

Sabin: School Continuous Improvement Plan 2024-2025

Please see [this document](#) for an overview of expectations and process.

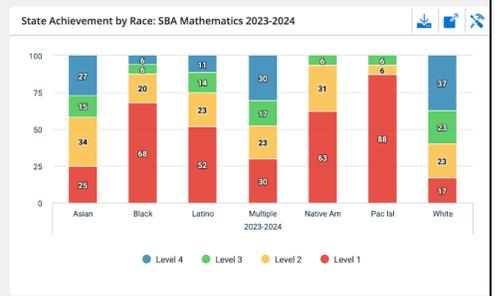
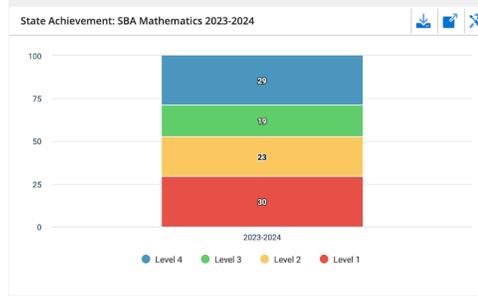
Title I schools are required to address the supplemental questions in [this document](#) in your plan.

School	Sabin	Principal	Michael Diltz	Date: 9/25/2024
Vision	We are an inclusive community who, with love and respect, empower compassionate, lifelong learners.			
Mission	Sabin School is part of a global community which is dedicated to fostering interdependence and intellectual curiosity for a lifetime of critical thinking by providing supportive teacher-student relationships, effective leadership and standards of excellence.			

Comprehensive Needs Assessment Summary

- FIT Assessment Data
- MAP
- iReady Diagnostic
- Successful Schools Survey
- OSAS

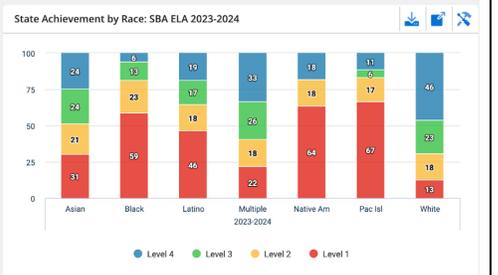
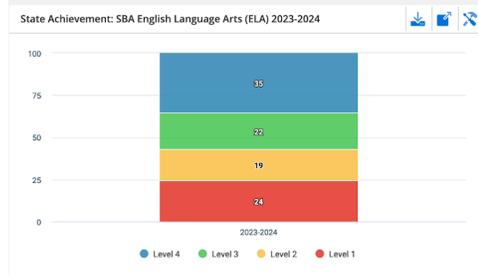
Grade 5 math



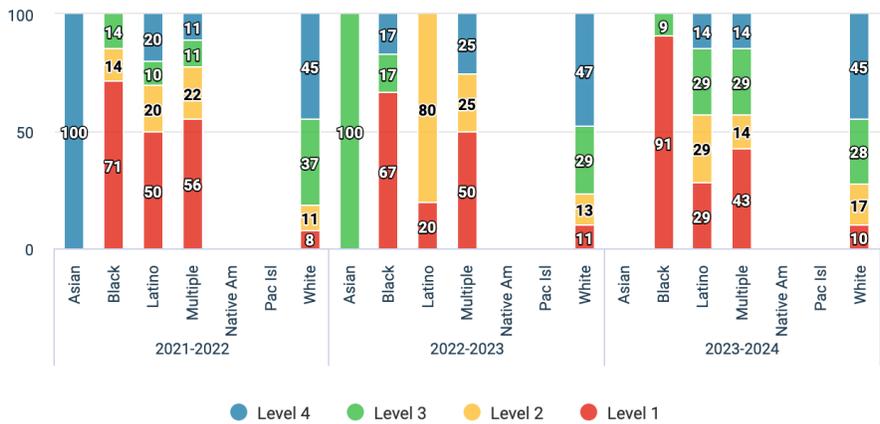
What data did our team examine?

Think about attendance and engagement. Potential data sources include FIT, TFI, MAP, Successful Schools Survey, Attendance Data, State Assessments, School-Generated Surveys, ODRs, Exclusions.

