

Becky-David Elementary 19-20 School Improvement Plan

ACHIEVEMENT

2 YEAR GOAL: Becky-David Elementary will increase MPI by 6 points in English Language Arts (ELA), 4 points in Math (MA), and 6 points in FRL on the 2020 MAP test..

2017-2018

ELA MPI - All 418.1, SSG 369.8, IEP 277.5, FRL 368.7

MA MPI - All 409.5, SSG 338.8, IEP 260.0, FRL 332.8

2 YEAR GOAL - Update/Adjustments:

2018-2019

ELA MPI-All 412.9 SSG 365.6 IEP 256.4, FRL 344.3

MA MPI-All 407.9 SSG 351.2 IEP 235.9 FRL 336.1

SMART STRATEGY # 1:

1A- The median score of the Early Reading assessment on the Fastbridge screening for kindergarten will increase from 36 on the fall assessment to 65 on the spring assessment. (met in 18-19-new goal will be set in Fall based on updated Fall scores)

The percent of 1st grade students performing at or above the benchmark score on the Nonsense Word assessment on the Fastbridge screening will increase from 75% on the fall assessment to 78% on the spring assessment. (did not meet goal, 8 points below goal-goal will be set in Fall)

The median score of the R-CBM assessment on the Fastbridge screening for grades 2-5 will increase from 122.25 on the fall assessment to 164.50 on the spring assessment. (did not meet goal at 152.75, but improved significantly)

- In 2nd grade the median score of the R-CBM assessment will increase from 77 on the fall assessment to 130 on the spring assessment.(May 2019-115)

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- In 3rd grade the median score of the R-CBM assessment will increase from 111 on the fall assessment to 154 on the spring assessment. (May 2019-143)
- In 4th grade the median score of the R-CBM assessment will increase from 134 on the fall assessment to 175 on the spring assessment. (May 2019-163)
- In 5th grade the median score of the R-CBM assessment will increase from 160 on the fall assessment to 188 on the spring assessment. (May 2019-187)

1B- Becky-David will increase the percentage of students scoring at the 40th percentile or above by May 2020.

- In Kindergarten, the percentage of students scoring at the 40th percentile or above on the Early Reading assessment on Fastbridge will increase from 65% on the fall assessment to 68% on the spring assessment.
- In 1st grade, the percentage of students scoring the 40th percentile or above will increase by 70% on the fall assessment to 74% on the spring assessment.
- In 2nd grade, the percentage of students scoring the 40th percentile or above will increase by 74% on the fall assessment to 77% on the spring assessment.
- In 3rd grade, the percentage of students scoring the 40th percentile or above will increase by 71% on the fall assessment to 75% on the spring assessment.
- In 4th grade, the percentage of students scoring the 40th percentile or above will increase by 74% on the fall assessment to 78% on the spring assessment.
- In 5th grade, the percentage of students scoring the 40th percentile or above will increase by 72% on the fall assessment to 76% on the spring assessment.
- Overall as a building, Becky-David will increase the percentage of students scoring at the 40th percentile or above by 71% on the fall assessment to 75% on the spring assessment.

Person Responsible for Reporting Progress: Year 1 **1A** Sherri Brown, Year 2 **1B** Jill Oetting

Progress Metric: Fastbridge

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SMART STRATEGY #1: Updates and Adjustments:

Grade/Assessment	Fall Screening	Winter Screening	Spring Screening	Goal
Kdg/Early Reading	36	51	65	65
1st/Nonsense Words	75	66	65	78
2nd/R-CBM	77	105	115	130
3rd/R-CBM	111	130	143	154
4th/R-CBM	134	156	163	175
5th/R-CBM	160	173	187	188
2nd-5th/R-CBM	122.25	142.75	152.75	164.50

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2019-20 SIP FastBridge Scores				
Grade/ Assessment	Fall Screening	Winter Screening	Spring Screening	Goal
Kdg/ Early Reading Composite Score 40th percentile= score of 32	(86/133 students are above) 65%	(57/132 students are above) 43% 40th percentile= score of 50	Due to the COVID Closure, results were not obtained	68%
1st/ Early Reading Composite 40th percentile= score of 33	(97/138 students are above) 70%	(89/139 students are above) 65% 40th percentile= score of 52		74%
2nd/ R-CBM 40th percentile=score of 56	(89/121 students are above) 74%	(71/115 students are above) 62% 40th percentile= score of 84		77%
3rd/ R-CBM 40th percentile=score of 87	(98/138 students are above) 71%	(91/134 students are above) 68% 40th percentile= score of 110		75%
4th/ R-CBM	(101/137 students	(94/132 students are		78%=

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40th percentile= score of 115	are above 74%	above) 71%		
		40th percentile= score of 133		
5th/ R-CBM 40th percentile= score of 132	(89/124 students are above 72%)	(87/123 students are above) 71%		76%
		40th percentile= score of 149		
Overall	71%	64%		75%

ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS
1) Provide PD on the components of the Fastbridge screening tests and setting PM goals at the 20th or higher percentile.	1st Quarter	Reading Specialists
<p>Progress update 18-19: PD completed during PLCs and will continue during year two.</p> <p>Progress update 19-20 Year 2 Qtr. 1: RTI meetings were completed and PM goals were set. Year 2 Qtr. 2: RTI meetings were completed and PM goals were set and adjusted again. Year 2 Qtr. 3: During RTI meetings PM goals were set and adjusted as needed. Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		
2) Monitor the number of students hitting 2 or more triggers.	Quarterly	Literacy Coach
<p>Progress update 18-19: Trigger sheet presented to PLCs and Building RTI team quarterly.</p>		

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		# w/2+ Triggers	Total Students	% w/2+ Triggers			# w/2+ Triggers	Total Students	% w/2+ Triggers
Kdg.	Q1	73	134	54.5%	3rd	Q1	46	144	31.9%
	Q2	97	133	72.9%		Q2	28	140	20.0%
	Q3	67	134	50.0%		Q3	42	140	30.0%
1st	Q1	78	136	57.4%	4th	Q1	35	131	26.7%
	Q2	84	134	62.7%		Q2	11	127	8.7%
	Q3	55	133	41.4%		Q3	20	127	15.7%
2nd	Q1	53	143	37.1%	5th	Q1	23	151	15.2%
	Q2	31	140	22.1%		Q2	27	146	18.5%
	Q3	48	140	34.3%		Q3	29	147	19.7%

Progress update 19-20: Trigger sheet presented to PLCs and Building RTI team quarterly.

