



Continuous School Improvement Plan (CSIP)

B.F. Day
2016 - 2018

Principal
Stan Jaskot

School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District’s plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school’s goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

The B.F. Day BLT met several times to prepare this CSIP. A full staff review was facilitated between June 8th - 14th, and the draft plan was approved on June 14, 2017.

Mission and Vision

Mission	Vision
<p>B.F. Day is committed to providing a high quality education to all students. We are a diverse community of learners; building paths to choice in education, life and career. Our mission is to provide an inclusive education for each and every student, exposing, addressing and closing achievement gaps. We believe that all our students, including those who live in poverty, can excel, and it is our responsibility as educators to see this commitment through.</p>	<p>We provide a quality education to each and every student. This means developing the academic and social skills of each student to highest degree possible. We promote academic achievement, pro-social skills and parent/guardian involvement.</p>

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

Staff complete data analysis and needs assessments on an on-going basis. These include analysis of MAP, SBAC, and student, staff and family climate surveys. Problem(s) of practice are noted, and the Principal and teachers have developed clear individual and building goals to address students' academic and social emotional learning needs.

Most recently, our data analysis has revealed this summary:

Work on reducing the achievement gap between students of color and "all" students is yielding positive results. In the Spring Smarter Balanced Assessment, the gap has narrowed by 45% in English/Language Arts and by 55% in Math. There is still an 11 point gap in ELA and 13 point gap in Math.

Student climate survey data was tracked using end of year and 3 interim surveys. Intentional work

around positive behavior interventions and supports (PBIS) and RULER is leading to increases in classroom environment, learning mindset and social emotional learning. Other areas of the climate survey have remained relatively unchanged and will be a continued area of focus for next year. These include Belonging, healthy community, pedagogical effectiveness and school safety.

We will use research-based strategies that help targeted students.

We will use research-based strategies that help students who are above, at, or below standard using a multi-tiered system of academic and social-emotional supports.

General Education:

- Assess progress regularly in order to eliminate achievement gaps.
- Use alternative instruction techniques such as: intervention teachers, adapted teaching strategies for the individual student, practice Smarter Balanced assessments, supplemental curriculum and ELL programs.

- On-going review and alignment to effective instructional practices as detailed by John Hattie.
- Monitor student learning on a regular basis using regular assessments in each content area, data collection, Fountas and Pinnell reading assessment system, assessments & monitoring, collaborations and grade band collaborations(PLCs) and vertical alignment.
- Facilitate professional development, teacher collaboration and training in order to strengthen the core academic program of the school.
- Meet students' individual learning needs through differentiation based on skill levels, walk to math, Spectrum, ELL, LAP interventions and Special Education programs.

We are using Fountas and Pinnell Leveled Literacy Interventions (LLI) for K – 5 students. Literacy intervention will happen for identified students from the previous year as soon as the intervention plan is designed with our new teacher. Students new to B. F. Day will be added to intervention program as identified. We have funded a teacher for .5 of each day per week to work with and manage this program. Interventions services will include LLI, Scholastic Read 180, and System 44. Kindergarten students will be identified during the first month of school for K readiness. Those students needing support in letter identification and sounds will receive interventions with a tutor.

We will also use the following research-based strategies to target focus students in these areas:

ELL:

- Aligned sheltered instruction
- NUA strategies
- GLAD strategies

SPED:

- Data review and data tracking
- Small group instruction
- ReadWell reading curriculum
- Words Their Way phonic curriculum
- Moby Max online math and reading intervention
- Visual models and aids
- Positive reinforcement

- Basic Math

Advanced Learning:

- Flexible (and/or cluster) grouping
- Curriculum compacting
- Tiered instruction
- Small group instruction
- Moderate acceleration
- Enrichment opportunities

Gap closing:

- Data review and data tracking with tiered interventions
- Frequent check-ins by counselor and Principal for highest priority students
- On-going climate work to foster positive student/staff relationships and pride in their school
- Effective intervention services

Our school offers professional development that is high quality and ongoing.

