

Birch Grove Elementary 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

2022-23 Goal Priority	Learning Work Initiatives <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>	
Reading	<p>LETRS training:</p> <ul style="list-style-type: none"> 5 teachers opted to participate in this training through MDE (SD 1, 2, 4) <p>ELA Pilot:</p> <ul style="list-style-type: none"> 2 (4th grade) teachers piloting Benchmark Advance (SD2) 	<p>Special ed teacher using Wilson (SD5) Academic interventions (SD5)</p> <ul style="list-style-type: none"> Interventions based on fastbridge data and SAT team Student groupings are flexible ESPs, Intervention Specialist, ADSIS Progress Monitoring via Fastbridge <p>FastBridge Training: (SD 5)</p> <ul style="list-style-type: none"> Optional staff meetings for new staff to gain information around screeners. Optional staff meeting for new staff to gain information around screening data and how to use screening data to support students by strengthening tier one instruction as well as implementation of interventions through whole and small group instruction Arts integrated lessons with Benchmark Reading <p>New science curriculum and its connections with ELA (SD 2)</p> <p>ELLevators district EL program (SD 1, 2, 4, 5)</p>	<p>FastBridge Screening three times per year. (SD 5)</p> <ul style="list-style-type: none"> Early reading CBMs aReading Auto reading <p>Implementation of Balanced Literacy Framework through the use of Benchmark Literacy. (SD 5)</p> <ul style="list-style-type: none"> Interactive Read Aloud Mini-Lesson Guided Reading/Small Group Instruction 	
All Students				
Basic Goal				Trans. Goal
45.3				50.3
<p>*See attached addendum for more detailed information</p>				
Math		<p>Number Corner walk-throughs done in order to ensure: (SD 5)</p>	<p>Number corner (SD2)</p>	
All Students				

Basic Goal	Trans. Goal		<ul style="list-style-type: none"> ● full implementation of all components ● all grade level standards are being taught ● all students have access to grade level standards 	<p>Bridges Curriculum number corner, problems and investigations, and workplaces (SD2)</p> <p>IXL implemented in grade 4 & 5 (SD 2)</p> <p>Xtra Math in grades 3-5 (SD 2)</p>
46.6	51.6			
*See attached addendum for more detailed information			ELLevators district EL program (SD 1, 2, 4, 5)	
Student Management		Initial training on restorative practices for new staff members (SD 1, 3, 4, 5)	BG CARES assemblies, teaching different components of CARES every week then every month to all classes (SD 1,2, 3, 5)	BG CARES (paw prints) (SD 1, 3, 5)
Evidence of Need: Historical data shows disparity among different groups		Monitoring time in and out of class for students with ODRs (SD 5)		Student Assistance Team (SAT) (SD 1, 2, 3, 4, 5)
Measured Behavior: ODRs		Minor Incident Reporting and Data Collection (SD 5)	Monitoring data to reduce predictable disparities due to any protected category (SD 2, 4, 5)	Classroom behavior interventions including community building circles, buddy rooms, calming corners (SD 1, 4, 5)
Baseline Data by Target Group: Reduced number of last year's ODR			SEL curriculum Harmony (SD 1, 5)	
Goal: Eliminate disparities among groups				
Family Engagement		Track attendance at Family Arts Night (SD 5)		PTO (SD 1, 3)
Evidence of Need: Our parents tend to participate in small numbers		Survey to families about BG programming and climate given at Family Arts Night (SD 5)		Family book night (SD 1, 3, 5)
				Family Arts night (SD 1, 3, 5)
Goal: at least 70% families attending school events				Talking Points (SD 1, 3)
				Food Truck (informal family night) SD 1, 3, 5
				Movie Night (SD 1, 3, 5)

			Performances (School Musical, Concerts, Troupe Shows) SD 1, 3
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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)**