2019-2020 SIP									
		w/ 2+ Triggers	Total # of Students	% w/ 2+ Triggers			w/ 2+ Triggers	Total # of Students	% w/ 2+ Triggers
Kindergarten	Q1	56	133	41.30%	3rd	Q1	31	137	23%
	Q2	77	132	58.30%		Q2	40	138	30%
	Q3					Q3			
1st Grade	Q1	33	137	24%	4th	Q1	29	134	21.60%
	Q2	36	139	26%		Q2	36	135	27%
	Q3					Q3			
2nd Grade	Q1	38	120	32%	5th	Q1	25	124	20%
	Q2	43	119	36.10%		Q2	28	125	22.40%
	Q3					Q3			

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3) Provide research-based interventions for all students hitting 2 or more triggers and offer even more support for 18-19 K-1 cohort students since over 50% had 2 or more triggers.	Ongoing	Literacy Coach		
<p>Progress update 18-19: Intervention groups are formed and monitored quarterly with the intent during year two to dig deeper into the data.</p> <p>Progress update 19-20 Year 2 Qtr. 1: RTI meetings were completed and PM goals were set and monitored. Year 2 Qtr. 2: RTI meetings were completed and PM goals were set and monitored. Year 2 Qtr. 3: RTI meetings were completed and PM goals were set and monitored. Year 2 Qtr. 4: Due to the COVID school closing results were not obtained. However, the teams did meet online to make intervention plans for the 2020-2021 school year.</p>				
<p>SMART STRATEGY # 2: The fidelity of small group reading instruction will increase from 50% in 2018-19 to 60% or more in 2019-20 based on literacy coach walkthroughs.</p> <p>Person Responsible for Reporting Progress: Year 1 Krista Boardman Year 2 Christina Pliske Progress Metric: Walkthrough data from Literacy Coach</p>				
<p>SMART STRATEGY #2: Updates and Adjustments:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Year 1 Qtr. 1: 70% Qtr. 2: 63% Qtr. 3: 90% Qtr. 4: 50% </td> <td style="width: 50%; border: none;"> Year 2 Qtr. 1: 67% Qtr. 2: 85% Qtr. 3: 87% Qtr. 4: Due to the COVID school closing results were not obtained. </td> </tr> </table>			Year 1 Qtr. 1: 70% Qtr. 2: 63% Qtr. 3: 90% Qtr. 4: 50%	Year 2 Qtr. 1: 67% Qtr. 2: 85% Qtr. 3: 87% Qtr. 4: Due to the COVID school closing results were not obtained.
Year 1 Qtr. 1: 70% Qtr. 2: 63% Qtr. 3: 90% Qtr. 4: 50%	Year 2 Qtr. 1: 67% Qtr. 2: 85% Qtr. 3: 87% Qtr. 4: Due to the COVID school closing results were not obtained.			
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:		
1) During first quarter Becky-David’s literacy coach will provide detailed PD on research-based best practices (“look-fors”) for small group	Quarterly	Lit Coach		


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<p>reading instruction and refresher PD sessions during second, third and fourth quarters. Lit coach will spend more implementing PD for new staff members as well.</p>		
<p>Progress update 18-19: <i>Look-fors were shared and 12 walkthroughs were completed for data collection each quarter during the 18-19 school year. Providing the look-fors and having good conversations about what fidelity looks like during PLC meetings gave teachers a better understanding of where to focus for small group reading.</i></p> <p>Progress update 19-20: Year 2 Qtr. 1: Twelve walkthroughs were completed during small group reading for data collection during the first quarter. Videos from 18-19 will be shared again during PLCs to analyze using current look fors. Look-fors were reviewed in the first quarter and will be again in the second quarter. Year 2 Qtr. 2: Eleven out of thirteen walkthroughs with a small group focus were marked as being done with fidelity during second quarter. Look-fors and data will be shared with grade levels in February. Year 2 Qtr. 3: The Teacher’s College, walkthroughs, specific PD on look-fors, and feedback after small group observations helped increase the level of fidelity in small group reading instruction. Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		
<p>2) Literacy Coach will record a variety of grade level teachers providing small group instruction with fidelity to be used as a teaching tool during PLCs.</p>	<p style="text-align: center;">By end of 1st Quarter</p>	<p style="text-align: center;">Lit Coach</p>
<p>Progress update: 18-19: <i>Videos were recorded in first and second quarter of small group lessons and used for PD during PLCs and with individuals during the third and fourth quarters.</i></p> <p>Progress update 19-20: Year 2 Qtr. 1: A few teachers in primary and intermediate have been asked if they are willing to make new videos and will during the second quarter. Videos from 18-19 were shared during the second quarter 19-20. Year 2 Qtr. 2: During the third quarter admin will observe during small group instruction and then share feedback during posts. Literacy Coach will share and discuss videos from 18-19 during PLCs once it is determined what supports are needed for each grade level regarding small group instruction. Year 2 Qtr. 3: During third quarter small group instruction data was collected during observations and feedback was given to teachers. The small group information was shared with the Lit Coach as well to focus PD where needed. Year 2 Qtr. 4:</p>		

