

Brooklyn Middle 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

2022-23 Goal Priority	Learning Work Initiatives & Strategic Direction/s (label as SD) <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>						
Effective Schools BMS Framework: (SD 2,3,4,5) Building Community, Ensuring Student Learning and Creating a Positive Culture (click on document here)									
<p>Reading</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">All Students</td> </tr> <tr> <td style="text-align: center;">Basic Goal</td> <td style="text-align: center;">Trans. Goal</td> </tr> <tr> <td style="text-align: center;">46.6</td> <td style="text-align: center;">51.6</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	All Students		Basic Goal	Trans. Goal	46.6	51.6	<p>LITERACY INSTRUCTION (SD2, SD4,SD 5) Building-Wide Professional development with new staff in AVID Instructional strategies WICOR.</p> <ul style="list-style-type: none"> Including, but not limited to, Quickwrites, Costa's Level of Questioning, Annotating, etc. Staff teach explicit use of student planners and binders each trimester <p>Professional development of fiction and nonfiction Notice and Note strategies for new staff.</p> <p>ML Essential Practices(SD2,SD 4,SD5)</p> <ul style="list-style-type: none"> Training on ELlevation instructional resources and AVID/ELlevation Matrix <p>Read/Write Lab Classes SD2, SD4,SD5)</p> <ul style="list-style-type: none"> Literacy Coaches will complete LETRS Training and use knowledge and resources to refine and develop more effective reading instruction. <p>EL Classes (SD2,SD4, SD5)</p> <ul style="list-style-type: none"> Research KU Paraphrasing & Sentence Writing Strategy and pilot in EL classes 	<p>LITERACY INSTRUCTION (SD2,SD 4, SD5) Building-Wide Continue training all staff and implementing AVID Instructional strategies (WICOR):</p> <ul style="list-style-type: none"> Including, but not limited to, Quickwrites, Costa's Level of Questioning, Annotating, etc BMS Reads: Building-wide choice reading twice a week. <p>Implementation of standard building requirement of the 3 learning questions for evaluation. (SD2,4,5) Aligning our evaluation on the 3 learning questions: What do we want students to know? Why do they need to know it? How will we know when they have learned it?</p> <p>Implementation of standard building requirement of learning slides. (SD2,SD4, SD5) Standard Building requirement of learning slides that include:</p> <ol style="list-style-type: none"> Learning Intentions Success Criteria WICOR STEAM Value Added Standard <p>Read/Write Lab Classes (SD2,SD4,SD5)</p> <ul style="list-style-type: none"> Provide one-on-one multisensory phonological awareness instruction for students not progressing in <i>Equipped for Reading Success</i> one-minute partner exercises. <p>EL Classes (SD2,SD4, SD5)</p> <ul style="list-style-type: none"> EL Teacher will implement Fostering Interaction Strategies from ELlevation in pullout EL classes. 	<p>LITERACY INSTRUCTION (SD2, SD4,SD5) Building-Wide Culturally responsive texts specifically selected for instruction across 6-8 ELA classes.</p> <p>Read/Write Lab Classes(SD2,SD4,SD5)</p> <ul style="list-style-type: none"> Provide differentiated reading intervention for identified students using Read 180 and System 44 curriculum. Assess students' phonological awareness using PAST assessment
All Students									
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46.6	51.6								

