Vision:

SSD is a place of high expectations with support for all students to learn so they can maximize their potential. Through equitable and effective teaching practices, we create a place where we recognize the differences in how our students learn, we believe all students can learn, and we have systems in place to respond to each and every student's learning needs.

Mission:

SSD Academic mission is to ensure that all students receive the time and support needed to access and surpass essential grade level learning by experiencing equitable and effective teaching practices embedded throughout a multi-tiered system of support.
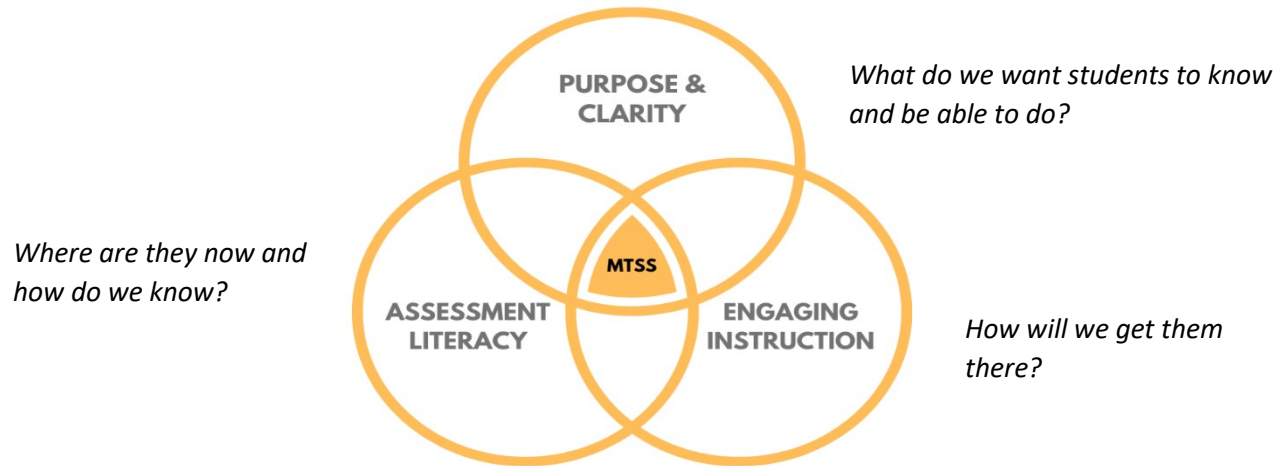
Equity Statement:

Equity and inclusion centers on access to relevant and challenging academic experiences while establishing and maintaining safe, welcoming, and an inclusive environment for each learner.

Machias Elementary

22-23 School Improvement Plan

District Academic Framework

PURPOSE & CLARITY

What do we want students to know and be able to do?

MTSS

Where are they now and how do we know?

ASSESSMENT LITERACY

ENGAGING INSTRUCTION

How will we get them there?

Academic Goals:

Literacy / Staff will work collaboratively to use the Fountas and Pinnell Classroom (F&P) materials (K-6th), and a responsive teaching model to increase the number of students meeting/exceeding standards as measured by the Benchmark Assessment System (BAS) (K-6th), STAR assessment (K-6th), and Smarter Balance Assessments (SBA) state assessments (3rd-6th) by June 2023. Our specific subgroup (*tied to equity*) will include students qualifying for Multi-Language Learners (MLL) services. Smarter Balance Performance Growth will grow by 2% in 3rd, 4th, 5th, and 6th grade in general and specifically for students who qualify for MLL services.

Math / Staff will work collaboratively to use Bridges (K-5th) and Big Ideas (6th), and a responsive teaching model to increase the number of students meeting/exceeding standard as measured by STAR assessment (2nd-6th) and SBA state assessments (3rd-6th) by June 2023. Smarter Balance Performance Growth will grow by 2% in 3rd, 4th, 5th, and 6th grade in general.

