



**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:**

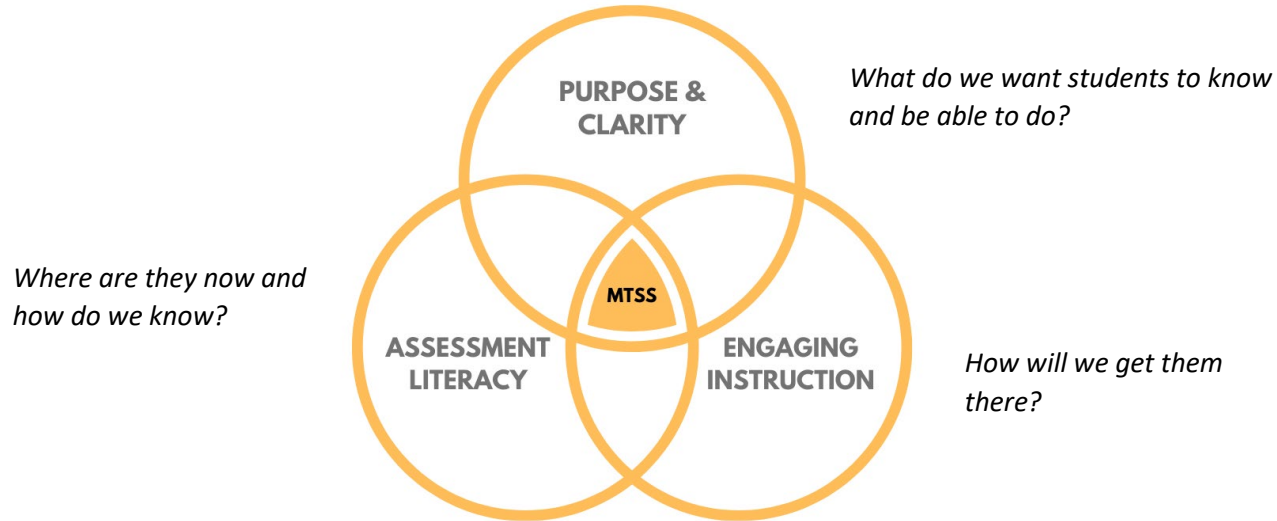
Equity and inclusion centers on access to relevant and challenging academic experiences while establishing and maintaining safe, welcoming, and an inclusive environment for each learner.



# Totem Falls Elementary

## 22-23 School Improvement Plan

## District Academic Framework



## Priority SMARTIE Goals

### Academic Goals:

- Literacy- Utilize intervention time in new master schedule to support small group instruction utilizing the MLL teacher in targeting literacy growth in MLL students as measured by the WIDA and BAS scores.
- Math- Utilize intervention time in new master schedule to support small group instruction to improve 5<sup>th</sup> grade scores in algebraic sense and 6<sup>th</sup> grade scores in geometry as measured by STAR.

### Building Specific Goal(s):

- Increase SEL instruction and support for positive behavior using 2<sup>nd</sup> Step school wide.

