

1: Proficiency

Goal 1: East Heights Elementary will increase our percentage of proficient and distinguished students in both the areas of reading and math.

Reading will increase from 44% in 2022 to 69% by 2027 as indicated by state assessment results.

Math will increase from 47% in 2022 to 69.7% by 2027 as indicated by state assessment results.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Reading 48% of Third, Fourth and Fifth grade students will demonstrate proficiency in Reading by 05/2023 as measured by 2023 KSA.	KCWP2: Design and Deliver Instruction	RTI A clearly defined RtI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks will be used. The program will be further enhanced with the addition of two additional intervention teachers to meet the needs of students. For reading, LLI will be the primary evidence based program utilized.	MAPs assessments, STAR assessments; Aimsweb; common formative assessments; LLI benchmarks Principal, Instructional Coach, Teachers		NONE
		Master Teacher Observations Teachers may participate in observations of the 120 minute reading block by master teachers and participate in the reflective conversations to follow.	Reflections from observations; classroom implementation Principal, Instructional Coach, teachers		NONE
		Benchmarking Teachers will benchmark students to accurately and reliably identify each child's instructional and independent reading levels according to the F&P Text Level Gradient, A–Z and document their progress through one-on-one formative and summative assessments. This will provide teachers with precise tools and texts to observe and quantify specific reading behaviors, and then interpret and use that data to plan meaningful instruction.	Benchmarking scores; student growth in MAP Instructional Coach, Interventionists		ESSER \$3,000
		Lexia & IXL All students will use the supplementary reading software several times per week. Lexia is a program that gives students differentiated literacy instruction for students of all abilities. This program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Teachers will intervene when necessary to	Lexia Progress Improvement MAP, STAR, classroom assessments Teachers, Instructional Coach		ESSER \$9,600 SBDM \$5000

		address student needs individually or through small groups. In IXL students will be assigned differentiated skill plans based on their individual needs.			
		ESS After School Certified teachers will meet with a small group of students who are not showing adequate growth on essential standards. Students will be provided intensive, small-group instruction utilizing Guided Reading. Progress will be monitored.	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, and benchmarking scores Instructional Coach, Principal, ESS Reading Teacher		ESS \$10,000
		ESS Daytime - Intervention A certified, retired teacher will meet with small groups of students who are not showing adequate growth on essential standards through the RTI Program. Students will be provided intensive, small-group instruction in order for students to have additional opportunities to master essential skills in reading. Interventions will be tailored to need. They may include but not be limited to LLI, Rime Magic, etc. Progress will be monitored.	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, and benchmarking scores Instructional Coach, Principal, ESS Reading Teacher		TITLE 1 \$33,000
		ESS Daytime - Enrichment A certified, retired teacher will meet with small groups of 1st and 2nd grade students who are in need of acceleration. Students will be provided intensive, small-group instruction in order for students to enhance their reading growth. Progress will be monitored.	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, and benchmarking scores Instructional Coach, Principal, ESS Reading Teacher		see above
		FPC Coaching days Formative feedback of observations will be provided to teachers through instructional walkthroughs during portions of their reading block. Teachers will receive the feedback on the same day as the observation (5 days).	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, and benchmarking scores Instructional Coach, Principal		ESSER \$9,600 TITLE 1 \$6,400
		Identify Reading Essential Standards Teachers at each grade level will work to identify essential standards - those skills that students must have before they progress to the next grade level. These	Increased student achievement in reading as measured by MAP, STAR,		NONE