Our professional development plan is developed in response to our data and aligned to school and district strategic goals. Focus areas for the coming year include supporting the new Literacy adoption, RULER, Social-emotional support strategies, PBIS and MTSS.

The BLT will seek professional development opportunities that provide high quality learning for staff. Professional development sessions will be aligned to best practices for adult learners to maximize learning and for skills transfer to practice. PD will contain opportunities for theory, demonstration, practice/feedback and then coaching/follow-up.

Literacy adoption: Staff will receive professional development for the new literacy curriculum. The new literacy adoption and subsequent professional development will provide a more cohesive approach to literacy instruction.

RULER: We will continue with trainings around RULER curriculum in classrooms. RULER trainings will focus on the remaining pieces of the curriculum not yet implemented. There will also be opportunities for learning and sharing about how RULER is implemented in individual classrooms.

Social-emotional support strategies: BF Day staff will receive further professional development around students affected by Adverse Childhood Experiences (ACEs) and instructional/school wide practices that can support these students. We will be part of a cohort of schools initiating a PBIS system (Positive Behavior Interventions and Supports)

This training partners our school with a Behavior Health Consultant to assist in creating behavior plans and tiered interventions. Initial data collection/needs assessment work has begun this fall.

Staff will continue to engage in training of MTSS B. Professional development for MTSS B will focus on whole school behavior supports including continuing to strengthen PBIS systems. MTSS B training will

also support in the development and implementation of Tier 2 and 3 strategies for meeting emotional needs.

PBIS: Positive Behavior Interventions and Strategies will be a key focus for next year. A committee has revised expectations in all areas of the school day, along with a schedule for explicit teaching of these expectations. There will be on-going opportunities for practice, feedback and re-teaching of these expectations. Staff will continue to engage in training of MTSS B. Professional development for MTSS B will focus on whole school behavior supports including continuing to strengthen PBIS systems. MTSS B training will also support in the development and implementation of Tier 2 and 3 strategies for meeting emotional needs.

MTSS: Multi-Tiered Systems and Supports will be a focus for guiding interventions and monitoring overall student progress. Guided by a district mentor, our school will continue to refine our qualification and decision-making processes around MTSS practices, as well as guide our data analysis in Professional Learning Communities, Student Intervention Team meetings and MTSS (progress) meetings.

Professional development will take place on early release Wednesdays and at staff meetings. Teachers who would like to attain additional growth may seek out professional development opportunities of their own and apply to the PTSA for funds. Professional development will be conducted by staff, the school principal, and other district leaders.

Our school will increase parent/family engagement.

At each grade level, teachers communicate with parents around learning targets, activities to do at home, and questions parents can ask their children to reinforce learning at home.

- We are working in collaboration with the PTSA to foster more productive relationships with ELL families and families of color. There are targeted outreach efforts to better communicate with families and to learn of their needs and ways to be more inclusive.
- We create monthly evening programs for families that are engaging by including meaningful student work, and sometimes food.
 - Curriculum Night: One for K-3 and one for Grades 4 - 5 in our Mini Middle School Model (MMSM) to increase parent involvement and make sure there is little overlap with families that have children in multiple grades.
 - Bring Your Parent to School Night
 - Science Fair
 - Math Night (hands on, game focused activities)
 - Literacy Night (Book Fair, students share writing)
 - Art Fest/School Anniversaries
 - Village (Former students, families and community members are encouraged to join.)
 - Performance Showcase (Drama and Instrumental Band)
- Teachers send home consistent classroom newsletters with learning targets and current learning activities via email and paper with opportunities for a response back.
- Mini Middle School Model students (MMSM) classes use planners with a parent/teacher communication section.

