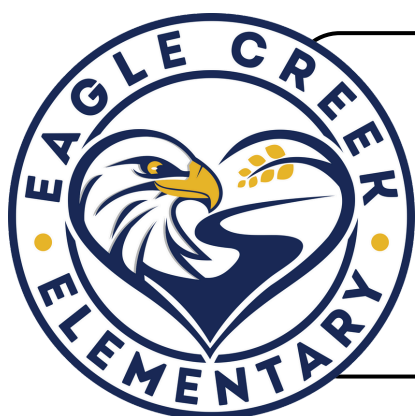


# ELEMENTARY 23-24 SIP UPDATE

## UNIVERSAL SCHOOL IMPROVEMENT EFFORTS:

- All classroom and intervention staff completed six sessions of training with Graham Fletcher to learn developmental progressions in mathematics and strategies (3-act tasks, games, activities) to support Tier 1 instruction.
- Explicit linking of instruction using 3-act tasks to Universal Design for Learning and removing barriers for students
- Continued professional development around UDL, CAST Guidelines, and intentional lesson design to remove barriers



## EAGLE CREEK ADDITIONAL EFFORTS:

- Increase attendance through student tracking of daily attendance and parent outreach/education
- Science of Reading PD and implementation of practices
- The Writing Revolution and Awakened book studies

## KENT PRAIRIE ADDITIONAL EFFORTS:

- Grade level team UDL lesson studies; Connecting UDL to Danielson
- Trauma Invested Practices book study and implementation
- Building Thinking Classrooms book study and implementation



## PIONEER ADDITIONAL EFFORTS:

- Grade level teams created math goals and used data from common formative assessments to drive instruction.
- Graham Fletcher was used to strengthen math instruction. Math Talk lesson study
- Staff collaborated to increase the use of UDL in the classroom.

## PRESIDENTS ADDITIONAL EFFORTS:

- Staff are growing increasingly confident in including more diverse people, cultures and traditions in their daily lessons and activities.
- Demystifying Disability by Emily Ladau book study
- Connecting UDL to Danielson PD and implementation



## SVLC ADDITIONAL EFFORTS:

- Effective Universal Instruction book study
- ALE Monthly Progress data study with focus on Tier 1 strategies
- Continued work on school culture as it relates to UDL



## SCHOOL IMPROVEMENT GOALS

---

1. To increase collective efficacy in Tier 1 instruction through embracing the Universal Design for Learning (UDL) principles of variability and firm goals and flexible means.
2. Foster and sustain a safe, caring, and positive environment that enhances student achievement and well being.

## STEPS TAKEN

---

1. Staff has completed six of the ten UDL modules.
2. Character Strong has been implemented throughout the year in all grades weekly.
3. PBIS expectations have been revisited quarterly with students.
4. Communication with families monthly.
5. Weekly staff communication through newsletters, a calendar, and a hub with important links and resources.
6. Increased engagement with the Haller PTSA.
7. Student, staff, and family surveys throughout the year
8. Celebrating students through SOAR Awards monthly and HAWK cards sent home.

## LOOKING AHEAD TO 24-25

---

As we look ahead to the 2024-2025 academic year, Haller will look to focus on three different areas including continuing to implement Character Strong to support social emotional learning and character development, increase overall student attendance rates by 5% and reduce chronic absenteeism by 10%, and improve student proficiency in math by 10% as measured by iReady and classroom assessments.



For the 2023-24 School year, Post will increase student engagement and achievement by focusing on school culture through continued implementation of Character Strong, build on inclusionary practices and strategies for universal design for learning and implement interventions and extensions address individual learning needs system wide, as measured by STAR assessment, student F data, iReady Assessments, discipline data, attendance data, and staff school culture team's implementation of activities.

