



# Bozeman School District

## Long Range Strategic Plan: 2022-2023 Implementation Framework

### Introduction

Bozeman Public Schools' Long Range Strategic Plan (LRSP) process is intended to define our goals as well as our plan for accomplishing those goals. The following document is intended to describe the "work plan" for implementing the LRSP *Academic Performance* goals for the 2022-2023 school year.

This implementation framework is divided into four areas:

**Section A:** Core Purpose and District Academic Goals

**Section B:** School-Wide Instructional Focus (Four Critical Areas)

**Section C:** Building/Principal Professional Goal

**Section D:** Reporting on the LRSP: Board Luncheons, School Reports, District Reports

### Section A: Core Purpose and District Academic Goals

#### **Core Purpose -**

*"Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community."*

#### **District Goals -**

*Early Literacy Goal:* By 2025, 85% of all children entering Kindergarten will have requisite literacy skills as measured by Acadience.

*Grade Level Reading Goal:* By 2025, 90% of all BSD7 3rd Grade Students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.

*PLC Goal:* By spring of 2025 all BSD7 schools PK-12 will have fully implemented PLC's in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.

*Graduation Goal:* By 2025, 95% of BSD7 students in each graduation cohort will earn a regular high school diploma in four years or fewer.

**For More Information Regarding The District LRSP Five Year Plan and Goals - [CLICK HERE](#)**

### Section B: School-Wide Instructional Focus 2022-2023

School teams will develop a school-wide instructional focus action plan using the planning template below. The template identifies four critical areas of focus: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL), and Graduation. Additionally, the planning template specifically addresses MTSS and PLC's as foundational components of the teaching and learning model in Bozeman Public Schools. Those areas are intertwined with the four critical areas to ensure they are not addressed in isolation, but rather braided together in the efforts to address the four critical areas of focus.

## ELA/Literacy Measurable Goal/s

(measurable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap: Percentage of proficient and below benchmark students are listed below.

Measurable Goal/s to Target Achievement Gap: See grade level goals below

### MTSS (Tiers I,II,III) Action Plan To Support ELA/Literacy Goal/s

Grade Level	Percentage Proficient/Below Benchmark - Fall	Grade Level Goal
Kindergarten	74/26	85%
First Grade	65/35	80%
Second Grade	80/20	95%
Third Grade	63/37	75%
Fourth Grade	76/24	85%
Fifth Grade	81/19	90%

#### Tier I:

- Grades K-2:
  - All teachers implement SuperKids Curriculum -Year 2
  - All teachers implement Walk to Read to target skill strengths and deficiencies.
    - Additional Resources: Heggerty, Visual Phonics
  - All teachers will work with Dr. Nell throughout the year to strengthen the Science of Reading implementation.
- Grades 3-5:
  - All teachers implement Wonders curriculum - Year 1
  - All teachers utilize Wonders training throughout the year.
  - All teachers participate in training with Dr. Nell.
  - All teachers implement intervention blocks to target skill strengths and deficiencies.
    - Assessments: PAST Screener; Maze

#### Tier II:

- Grades K-5 grades are implementing a Walk to Read model.
  - All teachers implement Walk to Read based on PLC work.
  - Intervention and special education teachers implement Walk to Read Blitz in K-5. (Paras, interventionists and SPED teachers are pulling groups for targeted, skill based intervention.)
  - Teachers will conduct progress monitoring for below level students.
- Additional Resources:
  - Grades K-2: Heggerty, Phonics for Reading, SPIRE
  - Grades 3-5: SPIRE, 6 Minute Solutions, West Virginia Phonics

#### Tier III:

- All grades
  - Special education and intervention teachers deliver specialized instruction at student's level (1:1, small groups)

Professional Learning Communities (PLC)  
Action Plan To Support ELA/Literacy Goal/s

