

Badger Mountain Elementary - School Growth Plan

2024 -2025

2024-2025 SMARTIE Goal #1

Currently, Spring of 2024 64% of all K-5 students at BME met grade level Benchmark. 63% of BME K-5 students made annual typical growth in Math iReady. In Spring of 2024 50% of our students with disabilities made typical growth in Math iReady. **By the Spring of 2025, we would like to see 63% of K-5 students with disabilities making annual typical growth in Math iReady.**

Evidence-based practice (intervention, activity, or strategy) to support Goal #1	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Math CORE Instruction & Differentiation: More Visual (Concrete and Pictorial scaffolds) More scaffolds with anchor charts and Sentence stems for mathematical problem solving) All Students with Disabilities English Language Learners	Core Instruction (Tier I): Mathematical Best Practices Student Scaffolds (Visuals, Sentence Stems, and anchor charts), Student Engagement Strategies & Student talk or discourse), Fall PD around Pacing & Vertical Alignment Differentiation (Tier II): Daily/Weekly Teach-Reteach Model, Intervention (Tier III) additional response layer beyond the school day: Before and After School Math Tutoring	1) Grade Level PLC Data meeting every 4-6 weeks reviewing CFA"s 2) PLC Summative Cycles in trimesters-iReady Benchmark Data: Fall, Winter, Spring. 3) Monthly Paired Grade Level PLC's (K-1, 2-3, 4-5) to review evidence of mathematical best practices observed through data and learning walks.	Start: 09/30/2024 End: 05/30/2025 1) We will monitor short cycle growth goals using Common Formative Assessments (CFA's) for grade level Investigation units of study. 2) We will also monitor summative growth progress through iReady Math benchmark data in Fall, Winter, and Spring. 3) BLT team will monitor walk through data around mathematical best practices observed in classroom instruction. This data will drive learning walks and coaching cycles for Math instruction K-5.

2024-2025 SMARTIE Goal #2

During Spring of 2024, Our K-5 Reading average for Multilanguage learners typical growth was 58.5%. Our students with disabilities typical growth in iReady Reading was 51% **By Spring of 2025, our K-5 Multi-Language Learners and students with disabilities will increase their overall Reading typical growth score by 10%.**

Evidence-based practice (intervention, activity, or strategy) to support Goal #2	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
Multi-Language Learning and students with disabilities Instruction & Differentiation (More visual, more scaffolds, more social- student engagement) English Language Learners All Students with Disabilities	Core Instruction (Tier I): Instructional Practices that have high visuals, hands on and more student engagement. Differentiation (Tier II): Implementation of ELD best practices, small group instruction/skill specific interventions using CKLA Foundational Skills and iReady Reading Toolkit Intervention (Tier III): Small Group Instruction using Language Studio and before or after school tutoring opportunities for our Multi language learners and students with disabilities.	1) Monthly Paired Grade Level PLC's (K-1, 2-3, 4-5) Data reflection on Learning Walks using visual scaffolds, sentence stems, and student talk/ engagement routines. 2) Grade level PLC monitoring of CKLA Common Formative Check's (4-6 week cycles) 2) Monitor iReady Benchmark Data (Fall, Winter, Spring) monitoring growth and needs of the specific population groups: English language learners and Special Education	Start: 09/30/2024 End: 05/30/2025 1) PLC teams will monitor progress through iReady Reading benchmark data in Fall, Winter, and Spring. 2) PLC Common Formative Assessment Data- (4-6 week cycles) 3) Monthly Paired Grade Level PLC's (K-1, 2-3, 4-5) Data reflection on Learning Walk Data

2024-2025 SMARTIE Goal #3

Currently, BME has an average of 4.8 Referrals per day with a total 530 Major/Office Managed Referrals during the 23-24 school year. **By the Spring/End of May 2025, our goal is to reduce our daily average referrals to 3.5 per day with a total of 475 Major/Office Managed Referrals during the 24-25 school year**

Evidence-based practice (intervention, activity, or strategy) to support Goal #3	Actions	Data Measures	Timeframe
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	What actions will be taken to implement this evidence-based practice (intervention, activity, or strategy)?	What short-and long-term data will be collected to measure the impact of implementing this evidence-based practice (intervention, activity, or strategy)? How will the impact on equitable learning or behavior change be measured?	When will this evidence-based practice (intervention, activity, or strategy) occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?
SEL (Social Emotional Learning) Instruction & PBIS (Positive Behavior Interventions and Supports) All Students with Disabilities English Language Learners	Core Instruction (Tier I): 1) Purposeful People - Dedicated and intentional Morning Meetings, Daily Instructional Delivery, 2) PBIS - School Wide Expectations, Positive Reinforcement - Bobcat Bucks, Bobcat Market, 3) K-5 Vertical Alignment School Wide Teach-To's and Visuals Intervention (Tier II & III): 1) Small Group T2 Purposeful People Instruction 2) Individual/Small Group Student Supports: Soft Starts, Check-In Check-Out,	Monthly PBIS Meetings Monthly SWIS Data Reports Weekly Behavior Support Team Meetings Monitoring and adjusting T2 and T3 needs	Start: End: Student Purposeful People Survey, Monthly Behavior Support/PBIS Leadership Meetings Weekly Admin Support Team Meetings