**Continued Areas of Concern:** Behavior Attendance Mental Health Support (9 waitlisted, 8 were being seen; exiting LMHC) 8th Grade Interventions

**Post Data Dashboard:** monthly sharing/discussion via SIP & staff meetings (includes academic, behavioral, attendance, & counselor data)

Semester 1 : Number of Fs: 220

Number of Students: 117

1 F: 6th-23/7th-18/8th-28. 69

2 Fs: 6th-8/7th-8/8th-9. 25

3 Fs: 6th-1/7th-2/8th-4. 7

4+ Fs: 6th-1/7th-6/8th-7. 15

iReady Assessment Data	Fall 566/534	Winter 550/622
Mid or Above Grade Level	17/3%	30/5%
Early On Grade Level	81/14%	103/19%
1 Grade Level below	208/37%	198/36%
2 grade levels Below	68/12%	69/13%
3+ grade levels below	192/34%	150/27%

STAR Reading Assessment	6th grade Fall	6th grade Winter	7th grade Fall	7th grade Winter	8th grade Fall	8th grade winter
# assessed	204/217	201/212	177/197	184/195	208/212	204/210
At/Above Benchmark	97/48%	98/49%	83/47%	93/51%	94/45%	89/44%
On Watch	34/17%	32/16%	32/18%	29/16%	41/20%	43/21%
Intervention	46/23%	44/22%	28/16%	29/16%	41/20%	42/21%
Urgent Intervention	27/13%	27/13%	34/19%	33/18%	32/15%	30/15%

### Key Impacts:

- Student and Parent Voice: 2 student surveys and 1 parent survey so far this year
- Pilot of WIN Period (What I Need): 30 lessons of Character Strong; plus 3 days of intervention( 26 min)
- UDL- lesson planning, learning, evaluation, data analysis, and collaboration during Friday PD time
- PLCs: grade level, content area, and content grade level team
- Parent Partnerships: PTSA increasing engagement; weekly progress reports emailed home

**Post Counselors:** 851 office visits so far this school year (1.5 counselors)

- Needs Assessment Survey: 15 students reporting self-harm & 39 have/had suicidal ideation/attempted



**SIP Update 23-24**

**Student Support Advocate:** 824 student or family contacts/connections/check-ins for the 23-24 school year





Work Hard. Be Kind. Get Involved.

## SIP Update 23-24

**For the 2023-24 School year, Arlington High School will increase student engagement and achievement by focusing on school culture through continued implementation of Character Strong, deeper staff involvement in moving culture forward, and more support and sense of belonging for students through the following goals:**

Goal 1: 9th Grade Success Rates – Every freshman on-time for graduation heading into 2024-25. Equipped with motivation, successful study habits, and timeliness of work completion.	Goal 2: Supporting daily a positive campus culture and a safe and caring learning environment as shown through student civility and respect to self and others; and clear sense of belonging.	Goal 3: Closing the achievement gaps for students with disabilities and other areas of need (Equity)	Goal 4: Increasing collective efficacy of Tier 1 instruction through increased understanding of Universal Design for Learning (UDL)
---	---	--	---

## 2023-2024 Progress Made Through:

Goal 1: proactive interventions

Goal 2: continue Character Strong program, have SIP team design advisory Fridays, student news channel for each grade level, Eagle of the Month, mental health counselor connections, civility policy enforced

Goal 3: Cross-curricular PLCs, freshman academy PLC, sped and co-teaching PLCs

Goal 4: UDL front loaded lesson planning, teacher presentations, directed PLCs

**Future Focus Areas:** Making Fridays Matter. Attendance. Plagiarism policy. AI usage. Syllabus baselines. Cross curricular PLCs. Diversifying PD. Implementing new SGGs. Civility policy. Discipline language around racial and sexual harassment.

