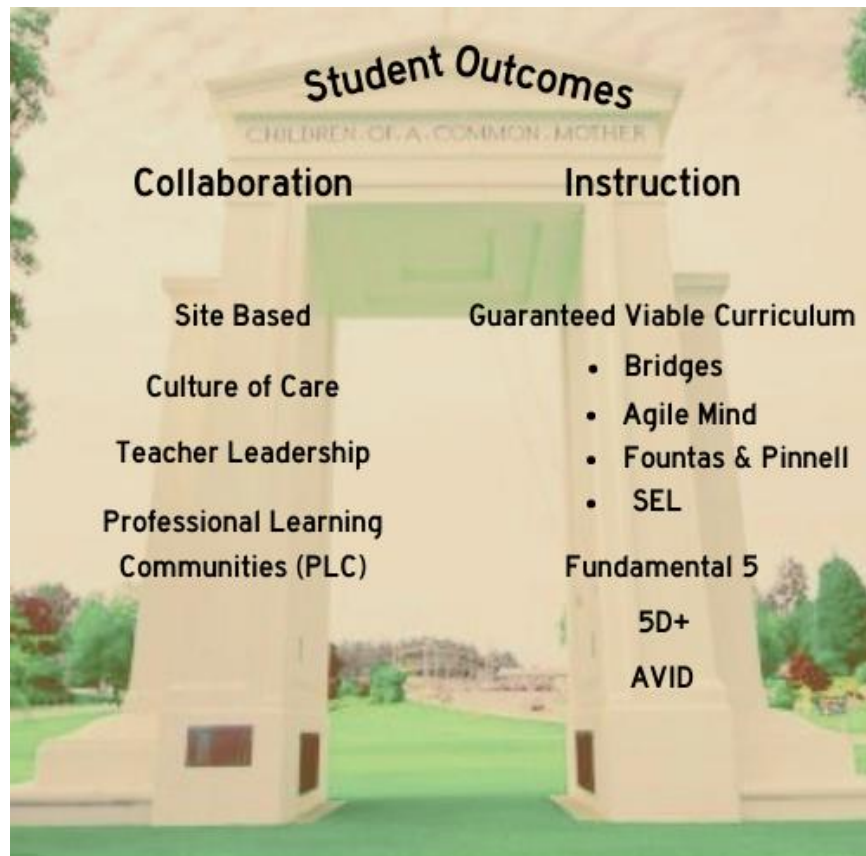

Blaine Primary School

School Improvement Plan 21-22

BPS is ALL ABOUT positive student outcomes!



What makes up the core of our work together?

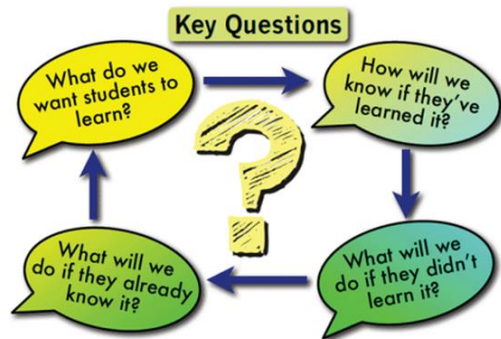
Vision Statement

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.

Student Outcomes

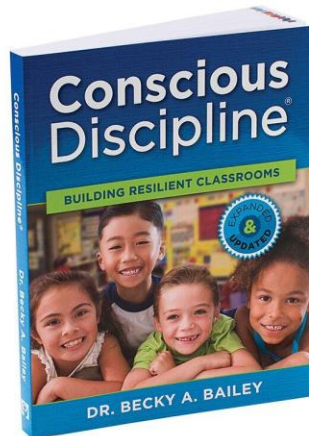
Collaboration

PLC Work

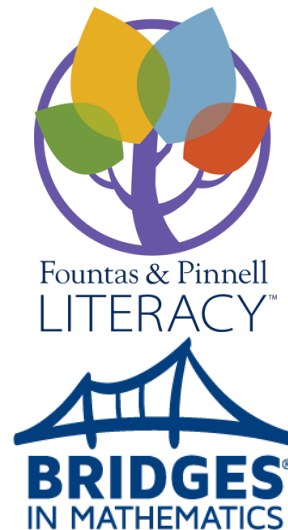


Quality Instruction

Social Emotional Learning



Full Implementation of Core Curricula



Student Learning Outcomes 2021-22



Together we can do this!!

Literacy

Student Learning:

- Students need to move through reading levels more quickly in order to meet benchmarks. Our theory about the reason for this is centered around student knowledge and use of phonics and high frequency words.

Instructional:

- Teach phonics everyday
- Vertical alignment
- Utilize foundational literacy screeners
- Calibrate use of benchmark assessment
- Increase collaboration around student learning data

Student Outcomes

At least 90% of our students will meet grade level standards as measured by the BAS, by the year 2027. We have certain benchmarks that we MUST meet along the way. Benchmarks are set in increments of AT LEAST 6.5% per year to meet the goal. Our first benchmark to pass will be 58% of students reading at grade level by no later than June 2022.



Literacy

Leadership Practices	Teacher Practices	Student Learning Outcomes
<i>If we as leaders...</i> Align schedules to prioritize curriculum pieces Align our intervention and classroom schedules to provide for regular intervention Determine and align curriculum assessments Align data collection practices (student data portfolios)	<i>Teachers will...</i> Teach phonics everyday Teach phonics daily in every classroom Facilitate guided reading and intervention groups daily in each classroom Engage students in independent reading daily in each classroom Share and review data regularly as a team through the PLC process and adjust instruction as needed	<i>Students will...</i> Show proficiency and growth in their reading levels/data Show proficiency in knowledge of sight words Show proficiency with phonics skills

Math

Student Learning:

- Students need to have a strong conceptual and procedural understanding of addition and subtraction by the time they leave Blaine Primary. Our theory about the root cause for this are students ability to; construct and deconstruct numbers, utilize mental strategies, use models to represent and solve problems, and fact fluency.

Instructional:

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

Student Outcomes

At least 90% of students K-2 will show grade level proficiency in the identified NBT standards no later than June 2027. Benchmarks will be established based upon our baseline data collection in Fall of 2021.

Add and Subtract within 100 by the end of 2nd grade

- K.OA.A.5 Add/subtract within 5
- 1.OA.C.6 Add/subtract within 10
- 2.NBT.B.5 Add/subtract within 100
- 3.NBT.A.2 Add/subtract within 1000
- 4.NBT.B.4 Add/subtract within 1,000,000



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 (student data portfolios)</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 K-2 will show grade level proficiency in the identified NBT standards no later than June 2027. Benchmarks will be established based upon our baseline data collection in Fall of 2021.</p> <p>K: Kindergarteners will be able to understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>1st & 2nd Grade: “75%” of 1st and 2nd graders will be able to represent and solve problems involving addition and subtraction.</p>

Social Emotional Learning

Learning:

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

Instructional:

- Deepen foundational knowledge for staff
- Expand consistency and alignment building-wide
- Cross curricular integration - Connecting F&P and Conscious Discipline
- Pacing/Map for SEL content

Student Outcomes

By November 2021, 75% of interviewed students will be able to state at least one way they help keep their class/school safe based on their daily safekeeper commitments, as evidenced by power walk data.

By June 2022, 75% of interviewed students will be able to identify where the safe place is in their classroom and state at least 3 of 5 self-regulation steps, based on teacher and power walk data.



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>Facilitate 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>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>

Thank You!



“Every Student. Every Day. *In a New Way!*”