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<p>3) Each quarter the literacy coach will observe 12 classes during small group instruction, collect data on implementation of research based best practices (look-fors).</p>	<p>Quarterly</p>	<p>Lit Coach</p>
<p>Progress update 18-19: Fifteen walkthroughs were conducted first quarter and twelve each quarter following for data collection and growth plans.</p> <p>Progress update 19-20: Year 2 Qtr. 1: Twelve walkthroughs were completed during the first quarter. Year 2 Qtr. 2: Thirteen walkthroughs were completed during the second quarter. Year 2 Qtr 3: Fifteen walkthroughs were completed during the third quarter. Year 2 Qtr 4: Due to the COVID school closing results were not obtained.</p>		
<p>4) Each quarter the literacy coach will meet with PLCs and share data, feedback, review small group videos, and provide PD based on the 12 classroom visits.</p>	<p>Quarterly</p>	<p>Lit Coach</p>
<p>Progress update 18-19: The literacy coach met with individual teachers after the walkthroughs and then shared general data during PLCs and with administrators each quarter.</p> <p>Progress update 19-20: Year 2 Qtr. 1: Results will be reviewed in the second quarter with teachers during PLCs. Individuals reviewed results with the Literacy Coach in the first quarter. Year 2 Qtr. 2: During February the Literacy Coach and admin will review results of the small group data with PLCs and discuss areas needed for further PD. Year 2 Qtr. 3: In February the results of the small group data was reviewed, analyzed, and PD was designed for PLCs from the data. Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		

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<p>5) Becky-David staff will host a family night to share reading strategies adults can use at home to help their child with the expected 20+ min per night and send home information to families that are not able to attend in a newsletter with resource links.</p> <p> (Family Engagement Keys-1 Parenting, 2 Communication, and 4 Learning at Home)</p>	<p style="text-align: center;">During the 19-20 school</p>	<p style="text-align: center;">Christina Pliske</p>
<p>Progress update 18-19: Due to work to contract, we were unable to staff a reading night. However, in year two, we are hosting a reading night in January of 2020. Reading strategies were outlined and sent home through newsletters, Enews, and on conference nights each quarter.</p> <p>Progress update 19-20: Year 2 Qtr. 1: Hosted Grandparents Day event in the month of October, discussed STEAM Night (End of February) and Literacy/Reading Night (End of January) with the Family Engagement Team. Year 2 Qtr. 2: The Family Engagement Team is working on plans for Literacy/Reading night in January and STEAM night in February. Year 2 Qtr. 3: The Reading team and our LMS, hosted a Literacy/Reading Night, 'Reading Under the Stars', on January 16th. The event was very well attended with approximately 200 families, and offered a variety of activities to promote a strong reading life at home and at school. Free books were given out as well as bookmarks with reading strategies to use at home. The Family Engagement Team will host a STEAM Night at the end of February. Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		
<p>SMART STRATEGY # 3: 100% of all PLCs will set and monitor semester SMART goals based on priority standards (including subgroup data) and 80% will meet their semester goals.</p> <p>Person Responsible for Reporting Progress: Krista Boardman</p>		

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Progress Metric: Grade level and department SMART goals on Google (including monitoring data).

SMART STRATEGY #3: Updates and Adjustments:

18-19

Year 1 Qtr. 1: Smart goals were set and reviewed at the end of the quarter.

Year 1 Qtr. 2: Smart goal data was collected and reviewed/adjusted in PLCs.

Year 1 Qtr. 3: Smart goal data was collected and reviewed/adjusted in PLCs.

Year 1 Qtr. 4: Smart goal data was collected, reviewed and shared in PLCs.

19-20

Year 2 Qtr. 1: Smart goals were set and reviewed during the first quarter in all PLCs.

Year 2 Qtr. 2: Smart goals were set and reviewed during the second quarter in PLCs. Super Subgroup Data was analyzed as well.

100% of all PLCs will set and monitor semester SMART goals based on priority standards (including subgroup data) and 80% will meet their semester goals.

- 58% of SMART Goals were met
- 100% of PLCs set and monitored SMART goals

Year 2 Qtr. 3: Smart goals were set and reviewed during third quarter PLCs (including Super Subgroup).

Kindergarten- did not meet in ELA or Math

- Focused on ELA RL.K.1 61.1% (goal of 80%) and Math K.CC.C.6 57.4% (goal of 80%)

1st Grade-met goals in ELA and Math

- Focused on RF1.4 80% (goal of 75%) and Operations Standards in Math 72% (goal of 62%)

2nd Grade-met goal in Math and met goal in ELA

- Focused on ELA CC-RL.2.1 Key Ideas and Details, ask and answer questions and demonstrate understanding of key details (increased to from 39% to 68%) and in Math met goals on 2.OA.A.1 and 2.NBT.5 on math benchmarks.

3rd grade-did not meet 80% goal in ELA and met 75% goal in Math

- RL 3.1 currently at 57%
- RI 3.2 currently at 22% (current goal-50%)
- RL 3.3 currently at 53%

