

BCCS 2022-23 School Improvement Plans Overview

Goals

Overview: The school SI Plan is a 3 to 5 year 3 to 5 year improvement plan that is to include measurable goals, strategies and activities. There are two types of goals: Student Achievement/Performance Goals and the Building Organizational Goals.

Students achievement goals are built upon the student performance on state summative assessments, and the school's identified benchmark assessments. Specifically the goals represent proficiency and growth data. The proficiency data is measured in terms of % proficient and is often compared to schools with similar demographics, state and county cohorts. The growth data is measured in terms of expected growth and comparative growth percentile rankings. The benchmark assessments are completed in intervals 3 times annually (minimum): first 30 days, mid-year and EOY to all K-8 students. The summative assessments are generally measured once at the end of the school year. Additionally, the building goals include Organizational Goals that focus on improvement of processes and structures in the system that impact school effectiveness and ultimately student achievement and career and college readiness.

The funding for the activities are designated from general funds

Achievement Goals

Proficiency Data

- Includes Aggregate and Subgroup Data

Goal :The Annual and Trend (3 year) Proficiency Rate Data exceed Annual and Trend Proficiency Rate Data of like schools, state and county averages

- M-STEP grade level and aggregate K-8 ELA, Math,
- M-STEP grade level and aggregate 4,8 and 11 Science and Social Studies

Career and College Readiness Data

Goal : Mean SAT and PSAT Composite Scores exceed Like Schools, State and County Averages.

- PSAT and SAT Percent Meeting Career and College Benchmark for EB Reading & Writing and Math exceed Like Schools, State and County averages

Growth Data

Goal: Annual and Trend (3 year) Growth Data (SGPs) exceed Annual and Trend Growth Data of like schools, state and county averages.

- M-STEP K-8 Grade Level and Aggregate ELA and Math,
- M-STEP 4,8 and 11 Grade Level and Aggregate Science and Social Studies

Progress Monitoring Data

*Goal: Schools Mid-Year and/or Annual Mean Growth Percentiles/SGPs exceed 50th Percentile

- NWEA Grade Level and Aggregate K-8 Reading and Math
- M-STEP Grade level and Aggregate K-8 Reading and Math
- M-STEP Grade level and Aggregate 4,8 and 11 Grade Level and Aggregate Science and Social Studies

BCCS Benchmark and State Assessment Data: [BCCS Trend Data 2021-22](#)

K-3 Reading Analysis and Progress Monitoring

Goal: 85% of K-3 Student F & P Reading levels will meet or exceed the expected annual grade level growth targets.

*K-3 F& P Testing will be used to Analyze Student Needs for all students and Monitor Progress/Growth of Students

- F & P Testing Conducted By Classroom Teacher 3 times per year
 - F & P Testing Conducted by Supplemental Service providers every 3 to 4 weeks
- Individual Mid- and End-of-Year Child Study Reviews held for all K-3 IRIP Students and K-5 Students Receiving Title IA Services to Monitor progress and Adjust services based upon student need.
- Review NWEA,F&P, state assessment and classroom performance data.

Strategy and Activity Topics

1. K-12 Core Curriculum and Resource Development, Implementation and Evaluation
 - a. ELA
 - i. 6-8 MAISA Unit Development and Implementation
 - ii. K-5 Reading Street Implementation
 1. Digital Resources
 2. New Teacher Planning and Development
 - iii. 9-12 Curriculum Development cont..
 1. Unit development
 2. Pacing Guides
 3. Alignment and Articulation
 - b. Math
 - i. MS/HS New Math Program Planning, Development and Implementation
 1. Professional Development Modules
 2. Digital Resources
 - ii. K-5 Math Expressions Implementation
 1. Digital Resources
 2. New Teacher Planning and Development
 - c. Science
 - i. K-2 Mystery Science Pilot
 1. Digital Resource
 2. Planning and Development
 - ii. 3-5 Science Dimensions Development and Implementation
 1. Digital Resources
 2. New Teacher Planning and Development
 - iii. Mid-High Elevate Science Implementation
 1. Digital Resource
 2. New Teacher Planning and Development
 - iv. 9-12 Glencoe/McGraw Hill Science Implementation
 1. 1. Digital Resources

- d. Social Studies
 - i. K-8 MAISA Units/ PSST (performance) Assessment Implementation
 - ii. HS Unit Curriculum Development cont...
 - 1. Unit development
 - 2. Pacing Guides
 - 3. Alignment and Articulation
 - iii. K-12 Access to Open Source resources through MDE
 - e. Conduct Grade-span Content Level Articulation Meetings
 - f. Develop and Provide Accommodated resources for designated SWDs
- 2. Increase System-Wide use of Essential Practices for Early, Elementary and Disciplinary Literacy Practices
 - a. [MICIP Single Building/District Plan](#)
**** Note Pause Literacy Practices for 2022-23 School Year****
 - 3. **Provide Comprehensive Supplemental Support Services
 - a. Title IA and At Risk Programs and Services
 - b. Special Education and Itinerant Programs and Services
 - c. 504 Program and Services

Organizational Goals & Strategy and Activity Topics

- ** All staff will improve the ability to use instructional/educational technology to:
 - a. increase efficiencies in learning management to include remote/distance, online and blended learning environments
 - b. increase access and use Instructional Resources
 - i. digital instructional resource programs and resources aligned to intended learning outcomes
 - c. increase access and application of assistive technologies
 - d. improve student performance on state and national assessments

- **All staff will improve the school environment through implementation of (Whole Child) positive behavioral and mental health support systems to:
 - a. secure standardized operational Child Study/ Find processes
 - i. assist in managing and meeting academic and/or behavioral needs of identified students
 - b. Provisions made to support becoming a Trauma Informed School
 - i. provide/guide mental health support services for families of designated students
 - c. Increase opportunity for BCCS families attendance in enrollment comprehensive preschool programs
 - d. support improve student engagement and building attendance rates

- e. support EOP (Emergency Operational Planning) and Crisis Management
- f. promote new staff teacher/staff training and retention of instructional faculty and staff
- g. embed K-12 SEL (Social Emotional Learning) Programming into K-12 experience
 - i. investigate and secure SEL resources/programs
 - ii. engage members in planning and development activities
 - iii. pilot an progress monitor implementation

All staff will incorporate career development and technical education into the core instruction/curriculum of all students to:

- a. increase career awareness
- b. create an educational and career development building plan (scope and sequence) K-12
- c. support student EDP (Educational Development Plan) development
- d. increase college and career readiness

All staff will strengthen the use of performance/achievement, perceptual, demographic and process data to:

- a. increase data-based decision making assist in SI and IGP development, progress monitoring, and evaluation
- b. identify assessments to progress monitor and evaluation of impact
- c. create an assessment and data analysis calendar
- a. Secure internal processes to use data to measure effectiveness of programs and services associated with building SI goals, strategies and activities

Legend

* Indicates Mid-year Growth Targets

** Indicates Goals Associated with Extended COVID Learning Plan

Funding Sources for Activities and PD

- General Funds
- Title IA, IIA and IV Grants
- REAP Grant
- ESSER Funding
- Securing additional Competitive Grants and funding streams associated with associate with SI Plan initiatives

Professional Development

- Annual PD Plan/ BCCS
 - 2021-22 [Professional Development Plan Draft II](#)
 - 2022-23 [Professional Development Plan Overview](#)

Other

- [2020-21 Points of Pride](#)