

Bluestem School Improvement Plan



Problem Statement: Due to inconsistent use of data and non-adherence to curriculum to inform planning and instruction, 66% of students are not proficient in ELA and 80% are not proficient in Math as measured by NSCAS data.					
Root Causes: Teachers have not been adequately supported in their data literacy and use of data to inform instruction (from MAP scores to smaller data cycles). Follow-through from professional learning is lacking and PLC meetings are inconsistent. There is a need to build self-efficacy among staff in regard to their use of curriculum and to improve instructional practices to address learning gaps. Some gains have been made regarding literacy taking place across all contents, but there is still progress that needs to be made in regard to ownership of literacy in all classrooms and best instructional practices.					
Goal 1: By May 2026, 6th-8th grade student proficiency will grow on NSCAS Math to 25% (5% increase) and NSCAS ELA to 52.80%. (18.80% increase).					
Strategy: <i>What will we focus on to achieve our goal-our commitments?</i>	Actions: <i>To do list: things we need to do to implement our strategies (Lead with a verb)</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>When and with what frequency will we monitor the data?</i>		Professional Development: <i>What will you teach to support effective strategy implementation?</i> Budget Planning
<i>ELA: Focus on reading complex texts across content areas.</i>	• PLC/Improvement days focusing on planning with HQIM (task analysis, student work protocols) • Provide teachers with understanding of science of reading and current state of our students' reading abilities • Support teachers with professional development, co-planning, and implementation of strong reading strategies centered around complex text	• Observing teachers utilizing curriculum and complex texts during lessons. • Observing teachers using TRTW, Close Reading, and Fluency reading strategies during lessons. • Teachers will be able to identify MLL, SPED, and GATE students in their classrooms (use of labeled rosters)	School Wide	Monitor MAP data, Gradebook data (grade-level tasks), ELEOTS, TNTP Audit?	• August professional learning around Science of Reading • Introduce reading strategies for all classrooms (choral reading protocol, TRTW, Close reading) • Newsela account access for Social Studies and ELA teachers
			Grade Level	Student work, gradebook data	
			Collaborative Team	PLC Agendas MAP Data Common Formative Assessment Calibration	

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Focus on supports/accommodations for MLL, SPED, and GATE students.	• <i>Bailey Constants/coaching - alignment with Science of Reading</i> • <i>Provide teachers with updated lists of students and their individual needs (ELPA levels, IEP at a glance with specific accommodations, and GATE identifications).</i> • <i>Support teachers with high quality instructional moves for accommodation and acceleration to support the diverse students needs in all classrooms.</i>				
	• <i>PLC/Improvement days focusing on planning with HQIM (task analysis, student work protocols)</i> • <i>Support teachers with professional development, co-planning and implementation of strong math strategies centered around math concepts.</i>		<i>School Wide</i>	Monitor MAP, NSCAS, Success maker observation and data, I-Ready observation and data, gradebook data, mastery	

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	- Bailey Consultants/Coaching - Alignment with Science of Reading course			of skills in math facts	Savvas Easy bridge/Success Maker, I-Ready account access for Math.
			Grade Level	Student work and outcomes, gradebook data.	
			Collaborative Team	PLC agendas, MAP and NSCAS data, Formative assessments, Unit assessments, Success maker data collection, I-Ready data Collection, and Assessment Calibration	
Shifting the Cognitive load/(Kagan) cooperative learning & Student talk: Planning for Engagement and active learning	- Develop/improve teachers' lesson planning to be more intentional about opportunities for active learning/engagement.	- At least two student talk opportunities per class - Evidence of planning for engagement (using planning supports provided to teachers) in classroom observations	School Wide	ELEOT data	- Kagan Conference – Attendees/participants will help present ongoing PD learning in 2025-26 - Continued PD on student talk - Instructional Planning meetings monthly

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• Student Talk Opportunities - Gradual Release of Instruction - Kagen Engagement Strategies	- Support teachers continuing to shift the cognitive lift to students.				
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Problem Statement: Our school’s chronic absenteeism rate of 45% means that nearly half of our students are missing significant instructional time.					
Root Causes: Students often miss school because teachers historically haven’t had to analyze attendance patterns, and many teachers haven’t recognized that their relationships with students and classroom engagement levels directly influence attendance.					
Bluestem will decrease chronic absenteeism from 45.11% to 37.7% by the end of 2026.					
Strategy: <i>What will we focus on to achieve our goal-our commitments?</i>	Actions: <i>To do list: things we need to do to implement our strategies (Lead with a verb)</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>When and with what frequency will we monitor the data?</i> <i>LINK to monitoring sheet within each Toolkit Here</i>		Professional Development: <i>What will you teach to support effective strategy implementation?</i> <i>LINK to annual professional learning plan Here</i>
<i>Each student is assigned an attendance coach, who encourages them to attend school every day, as well as arrive to class on time.</i>	<i>Create collaborative admin document for assigned student coaching opportunities.</i> <i>Professional development on relationship building and SEL.</i> <i>Create a goal setting matrix for at risk families.</i>	<i>School-wide attendance incentives.</i> <i>Home visits for students who are chronically absent.</i> <i>Family contact for students with milestone absences.</i> <i>Tier II students have daily staff contact about attendance with incentives if they reach their goal.</i> <i>Completing goal-setting matrix during family conferences.</i>	School Wide	<i>Attendance Team Meeting Agendas Attendance Reports in Leadership Team Meetings</i>	<i>Behavior Card Materials Incentives</i>
			Grade Level	<i>Team meetings with counselor and grade level administration</i>	
			Collaborative Team		
			School Wide		

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			Grade Level		
			Collaborative Team		

Problem Statement: Our previous year’s climate survey results (2023-2024) indicate we have room for growth in student perception of staff care and concern (52% positive) and student perception that their peers demonstrate good behavior (26% positive).

Root Causes: Use of restorative conversations has been an ongoing learning curve for both new and experienced teachers.

Goal 4: MTSS-B Goal:

By May 2026, we will increase the use of restorative conversations to “keep it small,” and increase self-corrected behavior.

Strategy: <i>What will we focus on to achieve our goal-our commitments?</i>	Actions: <i>To do list: things we need to do to implement our strategies (Lead with a verb)</i>	Success Criteria: <i>What are we expecting to see and hear from the leadership team and teachers?</i>	Progress/Outcomes <i>What evidence will we use to monitor student progress?</i> <i>When and with what frequency will we monitor the data?</i> <i>LINK to monitoring sheet within each Toolkit Here</i>		Professional Development: <i>What will you teach to support effective strategy implementation?</i> <i>LINK to annual professional learning plan Here</i>
<i>Increase use of reflection forms to increase frequency and quality of restorative conversations between students and teachers.</i>	<i>Provide PD on age-appropriate restorative conversations to 100% of instruction staff in August 2025.</i> <i>Culturize students to restorative conversations</i>	<i>Consistent use of reflections forms to facilitate restorative conversations to address classroom behavior.</i> <i>Regular (monthly) updates by MTSS-B team on collected data for staff.</i>	<i>School Wide</i>	<i>Monthly reflection form data to monitor trends in number of restorative conversations and number of</i>	<i>Restorative conversation protocol at August PD and throughout the year.</i> <i>Training for classroom teachers on use of reflection form.</i>

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	through advisory lessons and student-teacher interactions. Use and track reflection forms as a guide for restorative conversations.	Ongoing training updates on restorative conversations to staff throughout the year.		administrative-assigned consequences. Climate survey results—specifically measures of school culture and relationships	
			Grade Level		
			Collaborative Team		
			School Wide		
			Grade Level		
			Collaborative Team		