Grade 3 ELA



State Achievement by Race: SBA Mathematics [All Years]

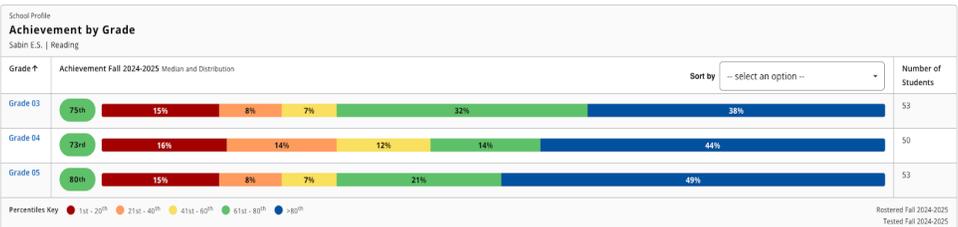
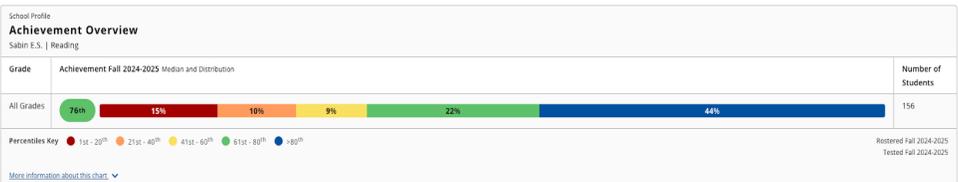


Grade 3 ELA

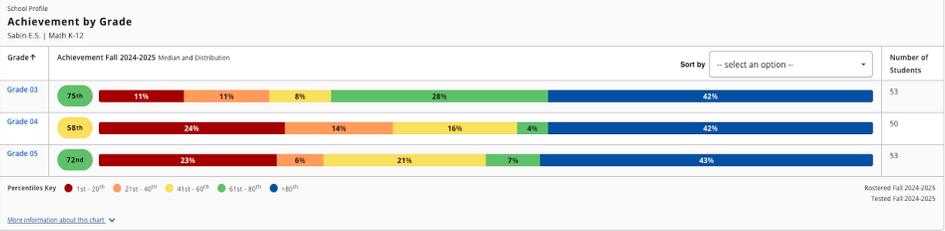
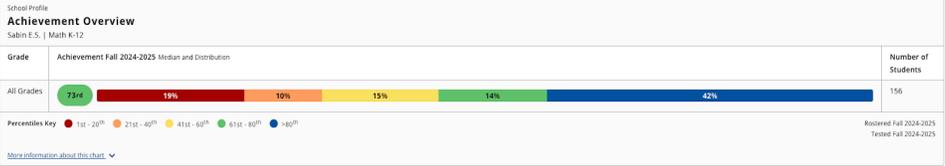
State Achievement by Race: SBA ELA [All Years]



Sabin E.S.



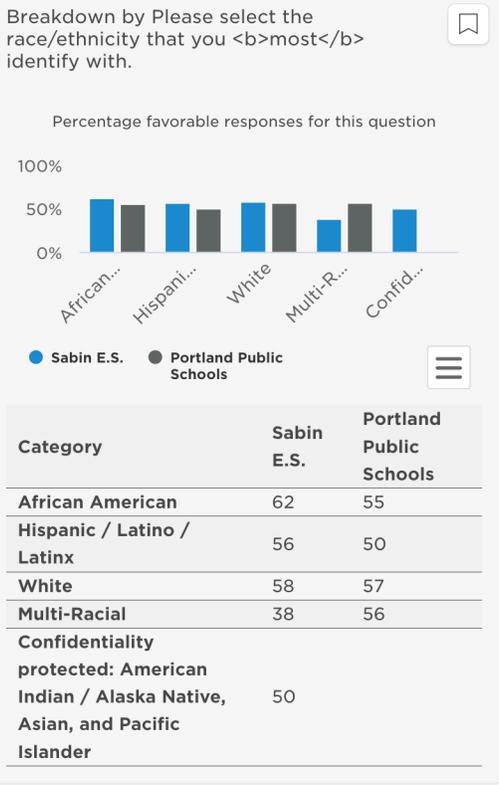
Sabin E.S.



SUCCESSFUL SCHOOLS SURVEY

QUESTION
 How difficult or easy is it for you to stay focused on your schoolwork right now?