**Amazingness:** Band (percussion class incoming), choir, athletics, 700,000+ in Arlington community scholarships, student advisory Funtivities—culture building!, behavior expectations, staff coherence/collective efficacy



Weston

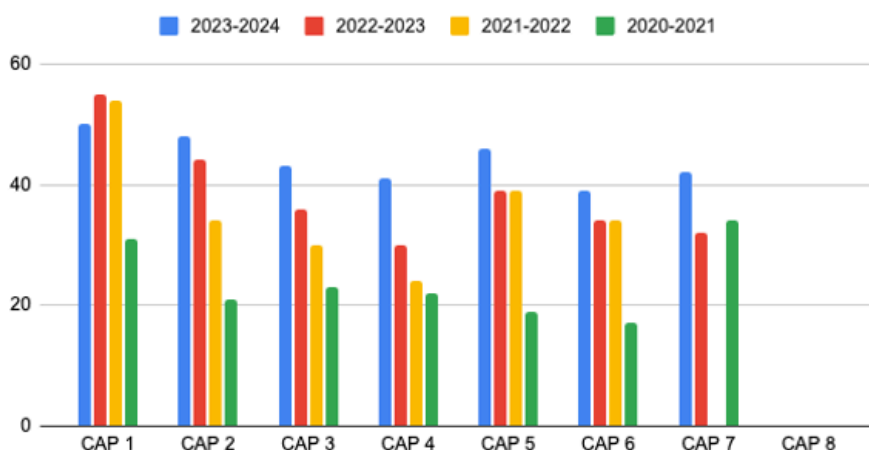


100% of currently enrolled Weston students will show growth each CAP through earned credits and average daily attendance as measured by Skyward data.

## CAP: Earned Credits

44%

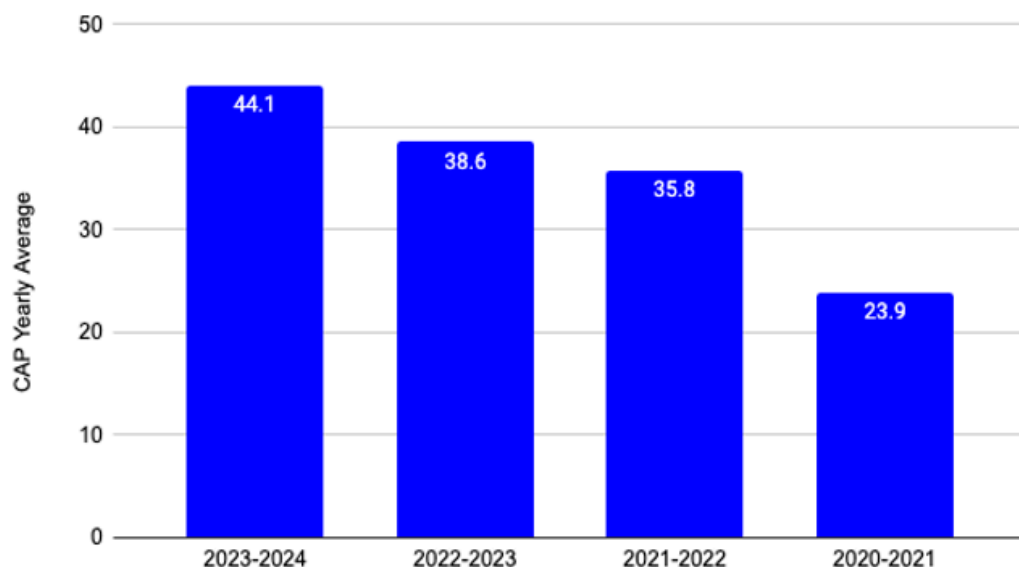
Students meeting CAP: Post-Covid Recovery Data SY 20/21 -23/24