- All certified staff will meet on Tuesdays for the first 8 weeks of school to receive PLC training delivered by administration and teachers who attended the PLC Teams Training. Teachers will also be given a half day release to finalize PLC work and process details to implement PLCs with fidelity. Beginning in November, all teams will meet twice weekly (T/Th, 3:20-4:00).
- Teams engaged in the following work during eight week PD sessions.
  - Creating strong team: Norms, Accountability, Team Member Strengths and Pet Peeves
  - Prioritizing Standards: Grade Level and Vertical Alignment
  - Aligning Priority Standards to ELA Unit Two and Writing SMART Goals
  - Unpacking Priority Standards, Identifying Learning Targets, and Writing “I Can” Statements
  - Creating Unit Plans and Pacing Guides
  - Writing Common Formative Assessments
  - Developing Tiered Intervention Support
  - Analyzing CFA Data
- Teams will implement the PLC process with fidelity.
- Teams will develop and share common assessment calendars.
- The Guiding Coalition has been formed to support and monitor grade level work. The job of this group is to unite and coordinate the school;s collective efforts to help EVERY student succeed and to allocate the school’s resources to best achieve this goal.
- Resources:
  - *Learning by Doing*
  - Materials from the PLC Teams Conference: Handouts, *The Big Book of Tools, Leading the PLC at Work*
  - Training developed by administration
  - Acadience, Super Kids, and Wonders other reading assessment data

Other  
Action Plan To Support ELA/Literacy Goal/s

- MTSS staff and parent meetings are being held throughout the week to problem solve and develop plans to meet students’ needs. The MTSS process is outlined [here](#).
- Special education team meets weekly to review evaluation results to better understand and help address student needs.

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s:

Grade Level	Percentage Proficient/Below Benchmark - Fall	Percentage Proficient/Below Benchmark - Winter
Kindergarten	74/26	63/37
First Grade	65/35	61/39
Second Grade	80/20	80/20
Third Grade	63/37	64/36

Fourth Grade	76/24	83/17
Fifth Grade	81/19	76/24

**Mid-Year Course Corrections Based Upon Data:**

The Emily Dickinson teams continue to focus professional development around how to best meet the needs of students. We are doing the following:

- All grade level teams met with Dr. Nell to take a close look at their data. Plans were made to address the needs of persistently poor performers. Discussion also centered around the interpretation of the data.
- With the help of Dr. Nell, the special education and intervention team are working to create a flow chart of assessments that need to be administered when a child is not responding to specialized instruction.
- Based on the deep dive into the data, interventionists are administering language assessments to persistently poor performers to better understand needs.
- Third through fifth grade teachers are participating in Wonders training.
- As a school, teachers are focusing on classroom management and student engagement strategies.
- Dr. Nell will be visiting each month to work with all teams on areas of need.

Additionally, the following work is being done.

- A daily intervention time was created for the new ML learners.
- Administrative walkthroughs are focused on best practices in instruction.

**End of Year Progress Toward Goal/s:**

**Math Measurable Goals:**

(measurable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap: Percentage of proficient and below benchmark students are listed below.

Measurable Goal/s to Target Achievement Gap: See grade level goals on chart.

MTSS (Tiers I,II,II)  
Action Plan To Support Math Goal/s

Grade Level	Percent Proficient Fall	Grade level Goal
First Grade		80%
Second Grade	57/43	80%
Third Grade	58/42	80%
Fourth Grade	56/44	80%
Fifth Grade	58/42	80%

**Tier I:**

- All K-5 teachers teach the Bridges curriculum.

**Tier II:**

- All teachers differentiate within the classroom to target skill strengths and deficiencies.

- All teachers will implement a Math Walk-To block.
  - Additional Resources: Bridges Intervention Kit, Fosnot, CML

Tier III:

- Special education teachers deliver small group, specialized instruction to address students' needs.
  - Replacement Core & Additional Tier III Resources: Connecting Math Concepts,

Professional Learning Communities (PLC)  
Action Plan To Support Math Goal/s

- All certified staff will meet on Tuesdays for the first 8 weeks of school to receive PLC training delivered by administration and teachers who attended the PLC Teams Training. Teachers will also be given a half day release to finalize PLC work and process details to implement PLCs with fidelity. Beginning in November, all teams will meet twice weekly (T/Th, 3:20-4:00).
- Teams engaged in the following work during eight week PD sessions.
  - Creating strong team: Norms, Accountability, Team Member Strengths and Pet Peeves
  - Prioritizing Standards: Grade Level and Vertical Alignment
  - Aligning Priority Standards to ELA Unit Two and Writing SMART Goals
  - Unpacking Priority Standards, Identifying Learning Targets, and Writing "I Can" Statements
  - Creating Unit Plans and Pacing Guides
  - Writing Common Formative Assessments
  - Developing Tiered Intervention Support
  - Analyzing CFA Data
- Teams will implement the PLC process with fidelity.
- Teams will develop and share common assessment calendars.
- The Guiding Coalition has been formed to support and monitor grade level work. The job of this group is to unite and coordinate the school;s collective efforts to help EVERY student succeed and to allocate the school's resources to best achieve this goal.
- Resources:
  - *Learning by Doing*
  - Materials from the PLC Teams Conference: Handouts, *The Big Book of Tools, Leading the PLC at Work*
  - Training developed by administration
  - Acadience, Super Kids, and Wonders other reading assessment data

