



## Bluffsvew

### 2021-2022 Continuous Improvement Plan Summary

Cindy Fox, Principal

At Bluffsvew we are committed to nurturing students academically, socially, and emotionally to support their ongoing growth and success.

We are proud of the mindset for growth and improvement that our school community holds.

#### **Points of Celebration for Bluffsvew from 2020-21 Include:**

- Continued focus on student growth in the areas of supporting an argument through writing with information text and the ability to model and reason through rich task mathematical problems.
- The building committed to work focusing on the area of Sense of Belonging. All staff members participated in work around culturally responsive teaching, implicit bias, and trauma informed teaching. Students participated in building initiatives aimed at building community by better understanding each other through Responsive Classroom teaching practices.

#### **Focus Areas for Growth**

One goal of our district improvement plan is that building leaders and teachers will use the 5-Step Process to develop, measure, and analyze effective instructional practices in order to reduce student sub-group achievement gaps by 50%, while increasing the quality of instruction for all students across all settings. The following action steps support this work:

**Literacy Goal #1:** *Students will demonstrate reading comprehension knowledge by using textual evidence from informational text to effectively construct argumentative writing. By the conclusion of the 2021-22 school year, all grade levels will achieve the indicator of proficiency on Ohio's State Tests. To monitor progress toward the goal, given an appropriate leveled informational text selection, 85% of students will create a piece of argumentative writing with a score of 15 or higher as determined using a rubric for argumentative writing.*

- All ELA classrooms will fully implement 3 writing Units of Study. Teachers will specifically implement feedback strategies through conferring in order to enhance student writing in a way that is individual to student need.
- ELA, EL, Science, and Social Studies teachers will provide opportunities for students to interact with informational text and produce pieces of writing using the text to support a claim. Teachers will support this goal through instruction on a weekly basis. Math teachers will support this goal by providing students opportunities to justify mathematical thinking through writing using mathematical information to support claims a minimum of once weekly. Instruction will occur based on student need determined by argumentative writing progress monitoring.

**Mathematics Goal #2:** *Students will demonstrate the ability to use strategic critical thinking and reasoning to solve mathematical problems. Monitoring curriculum based assessments, 85% of students will demonstrate growth with use of mathematical practices 3 and 4. Additionally, we aim for all grade levels to achieve the achievement indicator level on Ohio's State Tests by the end of the 2021-22 school year.*

- All math teachers (grades K-5) will develop and implement instructional practices that incorporate rich problems into weekly lessons that will focus on modeling, reasoning, and other math practices to make mathematical thinking visible in problem solving.
- All math teachers (grades K-5) will utilize ST Math to set goals with students and track progress to ensure that students are learning conceptual knowledge and applying it to weekly puzzles.
- All math teachers (grades K-5) will analyze data (MAP, unit assessments, formative assessments, etc.) to address unfinished learning and ensure that gaps are filled.

**Climate/Culture Goal #3:** *Students and staff will demonstrate a commitment to character and support a culture of empathy and inclusion through fostering an increased sense of belonging with specific focus on strengthening student to student relationships. By the end of the 2021-22 school year we will see an increase in the areas of "Sense of Belonging" (79% goal) and percent of students reporting feeling respected by peers (79% goal) as reported by the Panorama Student Survey spring data.*

- All staff will participate in professional learning on culturally responsive teaching. This includes working to better understand our students' cultures and its impact on classroom instruction, understanding trauma and trauma-informed teaching, and exploring teaching strategies for working with children in poverty. Teachers will demonstrate an increased number of strategies of recognizing and reaching all students, regardless of background or past.
- All staff will incorporate elements of the Responsive Classroom teaching practices into classrooms as measured through observation
- All staff will focus on integrating growth mindset practices and vocabulary.
- All staff will continue to extend methods of recognizing students' positive behaviors and interactions with others to reinforce positive relationships.