The Plan: 2022 – 2023 SIP Plan

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| Goal | The percentage of 3rd grade students meeting standard on the Smarter Balanced Assessment will increase 20% from 28.7% in the Spring of 2022 to 48.7% in Spring of 2023. | | | |
| Target Populations | **Group** | | **Outcomes/Metrics** | |
| The percentage of students receiving EL services meeting standard will increase from 0% in the Spring of 2022 to 20% in the Spring of 2023. | | Smarter Balanced Assessment | |
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| Other Possibilities: Students receiving Special Education Services (15.4% to 27.4%), Hispanic students (13% to 33%) | |  | |
| Assessment Plan | **Purpose** | **ELA** | Audience | Frequency |
| **Progress Monitoring** | Classroom based assessments as decided on by PLC. | Grades 3 | Every 4 weeks |
| **Formative** | Classroom based assessment and teacher developed exit tickets. | Grades 3 | At least once a week. |
| **Benchmark** | DIBELS - Oral Reading Fluency | Grades 3 | 3 times per year |
| **Summative** | SBA Assessment | Grades 3 | Once per year |
| Strategies | **Strategy Description** | | **Delivered by** | **Funding/Resource** |
| Teachers will utilize the REACH Foundational Curriculum to teach foundational word work skills, including phonics, phonemic awareness, and vocabulary. | | 3rd grade teachers, SPED teachers, Title/LAP teachers and support staff. |  |
| Teachers will utilize the strategy of conferring with students about the independent books they are reading to increase comprehension. | | 3rd grade teachers, SPED teachers, Title/LAP teachers, and support staff. |  |
| Teachers will develop groups, based on assessment data, to utilize targeted instruction to increase reading comprehension and vocabulary development. | | 3rd grade teachers, SPED teachers, Title/LAP teachers, and support staff. |  |

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| Systems and Structures | Indicators Source: MTSS Guide | System/Practice Description | June Success – Description of Results |
| Teaming Practices Support Collaboration | PLCs meet every 2 weeks to go through a data team protocol.  PLCs look at data and make instructional adjustments at a minimum of every 4 weeks. Students make accelerated growth as a result of the PLC/data team work. |  |
|  | Teachers will incorporate balanced literacy systems and structures into the literacy block, using district sponsored instructional text to differentiate instruction in reading comprehension and providing small-group, whole group, and independent instruction for at least 60 minutes a day.  All classroom teachers, SPED teachers, and Title/LAP teachers. |  |
|  | Teachers will continue to provide Learning Intentions and Success Criteria for each standard taught and work with students on becoming Assessment Capable Learners by teaching them how to use Success Criteria to know and understand when they have met the standard.  All classroom teachers, SPED teachers, Title/LAP teachers and administrators. |  |
| School-wide professional development | During school led professional development, the whole school and PLCs will learn about systems and structures that provide support for the implementation of balanced literacy with support from administrators and district office teaching and learning staff. |  |

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| Supporting Plans and Documents | Document | Timeline | District Document/Tool | Partnership/Resources |
| **School Professional Development Plan** | Draft Due: 8/31/22  Final Submitted: | **School-Based Professional Development Plan** | District PD Calendar  District Data and Assessment Coordinator |
| **Master Schedule** | Draft Due: 8/31/22  Final Submitted: 8/31/22 | **School Master Schedule**   * Elementary |  |
| **Adult Service Schedule** | N/A | **Service Schedule**   * Elementary |
| **Assessment and Collaboration Calendar** | Final Submitted: | **District Assessment Calendar** | District Assessment Coordinator |

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| Goal | By June of 2023,Bordeaux Elementary will decrease the average days absent from 26.6 to less than 18 days. | |
| Target Populations | **Group** | **Outcomes/Metrics** |
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| By June of 2023, the average days absent of Hispanic students will decrease from 28.9 to less than 18 days. |  |
| Other possibilities: American Indian (39.16 to less than 18 days)  Hispanic/Latino of any races: |  |

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| Strategies | Strategy Description | Delivered by | Funding/Resource |
| Staff will utilize the 5 positives to 1 negative ratio strategy to build positive relationships with students. | All Bordeaux staff. | Training by district MTSS/PBIS coordinator. |
| Bordeaux staff will know their students by strength, story, and need to ensure that all students have a positive connection with at least one adult. | All Bordeaux staff. |  |
| Bordeaux teachers will acknowledge whole class success with Big PAWS for 96% or higher attendance rate in a day. | All Bordeaux classroom teachers. |  |
|  | After 3 days of consecutive absences, teachers will reach out to families to seek out information on any supports families may need to return their student to class. | All Bordeaux classroom teachers. | School counselor and family liaison. |
|  | Teachers will positively greet students back to class after their return from and absence. | All Bordeaux classroom teachers. |  |

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| Systems and Structures | Indicators Source: MTSS Guide | System/Practice Description | June Success – Description of Results |
| 10+ absences in any one quarter. | Assistant principal will create an individual reward system with student to support consecutive days of attendance. |  |
| All Students | Students will be greeted warmly by adults as they enter the building from the bus, while entering for breakfast, or by parent drop off. Each location is assigned to specific staff members. |  |
| All Students | The Wheel of Names will be used at lunch to randomly provide rewards for students who are in attendance. |  |
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