



Battlefield Primary School

2023-24 Schoolwide Improvement Plan



Comprehensive Needs Assessment-

Data Sources: CCPS Data Dashboard & RESA Data Warehouse

Using the data sources provided for your school, have your school improvement team conduct a full analysis of data. Here are some suggestions for discussion:

- Do you see clear areas for improvement based on a review of Milestones data?
- Do you see discrepancies between in grade level data for the same subject?
- Does your benchmark data demonstrate growth patterns throughout the year?
- How does your benchmark data compare to EOG/EOC data?
- Review other achievement data and compare to the above. Can you identify overall trends?
- Does your profile data support that your Tier 2 (reteach) instructional methods are proving to be effective?
- Can you observe measurable growth in Tier 3 student data?
- Does your master schedule support dedicated time for Tier 1, Tier 2, and Tier 3 instruction?

Trends and Patterns

After reviewing and analyzing your Needs Assessment (data from sources provided), identify 2-3 *priority* trends and patterns. These are areas which, if improved, could have a positive impact on student achievement. These will become your SIP goals and drive the action steps of the School Improvement Plan.

#1	BPS has a substantial number of students below grade level in foundational reading skills. At the end of the 2022-2023 school year, 65% of k and 1 students scored at or above 60%PR on Map Fluency phonics/word recognition.
#2	BPS has a substantial amount of first and second grade students reading below grade level. At the end of 2022-2023 school year, 40% of first and second graders were reading at or above their grade level fluency goals (60 wpm for 1st and 100 wpm for 2nd).
#3*	At the end of the 2022-2023 school year, 61 % of students met the 60%PR goal on Math Map Growth. Students ranging from 60%PR or higher showed lower growth.

*optional if a third area of improvement is identified

Identified Trend/Pattern #1 (copy from pg 2)

BPS has a substantial number of students below grade level in foundational reading skills. At the end of the 2022-2023 school year, 65% of k and 1 students scored at or above 60%PR on Map Fluency phonics/word recognition.

Root Cause Analysis for Trend 1

The team should conduct a [Root Cause Analysis](#) to determine the causes for identified trend/pattern #1.

Root Cause #1	Teachers are still developing an understanding of foundational reading skills and differentiation.
Root Cause #2	Transient population and new students coming in are below grade level.
Root Cause #3	Student behavior impacted instructional time substantially. PBIS is being implemented, but extra support is needed for Tier 2 behaviors (other than CICO).
Root Cause #4	Students have become more challenging to engage and it is difficult to hold attention.

Action Step #1

Describe Action Step #1	Grade level collaboration will take place regularly using a common agenda, protocols for data discussion (CFAs), and collective inquiry into research based practices for re-teaching (teaching differently); vertical planning to streamline common vocabulary and ELA progressions from pre-k to second grade. They will also participate in peer observations to learn from each other (research based strategies tried and proven by other teachers).
Funding Source	PL (subs to cover ½ day collaborations)
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023-May 2024
Process for Monitoring	Teacher meeting agendas, admin/academic coach observations, coaching of meetings (depending on where each PLC team is in regards to the PLC process), peer observation feedback form
Position/Role Responsible	Grade level teams, Academic Coach, Administration, Guiding Coalition

Action Step #2

Describe Action Step #2	Extended Learning Time (Cubtime) and Tier 2 instruction is part of the daily schedule. Teachers will use CFAs to determine what students need for Tier 2 time and teachers will use LEXIA during Cubtime time for students below 60%PR, with additional instruction using strategies from LETRS and UFLI. Students on or above GL will be grouped based on needs and the MAP continuum will be used to develop lessons. 50 students will use I-STATION (students between 60%PR and 99%PR that are not in the QUEST program)
Funding Source	None
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	Master schedule, observations, Collaboration agendas, Data from mid-year benchmarks and progress monitoring
Position/Role Responsible	Administration, Guiding Coalition, Interventionist

*Add additional action steps as needed.

Action Step #3

Describe Action Step #3	Teachers will receive PL from academic coach on implementing UFLI during Tier I instruction, embedding LETRS strategies within each lesson and small group instruction for Tier 1 will be implemented using Screeners (MAP Fluency, LETRS, Heggarty). Teachers will progress monitor students (DIBELS and MAP Fluency) to determine progress.
Funding Source	None; State money (LETRS and subs)
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	Mid-Year Data, Progress Monitoring Data, CFA data
Position/Role Responsible	Teachers, Admin, Literacy Task Force

