

## 2023-2024 Continual Improvement Plan - Bacchus

### **Year-End Mission, Vision, and Goal Reflection:**

What is your school's **vision statement**?

Bacchus Elementary is a safe place where we are kind, happy, and enjoy learning together. We do our best each day to improve as we prepare for the future.

What is your school's **mission statement**?

A school where ALL achieve through: data-driven professional learning communities, shared ownership of success, focusing on growth for all involved, purposeful, differentiated instruction, and a belief that everyone is capable of learning at high levels.

How do you **communicate your vision and mission** statements to stakeholders?

We will add it to our morning announcements, add it to our website/social media platforms, as well as all things PR related such as flyers, posters, messaging. It will also be added to the SCC agenda and Faculty meeting agenda and posted in our conference room/hallways to keep it visible for students and staff.

### **Review and Reflection of Stakeholder Input:**

What are some themes that surfaced in the stakeholder survey responses regarding school **strengths**?

80% of patrons were satisfied or very satisfied with PBL address concerns.  
100% of patrons were satisfied or very satisfied with PBL implementation.  
67% feel that the school is safe, and 61% say the school looks and feels like a place where learning occurs.  
72% recommend our school.

What are some themes that surfaced in the stakeholder survey responses regarding school **areas of improvement**?

33% say the principal can improve on being organized.  
44% say that the school could improve at teaching my individual child's needs.  
44% say that the teachers can improve on being sensitive to my child's learning style.  
33% say that the school could improve on dealing with student discipline matters fairly and in a timely manner.

### **Reflection on School Achievement Data**

What **strengths** stood out while reviewing student levels of academic achievement?

- Math Achievement ~ 27.9% proficient in 2021-2022 (District average: 35.6%, schools like us: 23.8% )
- Our growth data averages 57% among all three tested academic areas (District average is 59%)
- WIDA growth is higher than the annual expected scores ~ 31 composite change (expected is between 3-29)
- 72% of students met their POP goal in Acadience Reading in 2022-2023

What are areas of school "**critical academic need**?"

- Science Achievement ~ 21.2% proficient (District average: 38%, schools like us: 30.4%)
- ELA Achievement ~ 24.7% proficient in 2021-2022 (District average: 35.1%, schools like us: 27.3%)
- 44% of students met their POP goal in Acadience Math in 2021-2022 (District goal is 60%)
- TSI areas: Economically Disadvantaged (EDA), English Language Learner (ELL), Students with disabilities (SWD)
- Preliminary RISE Math & ELA data for 22-23 is below 20% proficient.

## 2023-2024 Continual Improvement Plan - Bacchus

### Setting School Goals:

#### Academic Goals

Goal:	Leading indicator:	Review intervals:
1a. <b>Overall RISE Achievement:</b> Compared to schoolwide performance on the 2023 RISE, students' average test performance on the 2024 RISE will increase by 3% to a schoolwide proficiency rate of 25%.	PBL grading, utilize RISE benchmarks and interims as multiple measure of data	<ul style="list-style-type: none"> <li>● Monthly during PLCs</li> <li>● Quarterly priority standards planned &amp; displayed with team</li> </ul>
1b. At least 65% of students will reach typical or above typical progress on the End of Year Acadience Math assessment.	Acadience Math BOY and MOY assessment and progress monitoring, teacher math CFA data reviewed consistently in PLCs	<ul style="list-style-type: none"> <li>● BOY</li> <li>● MOY</li> <li>● Recommended progress monitoring based on benchmarks</li> <li>● Bi-Monthly during PLCs</li> </ul>
1c. At least 70% of students will reach typical or above typical progress on the End of Year Acadience Reading assessment.	Acadience Reading BOY and MOY assessment and progress monitoring, data reviewed consistently in PLCs	<ul style="list-style-type: none"> <li>● BOY</li> <li>● MOY</li> <li>● Recommended progress monitoring based on benchmarks</li> <li>● Bi-Monthly during PLCs</li> </ul>