55% responded favorably
 6 from 2022-2023

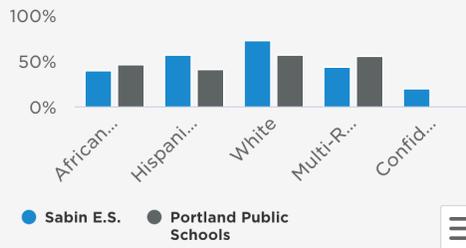


QUESTION
 How difficult or easy is it for you to try hard on your schoolwork right now?

58% responded favorably
 4 from 2022-2023

Breakdown by Please select the race/ethnicity that you most identify with.

Percentage favorable responses for this question



Category	Sabin E.S.	Portland Public Schools
African American	40	46
Hispanic / Latino / Latinx	56	41
White	72	56
Multi-Racial	43	55
Confidentiality protected: American Indian / Alaska Native, Asian, and Pacific Islander	20	

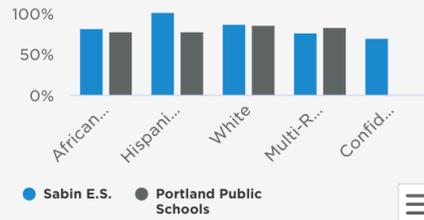
QUESTION
 > How much effort are you putting into your classes right now?

84%
 responded favorably

4
 from 2022-2023

Breakdown by Please select the race/ethnicity that you most identify with.

Percentage favorable responses for this question



Category	Sabin E.S.	Portland Public Schools
African American	81	78
Hispanic / Latino / Latinx	100	78
White	87	85
Multi-Racial	76	83
Confidentiality protected: American Indian / Alaska Native, Asian, and Pacific Islander	70	

<p>What do you notice?</p>	<p>End of 2024 reflections - see above</p> <table border="1" data-bbox="522 275 1497 625"> <tr> <td data-bbox="522 275 847 625"> <p>OSAS ELA Spring 2022 - 66% at or above Spring 2023 - 71% at or above</p> </td> <td data-bbox="847 275 1172 625"> <p>OSAS Math Spring 2022 - 59% at or above Spring 2023 - 60% at or above Move from Not meeting to Close to Meeting - 5%</p> </td> <td data-bbox="1172 275 1497 625"> <p>Successful Schools Survey Student Sense of Belonging - ^7 points</p> </td> </tr> </table>	<p>OSAS ELA Spring 2022 - 66% at or above Spring 2023 - 71% at or above</p>	<p>OSAS Math Spring 2022 - 59% at or above Spring 2023 - 60% at or above Move from Not meeting to Close to Meeting - 5%</p>	<p>Successful Schools Survey Student Sense of Belonging - ^7 points</p>
<p>OSAS ELA Spring 2022 - 66% at or above Spring 2023 - 71% at or above</p>	<p>OSAS Math Spring 2022 - 59% at or above Spring 2023 - 60% at or above Move from Not meeting to Close to Meeting - 5%</p>	<p>Successful Schools Survey Student Sense of Belonging - ^7 points</p>		
<p>What inequities in student outcomes did you notice and want to bring forward in planning? <i>Disaggregate by race, gender, orientation, students with disabilities and students learning English.</i></p>	<p>When extrapolated, individual Black students who made growth in MAPS in grades 3-5 still did not show proficiency on OSAS. This shows a high need for a literacy-focused WIN block with targeted, systemic, explicit intervention in phonics and phonemic awareness. This is being implemented this year with reading interventionists and coordinated WIN blocks.</p>			
<p>What needs did our data review elevate?</p>	<p>Attendance and engagement-</p> <ul style="list-style-type: none"> ● Mental Health resources (year 2 without staff counselor) ● Housing, food, energy insecurity ● Attendance <p>Student Sense of Belonging Our data review elevated the need for relationships, teacher PD on culturally relevant practices, gaps in sense of belonging between racial subgroups.</p> <p>Academics- Tiered Intervention <u>Reading</u> Focus on Black students for achievement and growth Racial achievement gap Need to identify culturally responsive strategies</p> <p><u>Math</u> Focus on Black students for achievement and growth Racial achievement gap Need to identify culturally responsive strategies</p>			
<p>ELD Programs Verification</p>	<p>Link to Form <input checked="" type="checkbox"/> I have filled out the ELD Programs Verification Forms for 2022-23</p>			

