Data ▾</p> <p>Student voice data- December 2024- January 2025</p> <p>Parent data- November 11, 2024 January 2025, and June 2025</p> <p>Check-In Date(s):</p> <p>Mondays- weekly or bi-weekly: Core team will informally observe teachers and meet to discuss equitable classroom management strategies.</p> <p>November, January, March- formal core team walkthroughs- all teachers are observed including specialists, ELD, SET.</p>		
<p>3. Action: School leaders will engage parents in bi-monthly/quarterly parent engagement sessions to provide information to families on a consistent basis and involve parents</p>	<p>What shift does this action address? "A shift or change in..."</p> <p><small>*To include more than one option, simply copy and</small></p>	<p>Leadership Responsibility (Who, What, When)</p> <p>Establish and run</p>	<p>Resources Needed:</p> <p>Data Monitoring:</p> <p>Street Data ▾</p>	<p>Progress OR Results Data</p>	<p>What's the Next Step?</p> <p>What (if any) support do you need from central</p>

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<p>in the SIP process.</p> <p>a. ILT will also discuss and identify ways to involve families in the school improvement process.</p> <p>Inclusive (whose voices are included in the planning and implementation?):</p> <ul style="list-style-type: none"> Families- with a focus on marginalized community members Staff Leadership Creating structures to be inclusive via language and culture <p>Antiracist (how is this action antiracist?): Making an effort to center Black, EML and SWD families. The data will be used to influence the decision-making about school practices that improve conditions for Black, EML, and SWD students.</p> <p>Outcome (what is our anticipated result):</p> <ul style="list-style-type: none"> All families, with a focus on Black, EML, and SWB families will feel a sense of belonging and inclusion in the school community. Structures will be created that will establish a norm of getting stakeholder input on our school improvement goals and school conditions. 	<p>paste the drop-down to add another option.</p> <p>Family/Com... ▾</p> <p>Beliefs/Mind... ▾</p> <p>Policy/Practice ▾</p>	<p>meetings: PCC Admin</p> <p>Engage in the data analysis and structure planning: ILT, core team, family engagement committee</p>	<p>Data Source(s): Attendance at events Satisfaction data Feedback/Input data from surveys and discussions</p> <p>Check-In Date(s):</p> <p>Nov. 11, 2024: review ATSI status and SIP goals (Q2)</p> <p>ILT SIP discussion dates- December / January</p> <p>Parent Forums - February 2025 (Q3)& May 2025 (Q4)</p>		<p>office for next steps?</p>
<p>4. Action: We will establish new and impactful math actions we can take to</p>	<p>What shift does this action address?</p>	<p>Leadership Responsibility (Who,</p>	<p>Resources Needed: ETL Framework</p>	<p>Progress OR Results Data</p>	<p>What's the Next Step?</p>

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<p>improve our GLEAM instruction in math as it aligns to our SIP plan. We will align GLEAM to the ETL Framework and will co-create success criteria with students for academic tasks.</p> <p>a. Teach and coach staff in implementing the practices through learning, observation feedback, and data/progress monitoring discussions</p> <p>Inclusive (whose voices are included in the planning and implementation?): MCC, math Instructional specialist, math instructional coach, SDT, ILT, Admin, staff</p> <p>Antiracist (how is this action antiracist?): GLEAM is rooted in antiracist pedagogy</p> <p>Outcome (what's anticipated result):</p> <ul style="list-style-type: none"> All students, and specifically our Black students, EML students, and students with disabilities, will receive rigorous instruction aligned to their needs These students will see themselves as capable and valued learners 	<p>"A shift or change in..."</p> <p><small>*To include more than one option, simply copy and paste the drop-down to add another option.</small></p> <p>Data Monito... ▾</p> <p>Collaborativ... ▾</p> <p>Instruction ▾</p> <p>Structure/Pr... ▾</p> <p>Beliefs/Mind... ▾</p>	<p>What, When)</p> <p>MCC Admin SDT ILT</p>	<p>Data Monitoring:</p> <p>Satellite Data ▾ External assessments</p> <p>Map Data ▾ common formatives and district assessments</p> <p>Street Data ▾ Classroom observations and student voice data</p> <p>Check-In Date(s):</p> <p>Student Voice Data- Dec 2024</p> <p>Core Team GLEAM & ETL teacher observation & Feedback - February, March & April 2025</p>		<p>What (if any) support do you need from central office for next steps?</p>
<p>5. Action: We will establish new and impactful reading actions we can take to improve our GLEAM instruction in reading as it aligns to our SIP plan. We will align GLEAM to the equitable teaching and learning framework and</p>	<p>What shift does this action address?</p> <p>"A shift or change in..."</p> <p><small>*To include more than one option, simply copy and paste the drop-down to</small></p>	<p>Leadership Responsibility (Who, What, When)</p> <p>RS Admin</p>	<p>Resources Needed: ETL Framework</p> <p>Data Monitoring:</p>	<p>Progress OR Results Data</p>	<p>What's the Next Step?</p> <p>What (if any) support do you need from central office for next steps?</p>