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<p>3rd grade-met all three math smart goals</p> <ul style="list-style-type: none"> ● 3.OA.A.3 (increased from 26% to 79%) ● 3.OA.C.7 (increased from 22% to 85%) ● 3.OA.D.9 (increased from 21% to 78%) <p>4th grade met did not meet in ELA, but did meet in Math</p> <ul style="list-style-type: none"> ● ELA goal-was an end of the year goal of 90% of the students will make one years growth in reading. Currently 67%. ● Math goal- (80% of the students scoring 80% or higher on assessment monitoring priority standards) Currently 82% <p>5th grade did not meet in ELA and met in math</p> <ul style="list-style-type: none"> ● ELA goal- (92% of students make one year’s growth, currently 80% using 2nd quarter data). ● Math goal- (80% of students scoring 80% or higher on the district benchmark assessment but did not meet <p>Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Each PLC will review SMART goals and action steps once per month.	Monthly	DCs
<p>Progress update 18-19: PLC’s reviewed quarterly instead of monthly. Second year, PLCs will complete monthly.</p> <p>Progress update 19-20:</p> <p>Year 2 Qtr. 1: Smart Goals were set this quarter, but will be reviewed monthly in 2nd-4th quarters.</p> <p>Year 2 Qtr. 2: Smart Goals were set and reviewed from the first and second quarters.</p> <p>Year 2 Qtr. 3: Smart Goals were set and reviewed in the third quarter each month by all PLCs.</p> <p>Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		
2) PLCs will give two formatives per quarter and one summative per semester on priority standards and use valuable data to drive instruction. FRL data will be monitored as well.	Quarterly	DCs
<p>Progress update 18-19: PLCs gave assessments and used mastery connect and priority standards tracker sheet to discuss instruction. 2019-20 Priority Standard Tracker</p>		

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[2018-19 Priority Standard Tracker](#)

Progress update 19-20:

Year 2 Qtr. 1: PLCs gave two formatives during the first quarter based on PS and analyzed FRL groups as well.

Year 2 Qtr. 2: PLCs gave two formatives and one summative during the second quarter on PS and monitored FRL data closely.

Year 2 Qtr. 3: PLCs gave two formatives and one summative during the third quarter on PS and monitored FRL data closely.

Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.

3) PLCs will research and share best practices for improving instruction around priority standards identified in SMART goals each quarter.	Quarterly	DCs
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Progress update 18-19: During year two of SIP, PLCs will use heat maps provided to guide conversations around best practices.

Progress update 19-20:


Year 2 Qtr. 1: During the first quarter PD was provided to all DCs by Dr. David Brothers on Heat Maps and information was shared with PLCs to discuss data and best practices.

Year 2 Qtr. 2: Heat Maps from the PD during the first quarter were used to guide Smart Goals and areas of focus when planning with PLCs.

Year 2 Qtr. 3: Heat Maps were used to guide Smart Goals and to guide planning and instruction in the third quarter. Dr. David Brother's will complete a refresher on March 27 before MAP begins as well.

Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.

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<p>4) Grade level PLCs will provide families with the priority standards identified in the SMART goal. Grade level teachers will share information with families of students not meeting the expectations outlined in the SMART goal and share ideas to help at home if needed.</p> <p> (Family Engagement Keys-1 Parenting, 2 Communication, and 4 Learning at Home)</p>	<p>Quarterly</p>	<p>DCs</p>
<p>Progress update 18-19: PLCs were unable to complete this action step quarterly. Many teachers provided similar information at parent teacher conferences.</p> <p>Progress update 19-20:</p> <p>Year 2 Qtr. 1: PLCs will analyze student data on SMART goal Priority Standards. Any students not making progress towards the goal will have information sent home to support them at home.</p> <p>Year 2 Qtr. 2: SMART goals on PS were analyzed and any students not making progress received information to take home for further practice.</p> <p>Year 2 Qtr. 3: SMART goals and Priority Standard progress were analyzed by PLCs. Any student not making adequate progress had practice items/info sent home.</p> <p>Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		

ATTENDANCE

2 YEAR GOAL:

By the end of the 2019-20 school year, Becky-David will increase the 90/90 attendance rate from 94.21% (in 2017-18) to 96% or more. **(18-19 93.4%)**

2 YEAR GOAL - Update/Adjustments:

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<p>Year 1</p> <p>Qtr. 1: 93.3%</p> <p>Qtr. 2: 94%</p> <p>Qtr. 3: 93%</p> <p>Qtr. 4: 93.4%</p>	<p>Year 2</p> <p>Qtr. 1: 93.6%</p> <p>Qtr. 2: 94.3%</p> <p>Qtr 3: 92.2%</p> <p>Qtr 4: Due to the COVID school closing results were not obtained.</p>
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SMART STRATEGY # 1:
 Becky-David Elementary will decrease the number of students absent 10% or more from 50 students in 2018-19 to 45 students or less as measured by May 2020 90/90 report by implementing the Tiers with fidelity.

Person Responsible for Reporting Progress: Krista Boardman
Progress Metric: 90/90 report

SMART STRATEGY #1: Updates and Adjustments:

<p>Year 1</p> <p>Qtr. 1: 53 students</p> <p>Qtr. 2: 51 students</p> <p>Qtr. 3: 58 students</p> <p>Qtr. 4: 55 students</p>	<p>Year 2</p> <p>Qtr. 1: 54 students</p> <p>Qtr. 2: 50 students</p> <p>Qtr 3: 54 students</p> <p>Qtr 4: No data obtained due to COVID closure</p>
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<table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Number of Students Absent > 10%</caption> <thead> <tr> <th>Quarter</th> <th>17-18</th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>Q1</td> <td>42</td> <td>52</td> <td>54</td> </tr> <tr> <td>Q2</td> <td>45</td> <td>50</td> <td>49</td> </tr> <tr> <td>Q3</td> <td>58</td> <td>57</td> <td>53</td> </tr> <tr> <td>Q4</td> <td>48</td> <td>54</td> <td>0</td> </tr> </tbody> </table>	Quarter	17-18	18-19	19-20	Q1	42	52	54	Q2	45	50	49	Q3	58	57	53	Q4	48	54	0		
Quarter	17-18	18-19	19-20																			
Q1	42	52	54																			
Q2	45	50	49																			
Q3	58	57	53																			
Q4	48	54	0																			
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:																				
<p>1) Track and disaggregate all student attendance data (including subgroup and tardies) to identify Tier 2 and 3 students during monthly counseling and administrator meetings. Monitor FRL attendance data monthly in the counselor/admin PLC and reach out to families with resources and support when/if needed.</p>	Quarterly	Boardman																				

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Progress update 18-19: During the 18-19 school year data was tracked each quarter and in summary, students on IEPs, in the ELL program or on FRL had the highest rates of absences. All families with high absences (below 87% attendance) were contacted by administrators and counselors via meetings, phone calls or home visits and plans were created during the summer of 2019 to improve attendance when appropriate.