TAG Building Plan Verification		Link to Form <input checked="" type="checkbox"/> I have filled out the TAG FOCUS Checklist for 2022-23	
Goal 1: School Climate	By June 2025, Black and Native students will report an increase in perceptions of student engagement by 10 points, as measured by Successful Schools Survey results.		
Metrics	By (month/year)	By (month/year)	By (month/year)
	Successful schools survey		
Goal 2: Literacy	<p>District - By June of 2025, accelerated reading growth for third-grade students of color, increasing the reading achievement of Black, multi-racial, Native American, Asian, and Latino students meeting or exceeding grade-level reading expectations by 15% as measured by OSAS.</p> <p>School Goal 2 - By June of 2025, third grade students meeting grade-level expectations in English Language Arts will show growth by 10%, moving from 55% to 65% as measured by OSAS. We will be paying attention, especially to our Black, Multi-racial, Native American, and Latinx students.</p>		
Metrics	By (month/year)	By (month/year)	By (month/year)
	MAP growth	MAP growth	OSAS
Goal 3: Mathematics	<p>District - By June of 2025, accelerated math growth for fifth-grade students of color, increasing the reading achievement of Black, multi-racial, native american, Asian, and Latino students meeting or exceeding grade-level reading expectations by 15% as measured by OSAS.</p> <p>School Goal 3 - By June of 2025, grade 5 students meeting grade level expectations in Mathematics will show growth by 10%, moving from 48% to 58% as measured by OSAS. Our focus will be our Black, Multi-racial, Native American, and Latino students.</p>		
Metrics	By (month/year)	By (month/year)	By (month/year)
	i-Ready Diagnostic fall	i-Ready Diagnostic winter	i-Ready Diagnostic spring

Annual Evidence-Based Strategies, Measures and Actions to Meet School Goals

Additional strategies may be added to support this goal (example: Strategy 1.2, 1.3, 1.4, etc.)

Goal 1:	By June 2025, Black and Native students will report an increase in perceptions of student engagement by 10 points, as measured by Successful Schools Survey results.
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What are we going to do?	Strategy #1.1 Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	Coordinate our school student services including affinity groups, affinity nights, and positive communication focused on Black and Native students.		
		Then... (this will happen)	Our Black and Native students and their families will feel vested in the school community		
		And... (this will be the benefit)	and Black and Native students will feel a greater feeling of engagement with classroom activities and learning.		
How will we know the plan is working?	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall	Winter	Spring	
		<p>Fall - expectations assembly</p> <p>The ASERT team will meet weekly to review attendance data</p> <p>The ASERT team will develop and communicate the flowchart for identifying attendance/engagement barriers to staff members - here</p> <p>Frequent student self-evaluations in class</p> <p>SW and Counselor to complete home visits as needed.</p> <p>Use of Wayfinder to sense of engagement</p> <p>Parent outreach through BBPAC and PTA</p> <p>Targeted positive communications to families of students of color.</p> <p>Partner with SUN community partner and BPI for outreach with our Black and Native students.</p>	<p>Winter - End of Quarter 2</p> <p>Alternate options will be provided to non engaged/less engaged Black and Native students for student assignments (ie., material distribution, paper packets, etc.) to encourage engagement</p> <p>Students of color will be encouraged to engage in culturally relevant affinity groups</p> <p>Leadership Team to conduct empathy interviews with students and families to determine reasons for limited engagement</p> <p>Targeted positive communications to families of Black and Native students.</p> <p>Beginning of Native students affinity group</p> <p>Outreach to diverse families for participation and support with OBOB (Oregon Battle of the Books)</p>	<p>Spring End of Quarter 3</p> <p>Continuation of Winter supports (as listed to left)</p> <p>Up to date monitoring of engagement levels of black students, in partnership with community partners (SUN, BPI)</p> <p>Discuss meaning of all questions before giving the successful schools survey</p> <p>Targeted positive communications to families of Black and Native students.</p>	
Measures of Evidence for Students	Fall	Winter	Spring		