Other  
Action Plan To Support Math Goal/s

- Classroom teachers are using Bridges Intervention and Fosnot enrichment materials to differentiate in the classroom and target skill strengths and deficiencies as they are able.
- SSA is occurring in fifth grade.
- MTSS staff and parent meetings are being held throughout the week to problem solve and develop plans to meet students' needs.
- Special education team meets weekly to review evaluation results to better understand and help address student needs.

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s:

Grade Level	Percent Proficient Fall	Percent Proficient Winter
First Grade	55/45	68/32
Second Grade	57/43	71/29
Third Grade	58/42	69/31
Fourth Grade	56/44	69/31
Fifth Grade	58/42	75/25

Mid-Year Course Corrections Based Upon Data:

- Teams are thoughtfully designing and implementing walk to math models to best address students' needs. This work began in January.
- As a school, teachers are focusing on classroom management and student engagement strategies.
- Administrative walkthroughs are focused on best practices in instruction.

End of Year Progress Toward Goal/s:

**Social-Emotional Learning (SEL) Measurable Goal/s based on DESSA:**

(measurable, based upon benchmark data compared to norm sample - target areas for growth)

Baseline Data/Identification of Achievement Gap:

	Number of students- Fall	Number of students - Spring
Need - T score between 28 and 40	40	
Typical - T score of 41	26	

Measurable Goal/s to Target Achievement Gap: 80% of identified students will achieve a T score above 41 on spring DESSA.

MTSS (Tiers I,II,II)  
Action Plan To Support SEL Goal/s

Tier I:

- Counselor delivers school-wide monthly themed lessons using Second Step lessons, themes, and vocabulary.
- Counselor provides links for all Second Step videos created by the district counseling team for teachers to use in their classrooms to expand upon monthly counseling lessons.
- Counselor delivers KELSO lessons for six weeks to all kindergarten classes.
- Counselor delivers KELSO to first through fourth graders twice a year or as needed.
- Counselors deliver 12 weeks of social skills lessons to kindergartners.
- Counselors, vice principal, staff, and principal establish and reinforce behavioral expectations.
- Counselors deliver Safe Touch to kindergartners and third graders.
- All staff implement and reinforce school-wide positive behavior supports:
  - Positive Paws
  - Bark Buck
  - Husky Awards

Tier II:

- CAP Mentors are assigned to students who demonstrate a need for positive connections or academic extension.
- Friendship & Skill-Based Groups are implemented for students based on DESSA data and teacher recommendation.
- Check In/Check Out is utilized for students who are in need of additional behavioral support.
- One-on-one/small group acute counseling sessions are established for students in need of short term support.
- Thrive Liaison works with families to address student/familial needs.
- Special education teachers teach growth mindset and social skills curriculums to students who struggle with motivation and self-regulation.

Tier III:

- CSCT is utilized by students who are in need of intensive counseling support.
- One-on-one counseling is provided to students who demonstrate a chronic need for counseling support.
- Individual behavior plans are developed for students who struggle in the classroom and during recess.
- Safety plans are developed and managed for students expressing ideation of harm to self or harm to others.
- Special education teachers teach growth mindset and social skills curriculums to students who struggle with motivation and self-regulation.

Professional Learning Communities (PLC)  
Action Plan To Support SEL Goal/s

- SEL team (Thrive Liaison, CSCT, counselors, principal, and vice principal) and Special Educations team each meet weekly to do the following:
  - Review DESSA data
  - Review and problem solve list of ongoing students in crisis or need.
  - Allocate time and support for students in need of Tier II and Tier III counseling and/or behavior support.
  - Review results from evaluation testing to better understand and help address student needs.
- MTSS staff and parent meetings are being held throughout the week to problem solve and develop plans to meet students' needs.

