# 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 <u>all</u> 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**
(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap:

| Grade Level | Fall Data | Winter Data | Spring Data |
|---|---|---|---|
| Kindergarten | 62% / 24%/ 14% | 75% / 20% / 5 % | 90% / 7 % / 2% |
| First Grade | 71% / 12% / 17% | 69% / 10% / 20% | 75% / 12% / 12% |
| Second Grade | 82% / 2% /16% | 86% / 2% / 12% | 88% / 6% / 6% |
| Third Grade | 70% /10% / 20% | 80% / 12% / 8% | 92% / 2%/ 6% |
| Fourth Grade | 77% / 6% /  17% | 80% / 9%/ 11% | 81%/ 9%/ 11% |
| Fifth Grade | 62% / 27%/ 11% | 75% / 14% / 11% | 67% / 22%/ 11% |
| Total | 71% / 14% /15% | 77%/ 11%/ 12% | 82%/ 19%/ 8% |

Measurable Goal/s to Target Achievement Gap:
**In each grade level, 90% of students will reach a reading composite score of at benchmark or above benchmark on the Spring Acadience assessment.**

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

Tier I:
- Grades K-2:
    - SuperKids Curriculum - Year 2 Implementation
    - Flexible instructional groups, based on Acadience scores and diagnostic screeners
    - Additional Resources: Heggerty, Visual Phonics
- Grades 3-5:
    - Wonders Curriculum Alignment - Year 1 Implementation
    - Continued professional learning focus on new curriculum & Top Ten Tools
    - Flexible, skills-based groupings based on data from additional assessments
        - Assessments: PAST Screener (PA); Phonics screeners; Readsters; CORE Phonics; Words Their Way placement screener
    - Additional Resources: Morpheme Magic, Equipped for Reading Success, Words Their Way; WordMasters
- All Grades
    - Walk to Read opportunities during a 40-minute MTSS block for targeted differentiation

Tier II:
- All Grades are implementing a Walk to Read (MTSS) model that will include the opportunity to:
    - Provide more intensive supports to target groups based on skill as well as instructional design needs
    - Progress monitoring for students below grade level (strategic) in order to ensure students acquire skills before moving on to the next skill (2-4 weeks using Acadience)
- Additional Resources:
    - Grades K-2: Heggerty, Phonics for Reading, Equipped for Reading Success, Superkids Foundations, lower-complexity decodables focusing on same skills

- ○ Grades 3-5: Informal Decoding Inventory; 6 Minute Solutions; REWARDS; Phonics for Reading, lower complexity leveled readers
- ○ Targeted MTSS instruction 4-5 days/week
- ○ Progress monitoring every 2-4 weeks

Tier III:
- ● All grades
  - ○ Specialized instruction at student's level (1:1 or in small groups)
  - ○ Instruction 5 days/week
  - ○ Progress monitoring every 2 weeks/10 days

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

Professional Learning Communities meet twice weekly (T/Th, 3:20-4:00) to engage in the work of learning, collaboration, and results:

- ● PLCs ensure the following systems are in place:
  - ○ Create grade-level Literacy S.M.A.R.T. Goals -
    - ■ Review and Adjust 3x: Fall to Winter / Winter to Spring / End of Spring Analysis (using Acadience data)
      - ●
  - ○ Established monthly data meetings: grade-level PLCs with intervention team
    - ■ Reviews data; track success of interventions; ensures timely adjustments to groupings and instructional plans
  - ○ Vertical PLCs
    - ■ Monthly K-2 & 3-5 instructional conversations occur, including specialists/intervention team members
  - ○ Assessment Calendars (Internal & BSD7)
- ● Resources:
  - ○ SMART Goals
    - ■ 5th Grade
    - ■ 4th Grade
    - ■ 3rd Grade
    - ■ 2nd Grade
    - ■ 1st Grade
    - ■ Kindergarten

## Other
### Action Plan To Support ELA/Literacy Goal/s

- ● Science of Reading Parent Night
  - ○ Invite parents to Longfellow to learn more about the Science of Reading
  - ○ Break-out groups -strategies to use at home for:
    - ■ Phonemic Awareness
    - ■ Phonics
    - ■ Decoding
    - ■ Higher Level multisyllabic decoding

What, if any, additional resources are needed to achieve the goal ?
Continued PD on the science of reading, data analysis, and professional learning communities.