- K-3 use go-home folders with an opportunity for information fliers and notes to be passed between class and home.
- Staff and Principal review the results of the parent survey by analyzing the following:
 - o What surprised us? How are we going to respond in a meaningful way?
 - o What do we need to modify in our school based off of the results of the survey?
 - o How many surveys were turned in and from what cultures and ethnic backgrounds? We will make sure all families have access to the survey by putting it out in multiple languages, putting it out through paper and email.
 - o How do we need to prioritize the feedback?
- Our Principal will engage in Principal Chat nights
- Make intentional efforts to directly communicate with families around any special events, happenings, or issues at school.

- Make intentional efforts to directly communicate with families around any special events, happenings, or issues at school. This happens through weekly emailed newsletters, with parents having an option for paper copies. ELL staff currently translate key information and communicate directly with their families.
- Communicate the Homework Policy in the Student/Family Handbook:

B. F. DAY HOMEWORK POLICY

In lieu of formal homework, teachers ask that K-3 students read 20-30 minutes each evening, as well as spend time with their families, play, and engage in learning in self-directed ways. Teachers may offer optional enrichment projects.

- In 4th and 5th grades, teachers ask students to:
 - Read for 30 minutes per night, sometimes with written reflection.
 - Complete a math packet per week. Students receive math packets on Monday and return them on Friday. Math packets are a review of work learned the previous week.
 - Self-assess their expository writing in science and share their expository writing with a trusted adult at home on a weekly basis.

Our staff is involved in decision-making.

B.F. Day has a decision-making matrix and a protocol for making key decisions. We are currently beginning a new protocol to build consensus on more challenging issues, such as common understandings of instructional best practices.

We strive to ensure that all staff members are informed, all opinions are heard and valued, and that the goal of consensus is reached through careful consideration of any impacts key decision(s) may have on members of our school community. Our Building Leadership Team (BLT) considers and initiates discussion of most key issues and then shares the discussion w/the rest of the staff in the process of arriving at agreement.

Weekly staff meetings, daily building-wide announcements, regular e-mail reminders and updates are all ways in which we communicate. Significant efforts are made to include any staff that are absent during any part of this decision-making process.

Staff will be informed with at least 24 hours notice through email that a decision needs to be made using our decision making process.

The meeting date and time will include an agenda which includes these time frames:

- Presentation/update on the matter at hand (10 – 15 minutes)
- Process time for staff to react, respond, question (30 -35 minutes with an individual time limit of 2 - 3 minutes)
- Review of ballot wording and process for voting (5 min)

Staff will have a 2-day break to consider their votes, discuss with colleagues, do research, etc. Staff will vote using a paper ballot by noon on that second day. If an issue doesn't reach the 70% consensus, staff can reconvene to discuss the issue further and revise the ballot. This second attempt will have a one-day discussion time, with voting occurring by noon on the next day.

The SEA rep will be in charge of distributing and collecting the ballots. Staff will sign out a ballot and return it to an envelope held by the SEA rep.

At noon, the SEA representative and the Principal will count the ballots and announce the results as quickly as possible.

We will assist our students to meet standard.

Teachers meet weekly in PLCs to review data, and plan high-quality lessons to assist students to meet state standards. Teachers differentiate their lessons to reach their students, and collect pre and post assessment data on state standards. Data is reviewed to identify students who are not meeting standards. Students who are not meeting standards may receive intervention supports from our LAP team. Our intervention committee is working on identifying what tier one, two and three supports are already in place in classrooms, and what supports are missing to improve our MTSS model and better support students in the classroom.

Intervention support will be available for students who meet specific levels of performance in reading and math. These supports may be provided in the general education classroom or through a pull out program using an effective resource. The MTSS team collaborates with teachers on students experiencing a problem in learning, and the MTSS team helps select and monitor the appropriate resource.

In addition to academic supports, we offer a range of supports for students experiencing social-emotional issues, as well. We have increased the funding for our counselor from a half time position (.5) to a .8 position.

Retain high quality, highly effective, and highly qualified staff.