	<ul style="list-style-type: none"> Survey ML learners about how much students are speaking in class <p>Resource English Interventions(SD2, SD4, SD5)</p> <ul style="list-style-type: none"> Wilson reading curriculum and strategies <ul style="list-style-type: none"> fill gaps in student literacy skills in order to increase students' capacity for learning and grade level work Special Ed Resource Reading SDAS will provide training in gap analysis tools to diagnose skill deficits needing intervention. Special Ed Reading SDAS will participate in the Special Ed Reading PLT to discuss and assist with the implementation of curriculum resources and to utilize the gap analysis tools to differentiate instruction to address reading skill deficits 	<ul style="list-style-type: none"> Assess EL 1 & 2 students phonological awareness using PAST assessment In EL 1 & 2 classes, implement <i>Equipped for Reading Success</i> one-minute exercises. Continue referring to KU INFER Strategy instruction in 7th and 8th grades EL Teacher will implement Fostering Interaction Strategies from Ellevation in the collaborative classrooms at least once a week. <p>Resource English Interventions(SD2,SD4,SD5)</p> <ul style="list-style-type: none"> PD training in literacy strategies mentorship program for probationary Special Ed teachers 	<p>Resource English Interventions(SD2,SD4,SD5)</p> <ul style="list-style-type: none"> Resource English teachers are aligned with general education classes and following the state Standards taught in Gen Ed Classes <ul style="list-style-type: none"> Address individual student needs by aligning IEP goals and objectives and instruction with State English Language Arts Standards Progress on standards addressed by goals and objectives will be assessed 3 times per year 								
<table border="1"> <tr> <th colspan="2">Math</th> </tr> <tr> <td colspan="2">All Students</td> </tr> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td>29.8</td> <td>34.8</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Math		All Students		Basic Goal	Trans. Goal	29.8	34.8	<p>MATH INTERVENTIONS: (SD1, SD2, SD5)</p> <p>Implementation of new Math Curriculum, CPM:</p> <ul style="list-style-type: none"> Collaboration between Special Ed Resource math teachers and licensed math teachers to learn and develop best practices in their classroom using CPM curriculum SPED Resource Math teachers will continue to work with SDAS in gap analysis tools to diagnose skill deficits needing intervention SPED Resource math teachers will use gap analysis tools to differentiate instruction to develop math skill deficits Use STTS (CPM Study Team & Teaching Strategies) to scaffold students to accessing math content Teachers use CPM Study Teams to help teach students to learn collaboration and problem solving strategies. <p>MONITORING ONGOING LEARNING & ADJUSTING TEACHING (SD2, SD5)</p>	<p>MATH INTERVENTIONS: (SD1, SD2, SD5)</p> <ul style="list-style-type: none"> Resource Math Teachers will align with Math Teachers to implement CPM CPM curriculum implementation for all students <p>MONITORING ONGOING LEARNING & ADJUSTING TEACHING (SD2, SD5)</p> <ul style="list-style-type: none"> Continue to use Math180 in Math Achievers 	<p>MATH INTERVENTIONS: (SD1, SD2, SD5)</p> <ul style="list-style-type: none"> Collaborative Special Ed Math courses: Resource Math teachers co-teach with regular-ed teachers Resource Math Special Education teachers will address individual student needs by aligning IEP goals and objectives and instruction with State Math Standards. Progress on standards addressed by goals and objectives will be assessed 6 times per year. <p>MONITORING ONGOING LEARNING & ADJUSTING TEACHING (SD2, SD5)</p> <ul style="list-style-type: none"> Math Literacy Coach directly coach and co-teach with math teachers
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	<ul style="list-style-type: none"> Math Achievers and Math+(ADSIS): aligned with CPM (pre teaching and integrating skills and vocabulary from CPM) Research evaluation metrics for Math Achievers and Math+(ADSIS) (GOAL: identify level of growth for students in these programs.) <p>INSTRUCTION: (SD1, SD2, SD3)</p> <ul style="list-style-type: none"> Train and prepare teachers to use the engagement continuum with students Aligning WICOR strategies with Instruction- <ul style="list-style-type: none"> Organization: Focused note taking and other strategies for notebook setup Reading to Learn: Use the essential chapter question and guiding questions to support student comprehension <p>BALANCED ASSESSMENT (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> Develop and align assignments/assessments with reporting standards <p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</p> <ul style="list-style-type: none"> Developing norms for student interaction in study teams 	<ul style="list-style-type: none"> Provide Math+ (ADSIS) intervention classes for identified students Math+(ADSIS) teachers use progress monitoring (Fastbridge) to ensure student growth in Math+(ADSIS) Math+(ADSIS) intervention based on MCAs/Fastbridge data <p>INSTRUCTION: (SD1, SD2, SD3)</p> <ul style="list-style-type: none"> Implement WICOR in the alignment with CPM Curriculum <ul style="list-style-type: none"> Writing to Learn: Learning Logs in lesson closures Inquiry: Problem-based math instruction Collaboration: Study Teams and using STTS (Study Team and Teaching Strategies) <p>BALANCED ASSESSMENT (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> Teacher gradebooks align all assignments/assessments with a reporting standard Common assessments by course <p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</p> <ul style="list-style-type: none"> Using norms for study teams for effective learning and student interactions 	<ul style="list-style-type: none"> PLT Work: data cycles Math Achievers intervention based on MCAs/Fastbridge data
<p>Student Management</p> <p>Measured Behavior: Students sense of Belonging as measured by the Trend Report</p> <p>Baseline Data by Target Group: Belonging overall has a positive percentage of 51-47%. Areas of growth being: 6th grade (57-50%) Black (50-44%) White (59-51%) Female (56-40%) EL (54-43%)</p>	<p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</p> <p>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</p> <ul style="list-style-type: none"> Human Services Team <ul style="list-style-type: none"> Intervention Documents Catalyst Training to staff <ul style="list-style-type: none"> Provide informal Catalyst Walkthroughs highlighting skills All staff teach explicit use of the student engagement continuum Link for Equity training for all staff 2X/year Link2 Motivational Interviewing for small group of staff(monthly) <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> Highlight celebrations and share out to staff 	<p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</p> <p>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</p> <ul style="list-style-type: none"> Human Services Team <ul style="list-style-type: none"> Behavior Data Review Student Intervention Team (SIT) <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> Recognize staff with “Good Job” cards Recognize students with “Good Job” cards 	<p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</p> <p>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</p> <ul style="list-style-type: none"> Review and present Staff vs Office Managed Behavior Chart Teachers create and submit their classroom behavior management plan Teachers post their classroom Behavior Management Plan <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> Monthly PBIS Committee Meetings Posted throughout building