	(connect to your “and” statement)	Fall Positive phone calls home Weekly affinity groups Monthly IB assemblies highlighting positive character traits	Winter Students supports for reading OBOB books in an appropriate format. Weekly meeting for checkin and support. Staff identify student of color for positive calls home to family	Spring Student leadership support and participation Staff identify student of color for positive calls home to family	
How will we get the work done?	Person or Team Responsible	Change Ideas to be Implemented This Year		Due Date	Related FIT Item(s) (Consider 1 or 2)
	Teachers	Positive calls home		Ongoing	
	ASERT	1. Calls home to engage Black and Native students with lower than 90% attendance.		Ongoing	
	Social Worker and counselor			Ongoing	
	PLCs	2. Teachers work in PLCs to review data and engagement data and determine appropriate interventions - Empathy interviews conducted for all students (K-5) and bring data to PLCs for analysis and next steps		Ongoing	
	Student Support team	3. Teachers continue to be the primary source of contact between school, student and families, with support from social worker, counselor, and administration, with a focus on Black and Native students.		Ongoing	
How does this connect to the Graduate Portrait and RESJ Framework	Graduate Portrait	“are prepared to navigate, adapt to and meet life’s complex challenges. They can embrace discomfort and navigate persistently through failure to success by adapting themselves to the environment or changing it.”			
	RESJ Framework	Last year’s structures resulted in widening the gap between Black and white students across various touchpoints, including academics, attendance and student engagement. In considering the organizational culture of PPS, it “proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization”.			
Which PPS-specific domain(s) does this	Leadership	Create the system of ASERT weekly meeting with appropriate and effective agendas			
	Talent Development	Counselor and social worker job alike			

strategy support? In what ways?	Stakeholder Engagement and Partnership	Engagement with community partners on a monthly basis. Actively engage with BBPAC (Black and Brown Parent Advisory Council) to review community needs and get culturally specific input. Work with SSC (School Site Council) to review and identify areas of support. Communicate goals to PTA and involve PTA in funding, promoting and volunteering for Family Affinity Nights. Counsel with SEI/SUN for ensuring access to SUN programming for Black and Native students
	Well-Rounded, Coordinated Learning	Collaboration between teams to support families in barriers to attendance and engagement
	Inclusive Policy and Practice	disaggregated data by race for attendance, knowing, by name, students with severe attendance.

Goal 2:	By June of 2025, third grade students meeting grade-level expectations in English Language Arts will show growth by 10%, moving from 55% to 65% as measured by OSAS. We will be paying attention, especially to our Black and Native students.			
What are we going to do?	Strategy #2.1 Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	<ul style="list-style-type: none"> Provide PLC times for teachers to have guided planning, collaboration, scaffolding and differentiation, assessment planning of and for instruction. Continuing an ILT that will help us guide and support teachers in understanding grade level standards, commit resources, and professional support to enhance all educators' fluency in using the district-adopted curriculum of <u>iReady</u> to support Tier I and II instruction. Monitor, adjust, and modify PLC's time and guidance Create schedules that will allow Collaboration and guided time for teachers as well as T2 & 3 common time to provide support. Targeted reading intervention for Tier 3 students identified through the unit assessments, checks for understanding and observational data 	
		Then... (this will happen)	<ul style="list-style-type: none"> Educators will be able to implement engaging and effective Tier I and Tier II instruction We can identify the needs/skills of individual students and provide specific, targeted tiers of support (small group collaborative structures and small group Tier 2 interventions) to support students in achieving proficiency in grade level standards scaffolded supports to allow all students to access grade level reading materials 	
		And... (this will be the benefit)	<ul style="list-style-type: none"> Black and Native students will receive appropriate, just-in-time instruction (e.g. small group mini-lessons, targeted office hours support, and ongoing lessons at their level) to address individual needs, and be able to master priority, grade-level standards at a higher rate. All students will be able to access and demonstrate progress toward/beyond grade-level academic standards 	
How will we know	Measures of Evidence for Adult Actions	Fall	Winter	Spring