Progress update 19-20:

Year 2 Qtr. 1: Follow up meetings and calls were conducted to offer support to families that received home visits or calls during the summer. Counselors reviewed the lists and are monitoring data on students. Goals will be set second quarter if attendance and tardies haven't improved during the first quarter. Data is being tracked and shared with counselors, administrators and teachers.

Year 2 Qtr. 2: Counselors and admin emailed and called families to offer support and encouragement to improve their child's attendance. All families with more than 5 days absent or more than 5 tardies received calls or emails from admin or counselors.

Year 2 Qtr. 3: All students with 92% attendance and lower were reviewed by admin and counselors and if appropriate, families were contacted for improvement and support.


Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.

Month	Oct (below 96%) 194 students	Dec (below 94%) 143 students	March (below 92%) 120 students	May (below 90%)
Subgroup	FRL 30/194-15.5% AA 7/194-3.6% ELL 15/194-11.9% Hisp 15/194-7.7% IEP 23/194-11.9% Gifted 6/194-3.1%	FRL 28/143 – 19.6% AA 5/143 – 3.5% ELL 23/143 – 16.1% Hisp 12/143 – 8.4% IEP 17/143 – 11.9% Gifted 7/143 – 4.9%	FRL 32/120-26.7% AA 4/120-3.3% ELL 18/120 15% Hisp 7/120-5.8% IEP 18/120-15% Gifted 6/120-5%	Due to the COVID school closing results were not obtained.

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<p># of students arriving late to school <u>-Goal-Decrease from 40 in May 2019 to 35 or less students having 8 or more tardies by May 2020.</u></p> <p><i>*20/40 with 8 or more tardies had 15+</i></p>	2 or more-9 students	4 or more-10 students	6 or more-49 students	8 or more- Due to the COVID school closing results were not obtained.
<p>2) At the end of each day the office will award all classes with perfect attendance and an attendance bucketfiller. Classes will earn an extra recess when they accumulate 15 bucketfillers.</p>		Daily	Beth Roider (BIS)	
<p>Progress update 18-19: Bucketfillers were given and classes earned special privileges each quarter as outlined in the plan.</p>				
<p>Progress update 19-20: Year 2 Qtr. 1: During a Leadership meeting the staff asked to give Bucketfillers in their classrooms instead of getting them from the office. Year 2 Qtr. 2: This was reinstated during the second quarter and the teachers are giving them to their classes instead of the office. Year 2 Qtr. 3: Teachers continue to give Bucketfillers to their classes for perfect attendance. Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>				
<p>3) Provide teachers with individual attendance data to discuss at parent teacher conferences and to set individual goals as necessary.</p>		1st and 3rd quarter	BIS	
<p>Progress update 18-19: BIS printed attendance and tardy data sheets and they were shared during conferences in first and third quarters.</p>				
<p>Progress update 19-20: Year 2 Qtr. 1: Teachers did share this information with the families during first quarter conferences. We will ask our tech department to print visuals/ graphs comparing district and building attendance to individuals with 90% or less attendance for families. Year 2 Qtr. 2: This information was shared during the first quarter and also sent home at the end of the second quarter. Year 2 Qtr. 3: This information was sent home and shared during third quarter conferences. Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>				

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<p>4) Provide Tier supports each quarter/Tier 2 and 3 for students not meeting 96% attendance after 1st quarter, 94% after 2nd quarter, and 92% after 3rd quarter.</p> <p>*Prior to the 19-20 school year, counselors and administrators will call and meet with families of students with attendance below 90% attendance rate in 18-19 to set new goals and offer further support if necessary.</p> <ul style="list-style-type: none"> ● Tier 1 -Communicate attendance policies and importance, respond to increasing absences and late arrivals/early outs, identify patterns in subgroups, and provide recognition for improved and excellent attendance). ● Tier 2 -Counselors and administrators will review data (including IEP and FRL) and consider contract and goal setting, assigning mentors/check-in/out buddies, CARE/EIT meetings, reteaching policies and encouraging routines at home. ● Tier 3 supports- Hold a second attendance CARE/EIT meeting (with parents/guardians), consider home visits to share resources and provide support for students with below 90% from the previous year within the first two weeks of school and each quarter, and consider ESC and/or outside agency referral) <p> (Family Engagement Keys- 1 Parenting, 2 Communication, and 6 Collaborating with the Community)</p>	<p>Quarterly</p>	<p>Counselors and administrators</p>
<p>Progress update 18-19: All families of students that had below 90% attendance in 18-19 had meetings, calls with follow-up emails, or home visits during June 2019. A list of students was generated to set and monitor goals was developed based on need and will be used from 18-19 data in August 2019.</p> <p>Progress update 19-20:</p> <p>Year 2 Qtr. 1: Counselors and administrators reviewed the list of students and monitored data to set goals and follow-up with families during the first quarter.</p> <p>Year 2 Qtr. 2: Counselors and administrators monitored the students with higher attendance concerns and contacted families and set goals with students.</p>		

