

BOONES FERRY PRIMARY SCHOOL WORK PLAN 2022-2023

**At Boones Ferry we cultivate excellence and nurture empathetic,
curious learners that embrace diversity.
*Where children thrive!***



DATA SUMMARY:

Fall '22 School Demographics

Total Students- 504

White- 62% of population

Students of Color- 38% of population

Students Served by ELD- 18% of population (20 languages)

Students with Disabilities- 15% of population

Fall '22 Math Measures of Academic Progress (MAP)

Kinder- 66% of students are at or above grade level norm

1st Grade- 37% of students are at or above grade level norm

2nd Grade- 33% of students are at or above grade level norm

3rd Grade- 35% of students are at or above grade level norm

4th Grade- 36% of students are at or above grade level norm

5th Grade- 40% of students are at or above grade level norm

Fall '22 Reading Measures of Academic Progress (MAP)

Kinder- 55% of students are at or above grade level norm

1st Grade- 47% of students are at or above grade level norm

2nd Grade- 31% of students are at or above grade level norm

3rd Grade- 47% of students are at or above grade level norm

4th Grade- 39% of students are at or above grade level norm

5th Grade- 38% of students are at or above grade level norm

Social Emotional Learning as Measured through Panorama Survey

3-5 Grade Students/Fall 2022

student percentages responding favorably

Student Competency

68% for Social Awareness (increase of 5%)

64% for Growth Mindset (increase of 6%)

58% for Self-Efficacy (increase of 1%)

52% for Emotional Regulation (increase of 4%)

Student Supports and Environment (Equity)

80% for Teacher-Student Relationships (decrease of 2%)

67% for School Climate (increase of 1%)

66% for Sense of Belonging (increase of 3%)

Sense of Belonging Disaggregated

68% of Emerging Bilinguals responded favorably

50% of students with gifted status responded favorably

63% of students with special education status responded favorably

66% of white students responded favorably

70% of hispanic students responded favorably

67% of students with two or more races responded favorably

SCHOOL GOALS

Our school goals are focused on the north star of student achievement through the foundation of cultivating belief & belonging. Our theory of action is that if leaders promote explicit systems and a culture that develops collective teacher efficacy, teachers will then instill competence, confidence and self-efficacy for every student, resulting in a high level of cognitive capacity and academic mindset.

Our belief is that if we focus on the social and emotional needs of our school community, and commit to restorative and inclusive practices then we will provide a safe learning environment that disrupts systems of racism and generates equitable outcomes for all students while working towards eliminating opportunity and achievement gaps for students, who have been marginalized educationally.

To support this work, we will continue to use Universal Design for Learning to minimize barriers and create access for all students. We will implement impact teams and high leverage instruction and engagement strategies through language support. Through these practices teachers will believe in themselves, each other and the school's ability to accomplish great things, ensuring a sense of belonging by all and successful growth for every student.

Inclusive & Equitable Learning Communities

Boones Ferry Primary staff will nurture classroom environments that prioritize psychological safety and build independence, connection, and self-regulation through the purposeful use of the *7 Components of Inclusive and Equitable Classroom* tools.

Assessment for Student Learning/PLC's

Boones Ferry staff will develop a deeper understanding of using impactful assessment and data to drive instructional practices through **impact teams (data)** and implementing the *district literacy guide*.

Curriculum & Pedagogy- Universal Design for Learning

Boones Ferry staff will design learning opportunities that intentionally provide all students access to instructional materials and tasks that are challenging and supportive. Through multiple means of representation, engagement, and expression, learners will authentically demonstrate their growth as connected to standards-based learning targets.

During the 2022-2023 school year:

- Boones Ferry staff will investigate and plan in data teams to respond thoughtfully to their student's next academic achievements.
- Boones Ferry staff and students will continue to be grounded in the belief that strengths-based, positive relationships are foundational to a strong sense of belief and belonging.
- Boones Ferry students will learn and practice social and emotional skills that help them make choices in their emotional responses.
- Boones Ferry students will practice restorative conversations in order to build life-long skills around conflict resolution and to increase belief and belonging in the school and larger community..

By the end of the 2022-2023 school year:

- Boones Ferry students will meet their projected growth as reflected on the mathematics & reading MAP Assessment (K-5).
- Boones Ferry students will report an increase in their self-competencies as well as their favorable experience with school supports and environment as measured by Panorama (3-5).