Building Specific Goal:

Social Emotional / Staff will use Second Step materials (K-6th) and update/commit to trauma-informed practices using a responsive teaching model. Success will be measured by pre and post student Panorama survey results. Growth will increase by 2% in the area of "Student well-being" in 3rd, 4th, 5th, and 6th grade.
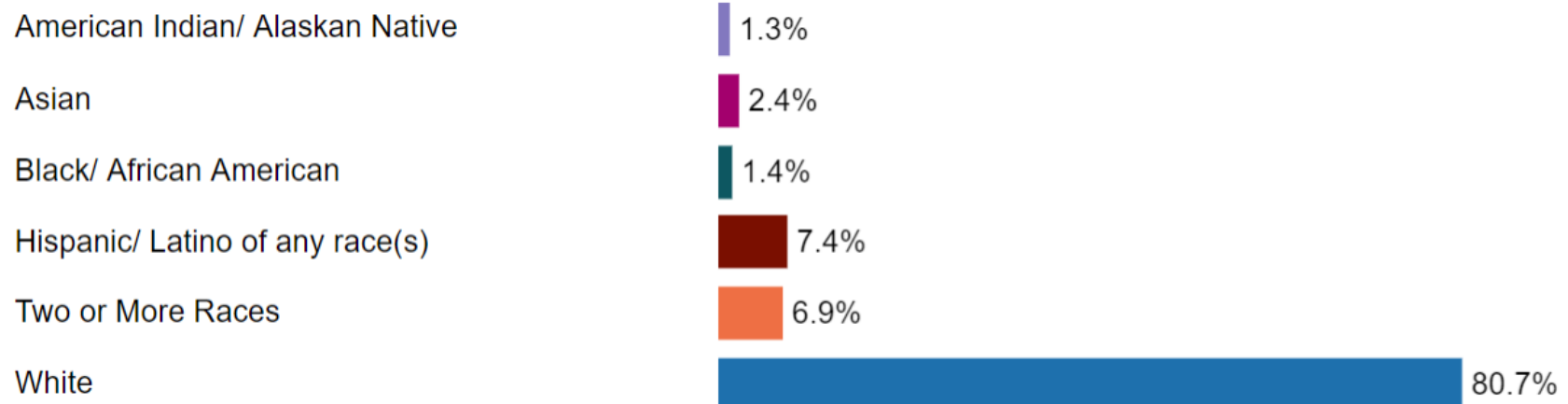
Machias Elementary
2021-22