## Historical Averages of Earned Credits

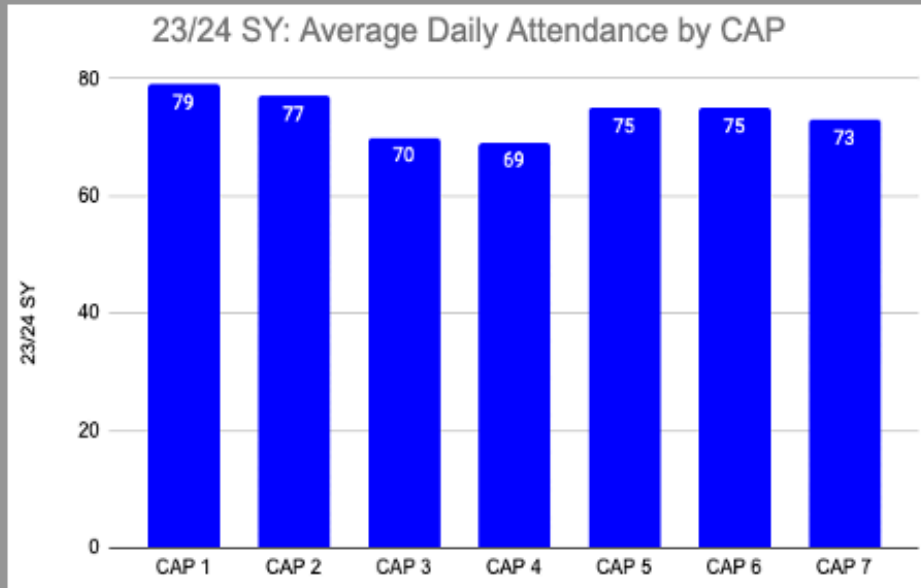
Yearly  
sustained  
progress

Post-Covid Historical Yearly Average of Students Earning CAP



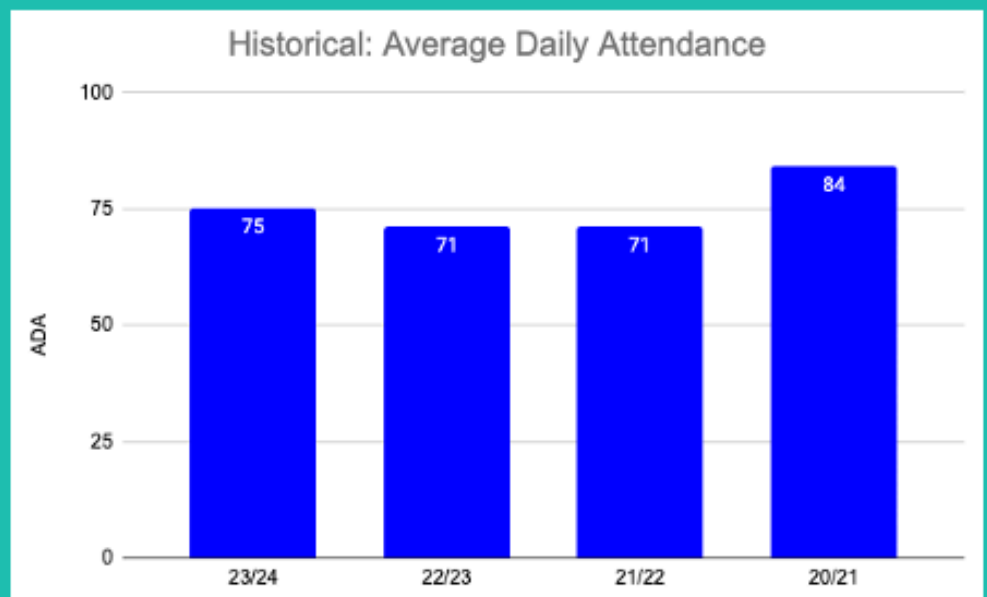
# CAP: Average Daily Attendance

75%



## Historical Average Daily Attendance

Slower  
progress



## Looking Ahead to 24/25

Mental Health is negatively impacting student success on our campus. Next year, we plan to continue our development of strategies to help combat this issue. We plan to expand course offerings to address our students physical and emotional wellbeing through mindfulness and weight training classes, while also ensuring all additional strategies are inclusive of the Whole Child model.