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<p>Year 2 Qtr. 3: Counselors and administrators monitored data and called or met with families that were below 90% if there wasn't a significant reason for the absences.</p> <p>Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		
<p>5) Recognize class, building and individual's excellent or improved attendance each quarter.</p> <ul style="list-style-type: none"> ● Classes with the highest attendance percentage in each grade level for the week will be dismissed before the other classes on Fridays or the following Monday. ● Daily attendance percentage will be posted near the front desk and shared on eNews. ● Students will be encouraged to arrive on time and will be made to feel welcome if they arrive after the 9:05 bell with a "welcome to school" pass and a kind greeting from the office staff. ● Students with excellent (97-100%) attendance can assist with announcements each quarter and receive "Excellent Attendance" coupons to local restaurants or activities with their report cards. 	<p>Quarterly</p>	<p>Boardman</p>
<p>Progress update 18-19: All students with 95% or higher were given coupons and certificates of recognition. 604 students have 95% or higher attendance and were recognized for this achievement through certificates.</p> <p>Progress update 19-20:</p> <p>Year 2 Qtr. 1: Recognition was shared during first quarter conferences for 95% or higher attendance.</p> <p>Year 2 Qtr. 2: Recognition coupons and acknowledgment was sent home at the end of the second quarter for improved attendance.</p> <p>Year 2 Qtr. 3: All of the students with 95% or higher attendance received a recognition coupon with their report cards in third quarter.</p> <p>Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		

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BEHAVIOR

2 YEAR GOALS:

Becky-David Elementary will decrease office referrals resulting in suspensions from 13 out-of-school suspensions (OSS) and 22 in-school suspensions (ISS) in 2017-18 to **10 OSS and 18 ISS** by the end of 2019-20 school year.

2 YEAR GOAL - Update/Adjustments:

May 2019 - OSS 18 from 10 students and ISS 30 (21 students)

October 2019- 3 OSS and 0 ISS (3 students)

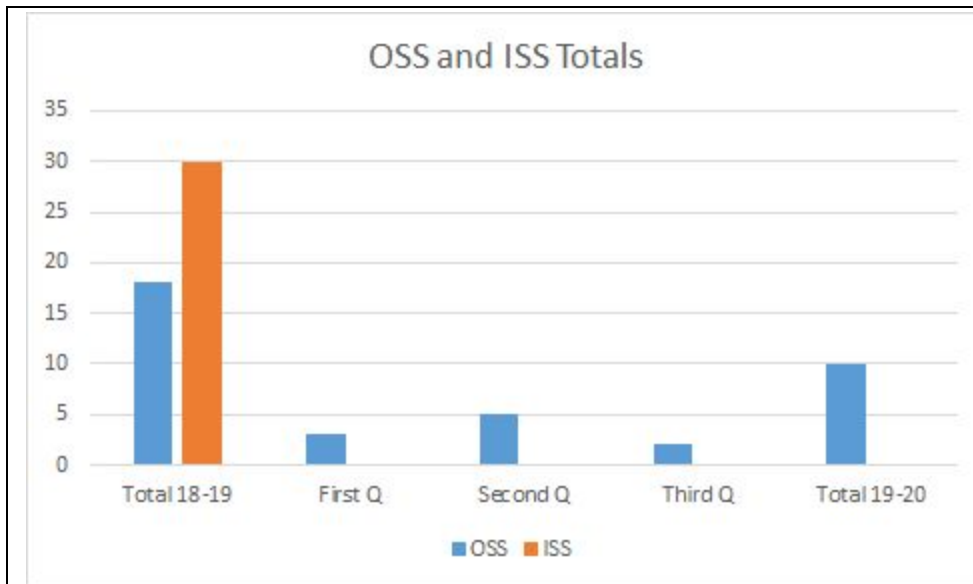
December 2019-5 OSS and 0 ISS (5 students)

March 2020-2 OSS and 0 ISS (2 students)

Goal **10 or less OSS** by May 2020 MET GOAL at 10

Goal **18 or less ISS** by May 2020 MET GOAL at 0

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10 OSS by May 2020 and 0 ISS by May 2020

SMART STRATEGY #1:

Decrease the number of students with office discipline referrals (ODRs) related to physical aggression/improper physical contact from 71 students in 18-19 to 65 in 19-20.

Person Responsible for Reporting Progress: Boardman


Progress Metric: Infinite Campus and Tableau Reports

SMART STRATEGY #1: Updates and Adjustments:

Year 1 Qtr. 1: 30 ODRs from 21 students
 Qtr. 2: 82 ODRs from 49 students
Qtr. 3: 155 ODRs from 67 students
 Qtr. 4: 184 ODRs from 71 students

Year 2 Qtr. 1: 54 ODRs from 21 students
 Qtr. 2: 73 ODRs from 33 students
Qtr 3: 90 ODRs from 41 students
 Qtr 4: No data could be collected due to COVID

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ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
<p>1) Communicate behavior expectations and calming strategies (including Zones of Regulation) to all students, staff, and parents/guardians each quarter during the FAB 4 rotations. Revisit cafe and recess expectations with cafe and recess staff present.</p> <ul style="list-style-type: none"> ● Staff will review expectations weekly for all areas when meeting in circles and allow more time for movement and mindfulness daily. <ul style="list-style-type: none"> ○ Second grade is piloting an additional recess this year and teachers will review social skills and behavior expectations weekly (or daily if necessary). <p> <i>Family Engagement Keys- 1 Parenting, 2 Communication</i></p>	Quarterly	Boardman
<p>Progress update 18-19: All expectations were taught each quarter and revisited as needed with individuals. We implemented rotations to teach the FAB 4 each semester as well.</p> <p>Progress update 19-20:</p> <p>Year 2 Qtr. 1: The FAB 4 rotations occurred during August 2019 for all areas with all students. New students are also being taught the expectations from our counselors. The zones of regulations are being taught in counseling lessons as well. Second grade has been piloting two additional recesses and it is helping with office referrals and overall behavior. We reminded all grade levels to revisit expectations during the second quarter. Cafe and Recess will revisit expectations during the second quarter as well.</p> <p>Year 2 Qtr. 2: The FAB 4 rotations will occur in January 2020 in the areas we are teaching expectations about.</p> <p>Year 2 Qtr. 3: FAB 4 was revisited in the third quarter as planned.</p> <p>Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		
<p>2) Increase PD on behavior management for all staff, the implementation of Restorative Practices, and class circles.</p> <p>*SIP Addendum Goal 2</p> <ul style="list-style-type: none"> ● Two teams of different staff members from all levels/areas will attend the RP academy and will share ideas and information during faculty meetings this year. ● Recess and cafe will also have ongoing quarterly PD on behavior strategies and expectations. Table and line captains will be trained and assigned as well to help monitor behavior and lines. 	Ongoing	Oetting

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Progress update 18-19: During each staff meeting and some PLCs circles were implemented. Teachers had weekly or daily circles in their classrooms. The processes shared from the Restorative Practices PD were shared and continue to be implemented.