the plan is working?	(connect to your “then” statement)	<p>Classroom Walkthroughs:</p> <ul style="list-style-type: none"> ● Daily Foundational Skills lessons using Foundations ● Daily comprehensive literacy lessons using Wit & Wisdom and Geodes materials ● Read-alouds using texts above student independent reading level ● Intentional Students grouping based on students’ needs ● Grade Level Standards Aligned Lesson Planning ● WIN block ● Exit tickets ● Focus on attendance, bringing community awareness to the importance of the issue and school strategies for supporting families. 	<p>Classroom Walkthroughs:</p> <ul style="list-style-type: none"> ● Daily Foundational Skills lessons using Foundations ● Daily comprehensive literacy lessons using Wit & Wisdom and Geodes materials ● Read-alouds using texts above student independent reading level ● Intentional Students grouping based on students’ needs ● Grade Level Standards Aligned Lesson Planning ● WIN block ● Exit tickets ● Focus on attendance, bringing community awareness to the importance of the issue and school strategies for supporting families. 	<p>Classroom Walkthroughs:</p> <ul style="list-style-type: none"> ● Daily Foundational Skills lessons using Foundations ● Daily comprehensive literacy lessons using Wit & Wisdom and Geodes materials ● Read-alouds using texts above student independent reading level ● Intentional student grouping based on students’ needs ● Grade Level Standards Aligned Lesson Planning ● WIN block ● Exit tickets ● Focus on attendance, bringing community awareness to the importance of the issue and school strategies for supporting families. <p>MAP Reading Fluency Benchmarking: September 3 - 30 January 6 - Feb 7</p>	
	Measures of Evidence for Students (connect to your “and” statement)	Fall	Winter	Spring	
	<ul style="list-style-type: none"> ● Review Fall 2024 MAP assessment data (Fluency & Growth) and identify growth goals ● Fall MAP Fluency data (K-2) ● Fall MAP data ● Wit & Wisdom unit assessments ● 	<ul style="list-style-type: none"> ● Winter MAP Fluency data (K-2) ● Winter MAP data ● Wit & Wisdom unit assessments ● Students supports for reading OBOB books in an appropriate format. Weekly meeting for checkin and support. 	<ul style="list-style-type: none"> ● OSAS data ● Wit & Wisdom unit assessments 		
How will we get the work done?	Person or Team Responsible	Change Ideas to be Implemented This Year		Due Date	Related FIT Item(s) (Consider 1 or 2)

	Teachers IC, reading interventionists	Common formative assessments and student work protocol in PLCs. Formative assessments will be the W&W Affirm unit assessments MAP reading Fluency (at risk 3rd grade Black and Native students)	ongoing 9/3-9/30	1.5 Leadership Team uses schoolwide data to monitor progress, evaluate outcomes, assess fidelity and revise instruction and support.
	Admin	<ul style="list-style-type: none"> Comprehensive schedule with PLC times, WIN time Regular observation/classroom walkthroughs 	August 2024	3.6 School provides Unive (or Tier I) literacy support for students through core curriculum, including associated materials and instructional strategies that grounded in research.
	ILT, IC, Admin	Quarterly Review of whole-school data monthly review of W&W unit assessment data and feedback for grade levels	quarterly	3.4 School demonstrates ongoing and frequent progress monitoring in literacy.
	ILT, IC, Admin	Create a professional learning calendar to support the implementation of the district-adopted curriculum	October 2024	6.1 All adults in the school, including instructional and non-instructional staff, have a shared understanding and responsibility for the success of all students.

How does this connect to the Graduate Portrait and RESJ Framework	Graduate Portrait	Resilient and adaptable lifelong learners
	RESJ Framework	Problems of Practice: 4.2 Ability to engage in professional dialogue and collaboration with colleagues to address deeply entrenched issues.
Which ODE Integrated Systems Framework Domains does this strategy support? In what ways?	Leadership	1.3 Routines and Structures Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL students, with an emphasis on protected classes and currently or historically underserved and marginalized students.
	Talent Development	2.3 Evaluation Process Evaluation process includes multiple sources of evidence and ensures each individual receives the support needed to be successful in their position.
	Stakeholder Engagement and Partnership	3.2 Communication Systems to Gather & Share Information Communication systems are effective, transparent and multifaceted to ensure ongoing two-way communication.
	Well-Rounded, Coordinated Learning	4.4 Data-Informed Decision Making Educators routinely review multiple sources of disaggregated data to determine effectiveness, improve learning outcomes, and make data based decisions.
	Inclusive Policy and Practice	5.2 Identifying & Removing Barriers to Success Barriers to advancement, participation, and opportunity are identified and replaced with inclusive and equitable practices in all settings.