Total Student Enrollment

553

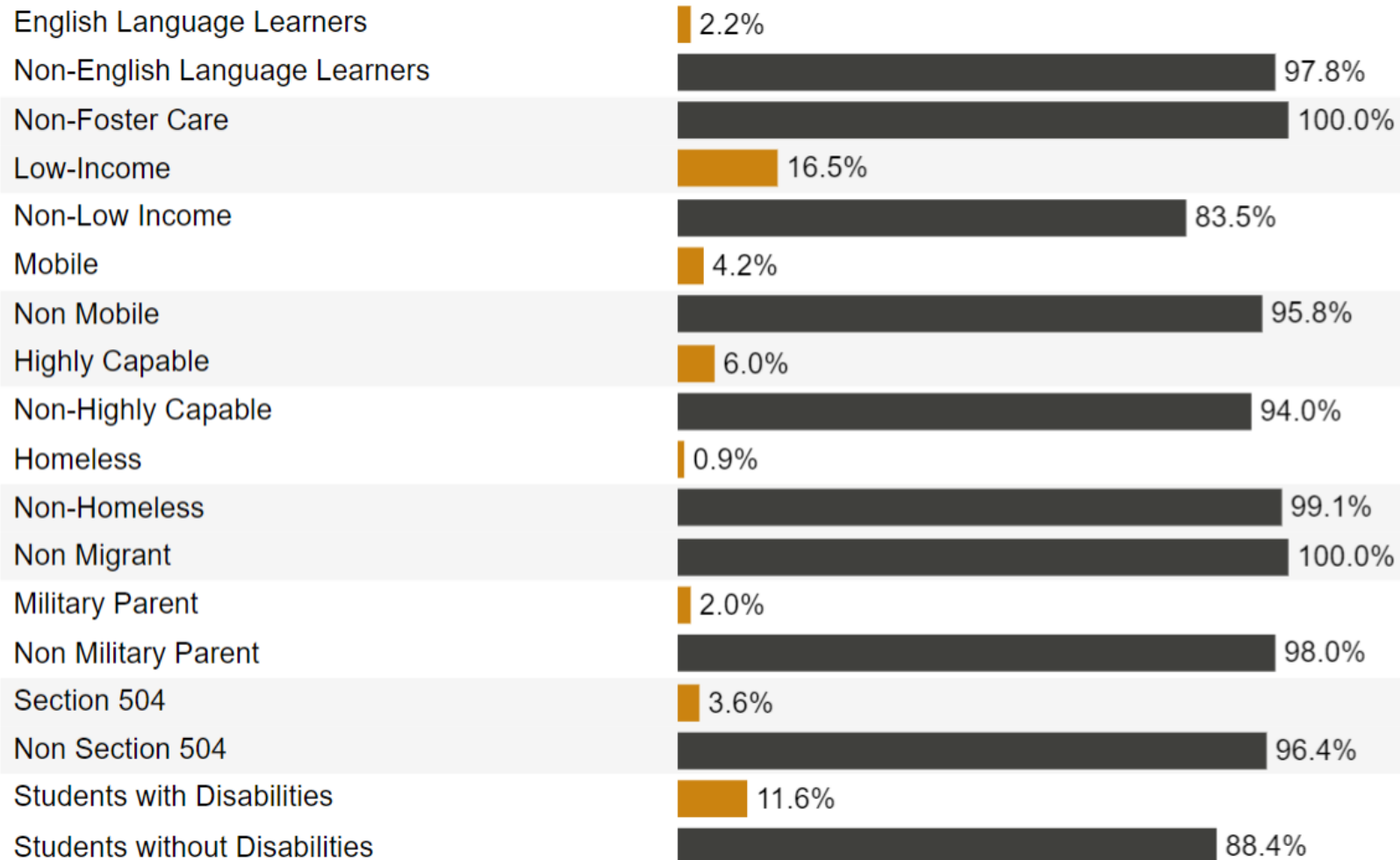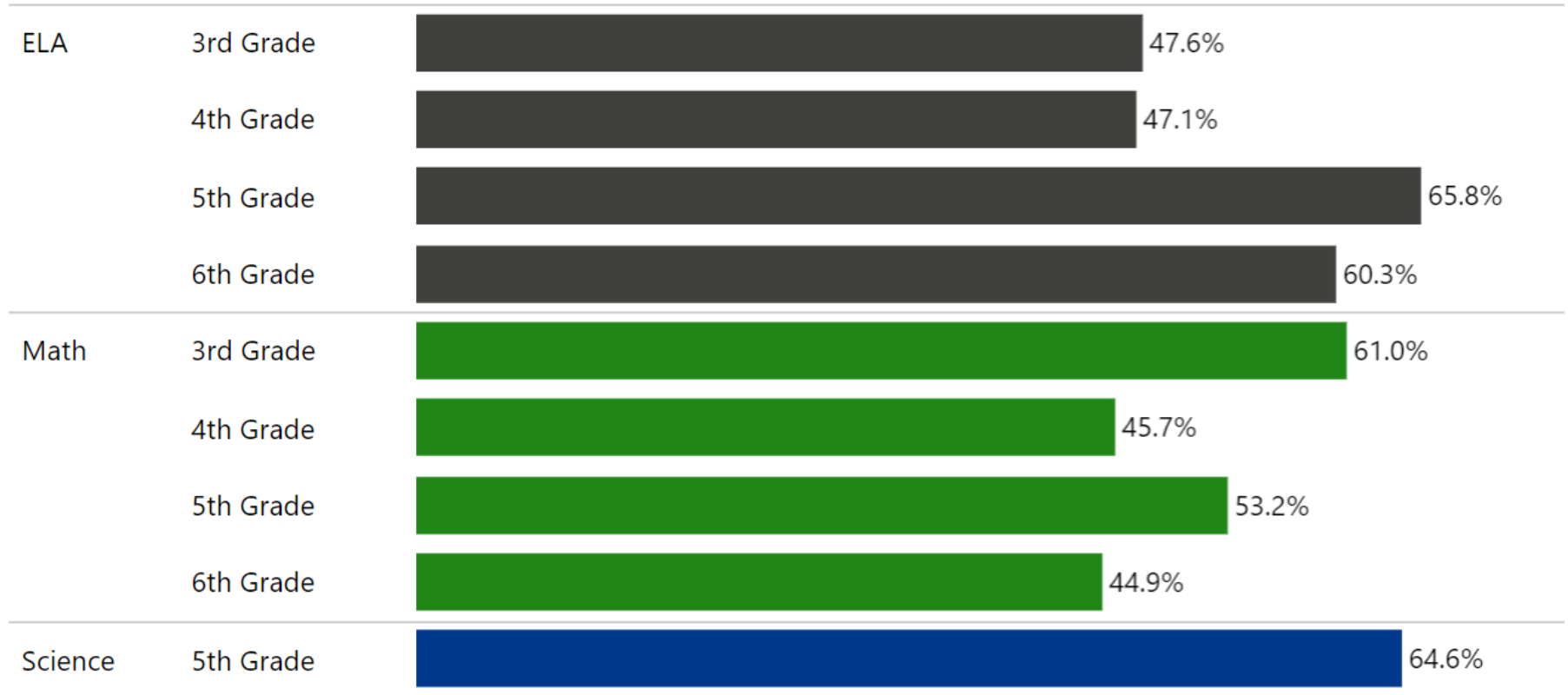## Gender