Mid-Year Progress Toward Goal/s:

Currently we are 77% proficiency and on our way to meeting the goal of 90% proficiency. Our focus for the spring is to move our students in the "yellow" (11% of students) to benchmark.

Mid-Year Course Corrections Based Upon Data:
**Revision of SMART goals:**
- **Kindergarten**
- **1st Grade**
- **2nd Grade**
- **3rd Grade**
- **4th Grade**
- **5th Grade**

**Analysis of intervention tool effectiveness, and discontinuation and/or new implementation as needed.**
We had data meetings in all grade levels after the winter benchmarking period. Here are the changes made in all grade levels to support student learning.
- **Examples:**
  - **K** - regrouping, focus on automaticity and fluency
  - **1st** - focus on the fluency and accuracy of in oral reading fluency
  - **2nd** - regrouping; intervention + staffing shift to support students in the intensive range
  - **3rd** - regrouping; shift staff interventionist will serve the intensive students, adding fluency and accuracy work for specific students.
  - **4th** - regrouping; change of intervention for one group, adding fluency and accuracy work for specific students.
  - **5th** - regrouping - students not making growth using wordflight - moved to small intervention group. Wordflight intervention group and benchmark students adding spelling and morphology.

Our K-2 team hosted a science of reading parent night and it was a success! Next year, we would like to add one just for kindergarten parents to our kindergarten orientation.

End of Year Progress Toward Goal/s:

**Math Measurable Goals:**
(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap:

| Grade Level | Fall Data | Winter Data | Spring Data |
|---|---|---|---|
| First Grade | | 85% / 14% / 0% | 69%/ 29% / 2% |
| Second Grade | 57% / 40% / 3% | 67% / 32% / 0% | 77%/ 23% / 0% |
| Third Grade | 73%/ 27% / 0% | 86% / 14% / 0% | 81% / 19%/ 0% |
| Fourth Grade | 70% / 22% / 9% | 68% / 30% / 2% | 80% / 16%/ 4% |
| Fifth Grade | 61% / 34% / 4% | 75% / 25% / 0 % | 78% / 20% / 2% |
| Total | 65% / 30% / 4% | 76%/ 23%/ 2% | 77%/ 22% /2% |

Measurable  Goal/s to Target Achievement Gap:
**In each grade level (2-5), 90% of students will score at benchmark or above on the STAR Math Spring Benchmark.**

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

Tier I:
- Grades K-1:
  - Bridges Curriculum Implementation
  - Flexible instructional groups, based on ESGI & Bridges Unit assessment results
  - Additional Resources: n/a
- Grades 2-5:
  - Bridges Curriculum Implementation
  - Flexible instructional groups, based on STAR & Bridges Unit Pre/Post-Assessment results
  - Additional Resources: IXL for grades 3-5
- All Grades
  - Bridges Extension activities; CML

Tier II:
- Master Schedule provides protected and consistent 1) Core, 2) MTSS/Intervention/Enrichment time
  - Additional Resources: Bridges Intervention Kit; IXL for grades 3-5

Tier III:
- All grades
  - Specialized instruction at student's level (1:1, small groups)

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

Professional Learning Communities meet twice weekly (T/Th, 3:20-4:00) to engage in the work of learning, collaboration, and results.

