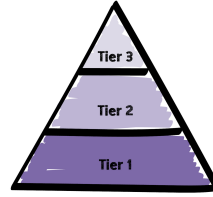


Bellevue Public Schools Continuous Improvement Action Plan

School Name: Betz ElementarySchool Year: 2023-2025

BPS MTSS Problem Solving Model		Multi-Tiered System of Support			
Identify the Problem:	Is there a problem?		Goal Requirement (1 of 2)		
Analyze the Problem:	Why is the problem happening?		MTSS-B	Tier 1	x
Implement the Action:	What can be done about the problem?			Tier 2	x
Reflect on Data:	Did the strategy/intervention work?			Tier 3	x

Chronic Absenteeism				
NEEDS (Service Gaps)	OBJECTIVES (Observable Measurable)	ACTIVITIES (Strategies)	TIMELINE	METHOD OF EVALUATION
1. 35% of PreK-6 grade students were chronically absent during the 2021-2022 school year.	1. With the support of the Attendance Team, increased family engagement, and additional actionable steps we will decrease chronic absenteeism by at least 5% the first year, and 10% the following two years – with a result of 10% chronic absenteeism by the end of the 2024-2025 school year.	1. (What actions are you taking?): A. Provide Transportation Hotline B. Increase Parent Partnership Engagement 1. PreK-2nd, Ready Rosie 2. 3rd-6th, Boys Town Common Sense Parenting 3. Summer Family Picnics C. Attendance Meetings & Attendance Awareness	1. A. Daily B. Ready Rosie Wkshps, 3x/year; BT Common Sense, 2x/year; Picnics, 2x/summer C. Monthly	1. A. Usage of Transportation Hotline (monthly) B. Usage of Ready Rosie; Attendance at Workshops; Survey results of Workshops C. Student Chronic Absentee rates

Checkpoint #1		Date: 5/25/2023	
Objective or Activity Related to Goal	Status	Evidence	Notes
Attendance Awareness (positive recognition, class incentives, etc)	Hit Benchmark/C... ▾	24% chronic absenteeism	Goal was to decrease chronic absenteeism to 30%; we exceeded that goal

Checkpoint #2		Date: 12/22/2023	
Objective or Activity Related to Goal	Status	Evidence	Notes
Provide Transportation Hotline	No Progress/Activ... ▾		We haven't noted the need this school year
Increase Parent Partnerships	No Progress/Activ... ▾		0% participation in Boys Town Common Sense parenting course offered 1st Semester; will attempt again 2nd semester
Attendance Awareness	Hit Benchmark/C... ▾	20.4% chronic absenteeism	We are on track to meet our goal of 20% chronic absenteeism by the end of the 2023-2024 school year

Checkpoint #3		Date:	
Objective or Activity Related to Goal	Status	Evidence	Notes
	No Progress/Activ... ▾		
	Showing Progress ▾		
	Hit Benchmark/C... ▾		

Checkpoint #4		Date:	
Objective or Activity Related to Goal	Status	Evidence	Notes
	No Progress/Activ... ▾		
	Showing Progress ▾		
	Hit Benchmark/C... ▾		

Please indicate with a (x) which Strategy(ies) and Performance Indicator(s) of the BPS Strategic Plan your goals support.

Priority 1: Instructional and Curricular Innovation

☒ **Strategy 1.2: Increase the utilization of data to inform decisions at the classroom, building, and district levels.**

Performance Indicators

☒ 1.2(a) Develop the capacity of staff to effectively utilize data.

☒ 1.2(b) Align continuous improvement efforts across the district by providing data support for building-level improvement teams.

☐ 1.2(c) Increase number of students who are meeting or exceeding expectations and are on grade-level, as measured by state and local assessments.

☐ **Strategy 1.3: Expand innovative programs and practices across the district.**

Performance Indicators

☐ 1.3(c) Increase teacher access to training and resources to incorporate STEM into instructional practices.

☐ 1.3(d) Research innovative practices to enhance programming and learning

Priority 2: Supportive Learning Environment

☒ **Strategy 2.2: Provide social-emotional and behavioral programs to meet the needs of students.**

Performance Indicators

☒ 2.2(a) Establish trauma-informed district, school, and classroom practices through sustained professional learning.

☒ 2.2(b) Implement Positive Behavior Intervention and Supports (PBIS) with district wide expectations of social skills in all schools.

☒ 2.2(c) Provide instructional time and appropriate curriculum to support social, emotional, and behavioral needs of students.