<p>FRL (52-45%) SPED (64-47%)</p>	<ul style="list-style-type: none"> • <i>Notifications on Hold, Learning in Progress</i> cell phone campaign <p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> • Have SDAS train staff on how to do restorative chats. • Restorative Practices district committee <p>Character Strong (SD1)</p> <ul style="list-style-type: none"> • Professional Development training for the new SEL curriculum • Implementation of the SEL curriculum in Advisory classes. 	<ul style="list-style-type: none"> • Check & Connect <p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> • Community Building Circles • Use SEL curriculum • Use of restorative chats and circles to repair harm <p>Risk Management (SD1)</p> <ul style="list-style-type: none"> • ATS Teaching (Document) 	<ul style="list-style-type: none"> • Use of Students Tickets • Trimester Celebrations <p>Risk Management (SD1)</p> <ul style="list-style-type: none"> • Review Safety Procedures 3x/yr
<p>Goal: Our goal is to increase students' sense of belonging to 61-57% as measured by the Trend Report.</p>			
<p>Family Engagement Evidence of Need: Osseo Area Schools' School Board has a district wide expectation that all sites/departments will develop and implement a family engagement goal.</p>	<p>BUILDING COMMUNITY CONNECTIONS Survey Implementation SD1, SD2, SD3)</p> <ul style="list-style-type: none"> • Number of participants in school wide evenings events and parent/family interests. <p>ALL School Family Nights to Highlight STEAM and AVID programs (SD1, SD 3)</p> <ul style="list-style-type: none"> • STEAM Career Nights • AVID Family engagement night • LINK for Equity - parent survey and mentor/family connect • AVID recruitment night 	<p>BUILDING COMMUNITY CONNECTIONS BMS Parent participation in the PACT parent organization (SD1, SD2, SD3))</p> <ul style="list-style-type: none"> • PACT Recruitment efforts • Parent Volunteers • Parent surveys of members and future members • Meet with PTO's in feeder elementary schools • Panel of students for feeder elementary schools <p>STEAM/AVID programming (SD1, 3)</p> <ul style="list-style-type: none"> • Career panel (8th grade students) • Brown bag lunches • Expert guest speakers • STEAM/AVID field trips • AVID graduation night • Consistent use of Talking Points • Recognition postcard • Check and Connect 	<p>BMS Community Engagement Committee sponsored events (SD1, SD3)</p> <ul style="list-style-type: none"> • All School picnic during Learning Conferences • Bulldog Bingo • MultiCultural Fair • STEAM Creativity Fair • Preview Night for incoming 6th grade families • Orientation for new students • Honors Night • Celebrate the Season
<p>Goal: To increase Safe, Welcome and Inclusive Learning Environments as measured by the Family Stakeholder Survey. Areas of focus being: Positive representation of their identity (76% to 83%)</p>			