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<p>will co-create success criteria with students for academic tasks.</p> <p>a. Teach and coach staff in implementing the practices through learning, observation feedback, and data/progress monitoring discussions</p> <p>Inclusive (whose voices are included in the planning and implementation?): RS, ELA instructional specialist, SDT, ILT, Admin, staff</p> <p>Antiracist (how is this action antiracist?): GLEAM is rooted in antiracist pedagogy</p> <p>Outcome (what's anticipated result):</p> <ul style="list-style-type: none"> All students, and specifically our Black students, EML students, and students with disabilities, will receive rigorous instruction aligned to their needs These students will see themselves as capable and valued learners 	<p>add another option.</p> <p>Data Monito... ▾</p> <p>Collaborativ... ▾</p> <p>Instruction ▾</p> <p>Structure/Pr... ▾</p> <p>Beliefs/Mind... ▾</p>	<p>SDT ILT</p>	<p>Satellite Data ▾</p> <p>External assessments</p> <p>Map Data ▾</p> <p>common formatives and district assessments</p> <p>Street Data ▾</p> <p>Classroom observations and student voice data</p> <p>Check-In Date(s):</p> <p>Student Voice Data- Dec 2024</p> <p>Core Team GLEAM & ETL teacher observation & Feedback - February, March & April 2025</p>		
<p>6. Action: We will refine the progress monitoring structures and expectations to ensure that teachers, teams, ILT, and core team are monitoring student progress toward academic goals leading to achievement on external measures</p> <p>a. Intervention progress monitoring the classroom teacher and intervention</p>	<p>What shift does this action address? "A shift or change in..."</p> <p>Data Monito... ▾</p> <p>Instruction ▾</p> <p>Structure/Pr... ▾</p>	<p>Leadership Responsibility (Who, What, When)</p> <p>RS Admin SDT ILT</p>	<p>Resources Needed: ETL Framework</p> <p>Data Monitoring:</p> <p>Satellite Data ▾</p> <p>MAP</p> <p>Map Data ▾</p>	<p>Progress OR Results Data</p>	<p>What's the Next Step?</p> <p>What (if any) support do you need from central office for next steps?</p>

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<p>provider (UFLI and DIBELS interventions in literacy and iReady in math)</p> <p>b. Focus student progress monitoring through common formatives and district assessments by the grade level teams facilitated by RS and MCC.</p> <p>Inclusive: All stakeholders will be involved and progress will be shared with families of focus students</p> <p>Antiracist (how is this action antiracist?): We will empower the focus students and their families by collaborating on goal setting and sharing successes.</p> <p>Outcome (what's anticipated result):</p> <ul style="list-style-type: none"> Students will receive instruction aligned to their needs - identifying if the instruction is effective and adjusting instruction when needed- which will result in more students meeting grade-level benchmarks. 			<p>Common formatives and District assessments</p> <p>Street Data ▾</p> <p>teacher feedback on implementation of progress monitoring and data chat protocols</p> <p>Check-In Date(s): MP 1 after MAP and DIBELS testing</p> <p>MP 2 data chats with teachers</p> <p>MP 3 MAP and DIBELS analysis Data chats with teachers MP 4 MAP and DIBELS analysis Data chats with teachers</p>		
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2024-2025 Professional Learning Plan

ALIGNED PROFESSIONAL LEARNING PLAN 2023-2026