Additional strategies may be added to support this goal (example: Strategy 2.2, 2.3, 2.4, etc.)

Goal 3:	By June of 2025, grade 5 students meeting grade level expectations in Mathematics will show growth by 10%, moving from 48% to 58% as measured by OSAS. Our focus will be our Black, Multi-racial, Native American, and Latino students.			
<i>What are we going to do?</i>	Strategy #3.1 Written as a Theory of Action and reflects evidence-based practices	If we... (do this action)	<ul style="list-style-type: none"> ● Provide PLC times for teachers to have guided planning, collaboration, scaffolding and differentiation, assessment planning of and for instruction. ● Create a leadership team that will help us guide and support teachers in understanding grade-level standards, commit resources and professional support to enhance all educators' fluency in using the district-adopted curriculum of i-Ready to support Tier I and II instruction. ● Monitor, adjust, and modify PLC's time and guidance ● Create schedules that will <ul style="list-style-type: none"> ○ Allow Collaboration and guided time for teachers as well as T2 & 3 common time to provide support. ○ Allow for a common WIN/Differentiation/Intervention time. ● Provide PD, tools, and support for a clear and robust Tier 2 intervention program for behavioral support that allows for safety and an adequate climate for instruction in the classrooms. ● Analyze the math data, and instructional practices, track student data, and identify student needs in Math based on MAPs Assessment and i-Ready assessment results during PLC's we can create smart goals, and use instructional practices to have a greater impact on students 	
		Then... (this will happen)	Then Black and Native students will have access to strong tiered instruction in Math and educators will be able to implement engaging and effective Tier I and Tier II instruction	
		And... (this will be the benefit)	all students will be able to access and demonstrate progress toward/beyond grade-level academic standards	
<i>How will we know the plan is working?</i>	Measures of Evidence for Adult Actions (connect to your "then" statement)	Fall	Winter	Spring
		Classroom walk-throughs to observe evidence of: <ul style="list-style-type: none"> ● Try-Discuss-Connect routine ● Math Talks (15 minute lesson daily) ● Tier I math lessons (60 minutes daily) using Ready Math curriculum ● Assessment calendar for fall units - including common formative assessments 	Participation in Professional Learning Communities: <ul style="list-style-type: none"> ● student work collected and reviewed for improvements to instructional practice ● Plan-Do-Study-Act cycles underway in PLCs ● Ongoing instructional and PLC support from Academic Coach in data protocols 	Participation in Professional Learning Communities: <ul style="list-style-type: none"> ● student work collected and reviewed for improvements to instructional practice ● Plan-Do-Study-Act cycles underway in PLCs ● Ongoing instructional and PLC support from Academic Coach in data protocols ● PLC planning for and review of I-Ready Math Curriculum/Math Talks

		<ul style="list-style-type: none"> ● Ongoing instructional and PLC support from Academic Coach in data protocols ● PLC planning for and review of I-Ready Math Curriculum/Math Talks ● Teachers use assessment strategies to support reteaching/ reassessment ● Use of I-Ready Diagnostic platform to differentiate for student levels and provide 40-60 minutes of instruction/week ● Focus on attendance, bringing community awareness to importance of the issue and school strategies for supporting families. 	<ul style="list-style-type: none"> ● PLC planning for and review of I-Ready Math Curriculum/Math Talks ● Documented use of district-develop pre- and post-assessment ● PLC notes detailing data review of common/ formative/ summative assessment data and strategies to support learners who have not yet mastered or already mastered the standards ● Data analysis of fall I-ready data to identify grade level/class/individual strengths, needs, and possible interventions and strategies. ● Teachers use assessment strategies to support reteaching/ reassessment ● Teacher collaborative planning ● Focus on attendance, bringing community awareness to the importance of the issue and school strategies for supporting families. <p>All students will have exposure to multiple choice questions for daily checks for understanding.</p>	<ul style="list-style-type: none"> ● Documented use of district-develop pre- and post-assessment ● PLC notes detailing data review of common/ formative/ summative assessment data and strategies to support learners who have not yet become proficient or already met proficiency with the standards ● Data analysis of winter I-ready data to identify grade level/class/individual strengths, needs, and possible interventions and strategies. ● Teachers use assessment strategies to support reteaching/ reassessment ● Teacher collaborative planning ● Focus on attendance, bringing community awareness to the importance of the issue and school strategies for supporting families. <p>All students will have opportunities to practice the OSAS test, learn the tools of the test, have exposure to multiple choice questions for unit checks for understanding.</p>
	Measures of Evidence for Students (connect to your "and" statement)	Fall	Winter	Spring
		<ul style="list-style-type: none"> ● iReady diagnostic ● MAP Growth ● iReady Unit Assessments ● iReady lesson quizzes 	<ul style="list-style-type: none"> ● iReady diagnostic ● MAP Growth ● iReady Unit Assessments ● iReady lesson quizzes 	<ul style="list-style-type: none"> ● iReady diagnostic ● iReady Unit Assessments ● iReady lesson quizzes ● Classroom observations