First-year teachers will be assigned a STAR mentor from the district, providing them with support during this critical first year of teaching. All teachers at B.F. Day will have access to support from the school's three career ladder teachers. Career ladder teachers can provide support with instruction and district requirements. We also provide many opportunities for professional development and ongoing collaborative PD and planning aligned to standard. This work will be tied to Professional Learning Communities (PLC) time as teachers analyze student data to drive their instructional practice. During PLC, veteran teachers can meet with teachers new to B.F. Day and to the profession to discuss best practice and high-leverage teaching movies.

The BLT will conduct interim staff climate surveys to identify any issues that may be addressed in a timelier manner than waiting for the spring climate survey results.

Our BLT, with staff approval, has budgeted for 3 discretionary days where a guest teacher will cover a classroom to allow for more in-depth assessment, data analysis or professional development.

In partnership with our PTSA, staff are encouraged to request financial assistance for workshop registration fees and related costs in professional development sessions outside of our school.

As a RULER school, we have a staff charter that is carefully crafted with input from all stakeholders. There are three areas that address how staff want to feel while at work, ways they will work to meet the charter agreements, and how they will respond if someone is not following the charter. The charter is signed by all staff members and displayed in the main hallway.

Our school only hires highly qualified staff, as per district requirements. In order to ensure that we are bringing on the best highly qualified staff, we use a rigorous interview process, utilize demo lessons for potential staff, and deliberate thoughtfully before deciding which potential staff are the right fit for our school.

Our mini-middle school model utilizes teachers in each content area that are highly passionate about their subject, providing a higher degree of focus in each area.

Highest-need students are given priority when working with a certificated staff member versus an instructional assistant.

How do we support the transitions of new students and families into our school?

Tours for parents and a welcoming atmosphere make preschool children more confident and able to learn when school begins for them. Parents' questions are answered by our principal and PTSA at formal tours and families can request individual tours. Families are also welcome and encouraged to utilize the grounds before and after school as well as weekend times so they can meet other families and get used to their new play areas.

At least one event at school prior to start of school helps children feel more comfortable with their new school.

Several independent family/PTSA neighborhood events help children make new friends and help them get excited about attending school.

We do not currently involve local preschool programs in our improvement work. We see this as an area for growth. We are also looking in to housing a preschool on-site at B. F. Day as there is a need in the north end for more options.

We need to ascertain what preschools our children come from. A visit from our Kindergarten team teachers for parents would be valuable in giving parents an accurate, current look at the K program here.

Our mini-middle school model (MMSM) of three main classes per day for 4th and 5th graders greatly help students with transition to a middle school setting. Use of planners in the MMSM program also add skills students will use in middle school. The main middle school our students attend, Hamilton International Middle School, visits with our 5th graders in the spring to answer any transition questions. MMSM teachers meet with parents to answer any questions and help students feel comfortable with any middle school they choose.

How do we support students identified as highly capable?

- Flexible (and/or cluster) grouping
- Curriculum compacting
- Tiered instruction
- Small group instruction
- Moderate acceleration
- Enrichment opportunities

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	1,778,765	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	22,050	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	51,970	Building funds to support classroom and building programs.
2017-2018	Combined	Seattle Preschool	165,829	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	67,891	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	619,308	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the 2017-18 school year

Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Students of color are not performing at the same level as white and Asian students. For the purposes of these goals, "Students of color" will be used to identify Black and Hispanic students. This problem was first identified in the 2016-17 school year, and results have begun to trend more positively. The Reading gap was reduced by 45% and the Math gap was reduced by 55%.</p> <p>Currently, this data shows ELA all at 74% and Black/Hispanic averaging at 63%, for a difference of 11 percentage points. For math, all is 71% and student of color averaging at 58%. This is a difference of 13 points.</p>	<p>We will increase proficiency rates of Black and Hispanic students by 33% as compared to white/Asian students' results on the Spring Smarter Balanced Assessments in English Language Arts (ELA) and Math. This goal will allow us to eliminate an achievement gap between students of color and white/Asian students after 3 years.</p> <p>Students of color will be monitored in an ABC framework: Attendance, Behavior and Coursework (learning data). The learning data to be tracked will be Fountas & Pinnell Reading Assessments (F&P), Measurements of Academic Progress assessments (MAP), Math in Focus (MiF) Pre/interim assessments, Leveled Literacy Intervention (LLI) progress, attendance and Social Emotional Learning (SEL) accommodations (time with Counselor, behavior interventions, behavior plan data).</p>	<p>Principal, certificated staff, paraprofessional staff</p>	<p>June 2018</p>

