

**Overarching Goal**

To increase student achievement through addressing concerns with attendance, grades, and behavior.

School Community Council Involvement in the CSIP

School Community Councils play an integral part in the development and monitoring of CSIP goals. Please briefly describe the participation of SCC members in the development process of this CSIP:

The BMS SCC meets on a monthly basis to review current data trends and discuss spending ideas for the coming year. Ideas were presented to the SCC and the BLT in the January and February. In March decisions about how to spend the LandTrust monies and the adjust the goals were discussed and approved.

Academic Goal

Problem Statement

ATTENDANCE--72% of our student are on track with attendance as measured by Early Warning Systems data. 21% are at some risk and 7% are at significant risk. Our SpEd students have the lowest overall attendance with only 55% on track.

SMART Performance Goal

In the 2017-2018 school year, BMS will have 85% of our students on track by the end of the school year. We will reduce the percentage of students at some risk by 75% by the end of the school year. As a sub goal, we want to increase the percentage of Sp Ed students on track to 75% on track.

What evidence-based instructional strategy will be your focus for the year?

School wide PBIS Tiered Systems of Support: Kid Talk, Student Support Team

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

We will clarify our attendance procedures within the School wide PBIS Tiered Systems of Support. Our IPLC Kid Talk and our Student Support team will have scheduled times of the school year to analyze data and create plans.

Learning Goal—What are teachers expected to learn and implement in the classroom?

Attendance Procedures and PBIS

How will progress toward this goal be monitored?

Monitored 2x each quarter (mid and end) through attendance information on Skyward and Data Dashboard.

How and when will progress be communicated with stakeholders?

Quarterly through BLT, SCC, PTSA, Faculty meetings and school website, data wall, and Bruin Bite

Current School Year Professional Development/Coaching Action Plan

Tasks/Action Steps/Events	Timeline	Person Responsible
Creation Pyramid of Attendance Procedures and Interventions and Rewards (Golden Bear)	Completed by end of current school year	Jody (Lisa, Cinda, Becky, Susie)
Attendance Messages in planner, Bruin Bite, Announcements, Phone calls	End of June	Jody
Cleanliness Campaign--All Bruins Must Wash your paws--Hush, flush, wash, and leave	Ready for implementation in August	Jody
Track and Communicate Attendance Data each month--post by grade level and moving trophy for best and most improved	Information gathered and shared 1st Monday of each month	Jody

Budget

Expenditure	Cost	Source
Golden Bear Awards--gold, silver, bronze	\$1000	Cell Tower
Team Competitions	\$2000	Cell Tower
Sp Ed Specific Rewards	\$900	Cell Tower
Team T-shirts	\$8000	School Budgets and donations

Academic Goal

Problem Statement

BEHAVIOR 39-47 of our faculty/staff are utilizing Educators' Handbook to record and track minor and major behavior incidents. 53 sixth graders have 137 minor incidents so far this year and 45 have 118 major incidents so far this year. 91 seventh graders have 141 minor incidents and 98 have 172 major incidents. 50 eighth graders have 82 minor incidents and 63 have 173 major incidents. The most frequent type of minor incidents are classroom disruptions. The most frequent type of major incidents are tardies and class disruptions.

SMART Performance Goal

At least 85% of our students will be on track with 0-1 major classroom disruptions per quarter during the 2017-2018 school year. We will reduce the numbers of tardies and class disruptions by 10% each quarter.

What evidence-based instructional strategy will be your focus for the year?

PBIS

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

PBIS--more consistency with entering data; some resorting of categories to help with data analysis

Learning Goal—What are teachers expected to learn and implement in the classroom?

Deepen understanding of PBIS and Interventions

How will progress toward this goal be monitored?

Monitored 2x each quarter (mid and end) through major/minor information on Skyward and Educators Handbook.

How and when will progress be communicated with stakeholders?

Quarterly reports with Faculty, BLT, SCC, and PTSA. Data wall, infographic on the website, Bruin Bite.

Current School Year Professional Development/Coaching Action Plan

Tasks/Action Steps/Events	Timeline	Person Responsible
Continue with PBIS training and teacher reinforcement	Throughout the school year	Doug
Social Skills Groups	Throughout the school year	Counseling
PD with new teachers to start up the school year and build their skills	August and throughout the school year	Doug (Julie/Jen)
School Store with GREAT Bruin Cards	Throughout the school year	Doug/PTSA
Stop, Walk, Talk lessons	throughout the school year	Doug (PBIS committee)

Budget

Expenditure	Cost	Source
GREAT Cards	\$3000	2017-2018 LandTrust
Citizenship Rewards--School/Team (Golden Bear)	\$1500	Cell Tower
School Store	\$5000	PTSA/\$2000 2017-2018 LandTrust
Social Skills Groups (5+Julie)	FTE	Counseling and School Psychologist
Bruin of the Week Rewards	\$2000	2017-2018 LandTrust

Academic Goal

Problem Statement

COURSE WORK--COURSE PERFORMANCE --

*63% of our students are on track with grades, meaning that they have no Ds/Fs. 15% are at some risk (1 or more D's in any class) and 22% are at significant risk (1 or more F's in any class). 71% of our students are on track with GPA. 18% are at some risk and 10% are at significant risk.

Our sped and ells are most at risk for these indicators.

*21% of sped students are on track with grades and 34% are on track for GPA.