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create a safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

2023-24 Goal Priority	Learning Work Initiatives & Strategic Direction/s (label as SD) <i>Research, testing and development of possible initiatives</i>	Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i>	Standard Work Practices <i>Established, with at least 80% applying effectively (observable)- in cont. improvement</i>		
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<p>Reading</p> <p>All Students</p> <table border="1" data-bbox="65 1084 367 1185"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> </table> <p>*See attached addendum for more detailed information</p>	Basic Goal	Trans. Goal	<p>LITERACY INSTRUCTION (SD2, SD4,SD5)</p> <p>ML Essential Practices</p> <ul style="list-style-type: none"> Training on ELlevation instructional resources and AVID/ELlevation Matrix 	<p>LITERACY INSTRUCTION (SD2, SD4, SD5)</p> <p>Building-Wide</p> <p>Continue training all staff and implementing AVID Instructional strategies (WICOR):</p> <ul style="list-style-type: none"> Including, but not limited to, Quickwrites, Costa's Level of Questioning, Annotating, etc <p>Professional development with staff in AVID Instructional strategies WICOR.</p> <ul style="list-style-type: none"> Including, but not limited to, Quickwrites, Costa's Level of Questioning, Annotating, etc. Staff teach explicit use of student planners and binders each trimester Fiction and nonfiction Notice and Note strategies 	<p>LITERACY INSTRUCTION (SD2, SD4,SD5)</p> <p>Building-Wide</p> <p>Implementation of Standard Building requirement of the 3 learning questions for evaluation. (SD2,4,5)</p> <p>Aligning our evaluation on the 3 learning questions: What do we want students to know? Why do they need to know it? How will we know when they have learned it?</p>
Basic Goal	Trans. Goal				