Other  
Action Plan To Support SEL Goal/s

- Counselor regularly surveys staff for students to include in skills-based or friendship groups
- Students have access to counselor, psych, and principal during the day for social-emotional concerns

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s: DESSA data will be collected in April. All the work outlined above is continuing.

Mid-Year Course Corrections Based Upon Data: Since October, 21 new students have joined Emily Dickinson student body. We work to help all students smoothly transition into the school. This year's incoming student group is very diverse, and we are working to help them all develop a sense of belonging at the school by developing intervention groups for our ML learners, meeting with parents to learn more about the students and their needs, and working with Evelyn.

Small group counseling groups have begun based on DESSA scores and recommendations from teachers.

End of Year Progress Toward Goal/s:

**Graduation Measurable Goal/s:**

(measurable, based upon available **A**ttendance, **B**ehavior, or **C**oursework data within Unified Insights identifying

students who are at risk of dropping out.)

Baseline Data/Identification of at-risk students:

Measurable Goal/s to target success of at-risk students:

MTSS (Tiers I,II,III)  
Action Plan To Support Graduation Goal/s

Fall (10/12/22)	Winter (2/1/23)	Spring
<b>Percentage of students identified as chronically absent:</b>  17.83% or 92 students	<b>Percentage of students identified as chronically absent:</b>  20% or 106 students	
<b>Of the 92 students identified as chronically absent, 26 students have multiple risk factors.</b>	<b>Of the 106 students identified as chronically absent, 38 students have multiple risk factors. Of the original 26 students identified in the fall, 16 remain on the chronically tardy. 7 of the 38 are ML students.</b>	

Our goal is to see 50% of our most at risk students move out of the chronically absent category.

Professional Learning Communities (PLC)  
Action Plan To Support Graduation Goal/s

The Emily Dickinson Guiding Coalition, SPED, and SEL Teams will identify and target chronic absenteeism, specifically with our most at risk students. Students who are most at risk will be identified by chronic attendance issues, learning difficulties (multi language learners and special education students) and behavioral and social/emotional concerns.

Tier I:

- Reminders sent to parents about the importance of attendance shared through school newsletters, open house, and kindergarten orientation.
- Development of positive relationships with students; creation of positive classroom environments that foster students desire to be in school.
- Engagement with families through classroom communication and school activities.

Tier II:

- MTSS / Parent Meetings address areas of concern.
- Attendance letters sent to inform families of the number of absences.
- Mentor opportunities build positive adult relationships.
- CICO programs encourage student success throughout their day.
- Thrive Liaison provides supports for families.

Tier III:

- Attendance Contracts
- SRO Involvement
- Incentive System



Other  
Action Plan To Support SEL Goal/s

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s: Ten of the at-risk students who were identified as chronically absent in the fall have moved from the list. While we are excited about the improvement in attendance for these, a number of other at-risk students added to the list.

Mid-Year Course Corrections Based Upon Data: We continue to look at attendance data and use multiple methods to inform parents about attendance concerns. MTSS meetings are held weekly, the Thrive Liaison reaches out and works with multiple families, attendance letters are sent, and the principal and assistant principal make calls home to build relationships and problem solve how to best get students to school.

End of Year Progress Toward Goal/s:

### Section C: Building/Principal Professional Goal

#### 2022-2023 Goal = *The Motive & The Advantage* Instructional Cabinet Leadership Discussions

##### **Personal Leadership Goal and Action Plan:** Developing the Leadership Team and Managing Subordinates

This year I have dedicated my time and energy to developing leadership of the entire certified team and coaching them through successful implementation of PLCs. In order to do this effectively, I had to make sure I knew all aspects of PLCs so I spent hours reading and studying materials we were given at the PLC conference. This knowledge now allows me to develop the leadership within the building. The work I have done and will do this year includes the following:

##### **July- October**

- Attended the Solution Tree's PLC Teams Conference in July
- Brainstormed and worked closely with members of the conference team to gather ideas about how to best restart PLCs at Emily Dickinson.
- Studied all aspects of the PLC process, identified objectives and learning outcomes to focus work, helped create "tools" notebooks for teams, worked with other team members who attended the conference to gather ideas and discuss strategies for developing PD, developed and delivered seven PD sessions for staff on the PLC process.
- With the assistant principal and a member of the conference team, created a Guiding Coalition Team to continue implementation work. This team is composed of grade level leaders who are dedicated to the work of PLCs and want to implement them with fidelity.
- Added "Celebration" section to the weekly newsletter to share and celebrate the great work people are doing around the building.
- Provide best practice instructional strategy at each staff meeting.