Priority 3: Student Programs and Services

☒ **Strategy 3.1: Align all academic, social, emotional, and behavioral supports to meet individual student needs.**

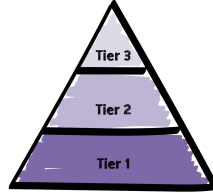
Performance Indicators

☒ 3.1(a) Develop districtwide Multi-Tiered System of Supports (MTSS) to improve student learning.

☐ 3.1(b) Provide professional learning to support MTSS implementation across the district.

☒ 3.1(c) Select and provide evidence-based intervention programs.

☐ 3.1(d) Review, revise, and standardize the SAT process across all buildings ensuring alignment with MTSS.

BPS MTSS Problem Solving Model		Multi-Tiered System of Support		
Identify the Problem:	Is there a problem?		Goal Requirement (2 of 2)	
Analyze the Problem:	Why is the problem happening?		MTSS A	Tier 1 x
Implement the Action:	What can be done about the problem?			Tier 2 x
Reflect on Data:	Did the strategy/intervention work?			Tier 3 x

Math & ELA				
NEEDS (Service Gaps)	OBJECTIVES (Observable Measurable)	ACTIVITIES (Strategies)	TIMELINE	METHOD OF EVALUATION
<p>1. 30% (92 students) of 3rd-6th grade students were proficient on the Math (39 students) and ELA (53 students) NSCAS assessment during the 2021-2022 school year.</p> <p>Spring MAP (Math & Rdg) 2022 Baseline (41%ile and above):</p> <p>3-6: 30%</p> <p>K-2: 50%</p> <p>SpEd (K-6): 27%</p>	<p>1. By focusing on Educator Effectiveness we will increase the percent of students performing at a proficient level by 5% the first year, and 10% the following two years – with a result of 55% of our 3rd-6th grade students performing at a proficient level on the Math and ELA NSCAS assessment by the end of the 2024-2025 school year.</p> <p>3-6 NSCAS: 30%>35%>45%>55%</p> <p>K-2 MAP: 50%>55%>65%>75%</p> <p>K-6 SpEd: 27%>32%>42%>52%</p>	<p>1. (What actions are you taking?):</p> <p>A. Extending Teacher Training and Teacher Collaboration days/time, with a focus of intentional planning (speaking/listening/reading/writing), utilizing formative assessments effectively, and increasing classroom rigor.</p> <ul style="list-style-type: none"> Collective Teacher Efficacy (effect size: 1.57) Teacher Clarity (effect size: .75) Classroom discussions (effect size: .82) Writing tasks (effect size: .5-.79) Evaluation & Reflection (effect size: .75) Feedback (effect size: .7) Learning Goals (effect size: .68) Metacognitive Strategies (effect size: .6) 	<p>1. (Dates):</p> <p>A. Monthly reflections and goal setting; classroom walkthroughs 2x/month; utilization of the TNTP observation tool</p>	<p>1.</p> <p>A. Surveys, Walk Throughs, Reflections & Goal Setting; TNTP Observation Tool</p>

Checkpoint #1		Date: 5/25/2023	
Objective or Activity Related to Goal	Status	Evidence	Notes
increased engagement, intentional planning	Hit Benchmark/C... ▾	2022-2023 NSCAS 16.5% increase from 2021-2022 NSCAS	45% of 3-6 On Track or Advanced on NSCAS-ELA
increased engagement, intentional planning	Hit Benchmark/C... ▾	2022-2023 NSCAS 16.5% increase from 2021-2022 NSCAS	48% of 3-6 On Track or Advanced on NSCAS-Math

Checkpoint #2		Date: 9/15/2023	
Objective or Activity Related to Goal	Status	Evidence	Notes
3rd-6th Reading high yield instructional practices	Hit Benchmark/C... ▾	MAP-Reading exceeding EOY goal by 3%	48% of 3-6 at 41%ile or above
3rd-6th Math high yield instructional practices	Hit Benchmark/C... ▾	MAP-Math exceeding EOY goal by 3%	48% of 3-6 at 41%ile or above
K-2nd Reading high yield instructional practices	Showing Progress ▾	MAP-Reading EOY goal is 65%	52% of K-2 at 41%ile or above
K-2 Math high yield instructional practices	Showing Progress ▾	MAP-Math EOY goal is 65%	62% of K-2 at 41%ile or above
K-6th SpEd Reading high yield instructional practices	Showing Progress ▾	MAP-Reading EOY goal is 42%	28% of K-6 SpEd at 41%ile or above
K-6th SpEd Math high yield instructional practices	Showing Progress ▾	MAP-Math EOY goal is 42%	35% of K-6 SpEd at 41%ile or above