		<p>Implementation of Standard Building requirement learning slides. (SD2,SD4,SD5) Standard Building requirement of learning slides that include:</p> <ol style="list-style-type: none"> 1. Learning Intentions 2. Success Criteria 3. WICOR 4. STEAM Value Added Standard <p><u>Read/Write Lab Classes (SD2, SD4,SD5)</u></p> <ul style="list-style-type: none"> ● Provide one-on-one multisensory phonological awareness instruction for students not progressing in <i>Equipped for Reading Success</i> one-minute partner exercises. ● Literacy Coaches will complete LETRS Training and use knowledge and resources to refine and develop more effective reading instruction. <p><u>Resource English Interventions(SD2,SD4, SD5)</u></p> <ul style="list-style-type: none"> ● Wilson reading curriculum and strategies <ul style="list-style-type: none"> ○ fill gaps in student literacy skills in order to increase students’ capacity for learning and grade level work ● Special Ed Resource Reading SDAS will provide training in gap analysis tools to diagnose skill deficits needing intervention. ● Special Ed Reading SDAS will participate in the Special Ed Reading PLT to discuss and assist with the implementation of curriculum resources and to utilize the gap analysis tools to differentiate instruction to address reading skill deficits <p><u>EL Classes (SD2, SD4, SD5)</u></p> <ul style="list-style-type: none"> ● EL Teacher will implement Fostering Interaction Strategies from ELlevation in pullout EL classes. ● Assess EL 1 & 2 students phonological awareness using PAST assessment ● In EL 1 & 2 classes, implement <i>Equipped for Reading Success</i> one-minute exercises. ● Continue referring to KU INFER Strategy instruction in 7th and 8th grades ● EL Teacher will implement Fostering Interaction Strategies from Ellevation in the collaborative classrooms at least once a week. 	<p><u>Read/Write Lab Classes (SD2,SD3,SD5)</u></p> <ul style="list-style-type: none"> ● Provide differentiated reading intervention for identified students using Read 180 and System 44 curriculum. ● Assess students’ phonological awareness using PAST assessment ● Continue with <i>Equipped for Reading Success</i> one-minute partner exercises.
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		<ul style="list-style-type: none"> Use KU Paraphrasing & Sentence Writing Strategy in EL classes Survey ML learners about how much students are speaking in class 	
Math			
All Students			
Basic Goal	Trans. Goal		
*See attached addendum for more detailed information		<p>MATH INTERVENTIONS: (SD1, SD2, SD5)</p> <ul style="list-style-type: none"> Resource Math Teachers will align with Math Teachers to implement CPM Collaboration between Special Ed Resource math teachers and licensed math teachers to learn and develop best practices in their classroom using CPM curriculum SPED Resource Math teachers will continue to work with SDAS in gap analysis tools to diagnose skill deficits needing intervention SPED Resource math teachers will use gap analysis tools to differentiate instruction to develop reading skill deficits Use STTS (CPM Study Team & Teaching Strategies) to scaffold students to accessing math content Teachers use CPM Study Teams to help teach students to learn collaboration and problem solving strategies. <p>MONITORING ONGOING LEARNING & ADJUSTING TEACHING (SD2, SD5)</p> <ul style="list-style-type: none"> Math Achievers and Math+(ADSIS): aligned with CPM (pre teaching and integrating skills and vocabulary from CPM) Research evaluation metrics for Math Achievers and Math+(ADSIS) (GOAL: identify level of growth for students in these programs.) <p>INSTRUCTION: (SD1, SD2, SD3)</p> <ul style="list-style-type: none"> Train and prepare teachers to use the engagement continuum with students Implement WICOR in the alignment with CPM Curriculum <ul style="list-style-type: none"> Writing to Learn: Learning Logs in lesson closures Inquiry: Problem-based math instruction 	<p>MATH INTERVENTIONS: (SD1, SD2, SD5)</p> <ul style="list-style-type: none"> Collaborative Special Ed Math courses: Resource Math teachers co-teach with regular-ed teachers Resource Math Special Education teachers will address individual student needs by aligning IEP goals and objectives and instruction with State Math Standards. Progress on standards addressed by goals and objectives will be assessed 6 times per year. <p>MONITORING ONGOING LEARNING & ADJUSTING TEACHING (SD2, SD5)</p> <ul style="list-style-type: none"> Continue to use Math180 in Math Achievers Provide Math+(ADSIS) intervention classes for identified students Math+(ADSIS) teachers use progress monitoring (Fastbridge) to ensure student growth in Math+(ADSIS) Math+(ADSIS) intervention based on MCAs/Fastbridge data
		<p>BALANCED ASSESSMENT (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> Develop and align assignments/assessments with reporting standards 	