Female   50.6%

Male   49.4%

Race/Ethnicity

American Indian/ Alaskan Native   1.3%

Asian   2.4%

Black/ African American   1.4%

Hispanic/ Latino of any race(s)   7.4%

Two or More Races   6.9%

White   80.7%

Program and Characteristic

Characteristic	Percentage
English Language Learners	2.2%
Non-English Language Learners	97.8%
Non-Foster Care	100.0%
Low-Income	16.5%
Non-Low Income	83.5%
Mobile	4.2%
Non Mobile	95.8%
Highly Capable	6.0%
Non-Highly Capable	94.0%
Homeless	0.9%
Non-Homeless	99.1%
Non Migrant	100.0%
Military Parent	2.0%
Non Military Parent	98.0%
Section 504	3.6%
Non Section 504	96.4%
Students with Disabilities	11.6%
Students without Disabilities	88.4%

Machias DATA

Spring 2022

General (SBA and WCAS)

ELA	3rd Grade	47.6%
	4th Grade	47.1%
	5th Grade	65.8%
	6th Grade	60.3%
Math	3rd Grade	61.0%
	4th Grade	45.7%
	5th Grade	53.2%
	6th Grade	44.9%
Science	5th Grade	64.6%

Machias Elementary 22-23 Goals, Action Steps and Strategies

Academic Literacy Goal: Staff will work collaboratively to use the Fountas and Pinnell Classroom (FPC) materials (K-6), and a responsive teaching model to increase the number of students meeting/exceeding standards as measured by the Benchmark Assessment System (BAS) (K-6), STAR assessment (K-6), and SBA state assessments (3-6) by June 2023. Our specific subgroup (tied to equity) will include students qualifying for MLL services.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
BAS training will be provided for new staff as well as whole staff as Machias aligns our assessment practices	• Sept. - June	• 1st-3rd Support Teacher • LAP Teacher • Staff • Administration	• BAS Kits • Staff training time	• BAS • Formative Staff Feedback
Grade level teams will plan literacy instruction focused on Learning Targets, Social Emotional Learning, Assessment, and Instructional Materials/Tools	• Sept. - June	• Teachers • Administration	• F&P Curriculum • District Supporting Documents	• Documents submitted to Administration
Teachers will grow their understanding of F&P Resources and best practices for implementation	• Nov. - May	• Leadership Team • Administration • Staff	• F&P Curriculum • PLC's • Staff Meetings	• BAS • STAR • Smarter Balance

				• Formative Adult Feedback
Teachers will provide flexible literacy intervention groups tied to Guided Reading Instruction	• Sept - June	• Teachers • 1st-3rd Support Teacher • LAP Teacher • Support Staff • Administration	• Academic Data • PLC's • LLI Kits	• BAS • STAR • Review academic progress every 4-6 weeks
Machias will use state language proficiency data (WIDA) to understand where students who qualify for MLL services are along the continuum of language development and how to provide appropriate and purposeful scaffolds	• Oct. - June	• MLL Teacher • Staff • 1st-3rd Support Teacher • LAP Teacher • Support Staff • Administration	• PLC's • Staff Meetings • Academic Data	• STAR • BAS • Smarter Balance • World-Class Instructional Design and Assessment (WIDA)

