
Blaine Elementary School

School Improvement Plan 21-22

What Problem of Student Learning are we trying to solve as a district?

Persistence in problem solving, student agency & ownership of learning, re-engaging students with learning “gaps” (particularly early literacy & mathematics K-12)

- All students reading at grade level by 3rd Grade
- All students graduating career, college & citizenship ready
- All students engaged in meaningful, thought provoking and interesting work **everyday**
- Each students’ strengths and needs are known and met through a caring environment and personalization of learning

How: Ongoing Instructional Improvement

5 Dimensions of Teaching & Learning (Focus for 21-22 possibly student engagement, formative assessment)

Aligned AVID strategies

How: Aligned Curriculum & Assessment

Expectation, Accountability, and support for teaching the adopted curriculum and using district assessments

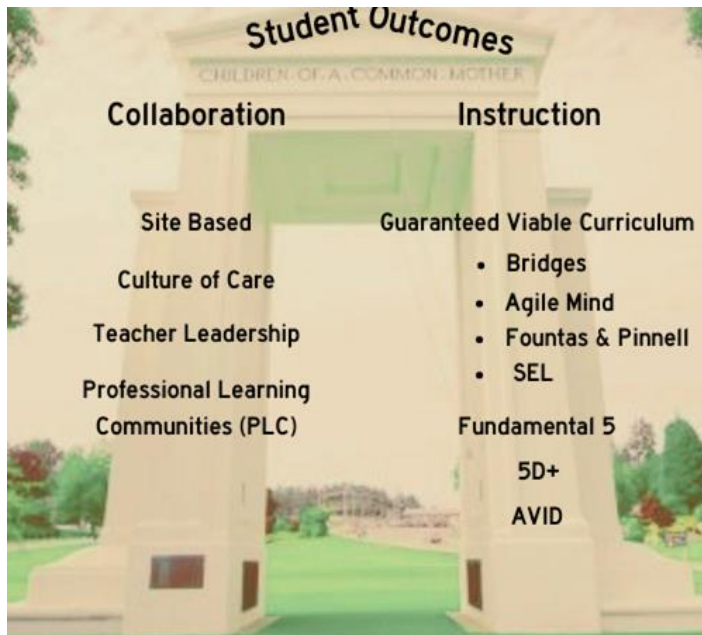
F & P with emphasis on phonics, Bridges, Agile Mind, UBD units for 7-12 ELA, Conscious Discipline SEL

Intervention - LLI, guided reading F & P, dyslexia support materials

How: Collaborative Culture of Continuous Improvement

PLC growth, use of student work and data, collective problem solving, peer observation

Student Learning Outcomes 2021-22



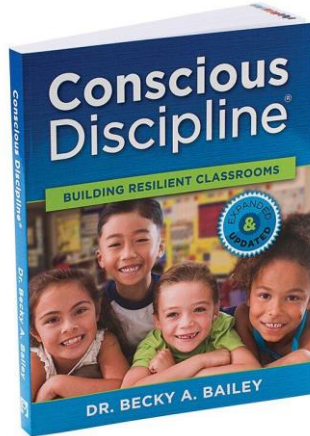
Together we can do this!!

What makes up the core of our work together?

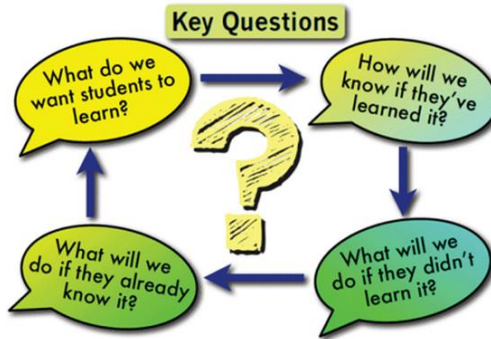
Vision: We will work together to foster open communication and continuous improvement, while providing student-centered educational experiences, and maximizing both the potential, and subsequent academic success of all students.

The Big Three

Social Emotional Learning



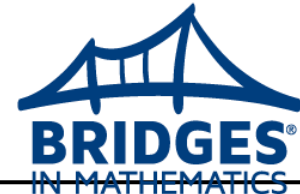
PLC's *Data-Driven Collaboration and Teaching*



Full Implementation of Core Curricula



Fountas & Pinnell
LITERACY™



Social Emotional Learning

Leadership Practices	Teacher Practices	Student Learning Outcomes
<p><i>If we as leaders...</i></p> <p>Provide continued Professional Development in Conscious Discipline</p> <p>Feeling Buddy Self-Regulation Curriculum implementation in Kinder and First Grade</p> <p>Implement learning walks to allow teachers to see other classrooms' implementation and practice</p> <p>Conduct regular data snaps to monitor implementation.</p>	<p><i>Teachers will...</i></p> <p>...will be able to successfully implement aligned Conscious Discipline rituals and routines (i.e. safekeeper ritual, brain smart start)</p> <p>...provide intentional SEL instruction daily</p> <p>...implement self-regulation instructional centers (Safe Place)</p> <p>...execute the Feeling Buddies curriculum.</p>	<p><i>Students will...</i></p> <p>... show evidence of knowing ways to keep their class/school safe. Increased time spent in their executive states ready for learning.</p> <p>... show evidence that they know where the safe space in their classroom is and steps for using it.</p> <p>... name and manage emotions through the 5-steps of self-regulation.</p>

Social Emotional Learning

Learning:

Students need to be able to identify and regulate their emotions and behaviors so they can help maintain a safe learning environment, persist through challenges, interact effectively with others, and engage authentically in their academic instruction.