Checkpoint #3		Date: 12/22/2023	
Objective or Activity Related to Goal	Status	Evidence	Notes
3rd-6th Reading high yield instructional practices	Hit Benchmark/C... ▾	MAP-Reading exceeding EOY goal by 5%	50% of 3-6 at 41%ile or above Increase of 2% from the Fall
3rd-6th Math high yield instructional practices	Hit Benchmark/C... ▾	MAP-Math exceeding EOY goal by 7%	52% of 3-6 at 41%ile or above Increase of 4% from the Fall
K-2nd Reading high yield instructional practices	No Progress/Activ... ▾	MAP-Reading EOY goal is 65%	49% of K-2 at 41%ile or above Decrease of 3% from the Fall
K-2 Math high yield instructional practices	No Progress/Activ... ▾	MAP-Math EOY goal is 65%	61% of K-2 at 41%ile or above Decrease of 1% from the Fall
K-6th SpEd Reading high yield instructional practices	Showing Progress ▾	MAP-Reading EOY goal is 42%	37% of K-6 SpEd at 41%ile or above Increase of 9% from the Fall
K-6th SpEd Math high yield instructional practices	Hit Benchmark/C... ▾	MAP-Math EOY goal is 42%	45% of K-6 SpEd at 41%ile or above Increase of 10% from the Fall

Checkpoint #4		Date:	
Objective or Activity Related to Goal	Status	Evidence	Notes
	No Progress/Activ... ▾		
	Showing Progress ▾		
	Hit Benchmark/C... ▾		

Please indicate with a (x) which Strategy(ies) and Performance Indicator(s) of the BPS Strategic Plan your goals support.

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☒ **Strategy 1.2: Increase the utilization of data to inform decisions at the classroom, building, and district levels.**

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☐ 1.3(c) Increase teacher access to training and resources to incorporate STEM into instructional practices.

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☐ **Strategy 2.2: Provide social-emotional and behavioral programs to meet the needs of students.**

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Priority 3: Student Programs and Services

☒ **Strategy 3.1: Align all academic, social, emotional, and behavioral supports to meet individual student needs.**

Performance Indicators

☒ 3.1(a) Develop districtwide Multi-Tiered System of Supports (MTSS) to improve student learning.

☒ 3.1(b) Provide professional learning to support MTSS implementation across the district.

☒ 3.1(c) Select and provide evidence-based intervention programs.

☐ 3.1(d) Review, revise, and standardize the SAT process across all buildings ensuring alignment with MTSS.

School Improvement Roadmap

Building Priorities for the school year (no more than 6).

- | | |
|--|-------------------------|
| 1. Attendance | 4. SEL (Trauma/BT/PBiS) |
| 2. Educator Effectiveness (Tier 1 Practices) | 5. _____ |
| 3. Responsive Classroom | 6. _____ |

Alignment to [BPS Strategic Plan](#) priorities.

- | | |
|---|--|
| 1. <u> x </u> Instructional and Curricular Innovation | 4. <u> x </u> Engaging our Community |
| 2. <u> </u> Supportive Learning Community | 5. <u> </u> Allocation of Resources |
| 3. <u> </u> Student Programs and Services | |

T=Teachers, Sp=SpEd Teachers, P = Instr/SpEd Paras, S = Specialists

Date/Time	What	Who				Focus
		T	Sp	P	S	
June						
6/17/2023 6:00-8:00 <i>*volunteer</i>	SFI: Summer Picnic	x	x	x	x	Parent Partnerships
July						
7/22/2023 6:00-8:00 <i>*volunteer</i>	SFI: Summer Picnic	x	x	x	x	Parent Partnerships
7/24/2023, 8:00-3:00 <i>*paid</i>	SFI: Educator Effectiveness	x	x		x	Emotional Connection: Colleagues, Students, Families
7/25/2023 8:00-3:00 <i>*paid</i>	SFI: Educator Effectiveness	x	x		x	Behavioral Connections: Trauma Informed Practices, Boys Town, PBiS (Swenson, Spillane)
7/26/2023 8:00-3:00 <i>*paid</i>	SFI: Educator Effectiveness	x	x		x	Cognitive Connection: Simple & Solid Strategies (our non-negotiables)
7/27/2023 8:00-3:00 <i>*paid</i>	SFI: Educator Effectiveness	x	x		x	Cognitive Connection: Intentional Planning, Formative Assessments, Increasing Rigor
7/28/2023 8:00-3:00 <i>*paid</i>	SFI: Educator Effectiveness	x	x		x	Bringing it all together