		standards will be targeted during instruction and will be the basis of SMART goals if an appropriate need exists.	classroom assessments, benchmarking scores, and KSA, Reading Principal, Instructional Coach, Teachers		
	KCWP4: Review, Analyze, and Apply Data	<p>Reading SMART Goals The school will set reading SMART goals for students in the area of reading. These will be monitored regularly and instructional decisions made as a result.</p> <p>Each grade level will set a SMART goal related to their students' needs. Intentional instructional decisions will be made as well as specific professional learning done to work on the areas identified in the goals.</p>	Increased student achievement in aspects of reading as measured by MAP, STAR, classroom assessments, and benchmarking scores Principal, Instructional Coach, Teachers		NONE
		<p>Reading Scrimmage Students in grades 3-5 will participate in a reading practice assessment (scrimmage) in a digital format. The purpose of giving the assessment will be determined by each grade level and could be related but are not limited to: practice with digital format, formative assessment, stamina, etc. The results of these assessments will be analyzed and used as next steps for instruction.</p>	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, benchmarking scores, and KSA, Reading Principal, Instructional Coach, Teachers		NONE
		<p>Analysis of KSA Data & Released Items Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support. Released items will be analyzed as they become available comparing student work samples and analyzing the school breakdown data for multiple choice items.</p>	Increased student achievement in all areas on the KSA, Reading Instructional Coach, Principal, Teachers		NONE
	KCWP6: Establishing Learning Culture and Environment	<p>Grade Level PLCs, Professional Learning, PLC Coaching Guide Professional learning communities (PLCs) will be utilized to empower our educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Each team will utilize the PLC Coaching Guide to grow their team. Professional learning will be embedded based on need and conversations will always focus around student achievement. Each grade level will set a SMART goal and work in actionable steps to achieve them, celebrating small victories.</p>	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, benchmarking scores, and KSA, Reading Principal, Instructional Coach, Teachers		NONE

		Vertical Planning (Primary & Intermediate) Kindergarten, 1st, 2nd grades and then 3rd, 4th, and 5th grades will meet several times a year to vertically plan, discuss standards/expectations alignment, and to learn from each other to improve student achievement.	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, benchmarking scores, and KSA, Reading Principal, Instructional Coach, Teachers		NONE
		Accelerated Reading K-5 use of the Accelerated Reading program will be monitored on a weekly and bi-monthly basis through AR report print-out analysis and follow-up discussions with grade level teams and individual teachers as needed. Students will receive recognition for their success.	% of AR Goals met; STAR reading growth Media Specialist, Principal, teachers		SBDM Library \$4,500
		Title 1 Family Reading Night This event will incorporate all stakeholders together in a partnership toward improved reading in our students. It will be in a Trunk-or-Treat format with fun activities for students. In addition parents will be introduced to grade-level expectations for reading and be provided with something they can take home and utilize to help their child. Title 1 and assessment information will be distributed to parents as well.	Increased student achievement in Reading Title 1 Liaison, Principal, Instructional Coach, Teachers		Title 1 \$2000
		KSA Talks Beginning in January, the Principal will conduct KSA talks with 3rd, 4th, and 5th grade students on a rotating schedule. These will be centered around the significance of KSA.	Increased student achievement in reading and math as measured by MAP assessment growth and KSA Principal, Staff		None
		Student Goal-Setting Students will work with their teachers after Fall MAP testing to create personal reading and math MAP goals. They will identify specific behaviors students need to work on and how to improve those. Students will be rewarded for demonstrating reading growth as grade levels designate following Winter and Spring MAP assessments. These will be announced rewards scheduled in advance.	Increased student achievement in reading and math as measured by MAP assessment growth and KSA Principal, Staff		Student Activity \$1000
		Novice Buddies Teachers identified students that need more assistance and would benefit from a person to check-in with them, review skills, discuss assignments, hold them accountable, etc. Any non-classroom teacher available will meet with these students as their “buddy.” These will be short meetings occurring weekly.	Increased student achievement in reading and math as measured by KSA		None