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Students in Grades K-2 are not advancing to the next grade at or close to standard in Reading and Writing.</p> <p>Students below grade-level are not growing more than a year in a year's time, and therefore falling further behind.</p> <p>Various levels of writing instruction have left varied levels of student achievement in writing.</p>	<p>75% of K students will demonstrate mastery in reading skills that align with a Level B/C reading level as measured by WaKIDS and the Fountas and Pinnell (F&P) Reading assessment. (2017 average was 63%)</p> <p>75% of 1st grade students will be reading at grade level (I/J) or make more than one year's growth (6 or more levels) as measured by the F&P Reading assessment. (2017 average was 85%)</p> <p>85% of 2nd grade students will be reading at grade level (M) or make more than one year's growth (4 or more levels) as measured by the F&P Reading assessment (2017 average was 82%)</p> <p>Grade 1 – 2 students will be assessed at least three times a year using the Fountas and Pinnell materials. Students who enter lower than a level D in first grade, and H in second grade will be given further assessments to target areas needing support</p> <p>K students will be assessed using the K checklists and F&P. Students identifying fewer than 20 letters after November 30th will be given targeted instruction.</p> <p>K Students knowing fewer than 20 letter sounds after January 20th will be given targeted instruction in areas needing support.</p> <p>In order to achieve this goal, teachers will perform the assessments with</p>	<p>Principal, certificated staff, para-professional staff</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>fidelity at least three times a year, and more for struggling students.</p> <p>Supports needed are complete Fountas and Pinnell materials and possible sub release time to complete the assessments.</p> <p>Students in the lowest third of each classroom who are not receiving other services will be given targeted intervention services using the Leveled Literacy Intervention (LLI) materials.</p> <p>Supports needed are progress monitoring and alignment with classroom instruction times.</p> <p>Students will partake in a school-wide writing prompt which will be scored and calibrated 3 times yearly.</p> <p>In order to achieve this, teachers will be given a window of time within which to administer the prompt. Prompts will then be normed and scored by groups of teachers in a professional development setting. Data will be used to goal set and target teaching goals for the future.</p> <p>Supports needed are writing prompts that are appropriate for multiple grade levels.</p>		