*32% of our ELLs are on track with grades and 47% are on track for GPA.

SMART Performance Goal

Course Work--Course Performance--Quarter Grades, GPA--We would like to see 80% of our students on track each quarter with at least 50% of our SP Ed and ELL students on track each quarter.

What evidence-based instructional strategy will be your focus for the year?

Objective Trackers, Starters, Grading Practices

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

Clarifying and working on understanding of common grading practices and starters

Learning Goal--What are teachers expected to learn and implement in the classroom?

Objective Trackers--additional training and expected implementation

How will progress toward this goal be monitored?

Monitored 2x each quarter (mid and end) through Skyward for grades

How and when will progress be communicated with stakeholders?

Quarterly through Faculty, BLT, SCC, and PTSA meetings and school website infographic, data wall, and Bruin Bite

Current School Year Professional Development/Coaching Action Plan

Tasks/Action Steps/Events	Timeline	Person Responsible
Clarify Grading Scale	Immediately	Paula
Objective Trackers--PD	gather information and create some differentiated PD and sharing	Julie
Extension/Catchup Plan	Schedule for the school year--done by June	Paula (Jenni, Mari, Dave, Josh)
Make Lesson Plan Objective Clear throughout lesson--purpose/outcome	Throughout the school year	Paula/Julie/Administration
Engaged Reading Strategies--PD for new teachers	Throughout the school year	Julie/Jen
Scaffolding/grouping/differentiated learning PD	August/throughout the school year on Collaboration	Paula/Julie
Improved Consistency in Grading and homework	Book Study--April/May	Paula/Julie
After School Homework help (Bruins Den)	Next year T-TH--2 teachers	Paula
After School Math Tutoring	T/Th	Lisa
Executive Functioning Skills Classes/Training with ELL and Directed Studies classes (training and curriculum)	Summer and throughout the school year	Paula/Julie
Teacher PD Day to implement and organize Objective Trackers, Starters, and grading	August	Paula
Co-teaching PD/Science and SS PD with accommodations	one day each term	Paula/SP Ed

Budget

Expenditure	Cost	Source
PD Time for Objective Trackers	\$8000	2017-2018 LandTrust
PD Grading/homework Practices--Book Study	\$4000	2016-2017 LandTrust
Executive Functioning Skills Classes/Training with ELL Directed Studies classes	\$3000 (and FTE)	0050 and Cell Tower

After School Math Tutoring	\$5000	2017-2018 LandTrust/USTAR
After School Homework Help (Bruins Den)	\$5000	2017-2018 LandTrust
Teacher PD Day to implement and organize Objective Trackers, Starters, and grading	\$8000	2017-2018 LandTrust
Co-teaching PD/Science and SS PD with accommodations	\$6000 (subs)	2017-2018 LandTrust
Hire an intern counselor/social worker to track and support struggling students	\$40,000	2017-2018 LandTrust

Academic Goal

Problem Statement

COURSE WORK Reading -- 70% of our students are proficient or advanced, 23% at basic and 7% at below basic on SRI. Our sped and ELLs are most at risk for this indicator. 27% of our sped students and 9% of our ELLs are proficient/advanced for SRI.

SMART Performance Goal

Course Work Reading--At least 80% of our students will be proficient or advanced on the Spring 2018 SRI. Additionally, at least 80% of our SpEd and ELLs will improve by at least 50 points or 1 level at each administration of the SRI during the 2017-2018 school year. Finally, each grade level will determine a specific grade level SRI goal to be determined from Fall 2017 SRI data.

What evidence-based instructional strategy will be your focus for the year?

Engaged Reading Strategies, Differentiated Scaffolds/grouping

What system structures/routines/procedures (if any) will need to be added, altered, or omitted?

Tier 1: engaged reading, annotation, graphic organizers, summarizing, differentiation, scaffolding. Tier 2 and 3: Small group, targeted instruction in phonics, fluency, and comprehension, progress monitoring with DIBELS and Phonics measures.

Learning Goal--What are teachers expected to learn and implement in the classroom?

Provisional Teachers (Differentiated): Engaged reading, annotation, graphic organizers, summarizing. Tier 1: Differentiation and scaffolding. Tier 2 and 3 SpEd and ELL: targeted instruction in phonemic awareness, phonics, spelling, vocabulary, fluency, comprehension.

How will progress toward this goal be monitored?

Tier 1: SRI data Fall, Winter, Spring, Tier 2 and 3: Progress-monitoring twice a month with DIBELS/Phonics measures.

How and when will progress be communicated with stakeholders?

Quarterly reports with Faculty, BLT, SCC, and PTSA. Data wall, infographic on the website, Bruin Bite.

Current School Year Professional Development/Coaching Action Plan

Tasks/Action Steps/Events	Timeline	Person Responsible
PD Training with new teachers	throughout the school year	Julie/Jen
quarterly PD through collaboration	throughout the school year	Jody--Literacy Committee
ELL/Sp Ed teachers to LETRS training	ASAP	Julie
Reading Classes	throughout the school year	Paula/Andrea

Budget

Expenditure	Cost	Source
Reading Classes	0.5 FTE	0050
PD Reading Training with New Teachers	\$4000	2017-2018 LandTrust
SRI Reward Activities	\$1000	Cell Tower
PD Scaffolding/Grouping	\$4000	2017-2018 LandTrust
SpEd and ELL teachers to LETRS Training	\$3000	2017-2018 LandTrust