	<p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</p> <ul style="list-style-type: none"> Developing norms for student interaction in study teams 	<ul style="list-style-type: none"> Collaboration: Study Teams and using STTS (Study Team and Teaching Strategies) Aligning WICOR strategies with Instruction- Organization: Focused note taking and other strategies for notebook setup Reading to Learn: Use the essential chapter question and guiding questions to support student comprehension <p>BALANCED ASSESSMENT (SD2, SD3, SD4)</p> <ul style="list-style-type: none"> Teacher gradebooks align all assignments/assessments with a reporting standard Common assessments by course <p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</p> <ul style="list-style-type: none"> Using study teams for effective learning 	
<p>Student Management</p>	<p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</p>	<p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1 ,SD3)</p>	<p>SAFE, HEALTHY, AND RESPONSIVE LEARNING ENVIRONMENT (SD1, SD3)</p>
<p>Measured Behavior:</p>	<p>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</p> <ul style="list-style-type: none"> Catalyst Training to staff <ul style="list-style-type: none"> Provide informal Catalyst Walkthroughs highlighting skills All staff teach explicit use of the student engagement continuum 	<p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> Highlight celebrations and share out to staff <i>Notifications on Hold, Learning in Progress</i> cell phone campaign 	<p>Culturally Responsive Practices (SD1, SD2, SD4, SD5)</p> <ul style="list-style-type: none"> Human Services Team <ul style="list-style-type: none"> Intervention Documents <p>PBIS: The Bulldog Way (SD1)</p> <ul style="list-style-type: none"> Recognize staff with “Good Job” cards Recognize students with “Good Job” cards
<p>Baseline Data by Target Group:</p>			
<p>Goal:</p>	<p>Character Strong (SD1)</p> <ul style="list-style-type: none"> Professional Development training for the new SEL curriculum Implementation of the SEL curriculum in Advisory classes. 	<p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> Have SDAS train staff on how to do restorative chats/circles.. Restorative Practices district committee <p>Risk Management(SD1)</p> <ul style="list-style-type: none"> ATS Teaching (Document) 	<p>Restorative Practices (SD1)</p> <ul style="list-style-type: none"> Community Building Circles Use SEL curriculum Use of restorative chats and circles to repair harm

<p>Family Engagement Evidence of Need:</p>		<p>BUILDING COMMUNITY CONNECTIONS BMS Parent participation in the PACT parent organization (SD1, SD2)</p> <ul style="list-style-type: none"> ● PACT Recruitment efforts ● Parent Volunteers ● Parent surveys of members and future members ● Meet with PTO's in feeder elementary schools ● Panel of students for feeder elementary schools 	
<p>Goal:</p>		<p>ALL School Family Nights to Highlight STEAM and AVID programs SD1, SD3)</p> <ul style="list-style-type: none"> ● STEAM Career Nights ● AVID Family engagement night ● LINK for Equity - parent survey and mentor/family connect ● AVID recruitment night <p>Survey Implementation</p> <ul style="list-style-type: none"> ● Number of participants in school wide evenings events and parent/family interests. <p>STEAM/AVID programming (SD1, SD3)</p> <ul style="list-style-type: none"> ● AVID graduation night ● Consistent use of Talking Points ● Recognition postcard ● Check and Connect 	

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create safe, welcoming, and inclusive learning environment that foster global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

SIP Data Sheet

The School Improvement Plan priorities focus on five areas: **reading, mathematics, student behavior, family engagement, and, if applicable, graduation**. The School Improvement Plan must include: (1) the utilization of MCAs as a data point for one or more goals; (2) articulated goals related to proficiency rate(s), growth, and achievement gap reduction; (3) student behavior; (4) family engagement and, if applicable, (5) a graduation rate goal.

Guidelines

- (1) The district will insert the basic and transformational goals before the start of school using the 2022-2023 cohorts (incoming students for Fall 2022).
- (2) Basic goals represent reasonable student progress (typically district average change). Transformational goals represent the scores that are necessary to close the achievement gaps and are based on state expectations.
- (3) Initial Fall 2022 cohort index scores for grade 3 were from Spring 2021 FastBridge aReading or aMath scores. For grades 4-8, the 2021 MCA was used. For grades 10-11, cohort scores were from 2019 MCA.
- (4) Goals and targets may shift after assessment data is received to ensure they are equitable, realistic, and accurately reflect learning achieved.
- (5) Site teams should use these **guiding questions** for discussion in development of the action plan for each area of the plan:
 - a. What did the data tell you about your current state? Is this part of a longer trend?
 - b. What adult practices might be contributing to the results? What could be root causes?
 - c. What research-based actions, strategies, and interventions may help students meet the goals?
 - d. What knowledge and skills (professional learning) will adults need to support students so they can meet goals?