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Students of color are not performing at the same level as white and Asian students in English/Language Arts (ELA) and Math. For the purposes of these goals, "Students of color" will be used to identify Black and Hispanic students. This problem was first identified in the 2016-17 school year, and results have begun to trend more positively. The Reading gap was reduced by 45% and the Math gap was reduced by 55%.</p> <ul style="list-style-type: none"> • Currently, this data shows ELA all at 74% and Black/Hispanic averaging at 63%, for a difference of 11 percentage points. For math, all is 71% and student of color averaging at 58%. This is a difference of 13 points. 	<p>90% of 3rd grade students will pass the SBAC. (2017 score was 85% in ELA and 83% in Math)</p> <p>90% of 4th grade students will pass or rise one level from their 3rd grade SBAC score. (2017 4th grade score was 64% in ELA and 66% in Math. This cohort's 3rd grade score was 85% in ELA and 83% in Math)</p> <p>80% of 5th grade students will pass or rise one level from their 4th grade SBAC score. (2017 5th grade score was 74% in ELA and 63% in Math. This cohort's 4th grade score was 64% in ELA and 66% in Math.)</p> <p>Students of color will be identified in a specific spreadsheet and then monitored in an ABC framework: Attendance, Behavior and Coursework (learning data).</p> <p>The learning data to be tracked will be F&P, MAP, MiF Pre/interim assessments, LLI progress, attendance and SEL accommodations (time with Counselor, behavior interventions, behavior plan data).</p> <p>In order to reach these goals teachers will:</p> <p>Meet weekly in Professional Learning Communities (PLC) to address formative, summative and daily student performance data.</p> <p>Meet monthly in PLCs to calculate data and make intentional data informed decisions about forward planned instruction: especially in regard to small group pull outs/centers; data from reading assessments 3-4 times/year.</p> <p>Meet weekly with students not at standard</p>	<p>Principal, certificated staff, paraprofessional staff</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>to evaluate growth with them. Create common language instructional tools for kids cross classrooms.</p> <p>ELL/IEP teachers will find the gaps in learning and commit to the interventions necessary to fill those gaps during pull outs.</p> <p>Students in need will receive preferential seating.</p> <p>Classes will be given consistent access to technology through the computer labs, laptop cart and iPad cart 2xs weekly.</p> <p>Prepare students for SBAC testing with 2-3 months of assessment prep curriculum that is intertwined with creative lessons (such as poetry, WITS or music classes) while providing opportunities to take and grade practice tests together. In order for teachers to meet these expectations, supports that will be in place are:</p> <p>Sub days for F&P testing.</p> <p>Access to consistent technology.</p> <p>PD opportunities for varying experience levels.</p> <p>Common expectations around PLC work with ELL, sped staff and principal attending grade level PLCs when needed.</p> <p>PD for ELL team to understand Common Core at all grade levels, working towards finding the gaps in student learning, thereby focusing on the gaps to help narrow the achievement gap. Principal, certificated staff, paraprofessional staff</p>		

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Student climate survey data from Spring 2016 and Spring 2017 show low favorability ratings in several key areas. This is reflected in an achievement gap for our students of color, as well as excessive behavior referrals at lunch recess.</p> <p>Student climate survey data was tracked using end of year and 3 interim surveys. Intentional work around positive behavior interventions and supports (PBIS) and RULER is leading to increases in classroom environment, learning mindset and social emotional learning. Other areas of the climate survey have remained relatively unchanged and will be a continued area of focus for next year. These include Belonging, healthy community, pedagogical effectiveness and school safety.</p>	<p>By June, 2018, as a result of targeted strategies in MTSS – B and PBIS, including positive teacher and student relationships, there will be an 10% increase in the Belonging and Safety averages of the Spring student climate survey results.</p> <p>BF Day will be in Year 2 of a part of a district-led cohort of schools working on an effective school wide positive behavior and intervention support system (PBIS). This will include common student behavior expectations, and a proactive and positive behavior/discipline plan. There will be opportunities for student and parent input, as well as frequent monitoring of climate and behavior referral data.</p> <p>Students will be supported through frequent assembly programs, class meetings, student council, "Leadership" classes with counselor, positive praise "Dragon Scales" and relationship-building in "Dragon Den" where every student will have a positive interaction with another trusted adult in our school.</p> <p>Students will be supported through explicit instruction, practice and feedback of expected behaviors at key times/locations in the school day.</p> <p>Students will be supported at recess time through the work of a staff</p>	<p>Principal, certificated staff, paraprofessional staff</p>	<p>June 2018</p>

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
	<p>committee ensuring the success of these initiatives:</p> <ul style="list-style-type: none"> Buddy bench Student conflict managers Structured playground activities Alternatives to active play at recess <p>Staff will monitor interim climate assessments, primary grade climate surveys, PBIS and MTSS-B data, as well as the number of "Dragon Scales" that will have been awarded.</p> <p>Counselor will implement "Second Step," a bullying awareness program. This program focuses on "The Three R's" (recognize, refuse, report) to support students in feeling safe and empowered at school.</p> <p>Weekly Monday assemblies will have an anti-bullying strategy for students, highlighting positive behaviors and ways to be a leader.</p>		