Action Step #4

Describe Action Step #4	Continue implementation of KAGAN structures to increase student engagement and to develop appropriate social skills. The Academic Coach will train teachers monthly on a new structure and monitor implementation. This will support SEL (social skills, working together, teamwork) as well as student engagement.
Funding Source	PL budget
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	Observations, lesson plans, PL sign-in sheets
Position/Role Responsible	Admin/academic coach

Action Step #5

Describe Action Step #5	To support SEL to help limit behavioral issues within the classroom setting, each classroom will continue to implement morning meetings and additional Tier 2 and 3 supports will be researched by BSIT. Small group breakfast and lunch clubs and morning meeting small groups will be conducted by the counselor and other non-classroom teachers in the building.
Funding Source	None
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	SWIS, CICO Data
Position/Role Responsible	PBIS Committee; BSIT;counselor

Strategic S.M.A.R.T. Goal #1

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your first school-wide strategic goal for the year.

#1	<p>85% of kindergarten and first grade students will score 60%PR or higher on the Map Fluency Screener in the area of phonics/word recognition.</p> <p>80% of second grade students will score 60%PR or higher on Map Reading Growth Assessment.</p>
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Identified Trend/Pattern #2 (copy from pg 2)

BPS has a substantial amount of students reading below grade level. At the end

of 2022-2023 school year, 40% of first and second graders were reading at or above their grade level fluency goals (60 wpm for 1st and 100 wpm for 2nd).

Root Cause Analysis for Trend 2

The team should conduct a [Root Cause Analysis](#) to determine the causes for identified trend/pattern #2.

Root Cause #1	Teachers are still developing an understanding of foundational reading skills and differentiation.
Root Cause #2	Transient population and new students coming in are below grade level.
Root Cause #3	Student behavior impacted instructional time substantially. PBIS is being implemented, but extra support is needed for Tier 2 behaviors (other than CICO).
Root Cause #4	Students have become more challenging to engage and it is difficult to hold attention.

Action Step #1

Describe Action Step #1	Grade level collaboration will take place regularly using a common agenda, protocols for data discussion (CFAs), and collective inquiry into research based practices for re-teaching (teaching differently); vertical planning to streamline common vocabulary and ELA progressions from pre-k to second grade. They will also participate in peer observations to learn from each other (research based strategies tried and proven by other teachers).
Funding Source	PL (subs to cover ½ day collaborations)
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023-May 2024
Process for Monitoring	Teacher meeting agendas, admin/academic coach observations, coaching of meetings (depending on where each PLC team is in regards to the PLC process), peer observation feedback form
Position/Role Responsible	Grade level teams, Academic Coach, Administration, Guiding Coalition

Action Step #2

Describe Action Step #2	Extended Learning Time (Cubtime) and Tier 2 instruction is part of the daily schedule. Teachers will use CFAs to determine what students need for Tier 2 time and teachers will use LEXIA during Cubtime time for students below 60%PR, with additional instruction using strategies from LETRS and UFLI. Students on or above GL will be grouped based on needs and the MAP continuum will be used to develop lessons. 50 students will use I-STATION (students between 60%PR and 99%PR that are not in the QUEST program)
Funding Source	None
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	Master schedule, observations, Collaboration agendas, Data from mid-year benchmarks and progress monitoring
Position/Role Responsible	Administration, Guiding Coalition, Interventionist

*Add additional action steps as needed.

Action Step #3

Describe Action Step #3	Teachers will receive PL from academic coach on implementing UFLI during Tier I instruction, embedding LETRS strategies within each lesson and small group instruction for Tier 1 will be implemented using Screeners (MAP Fluency, LETRS, Heggarty). Teachers will progress monitor students (DIBELS and MAP Fluency) to determine progress.
Funding Source	None; State money (LETRS and subs)
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	Mid-Year Data, Progress Monitoring Data, CFA data
Position/Role Responsible	Teachers, Admin, Literacy Task Force

Action Step #4

Describe Action Step #4	Continue implementation of KAGAN structures to increase student engagement and to develop appropriate social skills. The Academic Coach will train teachers monthly on a new structure and monitor implementation. This will support SEL (social skills, working together, teamwork) as well as student engagement.
Funding Source	PL budget
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	Observations, lesson plans, PL sign-in sheets
Position/Role Responsible	Admin/academic coach

Action Step #5

Describe Action Step #5	To support SEL to help limit behavioral issues within the classroom setting, each classroom will continue to implement morning meetings and additional Tier 2 and 3 supports will be researched by BSIT. Small group breakfast and lunch clubs and morning meeting small groups will be conducted by the counselor and other non-classroom teachers in the building.
Funding Source	None
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	SWIS, CICO Data
Position/Role Responsible	PBIS Committee; BSIT;counselor

Strategic S.M.A.R.T. Goal #2

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your second school-wide strategic goal for the year.