			Teachers, Staff, Principal, Instructional Coach		
Objective 2: Math 51% of Third, Fourth and Fifth grade students will demonstrate proficiency in Math by 05/2023 as measured by 2023 KSA.	KCWP1: Design and Deploy Standards	Identify Essential Math Standards Teachers at each grade level will work to identify essential standards - those skills that students must have before they progress to the next grade level. These standards will be targeted during instruction and will be the basis of SMART goals if an appropriate need exists.	Increased student achievement in reading as measured by MAP, STAR, classroom assessments, benchmarking scores, and KSA, Math Principal, Instructional Coach, Teachers		NONE
	KCWP2: Design and Deliver Instruction	RTI A clearly defined RtI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks will be used. The program will be further enhanced with the addition of two additional intervention teachers to meet the needs of students. For math, Moving with Math will be the primary evidence based program utilized.	MAPs assessments, Aimsweb; common formative assessments Principal, Instructional Coach, Teachers		NONE
		IXL, Reflex Math, & Happy Numbers All students will use the supplementary math software to practice math skills and develop math fluency. IXL provides differentiated skill plans for students of all abilities. Adaptive and individualized, Reflex Math is a system for mastering basic facts in addition, subtraction, multiplication and division that will be utilized by grades 2-5. Full of games that students love, Reflex takes students at every level and helps them quickly gain math fact fluency and confidence. With the data it provides, teachers can monitor progress and celebrate success. Happy Numbers builds an individualized math dialogue and responds to students just the way you would: unpacking concepts step-by-step, scaffolding learning, and providing immediate feedback based on student inputs. Individualized pacing means those who demonstrate mastery progress more quickly, and those who need more instruction receive it. As a result, students spend most of their time in productive struggle mode (also known as the Zone of Proximal Development), which leads to the greatest learning gains. And to ensure students never get stuck, targeted feedback helps them correct any mistake — students experience mistakes as opportunities for learning.	IXL reports, MAP, Reflex Math reports, classroom assessments Teachers, Instructional Coach		ESSER \$2175

		Master Teacher Observations Teachers may participate in observations of math instruction by master teachers and participate in the reflective conversations to follow.	Reflections from observations Principal, Instructional Coach, teachers		NONE
	KCWP4: Review, Analyze, and Apply Data	Math SMART Goals The school will set reading SMART goals for students in the area of reading. These will be monitored regularly and instructional decisions made as a result. Each grade level will set a SMART goal related to their students' needs. Intentional instructional decisions will be made as well as specific professional learning done to work on the areas identified in the goals.	Increased student achievement in aspects of math as measured by MAP, classroom assessments, scrimmage scores Principal, Instructional Coach, Teachers		NONE
		Math Scrimmage Students in grades 3-5 will participate in a math practice assessment (scrimmage) in a digital format. The purpose of giving the assessment will be determined by each grade level and could be related but are not limited to: practice with digital format, formative assessment, stamina, etc. The results of these assessments will be analyzed and used as next steps for instruction.	Increased student achievement in math as measured by MAPs, common assessments, KSA Teachers, Instructional Coach, and Principal	5th Grade - 11/10/22 3rd Grade - 11/29/22 4th Grade - 12/6/22	NONE
		Analysis of KSA Data & Released Items Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support. Released items will be analyzed as they become available comparing student work samples and analyzing the school breakdown data for multiple choice items.	Increased student achievement in all areas on the KSA, Math Instructional Coach, Principal, Teachers		NONE
	KCWP6: Establishing Learning Culture and Environment	Title 1 Family Math Night This event will incorporate all stakeholders together in a partnership toward improved math in our students. During this event, parents will be introduced to grade-level expectations for math and be provided with something they can take home and utilize to help their child.	Increased student achievement in Math on MAP Assessments and KSA Title 1 Liaison, Principal, Instructional Coach, Teachers		Title 1 \$1000

2: Separate Academic Indicator

Goal 2: East Heights Elementary will increase our percentage of proficient and distinguished students in our separate academic indicators.

Social Studies will increase from 36% to 70.5% by 2027 as indicated by state assessment results.

Writing will increase from 36% to 60.4% by 2027 as indicated by state assessment results.

Science will increase from 30% to 53.9% by 2027 as indicated by state assessment results.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Social Studies 41% of fifth grade students will demonstrate proficiency in Social Studies by 05/2023 as measured by 2023 KSA.	KCWP2: Design and Deliver Instruction	Social Studies Cross-Curricular Connections & Plan Staff will receive professional development on the changes in Social Studies standards. Conversation in grade level teams will occur to plan for cross-curricular connections that can be immediately implemented. (August & January)	Increased student achievement in Social Studies assessments and KSA, Social Studies Principal, Social Studies Teachers, Instructional Coach, Teachers		NONE
		Social Studies SMART Goals The school will set reading SMART goals for students in the area of social studies. These will be monitored regularly and instructional decisions made as a result.	Increased student achievement in aspects of social studies as measured by classroom assessments, and scrimmage scores Principal, Instructional Coach, Teachers		NONE
	KCWP4: Review, Analyze, and Apply Data	Analysis of KSA Data Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support.	Increased student achievement in all areas on the KSA, Social Studies Instructional Coach, Principal, Teachers		NONE