Reading:

MCA Reading Index Rates

Priority One: READING				Measure: MCA Proficiency (Index Rates)			
Column Header							
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points						
Results	Index rate for students with scores from last spring, and who were enrolled as of October 1						
Basic Goal Calculation	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years						
Transformational (Trans.) Goal	Basic goal plus five index rate points						
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal	

Group	Results Spring 2018	Results Spring 2019	Results Spring 2021	2022 Basic Goal	2022 Trans. Goal	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
All Students	62.1	61.4	55.1	49.2	66.3	53.3	46.6	51.6
Grade 6	62.5	63.5	59.5	49.7	67.7	49.8	54.2	59.2
Grade 7	59.0	60.5	54.2	48.1	66.6	48.2	40.2	45.2
Grade 8	64.7	60.0	51.6	49.9	65.0	60.7	45.5	50.5
Amln/Haw						40.9		
Asian	60.3	61.9				52.8		
Black	56.1	54.0				45.9		
Hispanic	55.7	52.7				43.1		
White	76.7	78.7				73.5		
Multiracial	67.9	65.0				60.3		
ML/EL	17.2	10.9				18.4		
Spec Ed	43.2	33.3				24.1		
F/R Lunch	56.2	54.1				46.5		
Female	68.1	62.9				58.6		
Male	56.5	59.7				48.2		

Reading (cont.)

MCA Reading % Proficient

Priority One: READING *Measure: MCA Proficiency (% Proficient)*

Column Header	Definition
Results	% Proficient on MCA Reading for students enrolled as of October 1st
Trend	Shows directional change in proficiency from Spring 2019 to Spring 2022

Key:

Symbol	Description
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: The 2019 results were pre-COVID.

Group	MCA (% Proficient)				Trend
	Results Spring 2018	Results Spring 2019	Results Spring 2021	Results Spring 2022	
State	60%	60%	53%	52%	↓
All Students - District	57%	56%	51%	50%	↓
All Students - Site	49%	48%	41%	38%	↓
Am Ind	n<5	43%	n<5	40%	↓
Asian	46%	49%	44%	35%	↓
Black	41%	42%	35%	32%	↓
Hispanic	43%	36%	31%	29%	↓
White	69%	67%	60%	62%	↓
Multiracial	57%	52%	44%	44%	↓
EL	3%	2%	4%	7%	↑
SPED	29%	17%	17%	8%	↓
F/R Meals	42%	41%	32%	31%	↓
Female	55%	51%	47%	43%	↓
Male	43%	46%	37%	33%	↓

Reading (cont.)

FastBridge aReading Growth

Priority One: READING		<i>Measure: Growth (% Making F-S Natnl Growth Pctl)</i>
Column Header	Definition	
<i>Typical Growth</i>	The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles	
<i>Aggressive Growth</i>	The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles	
<i>All Students</i>	The percentage of students making fall to spring typical or aggressive growth districtwide	

Note: The percentage of students making aggressive growth are also included in the percentage of those making typical growth

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	50%	25%	50%	25%
All Students - District	52%	28%	45%	21%
Am Ind	n<5	n<5	20%	20%
Asian	47%	28%	44%	20%
Black	53%	27%	39%	16%
Hispanic	45%	26%	45%	27%
White	66%	33%	42%	15%
Multiracial	54%	30%	41%	22%
EL	47%	30%	38%	18%
SPED	55%	24%	41%	22%
F/R Meals	45%	26%	41%	18%
Female	54%	28%	41%	17%
Male	53%	29%	42%	21%
Very Low Risk	45%	12%	34%	9%
Low Risk	62%	39%	46%	17%
Some Risk	56%	34%	44%	25%
High Risk	51%	29%	43%	23%

Math:

MCA Math Index Rates

Priority Two: MATHEMATICS		Measure: MCA Proficiency (Index Rates)					
Column Header							
Index Rate	Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested Please note: non-proficient students are assigned zero points						
Results	Index rate for students with scores from last spring, and who were enrolled as of October 1						
Basic Goal Calculation	Basic goals are based on cohort scores and are the higher of either the district average index rate change or the statewide average index rate change 2022 goals were based on the lower of the district average change and reducing non-proficiency by half in two years						
Transformational (Trans.) Goal	Basic goal plus five index rate points						
Color Coding	10+ points below basic goal	6-9 points below basic goal	1.1 to 5.9 points below basic goal	Within 1 index point of basic goal	Met basic goal	Met transformational goal	