August

Things to anticipate:

- MAP Assessment, 8/21-9/8
- Picture Day, 8/25

8/7/2023 8:00-11:30 (PL) 12:30-3:00 (PW) <i>*contract</i>	PL Day (AM only)	x	x	x	x	Small Group Meetings
8/7/2023 3:00-7:00 <i>*contract</i> <i>+2.5 hrs paid</i>	Get-To-Know-You Conferences	x	x			Title I: Parent Partnerships/Engagement Hopes & Dreams for the school year
8/8/2023 8:00-4:00 <i>*contract</i>	PL Day	x	x	x	x	MTSS-B
8/15/2023 3:20-4:00	New Teacher Cohort					Getting to Know Voxer
8/16/2023 3:20-4:00	SpEd Collaboration		x			Initial evaluations; Work Days
8/17/2023 3:20-4:00	Attendance Meeting					Review attendance & determine action steps
8/23/2023 3:20-4:00 <i>*extra duty</i>	MTSS B Meeting					Determine next steps for CICO
8/29/2023 3:20-4:00	New Teacher Cohort					School Check-List

September

Things to anticipate:

- MAP Assessment, 8/21-9/8
- Boys Town Consultation Visits
- TFI Walkthroughs

9/6/2023 3:30-6:00 <i>* 2 hrs paid</i>	Staff Meeting/ Collaboration	x	x		x	High Expectations & Effect Size Agenda
9/12/2023 3:20-4:00	New Teacher Cohort					Find Your Marigold
9/13/2023 3:20-4:00 <i>* extra duty</i>	MTSS Leadership Mtg					Reflect & Plan on Action Steps Review agenda for upcoming PL Day Identify Decodable Readers for purchase
9/15/2023	PL/PW Day	x	x	x	x	Agenda <ul style="list-style-type: none"> • Data Dig (Analysis & Synthesis)

						<ul style="list-style-type: none"> • SRSS • MTSS-SLP • Simple & Solid Practices • Small Group Reading Instruction
9/19/2023 3:20-4:00	New Teacher Cohort					Report Cards and Grade Book
9/20/2023 3:20-4:00 <i>* extra duty</i>	MTSS B Meeting					Review SRSS data; Refine systems for CICO
9/21/2023	Attendance Meeting					Review attendance & determine action steps
9/27/2023 3:20-4:00	SpEd Collaboration		x			Co-Teaching; Service Times
October						
Things to anticipate: <ul style="list-style-type: none"> • School Climate Survey • Report Cards Due, 10/13 • P/T Conferences • Halloween Parties 						
10/4/2023 3:30-6:00 <i>* 2 hrs paid</i>	Staff Meeting/ Collaboration	x	x		x	Partnerships: Goal Setting and Connecting through P/T Conferences Agenda
10/10/2023 3:20-4:00	New Teacher Cohort					Listening to questions and Concerns
10/11/2023 3:20-4:00 <i>* extra duty</i>	MTSS Leadership Mtg					Review agenda for upcoming PL Day
10/13/2023 8:00-12:00	PL/PW Day	x	x	x	x	<ul style="list-style-type: none"> • Boys Town Consultation Data • Simple & Solid Ideas that support "Demonstration of Learning" • Understanding Student Data
cancelled	MTSS-B Mtg					(P/T Conference Week)
10/25/2023 3:20-4:00	SpEd Collaboration		x			Crisis Intervention
November						
Things to anticipate: <ul style="list-style-type: none"> • MAP Assessment, 11/30-12/21 						
11/1/2023 3:30-6:00 <i>* 2 hrs paid</i>	Staff Meeting/ Collaboration	x	x		x	High Expectations: Questioning & Discussion Techniques (Part 1 of 2)

11/8/2023 3:20-4:00 <i>* extra duty</i>	MTSS Leadership Mtg					Continue to revise the roles and update the Universal Checklist for MTSS-B
11/14/2023 3:20-4:00	New Teacher Cohort					Mentor Checklist
11/15/2023 3:20-4:00 <i>* extra duty</i>	MTSS-B Mtg					Refine Universal Screener and Flowchart
11/16/2023 3:20-4:00	Attendance Meeting					Review attendance & determine action steps
11/29/2023 3:20-4:00	SpEd Collaboration		x			Functions of Behavior