Objective 2: Writing 40% of fifth students will demonstrate proficiency in Writing by 05/2023 as measured by 2023 KSA.	KCWP1: Design and Deploy Standards	Writing Mini-Lessons (Grades K-2) Staff will utilize interactive writing and writing mini lessons to provide meaningful, systematic writing lessons. Professional learning and collaborative planning time will be provided.	Increased student achievement over time on KSA, Reading Instructional Coach, Teachers Intervention Team, Principal		NONE (See PD funding above) Title 1 \$1000 (books)
		ESS Daytime Interventionist Interventionists will work with small groups of students, identified by lack of growth or performance in writing. Their instruction will be centered around a balanced approach to literacy and not just teach writing in isolation.	Increased student achievement in Writing common assessments and KSA, Writing Interventionists, Instructional Coach		see above
	KCWP3: Design and Deliver Assessment Literacy	School-Wide Criteria for Success Grades Kindergarten through 2nd have developed common writing expectations utilizing 5 stars. Each star outlines a criteria (capitalization, punctuation, finger spaces, neat, makes sense/on topic).	Increased student achievement in Writing common assessments and KSA, Writing Principal, Instructional Coach, Primary Teachers		NONE
	KCWP4: Review, Analyze, and Apply Data	Analysis of KSA Data Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support.	Increased student achievement in all areas on the KSA, Writing Instructional Coach, Principal, Teachers		NONE
		<u>Writing SMART Goals</u> The school will set reading SMART goals for students in the area of writing. These will be monitored regularly and instructional decisions made as a result.	Increased student achievement in aspects of writing as measured by classroom assessments, and scrimmage scores Principal, Instructional Coach, Teachers		NONE

Objective 3: Science 34% of fourth grade students will demonstrate proficiency in Science by 05/2023 as measured by 2023 KSA.	KCWP1: Design and Deploy Standards	STEM Specials Class All students will participate in a STEM class each week for 40 minutes. This year is utilizing Generation Genius (which typically has 10-15 minute videos) to reinforce some of the content students have missed during NTI. This will help address gaps in student knowledge in a focused and efficient manner. Hands-on investigations and engineering challenges will be a focus of the class.	Increased student achievement in Science as measured by classroom assessments and KSA, Science Teachers, Principal, Instructional Coach		Title 1 \$50,000
		Essential Science Standards & Pacing Guide Staff will identify essential standards - those skills that students must have before they progress to the next grade level. These priorities will be the focus of instruction. Science staff will also work together to develop a pacing guide based on these priorities.	Increased student achievement in Science as measured by classroom assessments and KSA, Science Teachers, Principal, Instructional Coach		NONE
	KCWP2: Design and Deliver Instruction	Master Teacher Observations 4th grade science teacher and STEM teacher may participate in observations at other high-performing elementary schools by master teachers and participate in the reflective conversations to follow. In addition, these observations will occur within our own school building as well.	Reflections from observations; Lesson Plans Principal, Instructional Coach, teachers		PD Budget \$300
		Science Professional Development Science staff will participate in professional learning opportunities related to science instruction, standards, etc. that may arise. They will share with others on staff following these trainings. - PIMSER Science Leadership Support Network	Increased student achievement in Science as measured by classroom assessments and KSA, science Science teachers, Principal, Instructional Coach		District Funding \$1250
	KCWP4: Review, Analyze, and Apply Data	Analysis of KSA Data Staff will analyze KSA data at the student level, grade level, and school level. This will help determine priorities for instruction, intervention, and student support.	Increased student achievement in all areas on the KSA, Science		NONE
			Instructional Coach, Principal, Teachers		

3: Gap

Goal 3: East Heights Elementary will improve the percentages of students within the following gap groups scoring proficient or above on state assessments by 2027.