2023-24 Goal Priority	Learning Work Initiatives <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>				
<p>Reading</p> <p>All Students</p> <table border="1" data-bbox="65 365 405 479"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>*No data available at this time</p>	Basic Goal	Trans. Goal			<p>New reading curriculum (SD 2, 5)</p> <p>Creation of a building-wide literacy focuses to embed within culture (Word Wednesdays, word of the week, BGTV, etc) (SD 2, 1, 5)</p>	<p>New standards (SD 2)</p> <p>LETRS 5 teachers (SD 1, 2, 4)</p>	<p>Special ed teachers using Wilson (SD5)</p> <p>Academic interventions (SD5)</p> <p>ELLevators district EL program (SD 1, 2, 4, 5)</p>
Basic Goal	Trans. Goal						
<p>Math</p> <p>All Students</p> <table border="1" data-bbox="65 600 405 714"> <tr> <td>Basic Goal</td> <td>Trans. Goal</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>* No data available at this time</p>	Basic Goal	Trans. Goal				<p>Math based student interventions (SD 4, 5)</p>	<p>Bridges Curriculum (SD2)</p> <p>ELLevators district EL program (SD 1, 2, 4, 5)</p>
Basic Goal	Trans. Goal						
<p>Student Management</p> <p>Evidence of Need:</p> <p>Measured Behavior:</p> <p>Baseline Data by Target Group:</p> <p>Goal: no data available at this time</p>			<p>BG CARES assemblies, teaching different components of CARES every week then every month to all classes (SD 1,2, 3, 5)</p> <p>Monitoring data to reduce predictable disparities due to any protected category (SD 2, 4, 5)</p> <p>SEL curriculum Harmony (SD 1, 5)</p>				
<p>Family Engagement</p> <p>Evidence of Need:</p> <p>Goal: no data available at this time</p>		<p>Recruit new PTO members including more leaders (SD 3, 5)</p>	<p>PTO (SD 1, 3)</p> <p>Family book night (SD 1, 3, 5)</p> <p>Family Arts night (SD 1, 3, 5)</p> <p>Talking Points (SD 1, 3)</p>				

			Performances (School Musical, Concerts, Troupe Shows) SD 1 Family events coordinated with PTO (SD 1, 3, 5)
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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)**

2024-25 Goal Priority	Learning Work Initiatives <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>
Reading			LETRS 5 teachers (SD 1, 2, 4)
All Students			
Basic Goal			
Trans. Goal			
*No data available at this time			ELLevators district EL program (SD 1, 2, 4, 5)
Math			
All Students			
Basic Goal			
Trans. Goal			
* No data available at this time			ELLevators district EL program (SD 1, 2, 4, 5)
Student Management			BG CARES assemblies, teaching different components of CARES every week then every month to all classes (SD 1,2, 3, 5)
Evidence of Need:			
Measured Behavior:			

Baseline Data by Target Group:			Monitoring data to reduce predictable disparities due to any protected category (SD 2, 4, 5)
Goal: no data available at this time			SEL curriculum Harmony (SD 1, 5)
Family Engagement			PTO (SD 1, 3)
Evidence of Need:			Family book night (SD 1, 3, 5)
Goal: no data available at this time			Other family events coordinated with PTO (SD 1, 3, 5) Art night (SD 1, 3, 5)
			Talking Points (SD 1, 3)
			Performances (School Musical, Concerts, Troupe Shows) SD 3

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?

FastBridge Progress to Fluency

Priority One: READING						
<i>Measure: Proficiency (% Low Risk on FastBridge)</i>						
Column Header	Definition					
Results	Percent of students who scored at high risk or some risk in the fall who were at low risk in the spring					
Basic Goal	Based on the district average percentage of students progressing from high risk or some risk to low risk					
Transformational Goal (Trans)	Based on the highest percentage of students progressing from high risk or some risk to low risk at each grade within the district					
Color Coding	30% + from Basic Goal	15 - 29% from Basic Goal	5 - 14% < Basic Goal	<5% from Basic Goal	Basic Goal Met	Transformational Goal Met

Group	Results Spring 2019	Results Spring 2020	Results Spring 2021	Results Spring 2022	2023 Basic Goal	2023 Trans. Goal
KG	52%	26%	0%	4%	21%	44%
Grd 1	48%	40%	23%	26%	22%	38%
Grd 2	27%	11%	8%	9%	24%	38%

Reading (cont.)

MCA Reading Index Rates

Priority One: READING		<i>Measure: MCA Proficiency (Index Rates)</i>					
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	54.1	58.7	54.7	54.7	64.4	50.6	45.3	50.3
Grade 3	40.0	57.8	52.6	51.7	64.6	43.2	36.2	41.2
Grade 4	56.6	53.0	57.1	55.8	64.7	51.1	43.0	48.0
Grade 5	65.5	63.6	54.3	58.4	63.8	61.6	58.7	63.7
Amln/Haw						33.3		
Asian	51.3	58.3				42.6		
Black	43.2	43.1				60.0		
Hispanic	61.1	50.0				37.9		
White	76.0	85.0				59.1		
Multiracial	52.1	65.4				52.3		
ML/EL	28.1	25.0				29.7		
Spec Ed	27.4	34.4				45.0		
F/R Lunch	44.2	47.7				46.1		
Female	59.9	65.2				55.1		
Male	47.5	50.7				47.1		

Reading (cont.)