December

Things to anticipate:

- MAP Assessment, 11/30-12/21
- Report Cards Due, 12/22
- Holiday Parties

12/6/2023 3:30-6:00 <i>* 2 hrs paid</i>	Staff Meeting/ Collaboration	x	x		x	High Expectations: Questioning & Discussion Techniques (Part 2 of 2)
12/12/2023 3:20-4:00	New Teacher Cohort					Mentor Checklist
12/13/2023 3:20-4:00 <i>* extra duty</i>	MTSS Leadership Mtg					Review agenda for upcoming PL Day
12/19/2023 3:20-4:00	New Teacher Cohort					Mentor Checklist
12/20/2023 3:20-4:00	SpEd Collaboration		x			Goal Expectations
12/21/2023 3:20-4:00	Attendance Meeting					Review attendance & determine action steps

January

Things to anticipate:

- Boys Town Consultation Visits

1/8/2024	PL Day	x	x	x	x	Data Dig (Analysis & Synthesis) SRSS Simple & Solid Practices
1/10/2024	MTSS					Review and finalize flowchart

3:20-4:00 <i>* extra duty</i>	Leadership Mtg					
1/16/2024 3:20-4:00	New Teacher Cohort					TBD
1/17/2024 3:20-4:00 <i>* extra duty</i>	MTSS-B Mtg					SRSS Data Review , TFI Data Review
1/18/24 3:20-4:00	Attendance Meeting					Review attendance & determine action steps
1/23/2024 3:20-4:00	New Teacher Cohort					TBD
1/24/2024 3:20-4:00	SpEd Collaboration		x			TBD

February

Things to anticipate:

- Valentine Parties
- P/T Conferences

2/7/2024 3:30-6:00 <i>* 2 hrs paid</i>	Staff Meeting/ Collaboration	x	x		x	High Expectations: Metacognitive Strategies Early Childhood
2/19/2024	PL Day					Boys Town Consultation Data SAS Survey Simple & Solid Practices
cancelled	MTSS Leadership Mtg					(p/t conference week)
2/20/2024 3:20-4:00	New Teacher Cohort					TBD
2/21/2024 3:20-4:00 <i>* extra duty</i>	MTSS-B-Mtg					TBD
2/28/2024 3:20-4:00	SpEd Collaboration		x			TBD

March

Things to anticipate:

- Report Cards Due, 3/22

3/06/2024 3:30-6:00 <i>* 2 hrs paid</i>	Staff Meeting/ Collaboration	x	x		x	TBD
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cancelled	MTSS Leadership Mtg					(Spring Break)
3/19/2024 3:20-4:00	New Teacher Cohort					TBD
3/20/2024 3:20-4:00 <i>* extra duty</i>	MTSS-B Mtg					SWIS
3/21/2024 3:20-4:00	Attendance Meeting					Review attendance & determine action steps
3/27/2024 3:20-4:00	SpEd Collaboration		x			TBD

April

Things to anticipate:

- NSCAS (3-6), 4/1-5/3
- MAP Assessment (K-2), 4/1-5/3

4/03/2024 3:30-6:00 <i>* 2 hrs paid</i>	Staff Meeting/ Collaboration	x	x		x	Reflection & Planning
4/9/2024 3:20-4:00	New Teacher Cohort					TBD
4/10/2024 3:20-4:00 <i>* extra duty</i>	MTSS Leadership Mtg					Reflection & Planning
4/17/2024 3:20-4:00 <i>* extra duty</i>	MTSS-B Mtg					SRSS Data Review , SAS Review
4/18/2024 3:20-4:00	Attendance Meeting					Review attendance & determine action steps
4/23/2024 3:20-4:00	New Teacher Cohort					TBD
4/24/2024 3:20-4:00	SpEd Collaboration		x			TBD

May

Things to anticipate:

- Report Cards Due, 5/24

5/01/2024 3:30-6:00 <i>* 2 hrs paid</i>	Staff Meeting/ Collaboration					Reflection & Planning
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5/08/2024 3:20-4:00 <i>* extra duty</i>	MTSS Leadership Mtg					Reflection & Planning
5/14/2024 3:20-4:00	New Teacher Cohort					TBD
5/16/2024 3:20-4:00	Attendance Meeting					Review attendance & determine action steps
5/21/2024 3:20-4:00	New Teacher Cohort					TBD