Instructional:

- Deeper foundational knowledge for staff
- Need for more consistency and alignment building-wide
- Cross curricular integration - Connecting F&P and Conscious Discipline

Student Outcomes

By June 2022, 75% of interviewed students spanning third, fourth, and fifth grade will be able to identify where the self-regulation center is in their classroom, a reason they may use it, and one related strategy for self-regulation.



Literacy

Leadership Practices	Teacher Practices	Student Learning Outcomes
<p><i>If we as leaders...</i></p> <p>Provide professional develop to deepen understanding of the curriculum and inclusionary practices.</p> <p>Aligning our intervention and classroom schedules to provide for regular intervention</p> <p>Determine and align curriculum assessments</p> <p>Align data collection practices</p>	<p><i>Teachers will...</i></p> <p>Follow aligned schedules focused on GVC for ALL students.</p> <p>Provide daily intervention (Full Inclusion)</p> <p>Use assessments to guide instruction.</p> <p>Literacy Instruction All components of F&P will be used daily.</p> <p>Guided Reading Groups, Independent Reading, as well as intervention groups will happen daily in each classroom</p> <p>Data will be reviewed and shared regularly as a team through the PLC process and adjustments will be made to instruction as needed</p>	<p><i>Students will...</i></p> <p>Show proficiency and growth in their reading levels/data.</p>

Literacy

Student Learning:

- Students are not currently meeting benchmarks in literacy. Our theory about the reason for this is centered around implementation of the curriculum.

Instructional:

- Teach phonics & word study everyday
- Vertical alignment
- Calibrate use of benchmark assessment
- Increase collaboration around student learning data

Student Outcomes

Our goal is for 90% of students to be reading at standard by 2027. We will have assessments in September that will help guide this years goal and how much we will need to increase each year.



INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade 3	N	O	P	Q
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q	R	S	T
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T	U	V	W
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

Progress Monitoring by Instructional Text Reading Level

GRADE	MONTHS OF THE SCHOOL YEAR									
	1	2	3	4	5	6	7	8	9	10
K	—	—	—	A	A/B	B	B	C	C	C
1	C/D	D	E	E/F	F	G	G/H	H	I	I
2	I/J	J	J	J/K	K	K/L	L	L	M	M
3	M/N	N	N	N	O	O	O	P	P	P
4	P/Q	Q	Q	Q	R	R	R	S	S	S
5	S/T	T	T	T	U	U	U	V	V	V
6	V/W	W	W	W	X	X	X	X	Y	Y
7	Y	Y	Y	Y	Y/Z	Z	Z	Z	Z	Z
8	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
9-12	Z	Z	Z	Z+	Z+	Z+	Z+	Z+	Z+	Z+



Math

Leadership Practices	Teacher Practices	Student Learning Outcomes
<p><i>If we as leaders...</i></p> <p>Align schedules to prioritize curriculum pieces</p> <p>Align our intervention and classroom schedules to provide for regular intervention</p> <p>Determine and align curriculum assessments</p> <p>Align data collection practices</p>	<p><i>Teachers will...</i></p> <p>Teach Number Corner everyday</p> <p>Teach Bridges core lessons daily and on pace in each classroom</p> <p>Teach number corner daily and on pace in each classroom</p> <p>Engage students in workplaces daily</p> <p>Work with Kristen and Michelle to develop assessment measures to collect data on the NBT standards</p> <p>Share and review data with their PLC team regularly and adjust instruction as needed.</p>	<p><i>Students will...</i></p> <p>At least 90% of students 3-5 will show grade level proficiency in the identified NBT and OA standards no later than June 2027. Benchmarks will be established based upon our baseline data collection in Fall of 2021.</p>

Math

Student Learning:

- Students need to have a strong conceptual and procedural understanding of multiplication and division by the time they leave Blaine Elementary. In order to accurately use strategies for multiplication and division, students need a strong background with addition and subtraction.

Instructional:

- Teaching Number Corner Everyday
- Developing common assessments focused on goal
- Calibration of scoring and analyzing
- Enhancing math routines to support addition/subtraction and multiplication/division.
- Increase collaboration around student learning data

Student Outcomes

Students will be able to fluently add and subtract.

Students will be able to multiply and divide based on their grade level standard.



Math Goals for 21-22



Our goal is for students to be able to multiply and divide based on their grade level standard.

Grade Level Standards for Focus: (Multiplication & Division)

3rd: 3.OA.A.1&2 Multiply/Divide 1 digit by 1 digit

4th: 4.NBT.B.5&6 Multiply/divide up to 4 digit numbers by 1 digit, and multiply 2 digit by 2 digit numbers.

5th: 5.NBT.B.5&6 Multiply/divide multi-digit numbers using the standard algorithm.

We recognize that the challenge may be missing skills in addition and subtraction. Our intervention focus will be on addition and subtraction skills. Students will be able to fluently add and subtract.

Intervention Standards for Focus: (Addition & Subtraction)

3rd: 2.NBT.B.5 Add/subtract within 100

4th: 3.NBT.A.2 Add/subtract within 1000

5th: 4.NBT.B.4 Add/subtract within 1,000,000