#2	80% of first and second grade students will read at or above their grade level fluency goal (1st - 60 wpm and 2nd 100 wpm).
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Identified Trend/Pattern #3 (copy from pg 2)

At the end of the 2022-2023 school year, 61 % of students met the 60%PR goal on Math Map Growth. Students ranging from 60%PR or higher showed lower growth.

Root Cause Analysis for Trend 3

The team should conduct a [Root Cause Analysis](#) to determine the causes for identified trend/pattern #3.

Root Cause #1	Student behavior impacted instructional time substantially. PBIS is in full swing, but extra support is needed for Tier 2 behaviors (other than CICO).
Root Cause #2	Students have become more challenging to engage and difficult to hold attention.
Root Cause #3	Transient population and new students coming in are below grade level.
Root Cause #4	Lack of strong math program. Transitioned to Eureka but noticed a lack of student engagement.

Action Step #1

Describe Action Step #1	Grade level collaboration will take place regularly using a common agenda, protocols for data discussion (CFAs), and collective inquiry into research based practices for re-teaching (teaching differently); vertical planning to streamline common vocabulary and math progressions from pre-k to second grade. They will also participate in peer observations to learn from each other (research based strategies tried and proven by other teachers).
Funding Source	PL (subs to cover ½ day collaborations)
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2022-May 2023
Process for Monitoring	Teacher meeting agendas, admin/academic coach observations, coaching of meetings (depending on where each PLC team is in regards to the PLC process), peer observation feedback form
Position/Role Responsible	Grade level teams, Academic Coach, Administration, Guiding Coalition

Action Step #2

Describe Action Step #2	Extended Learning Time (Cubtime) and Tier 2 instruction is part of the daily schedule. Teachers will use CFAs to determine what students need for Tier 2 time and teachers will use I-Ready for students below 40%PR, with additional instruction using MAP Continuum. Students slightly below, on or above GL will be grouped based on needs and the MAP continuum will be used to develop lessons.
Funding Source	None
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	Master schedule, observations, Collaboration agendas, Data from mid-year benchmarks and progress monitoring
Position/Role Responsible	Administration, Guiding Coalition, Interventionist

*Add additional action steps as needed.

Action Step #3

Describe Action Step #3	Teachers will develop new Math units using GADOE resources and
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	implement during Tier I instruction, with a focus on adding hands-on activities and KAGAN Structures.
Funding Source	None
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	CFA Data, Mid-Year Benchmarks
Position/Role Responsible	Teachers, Admin, Math Task Force

Action Step #4

Describe Action Step #3	To support SEL to help limit behavioral issues within the classroom setting, each classroom will continue to implement morning meetings and additional Tier 2 and 3 supports will be researched by BSIT. Small group breakfast and lunch clubs and morning meeting small groups will be conducted by the counselor and other non-classroom teachers in the building.
Funding Source	None
Targeted Subgroup(s)	All students
Timeline for Implementation	August 2023- May 2024
Process for Monitoring	SWIS, CICO Data
Position/Role Responsible	PBIS Committee; BSIT;counselor

Action Step #5

Describe Action Step #3	Continue implementation of KAGAN structures to increase student engagement and to develop appropriate social skills. The Academic Coach will train teachers monthly on a new structure and monitor implementation. This will support SEL (social skills, working together, teamwork) as well as student engagement.
Funding Source	PL budget
Targeted Subgroup(s)	All students

Timeline for Implementation	August 2023- May 2024
Process for Monitoring	Observations, lesson plans, PL sign-in sheets
Position/Role Responsible	Admin/academic coach

Strategic S.M.A.R.T. Goal #3*

Using language that is specific, measurable, relevant, and time-bound, re-write your trends above as a S.M.A.R.T. goal. Refer to your root causes and action steps. This will be your third (*optional) school-wide strategic goal for the year.

#3	80% of all students will score 60%PR or higher on the Math MAP Growth Assessment.
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Final 2023-2024 School Improvement Strategic Goals

Copy the 2-3 final SIP strategic goals created throughout this document here. These will be your school-wide SIP goals for 2023-2024.

#1	85% of kindergarten and first grade students will score 60%PR or higher on the Map Fluency Screener in the area of phonics/word recognition. 80% of second grade students will score 60%PR or higher on Map Reading Growth Assessment
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#2	80% of first and second grade students will read at or above their grade level fluency goal (1st - 60 wpm and 2nd- 100 wpm).
#3*	80% of all students will score 60%PR or higher on the Math MAP Growth Assessment.

*optional if a third area of improvement is identified