MCA Reading Proficiency

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	43%	42%	36%	36%	↓
Am Ind	n<5	20%	n<5	n<5	□
Asian	37%	44%	40%	29%	↓
Black	29%	25%	41%	43%	↑
Hispanic	50%	24%	35%	31%	↑
White	69%	76%	32%	39%	↓
Multiracial	46%	53%	29%	40%	↓
EL	15%	8%	33%	16%	↑
SPED	19%	19%	20%	9%	↓
F/R Meals	32%	30%	30%	30%	→
Female	49%	52%	41%	39%	↓
Male	36%	30%	30%	34%	↑

Reading (cont.)

FastBridge Reading Growth

Priority One: READING		<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	

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%
All Students - Site	46%	26%	43%	25%
Kindergarten	0%	0%	10%	4%
Grade 2	43%	27%	57%	39%
Grade 3	51%	30%	45%	26%
Grade 4	64%	39%	54%	32%
Grade 5	58%	28%	49%	24%
Am Ind	40%	20%	n<5	n<5
Asian	45%	23%	42%	21%
Black	45%	25%	39%	20%
Hispanic	52%	34%	39%	26%
White	52%	38%	52%	40%
Multiracial	38%	13%	48%	25%
EL/ML	61%	44%	52%	30%
SPED	69%	38%	69%	53%
F/R Meals	43%	27%	43%	25%
Female	42%	25%	40%	22%
Male	51%	29%	46%	28%
Very Low Risk	29%	7%	23%	6%
Low Risk	29%	16%	28%	15%
Some Risk	37%	17%	30%	9%
High Risk	72%	48%	66%	48%

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	51.4	58.1	52.0	55.1	69.5	48.4	46.6	51.6
Grade 3	47.1	67.6	65.8	58.8	69.6	50.8	52.3	57.3
Grade 4	54.5	59.0	59.3	63.8	74.4	60.0	45.0	50.0
Grade 5	52.1	50.0	30.9	40.4	64.1	32.6	42.7	47.7
Amln/Haw						25.0		
Asian	52.6	57.1	67.6			57.4		
Black	32.2	42.2	48.6			40.0		
Hispanic	66.7	66.7	43.3			36.2		
White	81.3	80.0	52.8			70.5		
Multiracial	52.1	59.6	50.0			45.5		
ML/EL	35.3	41.7	45.5			42.2		
Spec Ed	27.4	15.6	29.2			47.5		
F/R Lunch	39.9	50.9	50.0			42.6		
Female	49.1	57.6	50.9			49.3		
Male	53.9	58.7	53.5			47.6		

Math (cont.)

MCA Math Proficiency

Priority Two: MATH *Measure: MCA Proficiency (% Proficient)*

Column Header	Definition
Results	% Proficient on MCA Math
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%	43%	33%	29%	↓
Am Ind	n<5	40%	n<5	n<5	□
Asian	45%	49%	58%	39%	↓
Black	22%	28%	28%	19%	↓
Hispanic	56%	38%	35%	25%	↓
White	76%	71%	26%	43%	↓
Multiracial	35%	37%	24%	28%	↓
EL	24%	28%	42%	22%	↓
SPED	19%	13%	10%	17%	↑
F/R Meals	30%	36%	30%	24%	↓
Female	39%	43%	33%	25%	↓
Male	44%	42%	33%	33%	↓

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	

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	56%	35%	51%	25%
All Students - Site	51%	22%	57%	31%
Grade 2	53%	35%	72%	46%
Grade 3	50%	26%	35%	22%
Grade 4	50%	9%	65%	33%
Grade 5	53%	18%	68%	28%
Am Ind	n<5	n<5	n<5	n<5
Asian	63%	25%	47%	31%
Black	59%	22%	57%	25%
Hispanic	48%	28%	59%	41%
White	39%	9%	53%	31%
Multiracial	33%	19%	70%	36%
EL/ML	58%	33%	55%	33%
SPED	41%	9%	60%	37%
F/R Meals	52%	26%	58%	31%
Female	51%	23%	57%	26%
Male	52%	21%	57%	37%
Very Low Risk	58%	23%	61%	22%
Low Risk	48%	11%	51%	23%
Some Risk	42%	18%	40%	20%
High Risk	55%	28%	65%	44%