Progress update 19-20:

Year 2 Qtr. 1: Circles were implemented in staff meetings, PD was offered in August and two other teams are going through Restorative Practices training during 19-20. During staff meetings PD on Restorative Practices is offered in the “ten minute reboot.”

Year 2 Qtr. 2: Circles will be revisited on January 6 PD. Administrators have attended circles with classes as well in all rooms and areas.

<p>3) Every classroom and area (including specials, cafe, recess, and the Learning Commons) will utilize and teach a common set of expectations and calming tools for the Reset and Return areas. Sensory breaks and walks can be taught and utilized as needed.</p>	<p>August</p>	<p>Supervising Administrators</p>
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Progress update 18-19: Every area in the building has a Reset and Return area and we are close to having all staff members fully implement them the way they are intended. We are shoring up the time frames students should use them.

Progress update 19-20:


Year 2 Qtr. 1: All areas have a Reset and Return area for students and they have been taught how to use it appropriately. Classroom teachers are asked to revisit expectations again during the second quarter.

Year 2 Qtr. 2: Classroom teachers revisited expectations for Return and Reset in the second quarter and the areas are still in all rooms and areas.

<p>4) Provide Tier supports each quarter and Tier 2 and 3 for students with 3-6 office referrals and/or 1-2 incidents of ISS or OSS by providing the appropriate supports below:</p> <ul style="list-style-type: none"> ● Tier 1 -Communicate expectations, discipline policies and importance, respond to office referrals using restorative practices and COC, identify patterns in subgroups, provide recognition for improved behavior, and use restorative questions to help set goals or commitments the student can make to correct the behavior in class that may or may not result in office referrals. ● Tier 2 -Use contracts and goal setting, CARE/EIT meetings, reteach policies and encourage healthy calming strategies at home and school, utilize staff and/or volunteers for mentoring, and provide small group interventions. ● Tier 3 supports -Revisit CARE/EIT/IEP team and include parent/guardian and Educational Support Counselor. Develop an informal functional behavior assessment. Identify lagging skills, and develop a plan. Consider home visits to share outside resources and provide support. Consider use of the calming/Refocus room, check-in/out, and social skills groups. Provide a re-entry meeting after ISS or OSS with student, parent, ESC, teacher, and admin. 	<p>Ongoing</p>	<p>Counselors</p>
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- The counselors and behavior specialist will have weekly (or daily if necessary) scheduled mindfulness and zones lessons and practice for students with higher incidents of physical aggression (5+ from previous school year or 3+ from current school year).
- Students with behavior goals developed with a CARE/EIT team will have a plan and well documented behaviors shared with their team and parents/guardians. Plans will be revisited no longer than every 6-8 weeks.
- Continue to monitor disproportionate quarterly data, focussing on the following subgroups; Black, Hispanic, Mixed, IEP, and FRL and work with counselors on a plan to close any gaps in data.

 *Family Engagement Keys- 1 Parenting, 2 Communication, 3 Volunteering, 4 Learning at Home, 5 Decision Making, 6 Collaborating with the Community*

Progress update 18-19: All families of students with higher incidents of physical aggression (5 or more calls on the walkie for support and/or office referrals) in 18-19 have been contacted via phone calls with follow-up emails or had home visits in June and July 2019. The tiers were implemented as planned during the 18-19 school year.

Progress update 19-20:

Year 2 Qtr. 1: All students of families that had home visits over the summer were followed up with during the first quarter with meetings or calls. The Tiers have been implemented and EIT/CARE meetings are taking place when needed.

Year 2 Qtr. 2: All student data is being monitored and as students have a higher number of office referrals the CARE or IEP team meets with families to set goals and provide interventions and support.

Year 2 Qtr. 3: All student data is being monitored and meetings for support continue. .

Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.


SMART STRATEGY #2:

Becky-David Elementary will decrease the percent of students in grades 3-5 reporting that they have been or are currently being bullied on the student survey results from 10.6% in 2018-19 to 10% or less in 2019-20.

Person Responsible for Reporting Progress: Oetting

Progress Metric: Student Survey Bullying Question Results-goal met in 18-19 with 10.60%

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<p>SMART STRATEGY #1: Updates and Adjustments:</p> <p>Year 1</p> <p>Qtr. 1: Student survey to be given in 3rd quarter</p> <p>Qtr. 2: Student survey to be given in the 3rd quarter after February 13.</p> <p>Qtr. 3: One incident of bullying was found to be accurate upon investigating. Reminders on how to report were continued.</p> <p>Qtr. 4: One incident of bullying was found to be accurate upon investigating, making two total for the year.</p> <p>Year 2</p> <p>Qtr. 1: Student survey will be given in the 3rd quarter. Two “bullying” incidents were reported and neither one met the criteria for bullying.</p> <p>Qtr. 2: Students were taught the definition of bullying and 0 incidents were reported in the second quarter.</p> <p>Qtr. 3: The definition was revisited and 0 incidents were reported during the third quarter.</p> <p>Qtr. 4: Due to the COVID school closing results were not obtained.</p>		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
<p>1) Communicate the definition of bullying describing the difference between bullying, teasing, conflict, and mean moments to all students, staff and parents/guardians each quarter and ask students and families to sign a “Bully-Free School” contract at home by the end of the first quarter.</p> <p> <i>Family Engagement Keys- 1 Parenting, 2 Communication</i></p>	August and January	Counselors
<p>Progress update 18-19: The definition and how to report bullying was shared in classrooms, counseling lessons and assemblies during the 18-19 school year. The definitions and reporting methods were also shared with families and students each quarter or even more often as needed in 18-19.</p> <p>Progress update 19-20:</p> <p>Year 2 Qtr. 1: The definition and how to report have been shared during our beginning of the year meetings with all grade levels.</p> <p>Year 2 Qtr. 2: The definition and how to report was taught in counseling and will be retaught in January 2020.</p> <p>Year 2 Qtr. 3: The definition and how to report was revisited again in classrooms and in counseling lessons.</p> <p>Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		