- PLCs ensure the following systems are in place:
  - Established monthly data meetings: grade level PLCs with intervention team
    - Tracks success of core instruction and strategies, utilizing Bridge Pre- and Post-Unit Assessments
    - Tracks success of interventions; ensures time to adjust groupings and instruction
  - Vertical PLCs - Monthly K-2 & 3-5 instructional conversations occur, including specialists/intervention team members
  - Assessment Calendars (internal & BSD7)

## Other
### Action Plan To Support Math Goal/s

- Staffing / Personnel Allocations:
  - Schedules allow for established times for MTSS/intervention/enrichment time in math
  - Specialist Staff are strategically assigned to each of these times in the master schedule to maximize limited personnel for student achievement in math
- Resource Allocations:
  - Staff are provided materials and training with Bridges resources, including intervention materials
    - Additional materials have been secured for new staff as needed
  - Instructional spaces are maximized for intervention team members to work most efficiently with their students
- Master Schedules:
  - Allows for SSA to occur in Grades 5-6
- Math Parent Night Grades 3-5
  - Breakout groups for grade level concepts and strategies in conceptual math concepts
  - Math Games and Activities parents can use at home

What, if any, additional resources are needed to achieve the goal ?
Continued training for Bridges Intervention, professional development data analysis and professional learning community

Mid-Year Progress Toward Goal/s: We are currently at 76% proficiency and it is realistic for us to meet our 90% goal, if we move students in the "on-watch" category to the "proficient" category.

Mid-Year Course Corrections Based Upon Data:
Based on our data we have added more support to 4th grade math. Our special education teacher as well as a sped para are pushing into the classroom to support the "self help and independence" goals that are specifically impacting students in math. Our second grade team has added an intervention block to support math.

End of Year Progress Toward Goal/s:

**Social-Emotional Learning (SEL) Measurable Goal/s based on DESSA:**
(measureable, based upon benchmark data compared to norm sample - target areas for growth)

Baseline Data/Identification of Achievement Gap:
DESSA Data
Typical - 64%
Strength - 34%
Need - 1%

Measurable  Goal/s to Target Achievement Gap:
**Support our students in the "need" category and others we have identified through different measures especially in the area of executive functions.**

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

Tier I:
- Second Step/Anti-bullying curriculum for all students
- Weekly K-5 counseling lessons, implemented by school counselor
- Active Supervision on playgrounds & lunchroom, strategies used by all staff
- School - Wide Expectations explicitly taught to all K-5 students
- Executive Function skill instruction aligned to our school-wide expectations.

Tier II:
- CAP Mentors/Parent Liaison
- Friendship & Skill-Based Counseling Groups
- Lunch Bunches with school psychologist, counselor, principal, teachers on volunteer rotations

Tier III:
- 1:1 weekly counseling
- Check-in/Check-out Program
- Individualized social-emotional/behavior and/or counseling plans
- Student safety/supervision plans

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

SEL Team meetings weekly
- School counselor, Thrive Liaison, School Psychologist, Principal
- Address new and existing concerns and create support plans
- Plan and review schoolwide positive behavior programs & student assemblies
- Home to School input and connection

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## Other
## Action Plan To Support SEL Goal/s

MTSS Team
- Redefining school-wide expectations
- Creating expectation T-Charts for all common areas
- Creating new a new positive behavior system

Executive Functioning Book Club
- Read *Executive Function Skills in the Classroom* by Laurie Faith, Carol-Anne Bush, and Peg Dawson
- Meet monthly to discuss EF strategies and implementation
- Imbed executive functioning strategies into daily SEL instruction

Leadership Team
- Using our Longfellow staff core values to create school-wide mission and vision statement
- Mission and Vision align with school-wide expectations

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

## Mid-Year Progress Toward Goal/s:
**Data collected through April on the DESSA**

Mid-Year Course Corrections Based Upon Data:
- Second round of friendship and skill based counseling groups, we have continued to adjust the groups based on student need. We will start our third cycle after spring break. Staff referrals are used to create counseling groups.
- 22-23 Groups:
  - Multi-Family
  - Feelings
  - Friendship
  - Growth Mindset
  - Self Confidence
  - Sportsmanship

- Groups are facilitated by our counselor, school psychologist, principal, H.E. teacher, music teacher and librarian.