Students with disabilities will increase in reading from 27% to 45.5% by 2027.
Students with disabilities will increase in math from 19% to 50.6% by 2027.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Students with disabilities in reading will increase from 27% to 31.8% by 5/2023 as measured by 2023 KSA.	KCWP2: Design and Deliver Instruction	Data Analysis Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments are.	Increased student achievement as measured by MAP, STAR, benchmarking scores, and KSA, Reading Instructional Coach, Principal, Teachers		NONE
		Expectations/Specially Designed Instruction Students with disabilities will be held to the same grade level expectations as their peers with as much teaching in the regular classroom as possible with support for their needs. Students with co-teach services will receive SDI as appropriate in order to access grade-level standards.	Increased student achievement as measured by MAP, STAR, benchmarking scores, and KSA, Reading Instructional Coach, Principal, Teachers		NONE
	KCWP3: Design and Deliver Assessment Literacy	Assessment Performance Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc. Students will take part in creating their own MAP goals.	Increased student achievement as measured by MAP, STAR, benchmarking scores, and KSA, Reading BAC, Principal, Teachers		NONE

		Special Education Accommodations The principal will create a SpED plan to help special education students advocate for and more effectively use their accommodations this school year. These actions will include but not be limited to the following: <ul style="list-style-type: none"> - Assigned testing buddies work with the same student(s) throughout the school year and for state testing - Testing buddies receive coaching on how to teach students to use their accommodations - Testing buddies meet with students monthly to review accommodations and practice (System to monitor these meetings will include a meeting description form that is turned into principal.) - Train students several strategies to attack the test such as reading the questions first, chunking the text, etc. Then, ensure their testing buddy trains them to utilize these strategies during testing. - Utilize accommodations flip book when testing buddy is practicing accommodations with students 	Increased student achievement as measured by MAP, STAR, progress on IEP goals, benchmarking scores, and KSA, Reading BAC, Principal, Teachers, Testing Buddies		NONE
	KCWP4: Review, Analyze, and Apply Data	PLCs Create a fluid and systematic functionality enabled by solid academic planning, schedule creation, and collegial participation in PLCs to enhance and promote a culture of/for learning including special education teachers.	Increased student achievement as measured by MAP, STAR, benchmarking scores, and KSA, Reading Instructional Coach, Principal, Teachers		NONE
	KCWP6: Establishing Learning Culture and Environment	Title 1 Family Reading Night This event will incorporate all stakeholders together in a partnership toward improved reading in our students. It will be in a Trunk-or-Treat format with fun activities for students. In addition parents will be introduced to grade-level expectations for reading and be provided with something they can take home and utilize to help their child. Title 1 and assessment information will be distributed to parents as well.	Increased student achievement in Reading Title 1 Liaison, Principal, Instructional Coach, Teachers		Title 1 see above
Objective 2: Students with disabilities in math will increase from	KCWP2: Design and Deliver Instruction	Data Analysis Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments.	Increased student achievement in math as measured by MAP assessment growth, progress on IEP goals, and KAS, Math		NONE

19% to 38.3% by 5/2023 as measured by 2023 KSA.			Instructional Coach, Principal, Teachers		
		Expectations/Specially Designed Instruction Students with disabilities will be held to the same grade level expectations as their peers with as much teaching in the regular classroom as possible with support for their needs. Students with co-teach services will receive SDI as appropriate in order to access grade-level standards.	Increased student achievement in all areas as measured by MAP assessment growth, progress on IEP goals, and KAS performance Principal, Teachers		NONE
	KCWP3: Design and Deliver Assessment Literacy	Scrimmage Testing All students will participate in scrimmage assessments in the areas of reading and math (3-5), science (4), on-demand (5), and social studies (5). Students will receive immediate feedback after submission as well as teachers will develop actionable instructional next steps based on the data.	Increased student achievement as measured by KAS performance Teachers, Principal, Instructional Coach		NONE