##### **October - June**

- Meet with all certified staff to set goals and discuss questions/concerns about the PLC process.
- Apply to become a Solution Tree Model School.
- Find half day opportunities for all teams to meet and finalize work of PLC PD.
- Attend PLCs every Tuesday.
- Provide opportunities at staff meetings for teams to share tips/tricks/celebrations about the work they are doing within their teams.

- Turn over the leadership of PLCs to members of the Guiding Coalition Team.
- Visit a minimum of three classrooms per week; provide feedback about best practices, etc.
- Implement “Pineapple Charts” beginning in January.
- Continue to work with Dr. Nell to help teachers best implement Wonders and the best practices in the Science of Reading.
- Continue developing leadership of certified staff through Solution Tree PLC PD.

Action Plan:

1. Leadership Team and/or Principal complete each step of the MTSS Resource Mapping Process

September 30, 2021	<input checked="" type="checkbox"/> <del>The Why</del> <input checked="" type="checkbox"/> <del>MTSS</del>
December 30, 2021	<input checked="" type="checkbox"/> <del>Facilities</del> <input checked="" type="checkbox"/> <del>Personnel</del> <input checked="" type="checkbox"/> <del>Time Allocation</del>
May 31, 2022	<input checked="" type="checkbox"/> <del>Curriculum &amp; Instruction</del> <input checked="" type="checkbox"/> <del>Data Sources</del> <input checked="" type="checkbox"/> <del>Additional Resources</del>

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s:

For eight weeks, all certified staff received professional development about the PLC process in a step by step approach. At the end of eight weeks, we realized teams needed additional time to solidify their team processes so all grade level teams were dismissed for a half day while administration, specialists, paras and the school counselor took all students to participate in an SEL day. Teams spent approximately 14 hours receiving PD and working together to make sure they had the knowledge to jump into the work of a PLC.

While teams are still in different places, what has been exciting to see is the work that is happening. Highlights that have been observed are as follows:

- All members of grade level teams teach the same lesson on the same day. Teams are unit planning together so that they are all in the same spot and able to discuss the data.
- Implementation of walk-tos that are truly addressing students' needs.
- Implementation of walk-to based on CFAs and unit assessments.
- One team working to level standards and develop proficiency scales.
- Teams moving from thinking about “my” kids to “our” kids.
- Teams grading writing assignments together to make sure they all agree on what proficiency looks like and are identifying intervention needs.

In January, we did a mid year check in with teams to identify areas of strength and areas of concern. We also did a share out of the work of which teams are most proud.

The Guiding Coalition Team met to discuss how PLCs are running. Areas of strength and weakness were identified. Administration is working to develop next steps to keep teams moving forward.

I have been visiting a minimum of three classes per week and providing walk through feedback from the documents Dr. Nell presented the principals. .

End of Year Progress Toward Goal/s:

## Section D: Reporting on the LRSP

### **Board Luncheons and School Visits:**

Starting in November and continuing through May 2023, the Board will be invited to each school for a short presentation and opportunity to visit classrooms. We will ask Principals to focus their presentation and classroom visits around one of the four critical areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL), or Graduation. Additionally, presentations should include information related to the school wide MTSS and PLC work associated with the critical area.

**Luncheon Schedule:** Click [HERE](#)

**Presentations:** The presentation from the school Principal or Director should include the following information:

- School LRSP goal/s and progress for one or more of the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation)
- Presentations should include information related to the MTSS and PLC work associated with the critical area.
- Successes and challenges

**School Reports:** School data reports will be generated in conjunction with the school presentation for each Board luncheon.

**District Reports:** Board education sessions will be held throughout the school year highlighting the district work being done on the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation).

**Principal Goals Meeting With Central Office:** Principals will use the templates above to meet with the Superintendent and Deputy Superintendents three times (Oct., Feb., May/June) during the school year to discuss progress related to the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation).

**Public Facing LRSP Progress:** Progress towards LRSP goals will be reported on the District web-page after the LRSP annual report is approved by the Board. [HERE](#)