# Totem Falls

## 2021-22

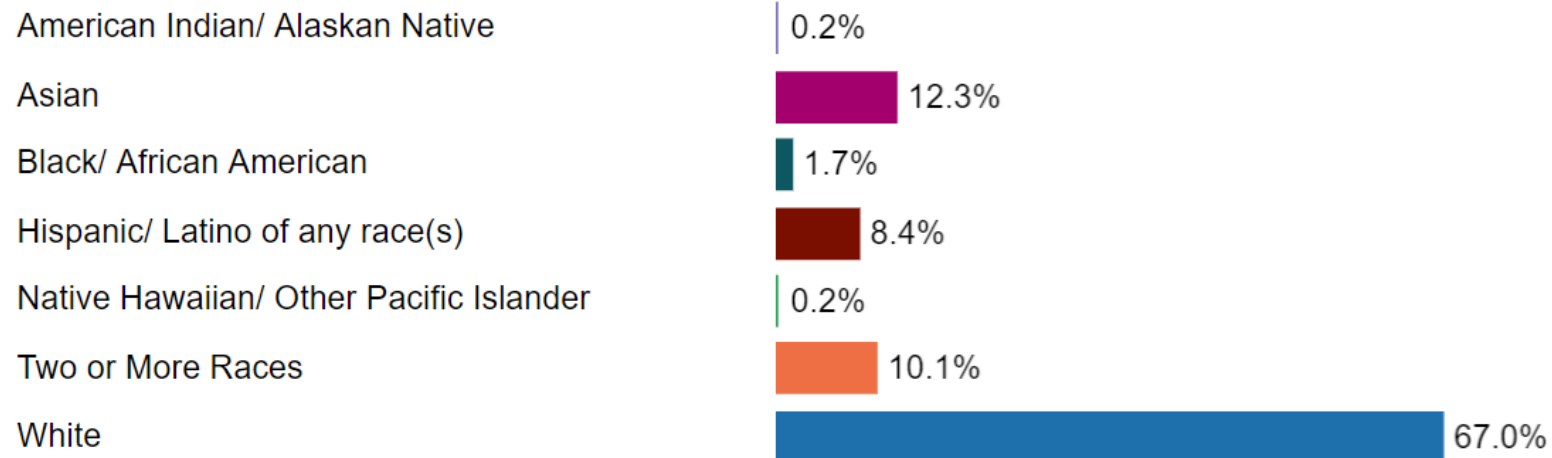
### Total Student Enrollment

415

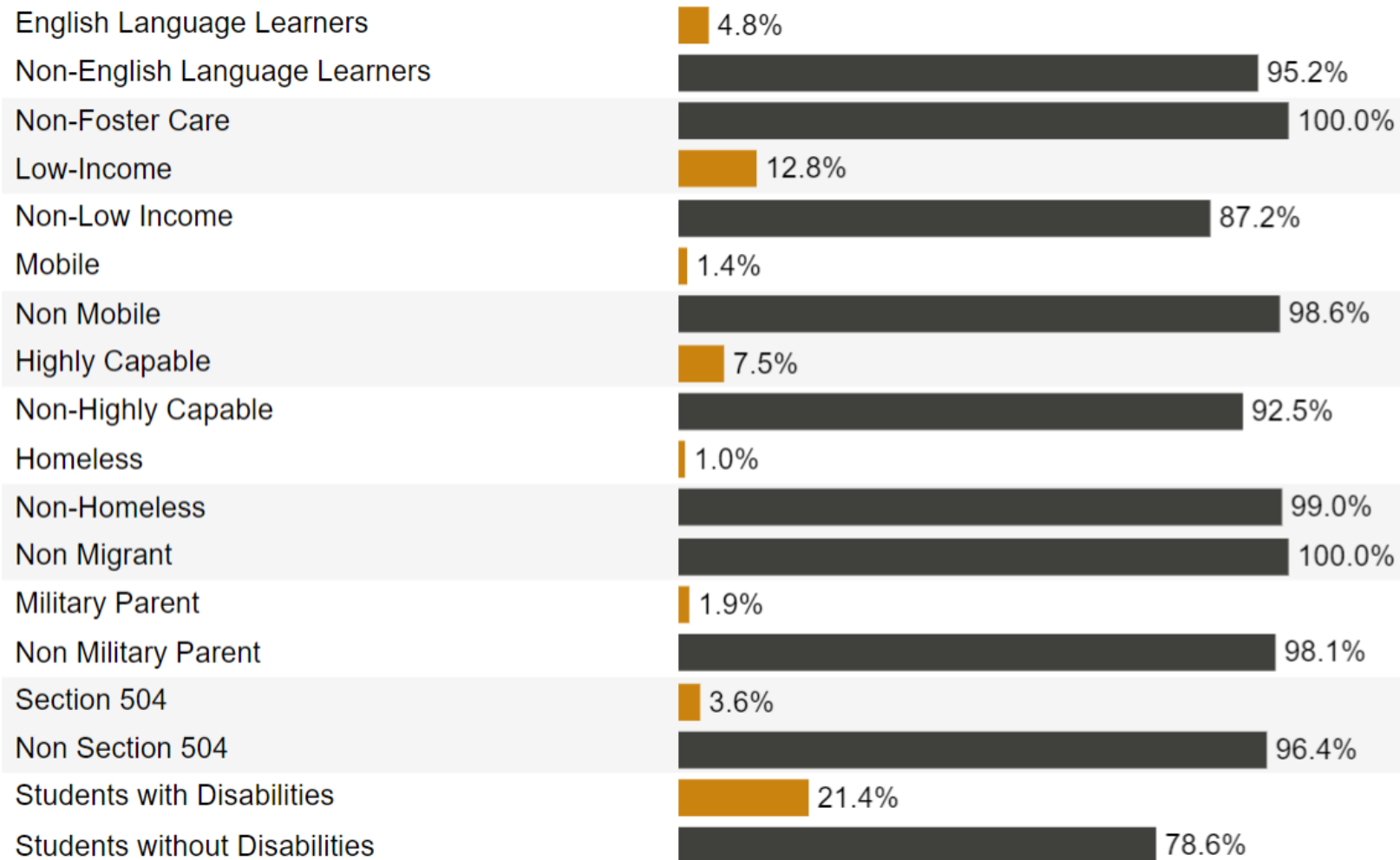
### Gender



### Race/Ethnicity



## Program and Characteristic



**Totem Falls DATA**  
**Spring 2022**

General (SBA and WCAS)



## Totem Falls Elementary 22-23 Goals, Action Steps and Strategies

Academic Literacy Goal: Utilize intervention time in new master schedule to support small group instruction utilizing the MLL teacher in targeting literacy growth in MLL students as measured by the World-Class Instructional Design and Assessment (WIDA) and Benchmark Assessment System (BAS) scores. Students will grow by at least two Fountas and Pinnell levels and/or by one level on the WIDA.

<b>Activities</b>  <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<b>Timeframe</b>  <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<b>Lead</b>  <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<b>Resources</b>  <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<b>Measures</b>  <i>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?</i>
This is the first year Totem Falls has a certificated teacher to support MLL students. She is working with teachers, using our intervention time to support students and provide instructional support.	Students are tested with the WIDA in early spring and will be given the BAS in the winter and spring	Our MLL teacher, LAP teacher, and the principal	Teaching and Learning has purchased Guided Reading sets for MLL teachers to use in support of their learners.	MLL students will take the WIDA in the spring and will have a BAS reading assessment in winter and spring. We are looking for progression on WIDA by one level and/or moving at least 2 levels on the BAS.

Academic Math Goal: Utilize intervention time in new master schedule to support small group instruction to improve 5<sup>th</sup> grade scores in algebraic sense and 6<sup>th</sup> grade scores in geometry as measured by STAR.

<b>Activities</b>  <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<b>Timeframe</b>  <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<b>Lead</b>  <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<b>Resources</b>  <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<b>Measures</b>  <i>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?</i>