- Continued work with implementation of our executive functioning strategies as tier 1 instruction in the classroom.
- Longfellow Vision and Mission revised
  - *New Mission*

    - *Longfellow School promotes educational excellence and social responsibility while valuing the diverse needs of all students.*

  - *Vision*

    - *High Student Achievement:* We creatively approach student needs through the lens of both data and unique student journeys

    - *Climate:* We foster trust and positive relationships through accountability, safety and kindness.

- Continues work on school-wide expectations
  - Accountable, Safe, Kind
  - Creating T-Charts and behavior matrix for expectations
  - Student council filming role play activities for next year

End of Year Progress Toward Goal/s:

**Graduation Measurable Goal/s:**
(measureable, 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:
Longfellow Chronic Absence Data from Unified Insights - 19.4%

Longfellow has one student identified with a pattern of chronic absences, the student is below grade level in both math and reading, and we have social/emotional concerns .

Measurable Goal/s to target success of at-risk students:
Our team is partnering with the family to create a student action plan to address chronic absence.

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

Tier 1
- Vision and Mission that supports student belonging
- Greeting all students as they enter the building in the morning
- Staff making connections and building relationships with students
- Communication with families promoting attendance at school

Tier 2
- MTSS parent meeting to determine attendance barriers and brainstorm solutions
- CAP mentor, gifted mentor to ensure connection
- Check-In/Check-Out system with a trusted staff member
- Thrive Liaison support for the family

Tier 3
- Attendance contract
- SRO involvement and communication with family
- Incentive chart

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

PLC meetings twice weekly to discuss any student concerns regarding attendance, behavior, and/or academics. Invite school counselors and Thrive Liaison to meetings to problem solve and wrap around the student with support.

SEL team weekly meetings to create attendance action plans and foster communication between all stakeholders.

Other
Action Plan To Support SEL Goal/s

- See Tiered supports under SEL

What, if any, additional resources are needed to achieve the goal ?
- Full time counselor

Mid-Year Progress Toward Goal/s:
- Our at-risk student continues to struggle with attendance. We are setting up a meeting with the family to sign an attendance contract. We have been working closely with officer Ogden to support the student and family with attendance.
- We have seen an increase in international travel at Longfellow. Students who have been away for travel are not at risk academically.

Mid-Year Course Corrections Based Upon Data:
- Student is meeting daily with our school counselor
- Receiving reading intervention
- We have worked with the bus department to ensure she still gets transportation even though she has had infractions.

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:
**Having difficult and uncomfortable conversations**
**Action Plan**
- Whole Staff:
  - Identify past and current practices related to student achievement and school climate
  - Determine actions that both support and impeded high student achievement and school climate
  - Create a list of Operationalized Core Values for Longfellow Elementary
  - Use our Core Values to drive PLC norms
- Hold myself and staff accountable to our Core Values
- Weekly check-in with each teacher - informal
- Bi-Weekly check-ins with non-tenure staff members

What, if any, additional resources are needed to achieve the goal ?
*Dare to Lead by* Brene Brown,
*Dare to Lead Podcast* by Brene Brown,
*Leading with Emotional Courage* by Peter Bregman
ACSD Leadership conference

Mid-Year Progress Toward Goal/s:
***Having difficult and uncomfortable conversations***
- Core values have been created and reviewed
- Weekly check-in  informal teachers
- Every Monday- list out any hard conversations that I need to have
- Monthly check-ins with non-tenure staff members

***Managing Subordinates (and Making Them Manage Theirs) – Coaching Component***
- Fall / Winter / Spring Certified Goal Meetings

- Priority for bi-weekly check in meetings with non-tenured staff
- Monthly "walk-throughs" with specific feedback
- Active Engagement PD - staff meetings
- Continued time-blocking in my calendar - being intentional, focusing on active engagement strategies.
- New Teacher coaching cycles - six weeks, using Jim Knights impact cycle and setting PEERs goals
- Consulting with Dr. Nell on instructional leadership

Book Studies - K-5 Principal PLC:
- *Leading Like a Coach* - by Matt Renwick
- *The Impact Cycle* - Jim Knight

ASCD Annual Conference
- Additional 1-day Conference with Jim Knight: "7 Success Factors for Great Instructional Coaching" (Friday)

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