4: EL

Goal 4: By 2025, East Heights will increase the percentage of EL students that are proficient or above from 35.7% to 47.4% as measured by the Access Test.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By 2023, East Heights will ensure that all students increase one performance level as measured by the ACCESS Test.	KCWP2: Design and Deliver Instruction	Imagine Learning All ELL students will utilize Imagine Learning for 30 minutes, 3 times per week to work on their reading skill development.	Increased student achievement as measured by Access scores ELL Teacher, ELL Assistant		District Funded
		Engage in Academic Conversations EL teachers will specifically target the engagement of EL students in academic conversations. It was added to their PSPs. This is to ensure that students are not only developing well in social language and focus support in academic language. There will be a focus on speaking louder, enunciating	Increased student achievement as measured by Access scores ELL Teacher, ELL Assistant		NONE

		words, and using more detail instead of mumbling or speaking in broken sentences.			
		Writing Focus There will be focus on the connection between reading, writing, and speaking. The ELL teacher will focus on working through students' struggle of writing words, sounding out words, and using context clues when reading and writing.	Increased student achievement as measured by Access scores ELL Teacher, ELL Assistant		NONE
	KCWP6: Establishing Learning Culture and Environment	EL Tips & Information Monthly, the EL teacher will share tips and information with General Education teachers to better support ELL students in the classroom. These will include/but not be limited to information about PSPs (Program Service Plans), scaffolds, interaction opportunities, etc.	Increased student achievement in reading and math as measured by Access scores ELL Teacher, ELL Assistant, Teachers, Staff		NONE

5. Quality of School Climate and Safety

Goal 5: By 2027, East Heights will increase the score on the Quality of School Climate and Safety Survey from 77.6 (HIGH) to 85 (VERY HIGH).

Objective 1: By 2023, East Heights will increase their score on the Quality of School Climate and Safety Survey from 77.6 to 80.6 as measured by the survey.	KCWP2: Design and Deliver Instruction	Guidance Lessons The Guidance Counselor will present lessons focusing on self-regulation of emotions instead of hurtful/negative behaviors.	Principal, Guidance Counselor		NONE
		Second Step (KG & 1st Grade) Students in KG and 1st grades will participate in Second Step. This program targets social-emotional learning and will be taught weekly and reinforced throughout the following week.	Principal, Teachers, Guidance Counselor		SBDM \$395
		Flock Lesson Two to three times a month, students will participate in flocks (K-5 heterogeneously grouped students) and do a character education lesson. Specifically in January, flocks will focus on teaching respect to target the explanation of Fair is not always equal. (Questions on QSCSS - All students are treated the same if they break the school rules. & The school rules are fair.)			NONE

	KCWP6: Establishing Learning Culture and Environment	MTSS Team and SSRSS-IE Survey The counselor and mental health counselor will work in small groups and individually with identified students needing additional support in areas that may include grief, impulse control, study skills, etc. The Student Risk Screening Scale - Internalizing and Externalizing universal screening tool will be used to identify students who may be at risk for challenging, antisocial behavior. It will then provide information to the MTSS team to select appropriate supports for students.	Increased QSCSS score Principal, Guidance Counselor, Mental Health Counselor, MTSS Team		NONE
		Mindful Mondays & Thoughtful Thursdays On each Monday of the week, a mindfulness strategy will be presented to students through the morning announcements and through a mini-lesson by classroom teachers. The Mental Health Counselor will follow-up by meeting with each class a minimum of once a month. Practicing mindfulness can help your brain deal with stress. Students will be able to learn and practice these strategies with their teacher and then will be able to use it when they need it in the future.	Increased QSCSS score Principal, Guidance Counselor, Mental Health Counselor, MTSS Team		NONE
		Recognition of Respectful Behaviors Staff will place emphasis on recognizing students who are being respectful by awarding PBIS points for this expectation.	Increased QSCSS score Teachers, Staff, Principal, PBIS Team		NONE
		Attendance Attendance information will be shared monthly with families in the school newsletter. Attendance data will be discussed monthly within the RTI team and interventions will be implemented.	Increased QSCSS score Teachers, Staff, Principal, Instructional Coach, FRC		NONE
		Guest Speaker A guest speaker will be invited to talk about social media and bullying with older students. (Question on QSCSS - Students being mean or hurtful to other students is NOT a problem for this school.)	Increased QSCSS score Teachers, Staff, Principal, Instructional Coach, FRC		NONE
		Staff Discussion To address the Question on QSCSS - Adults from my school stay calm when dealing with bad behavior: a discussion with staff will be had to remind them what this looks like and strategies that can be employed when they become stressed with student behavior.	Increased QSCSS score Teachers, Staff, Principal, Instructional Coach		NONE