THEORY OF ACTION

Staff Learning Settings	Leadership Moves If the principal and instructional coordinators...	Certified Staff Moves Then teachers will...	Student Outcomes So each and every student will be able to ...
Systems of Professional Growth			
<p>Circles of Support Teacher Workshop Professional Growth Wednesdays Para Workshop Student Services Team Grade Level Teams Leadership Team (Equity) New Teacher On-boarding Impact Team (Data) Parents & Students for Staff (PSS) Library/Technology Team</p>	<p>Create time and space for intentional collaborative teamwork around professional learning focused on:</p> <ul style="list-style-type: none"> ● Belief & Belonging ● Restorative Practices ● Universal Design for Learning ● Balanced Literacy ● Use of Assessment/Data ● Culturally Responsive Practices 	<p>Grow in collective teacher efficacy</p> <ul style="list-style-type: none"> ● informed best practice ● thoughtful planful teaching ● regulated teachers ● access points for all students ● lead restorative practices ● build confidence for students 	<p>Grow in their sense of belief and belonging, equipping them to be stewards of their own learning both emotionally and academically.</p> <p>Students will...</p> <ul style="list-style-type: none"> ● utilize the tools they have ● be happy and proud ● Develop self-efficacy as learners <p>Equitable growth as measured by:</p> <ul style="list-style-type: none"> ● Running Records ● PLC created assessments ● MAP ● Social and emotional growth measured by PANORAMA <ul style="list-style-type: none"> ● Equitable growth as measured by: <ul style="list-style-type: none"> ○ Running Records ○ PLC created assessments ○ MAP


Staff Learning Settings	Leadership Moves If the principal and instructional coordinators...	Certified Staff Moves Then teachers will...	Student Outcomes So each and every student will be able to ...
Observations and Walkthroughs			
District's Instructional Frameworks: <u>5+ Dimensions of Teaching and Learning</u> <u>7 Components of Inclusive and Equitable Learning Communities</u> Walkthroughs <ul style="list-style-type: none"> Principal and/or IC 	Focus on: 5Ds Purpose Curriculum & Pedagogy Classroom Culture & Climate 7Cs Inclusive & Equitable Learning Communities Social-Emotional Skills Restorative Practices Culturally Responsive Teaching	further develop their reflective practice individually and collectively.	<ul style="list-style-type: none"> Grow socially, emotionally, and academically Experience equitable learning opportunities Make a year or more growth in reading, writing, and math Develop their self-efficacy as learners
Mentoring and Coaching			
Principal- <ul style="list-style-type: none"> Goal setting Observations: Formal/Informal Instructional Coordinator <ul style="list-style-type: none"> Co-leading Co-planning Co-teaching 	Leans into formal and informal observations and conversations as opportunities to listen, ask questions, co-reflect, and expand and refine practices.	Plan and teach lessons with clear purpose... Uses data to track and monitor student progress...	<ul style="list-style-type: none"> Grow socially, emotionally, and academically Experience equitable learning opportunities Make a year or more growth in reading, writing, and math Develop their self-efficacy as learners

Staff Learning Settings	Leadership Moves If the principal and instructional coordinators...	Certified Staff Moves Then teachers will...	Student Outcomes So each and every student will be able to ...
-------------------------	--	--	---

External Expertise

<p><u>Building Led</u></p> <ul style="list-style-type: none"> Teacher workshop Professional Growth Wednesdays <p><u>Professional Books</u></p> <ul style="list-style-type: none"> Culturally Responsive Teaching & the Brain Grading for Equity Equity by Design 30-Days to the Co-Taught Classroom The Paraprofessional’s Handbook for Effective Support in Inclusive Classrooms The Listening Leader The Art of Coaching Street Data Responsive Classrooms Materials Circle Forward Onward Heart! Rigorous Curriculum Design Next Step Forward in Guided Reading 	<p>Intentionally connects and leverages external expertise...</p> <p>Plans and provides opportunities to collaborate and learn:</p> <ul style="list-style-type: none"> Workshops (staff meetings) Grade level team meetings 	<p>Reflect, analyze, and implement high leverage instructional practices...</p>	<ul style="list-style-type: none"> Grow socially, emotionally, and academically Experience equitable learning opportunities Make a year or more growth in reading, writing, and math Develop their self-efficacy as learners
--	---	---	--

Workshops and Courses

<p>Staff Wellness Room</p> <p><i>What’s Going Well? The Question that Changes Everything</i> Greg Bell- Author & Speaker</p>	<p>access grant funds to support teacher well-being through a staff wellness room and a keynote for professional development in November</p>	<p>prioritize their emotional and physical health. They will also be inspired to actively engage in simple daily activities that change their patterns of thinking and overall well-being</p>	<p>attend school in a positive learning environment.</p> <p style="text-align: right;"><i>Boones Ferry</i>  ²²⁻²³ belief & belonging</p>
--	--	---	--