		<ul style="list-style-type: none"> Classroom observations White board checks Clipboard assessments Exit tickets Math talk dialogue 	<ul style="list-style-type: none"> Classroom observations White board checks Clipboard assessments Exit tickets Math talk dialogue 	<ul style="list-style-type: none"> White board checks Clipboard assessments Exit tickets Math talk dialogue 	
How will we get the work done?	Person or Team Responsible	Change Ideas to be Implemented This Year		Due Date	Related FIT Item(s) <small>(Consider 1 or 2)</small>
	Classroom teachers, SBIC, support staff	Differentiated instruction		ongoing	3.10 School provides mathematics support for all students through core curriculum, including associated materials and instructional strategies that are grounded in research.
	Classroom teachers, SBIC	2.PLC data talks		8 week cycles	1.5 Leadership Team uses schoolwide data to monitor progress, evaluate outcomes, assess fidelity and revise instruction and support.
	Admin, ILT	3. Comprehensive schedule that allows grade levels teams to collaborate		October 2024	3.9 School demonstrates ongoing and frequent progress monitoring in mathematics.
	Classroom teachers, SBIC	4. All students will engage in multiple opportunities to practice test format, content and process as well as strategies to acclimate students to online testing.		Spring	6.1 All adults in the school, including instructional and non-instructional staff, have a shared understanding and responsibility for the success of all students.
	Classroom teachers, SBIC	5. Data wall that groups Black and Native students by skill based on iReady diagnostic and my path results to drive intervention and WIN block		6-8 week cycles	3.9 School demonstrates ongoing and frequent progress monitoring in mathematics.
How does this connect	Graduate Portrait		Resilient and adaptable lifelong learners		

to the <u>Graduate Portrait and RESJ Framework</u>	RESJ Framework	Problems of Practice: 4.2 Ability to engage in professional dialogue and collaboration with colleagues to address deeply entrenched issues.
	Leadership	1.3 Routines and Structures Effective routines and structures are installed, supported, and monitored to ensure focus remains on the needs and outcomes of ALL students, with an emphasis on protected classes and currently or historically underserved and marginalized students.
Which <u>ODE Integrated Systems Framework Domains</u> does this strategy support? In what ways?	Talent Development	2.3 Evaluation Process Evaluation process includes multiple sources of evidence and ensures each individual receives the support needed to be successful in their position.
	Stakeholder Engagement and Partnership	3.2 Communication Systems to Gather & Share Information Communication systems are effective, transparent and multifaceted to ensure ongoing two-way communication.
	Well-Rounded, Coordinated Learning	4.4 Data-Informed Decision Making Educators routinely review multiple sources of disaggregated data to determine effectiveness, improve learning outcomes, and make data based decisions.
	Inclusive Policy and Practice	5.2 Identifying & Removing Barriers to Success Barriers to advancement, participation, and opportunity are identified and replaced with inclusive and equitable practices in all settings.

Additional strategies may be added to support this goal (example: Strategy 3.2, 3.3, 3.4, etc.)

School Plan Self-Monitoring Routines

Please describe the school plan to install quarterly or trimester-ly “Plan - Do - Study - Act” (PDSA) routines.

Example: Goal 1 data will be reviewed shortly after the data from each administration of MAP is available.

Goal 1: Data will be reviewed shortly after the MAP Assessment results are available each Trimester

Every 6-8 weeks:

- PLCs will focus on updating the data wall, looking specifically at students who are “hovering”
- PLCs will adjust intervention plans based on student progress
- Data will be shared with SIT