

# Bloomfield School District Bloomfield Early Childhood Center

**Purpose:**

As our school moves towards creating and strengthening our school-wide systems to best support student learning and achievement; it is also our commitment to keep our stakeholders informed of what our plans are and the progress we are making in achieving our goals.

## *Data, Accountability, Sustainability, High Achievement*

School Year: 2018-2019	Fall 90 Day Plan	1 <sup>st</sup> 90 Day Plan	Spring 90 Day Plan	2 <sup>nd</sup> 90 Day Plan
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Focus Area: Tier I Interventions

Key Elements

Desired Outcomes

By Dec 2018, 100% of the teacher's instruction will be aligned to the EI's/ CCSS/Writing and contain differentiation to meet all students' needs as measured by benchmark data, lesson plans, and observations..

Critical Actions

Teachers will utilize IStation progress monitoring, NWEA student profiles, staff observations, Quick Looks-ECOT, Essential Skills, checklists to determine the needs and abilities (differentiation) of all students in the core program and to determine skill mastery. Teachers will also utilize IStation Instructional Resources to target student needs based on student data.

Kindergarten teachers will utilize ESGI to assist with assessment, analyze the data, and using the data to inform instruction. Teachers will use ESGI for 1-1 assessments on skills. ESGI creates charts, graphs, and reports. The program will customize parent letters and create practice cards for the students. The kindergarten teachers can share the data.

Within the weekly lesson plans and BOY and MOY action plans, teachers will include specific differentiation and instructional strategies.

Principals will determine the EI's in literacy and math to focus on during collaborative focus meetings. Enlarge to poster size and post identified EI's in PreK PLC room .

In PreK collaborative focus meetings utilize the Golden Circle to discuss what we are doing, why we are doing it, and how we will do it.

Create a PreK BECC form for teachers to document student learning and teacher instruction in all areas of school day.

In collaborative Focus Meetings Pre-K teachers will collaborate and determine what student mastery looks like on the 7 EI's within the Quick Look rubrics and will collaborate and determine what teacher instructional strategies they can utilize to instruct EI's in all areas of the school day. Each teacher will complete the form and provide a copy to EA with a brief discussion.

Teachers will observe and document student learning on a routine and regular basis and bring data to Collaborative Focus Meetings on a monthly basis.

The EI observation data will be utilized to form student focus groups.

Create a universal observation record on EI's for focus groups.

Pre-K focus groups and Kindergarten WIN groups will be fluid and adjusted on a routine and regular basis utilizing data.

District will hire a Language Pathologist to work with the students at BECC to support vocabulary and conversational ability.

Kindergarten Master schedule change so that ELL's can receive instruction by a TESOL endorsed teacher and also receive WIN Group (Phonemic Awareness Instruction).

English Language Learners will receive instruction from one of two TESOL endorsed and Bilingual endorsed teachers.

Instructional Leadership Team will begin discussions regarding writing within Kindergarten Collaborative Focus Meetings. Kindergarten teachers will determine the developmental stages of writing and adjust instruction and develop pacing according to student learning.

Vocabulary and Writing PD will be provided.

Instructional Leadership Team will complete weekly to biweekly classroom observation and feedback meetings to ensure that effective instructional adjustments and interventions are occurring. When completing observations, the instructional leadership team member will look at lesson plans and in the observation feedback meetings teachers will bring lesson plans for instructional and planning feedback. Instructional Leadership team will complete a minimum of 5 observations and feedback meetings in literacy.

#### Progress Indicators

The identified 7 EI's in literacy and math will be reviewed and discussed to determine what student mastery looks like along with activities in each area of the school day. Andrea will maintain the 7 EI's and notes.

Teacher's lesson plans will have differentiation techniques in whole group, small group, and individual intervention based on assessment results. The Instructional Leadership Team will collect the data and maintain the information in teacher folders and/or observation tracker.

Teachers' action plans will have differentiation techniques in whole group, small group, and individual intervention based on

assessment results. Administrators will collect action plans.

Instructional team will complete observations and look for lesson plans and differentiated instruction. Veronica will monitor the observation tracker in Google Docs.

Minimum of monthly data analysis and movement of Focus and WIN groups for consistent adjustments and fluidity to best meet student needs. Jennifer will ensure that changes are documented in Learning Plans.

Completed Writing Pacing Jennifer will collect data and revise District Curriculum at the end of the year.

#### Focus Area: Collaboration

##### Key Elements

**Desired Outcomes:** By December 2018, 100% of the teachers will reflect on lesson delivery and instructional strategies within weekly collaborative focus meetings.

##### Critical Actions

Relook at the Learning Plan and revise to develop a better alignment of focus needs and time frame to allow for more collaboration.

Teachers need to remind each other of the roles and norms prior to beginning collaborative focus meetings. We need to stay committed to sticking to the Learning Plan and not going off task.

Create a reflection form on classroom instruction to support debriefing in collaborative focus meetings.

Teachers will bring weekly lesson plans to reflect and debrief upon the outcomes of instruction, plan collaboratively, and offer instructional strategies to collaborative focus meetings.

In collaborative Focus Meetings Pre-K teachers will collaborate and determine what student mastery looks like on the 7 EI's within the Quick Look rubrics. Each teacher will complete the form and provide a copy to EA with a brief discussion. In collaborative Focus Meetings Pre-K teachers will collaborate and determine what teacher instructional strategies they can utilize to instruct EI's in all areas of the school day

Teachers will video themselves instructing a minimum of 6 times a semester and reflect using the three essential questions (How do you know if the students learned?, What do you do if the students have not learned?, What do you do if they already know it?).

When we do the monthly data analysis meetings, we will utilize the data and instructional leadership observation data to determine highly effective teacher instruction in core areas. The teachers will be videotaped so that the video can be watched and discussed by other teachers in need of support.

##### Progress Indicators

Completed Learning Plans indicating collaboration of planning and strategies. Learning Plans will be collected by Jennifer Griffith.

Evidence of collaboration may be seen in lesson planning outcomes and visible through classroom walk-throughs conducted by building admin and instructional leadership team.

Documentation of lesson plans contents will be listed by the Instructional Resource Team and Veronica Olivas will monitor the observation tracker in Google Docs.

Teacher videos used for PD will be documented on learning plans and may be put in as documentation in Oaysis. Jennifer will monitor the process and collect learning plans.