Academic Math Goal: Staff will work collaboratively to use Bridges (K-5th) and Big Ideas (6th), and a responsive teaching model to increase the number of students meeting/exceeding standard as measured by STAR assessment (2nd-6th) and SBA state assessments (3rd-6th) by June 2023. Smarter Balance Performance Growth will grow by 2% in 3rd, 4th, 5th, and 6th grade in general.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*

K-5th grade teachers will grow their understanding of Bridges resources and best practices for implementation	• Sept. – May	• Leadership Team • K-5 Teachers • Support Staff • Administration	• Bridges Curriculum • PLC's • Staff Meetings	• STAR • Smarter Balance • Formative Adult Feedback
6th grade teachers will grow their understanding of Big Ideas resources and best practices for implementation	• Sept. - May	• Leadership Team • 6th Teachers • Support Staff • Administration	• Big Ideas Curriculum • PLC's • Staff Meetings	• STAR • Smarter Balance • Formative Adult Feedback

Building Specific Goal #1: Social Emotional / Staff will use Second Step materials (K-6th) and update/commit to trauma-informed practices using a responsive teaching model. Success will be measured by pre and post student Panorama survey results. Growth will increase by 2% in the area of "Student well-being" in 3rd, 4th, 5th, and 6th grade.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
Staff will grow their understanding of 2nd Step curriculum and best practices for implementation	• Sept. - June	• Counselor • Staff • Administration	• 2nd Step Curriculum • 2nd Step Curriculum Map • Staff Meetings	• Pre and Post Panorama Data

Machias will roll out updated GOTCHA Tickets and implementation plan	• Oct.	• Counselor • Administration	• GOTCHA Tickets • Communication Plan Presentation	• Formative Staff Feedback • GOTCHA Ticket distribution data
Machias will establish an alternative recess to support students who appreciate and thrive in a structured "recess" environment	• Sept. - June	• Classified • Administration	• IDEA Lab • PLC's	• Formative Staff Feedback
Classified staff will participate in a book study to grow their practice tied to Social Emotional Learning, "Better Than Carrots or Sticks - Restorative Practices for Positive Classroom Management" by Doug Fisher and Nancy Frey	• Oct. - June	• Classified • Administration	• "Better than Carrots or Sticks - Restorative Practices for Positive Classroom Management" • PLC's	• Formative Staff Feedback

Building Specific Goal #2: **School Safety** / Staff will grow knowledge regarding school safety and implement procedures as measured by a task completion analysis.

Activities *What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?*	Timeframe *What is the projected length of time of the activity?* *When or how often will progress be monitored or data reviewed?*	Lead *Who will be responsible for implementing, measuring, and adjusting the activity?* *Who else will be involved?*	Resources *What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?*	Measures *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*

Continued focus on the districts 7 safety strategies.	• Sept. - June	• Safety Team • Administration • Staff	• Safety Team Meetings • Staff Meetings	• Formative Feedback • Feedback Loop
Machias will focus specifically on Strategy 1/Know who is in the building at all times. Safe Visitor is used for badges and identification for all volunteers and visitors.	• Sept. - June	• Safety Team • Administration • Staff	• Technology • Office Resources	• Formative Feedback • Feedback Loop
Machias will focus specifically on Strategy 2/ Control and supervise all visitor access into the building.	• Sept. - June	• Safety Team • Administration • Staff	• Technology	• Formative Feedback • Feedback Loop
Machias will focus specifically on Strategy 3/ Secure building perimeters from intrusion.	• Sept. - June	• Safety Team • Administration • Staff	• Facility	• Formative Feedback • Feedback Loop
Machias will focus specifically on Strategy 5/ Participate in regular drills.	• Sept. - June	• Safety Team • Administration • Staff	• Safety Team Meetings	• Formative Feedback • Feedback Loop