Group	Results Spring 2018	Results Spring 2019	Results Spring 2021	2022 Basic Goal	2022 Trans. Goal	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
All Students	56.4	53.5	36.6	34.9	54.9	33.9	29.8	34.8
Grade 6	53.7	52.6	30.6	33.3	57.6	29.8	34.5	39.5
Grade 7	54.0	50.7	43.1	31.4	49.6	28.8	26.4	31.4
Grade 8	61.6	57.6	36.3	39.4	57.7	41.9	28.7	33.7
Amln/Haw			25.0			21.4		
Asian	60.1	57.4	41.7			35.6		
Black	46.9	41.8	22.6			22.3		
Hispanic	44.8	43.0	24.3			21.8		
White	75.0	77.1	61.9			62.9		
Multiracial	56.8	55.0	41.7			38.2		
ML/EL	14.7	10.8	6.7			6.1		
Spec Ed	32.7	28.7	9.4			19.1		
F/R Lunch	49.3	43.9	24.8			25.4		
Female	60.8	52.3	36.8			32.5		
Male	52.3	54.8	36.4			35.1		

Math (cont.)

MCA Math % Proficient

Priority Two: MATH		<i>Measure: MCA Proficiency (% Proficient)</i>
Column Header	Definition	
Results	% Proficient on MCA Math for students enrolled as of October 1st	
Trend	Shows directional change in proficiency from Spring 2019 to Spring 2022	

Key:	
Symbol	Description
→	Less than +/- 1.0% change in 3-Year trend from first data point to third data point
↑	Increase of 1.1% or greater in 3-Year trend from first data point to third data point
↓	Decrease of 1.1% or greater in 3-Year trend from first data point to third data point
□	Indicates an N-size of fewer than 5 students in at least one year

Note: The 2019 results were pre-COVID.

Group	MCA (% Proficient)				Trend
	Results Spring 2018	Results Spring 2019	Results Spring 2021	Results Spring 2022	
State	58%	55%	44%	46%	↓
All Students - District	54%	50%	41%	43%	↓
All Students - Site	41%	36%	20%	19%	↓
Am Ind	n<5	29%	n<5	n<5	□
Asian	44%	41%	25%	21%	↓
Black	31%	24%	9%	11%	↓
Hispanic	28%	24%	11%	8%	↓
White	64%	62%	39%	44%	↓
Multiracial	44%	35%	25%	23%	↓
EL	4%	1%	0%	2%	↑
SPED	17%	14%	0%	2%	↓
F/R Meals	34%	27%	10%	12%	↓
Female	45%	35%	21%	18%	↓
Male	38%	37%	19%	20%	↓

Math (cont.)

FastBridge aMath Growth

Priority Two: MATH		<i>Measure: Growth (% Making F-S Natnl Growth Pctl)</i>
Column Header	Definition	
Typical Growth	The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles	
Aggressive Growth	The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles	
All Students	The percentage of students making fall to spring typical or a aggressive growth districtwide	

Note: The percentage of students making aggressive growth are also included in the percentage of those making typical growth

Group	FastBridge Results Spring 2021		FastBridge Results Spring 2022	
	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)	Typical Growth (50th pctl +)	Aggressive Growth (75th pctl +)
All Students - Nation	56%	35%	51%	25%
All Students - District	56%	35%	51%	25%
Am Ind	n<5	n<5	60%	0%
Asian	60%	30%	40%	15%
Black	49%	28%	30%	12%
Hispanic	55%	27%	36%	22%
White	59%	28%	40%	16%
Multiracial	48%	33%	30%	9%
EL	49%	28%	39%	25%
SPED	39%	24%	40%	15%
F/R Meals	52%	30%	33%	13%
Female	53%	29%	34%	14%
Male	55%	28%	37%	14%
Very Low Risk	47%	11%	27%	3%
Low Risk	54%	28%	40%	13%
Some Risk	67%	34%	33%	20%
High Risk	53%	32%	35%	17%