ABOUT US
Total Enrollment: 132
Certified Staff: 11
Classified Staff: 3.5
Low Income: 47.7%
English Language Learners: 5.3%
Students with Disabilities: 16.7%
Hispanic/Latino: 17.4%
White: 79.5%
Discipline Rate 2019-2020:<2%
Attendance Rate 2021-2022: 92.8%

CEE DATA
- Staff Says:
  - I am willing to be held accountable for student learning. (100%)
  - I am willing to work at changing my school for the better. (93.3%)
  - We talk about race and bigotry as a staff. (8.3%)
- Students Say:
  - My teacher(s) believe student learning is important. (96.6%)
  - My teacher(s) expect all students to succeed, no matter who they are. (90.6%)
  - Our school engages in difficult conversation about race, gender, oppression, and discrimination. (27.1%)
- Parents Say:
  - Communication from the school are in a language I can understand. (100%)
  - Parents/families and employees at this school talk respectfully with one another. (93.8%)
  - Parents/families participate in important decision about their students education. (92.9%)

MRA DATA
Strengths: Student Empowerment, Staff Voice
Areas of Improvement: Student Belonging

GRADE LEVEL SBA DATA
ELA (Passing)
3rd Grade: 60%
4th Grade 68.8 %
5th Grade 48.5%
6th Grade 86.7%

Math (Passing)
3rd Grade: 40%
4th Grade: 68.8%
5th Grade: 48.5%
6th Grade: 53.5%

Science (Passing)
5th Grade: 39.4%

KEY BUILDING ASSESSMENTS (ELA, MATH, SCIENCE)
1st-6th: STAR Reading/Early LIT
K-6: Dibels
TK-2: Heggerty
1st-6th STAR Math
3 District Writing Assessments

BUILDING GOALS
Teachers will instruct, assess, and reteach as necessary the most valuable skills at each grade level to ensure student success as they continue their education.
Lead Measures:
Review data to improve tier 1 instruction weekly.
Focus on intention planning.
# BUILDING INSTRUCTIONAL FOCUS

- #1- MTSS and the focus on tier 1 instruction and intervention.
- #2- Intentional Lesson Planning

# ADMIN IDENTIFIED CELEBRATIONS AND SUCCESSES

- 1- The focus on MTSS
- 2- Attendance Rate
- 3- Behavior Rate
- 4- Wonders Grant
- 5- Increased Enrollment

# ACTION STEPS AND TIMELINE DRAFT

- Build MTSS Structure
  - Establish meetings and protocols (October)
  - Identify students and supports through regular meetings (November)
  - Support students and staff (June)
- Increase communicate with staff, community, and families through engagement opportunities.
  - By June
- Increase curriculum alignment throughout the elementary.
  - Data review in March.

# KEY DATA TAKEAWAYS FOR THE BOARD

- 1- More targeted supports are needed for females in math.
- 2- More targeted tier 1 supports needed for students of diverse backgrounds.
- 3- Some positive results in testing scores after interrupted instruction.

# ADMIN IDENTIFIED AREAS OF FOCUS

- 1- Intentional use of data.
- 2- Building tier 1 supports.
- 3- Closing academic gaps for students.

# PRINCIPAL TRAINING/SUPPORT/PD NEEDED

- Continued MTSS Training
- PBIS Refresher