<p>Leadership team analyzed SBA and STAR math data to target students in the areas of geometry and algebraic expression.</p> <p>Meeting with staff to determine clear student outcome goals aligned with STAR skill strands and find content targeting said outcomes.</p>	<p>Teachers are providing instruction in these content areas and assessing students for intervention.</p>	<p>5<sup>th</sup> and 6<sup>th</sup> grade teachers are involved in the identification and instruction. Principal is organizing after school programming.</p>	<p>We need to determine what instructional materials to use that are aligned with Star standards measured. Currently working with Teaching and Learning to determine what Bridges materials support and any need to supplement.</p> <p>Time to discuss instructional materials needed, assessments created, and instructional time determined to meet goal.</p> <p>Intervention support with paras during the students. If needed, will offer extended day opportunity funded by the building.</p>	<p>Geometry and algebra assessments will be developed. Students will meet standard at 80% accuracy.</p>

Building Specific Goal #1: Increase Social Emotional Learning (SEL) instruction and support for positive behavior using 2<sup>nd</sup> Step school wide.

<b>Activities</b>  <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<b>Timeframe</b>  <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<b>Lead</b>  <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<b>Resources</b>  <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<b>Measures</b>  <i>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?</i>
<p>Classroom teachers are all required to teach 2<sup>nd</sup> step this year.</p>	<p>There are 4 units to be taught, taking up to 12 weeks. Teachers are starting in different places, but this should be completed by first semester.</p>	<p>Classroom teachers are responsible for implementing with the support of the counselor.</p>	<p>August 31<sup>st</sup> teachers were presented with the log on information and an orientation to begin teaching the material.</p> <p>Paraeducators have a 4-week PD to support their learning.</p>	<p>We will be using Panorama data to monitor the concepts taught. The principal is observing teachers in using the material.</p> <p>Common language used among adults at school.</p>