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<p>2) Students will increase their ability to correctly define bullying and ways to safely respond and report as measured by the counseling quiz given during 1st and 3rd quarters. Results from the surveys will be shared during faculty meetings and shared on social media and in newsletters for families.</p>	<p>1st & 3rd Quarters</p>	<p>Counselors</p>
<p>Progress update 18-19: <i>The definition and methods to report were shared each quarter and quizzes were conducted in first and third quarters.</i></p> <p>Progress update 19-20: Year 2 Qtr. 1: Counselors will give a quiz to check for understanding in second and third quarters. Year 2 Qtr. 2: The quiz was completed in the third quarter. Year 2 Qtr. 3: The anti-bullying quiz was completed in February. Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		
<p>3) Counselors will teach bullying lessons to students and share information with families (including safe methods of reporting and internet safety).</p>	<p>Quarterly</p>	<p>Counselors</p>
<p>Progress update 18-19: <i>Counselors taught more than twenty anti-bullying lessons in 18-19 and reviewed the definition and methods to report in assemblies each semester.</i></p> <p>Progress update 19-20: Year 2 Qtr. 1: As of this date, counselors have taught 5 lessons on anti-bullying and how to report bullying in the first quarter including the lesson “Is it Bullying” on identifying bullying, teasing, conflicts or mean moments. Year 2 Qtr. 2: As of December 2019, 12 lessons on bullying and how to report have been taught in counseling. In January 2020, strategies to reduce and report bullying are scheduled to be taught/reviewed. Year 2 Qtr. 3: The anti-bullying lessons and how to report were revisited during the third quarter by counselors. Year 2 Qtr. 4: Due to the COVID school closing results were not obtained.</p>		

CLIMATE

1 YEAR GOAL:
 No goal is required.

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1 YEAR GOAL - Update/Adjustments:

Scores showed an increase in most areas. Staff will continue to help students understand the difference between bullying and a mean moment as well as building class community.

DATA MONITORING: Bullying

Person Responsible for Reporting Progress: Jill Oetting

Progress Metric: Student Climate Survey

DATA MONITORING - Updates and Adjustments:

Year	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
% students reporting bullied	31.7%	20.3%	25.8%	13.4%	10.60%

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Student Climate Survey Results (percent of Strongly Agree/Agree)	<i>*2013-2014</i>	<i>2014-2015</i>	<i>2015-2016</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>
I feel safe at school. Q1	82.1	95.9	97.2	93.1	93.7	94.6
I am treated with respect at my school	95.3					
My school is a good place to learn. Q2	90.1	96.4	97.2	96.4	98.4	98.1
I like going to this school. Q3	61.7	89.8	93.7	89.1	89.7	90.5
Adults in my school care about me. Q4	78.3	94.7	94.5	93.8	96	95.6
This school year, have you ever been bullied while at school (Y/N) Q6	35.7	31.7	20.3	25.8	13.4	10.6
I know how to report bullying. Q7						95.8
I set and monitor academic goals at school. Q8		92.6	92	86		86.6
*also had Neutral as a choice						

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Parent Climate Survey Results (percent Strongly Agree/Agree)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
My child receives a high quality education	83.8	96.8	95.2	99.4	99.7	99.7	99.62
This school is a supportive and inviting place for parents/guardians/children	90.1	98.0	96.2	98.5	99.0	99.7	88.86
My school provides communication from school to home and the opportunity for communication from home to school	94.7	97.6	98.4	99.1	98.7	99.1	98.47
My child feels safe at school	93.1	98.0	98.8	99.1	99.7	99.7	97.71
As a parent, I feel connected to my school	81.2	94.7	92.1	98.8	98.7	99.1	96.56
Response rate	18.7	36.3	42.1	56.1	46.9	53.0	45

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Staff Climate Survey Results (percent Strongly Agree/Agree)	Spring '13	Oct. '13	Dec. '13	Mar. '14	May '14	Nov. '14	April '15	Nov. '15	April '16	Nov. '16	April '17	Nov. '17	April '18	Nov. '18	Spring '19	Nov. '19
I take pride in working at my school.	89	89.8	87.5	96.9	90.2	93	97.7	97.5	97.8	98.1	98.71	100	100	100	100	98.7
Our staff holds high expectations for student learning.	95.6	94.8	94.7	92.8	92.2	97.2	100	100	98.9	98.1	98.72	100	100	100	100	100
There are open channels of communication in our school.	60.3	67.8	72	73.4	64.6	77.1	76.2	92.5	91.2	92.3	94.88	95.4	88.76	98.93	95.08	89.7
There are opportunities for shared decision making in our school.	70.5	76.2	77.1	88.1	87.2	87.1	87.5	91.1	91.2	92.3	93.59	96.9	88.77	94.56	96.72	88.5
Our school has clear direction on how to improve student learning.	89.7	79.3	78.5	80.9	89.6	91.4	92.1	96.2	93.3	96.2	94.88	96.9	95.52	98.46	95.08	93.2
Our staff collaboratively implements strategies to address student behavior.										96.2	88.46	96.9	89.4	89.23	88.53	86.2