#### Social Skills and Dispositions Goal

Goal:	Leading indicator:	Review intervals:
2a. During the 2023-2024 school year, daily student attendance will improve by 4% compared to average daily attendance of 85% in 2022-2023.	Average daily attendance reports, communication with families about attendance policies; sending letters and holding meetings with admin and social worker	<ul style="list-style-type: none"> <li>● Review monthly at attendance meetings</li> <li>● Quarterly rewards for good attendance</li> <li>● Greeting each child by name each morning</li> <li>● Positive classroom culture</li> </ul>

#### Talent Development Goal

Goal:	Leading Indicator:	Review Intervals:
3a. There will be at least one coaching activity per teacher occurring each semester, including a pre-coaching conversation, coaching event, and debrief. (Coaching activity menu will be provided for teachers to choose from)	Coaching logs, informal drop-ins with feedback, PLs with common areas that were observed in the classroom (ie, DOK questioning, clarity, checks for understanding, engagement, etc.)	<ul style="list-style-type: none"> <li>● Weekly coaching meetings</li> <li>● Shared tracker</li> </ul>

## 2023-2024 Continual Improvement Plan - Bacchus

### Strategies

#### Academic Strategies

Academic Learning Strategy #1	<b>PLCs:</b> If weekly professional learning community (PLC) time is used by each team to analyze student data, plan student interventions and extensions together, and review lesson design, then all students will receive effective, targeted instruction to meet their needs.
Academic Learning Strategy #2	<b>Paraprofessionals:</b> If paraprofessionals are hired, trained, and assigned to facilitate interventions with students (under the direction of teachers), this will enhance the classroom instruction (both literacy & numeracy components) and increase student learning.
Academic Learning Strategy #3	<b>Class-size Reduction:</b> If additional teachers are hired to lower the student-to-teacher ratio, then all teachers will be able to provide more targeted student interventions, allowing them to better master core standards and success on year-end assessments.
Academic Learning Strategy #4	<b>Tier I Instructional Focus:</b> If teachers implement Tier I instruction with the needs of all students in mind, then the resultant differentiation and scaffolding will allow students to receive appropriate instruction and facilitate more positive learning outcomes.

#### Social Skills & Dispositions Strategies

School Behavioral Plan	<p>To accomplish our school's SSD goals above, we annually create a School Behavior Plan that outlines schoolwide positive behavior expectations for students, outline our school's bully prevention, suicide prevention, and substance abuse prevention initiatives, summarize tiered student interventions, and outline our plan to communicate these efforts.</p> <p>The link to your current School Behavior Plan is <a href="#">here</a>.</p>
SSD Strategy #1	<b>Increased Social Skill Supports:</b> If we purchase additional social worker time to teach students additional coping skills and also provide more timely and targeted de-escalation strategies for students experiencing Tier III behaviors, then students will be in class more, receiving more Tier I instruction with less interruptions, allowing them to better reach proficiency in grade level standards.
SSD Strategy #2	<b>PBIS:</b> If the school has a strong Positive Behavior Intervention and Support system that implements the four pillars of PBIS with fidelity, then students will be more successful in meeting teachers' expectations and perform better behaviorally and academically.
SSD Strategy #3	<b>Attendance Tracking:</b> If the school implements an attendance tracking system that provides accurate information to teachers and parents about the attendance patterns of their students, has early interventions students, and motivates improved attendance, then attendance patterns will increase, allowing students to receive more Tier I instruction, thus improving academic performance.
SSD Strategy #4	<b>Parent and Family Engagement:</b> If we engage parents more effectively in their child's learning through a school family and parent engagement plan, then parents will have increased capacity to assist their children navigate the education system and perform better academically.

## 2023-2024 Continual Improvement Plan - Bacchus

### Talent Development Strategies

Talent Development Strategy #1	<b>Instructional Coaching:</b> If administration and coaches engage in frequent coaching cycles with teachers that include a pre-conference, observation event, and post-conference that reflects on changed practice/improved performance, then teachers will improve instructional practices, increasing student growth and achievement.
Talent Development Strategy #2	<b>PLCs:</b> If we build the capacity of Professional Learning Communities to engage in data protocols, collaboratively problem solve to meet student needs, and design and monitor appropriate student interventions and extensions, then the capacity of PLC teams will increase, allowing them to provide quality, differentiated instruction which will increase student achievement.