



Blue Heron Middle School
Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and
Continuous School Improvement Plan
2022-2023

Building Information and Demographic Data - 2022-2023	
Building: Blue Heron Middle School	Grade Span: 6-8 School Type: Middle School
Principal: Victoria Kalscheuer	Building Enrollment: 266 6th grade: 82 7th grade: 95 8th grade: 97
District: Port Townsend School District	Free/Reduced Lunch: 45%
Board Approval Date: 11/3/2022	Special Education: 12.4%
Plan Date: 10/14/2022	English Learner: 2.6%
	Race / Ethnicity: Caucasian/White: 80.7% Multiracial: 6.2% Black: 4% Asian/Pacific Island: 3.6% American Indian/Alaska Native: 2.9% Hispanic: 2.6%

Multi-Tiered Systems of Support Leadership Team Members

Name	Role	Email
Victoria Kalscheuer	Principal	vkalscheuer@ptschools.org
Christie Boyd	Dean of Students	cboyd@ptschools.org
Mark Tallarico	Specialists, Physical Education / Health Teacher	mtallarico@ptschools.org
Wayne Shaffer	8th Grade, Math Teacher	wshaffer@ptschools.org
Jef Waibel	7th Grade, Science Teacher	jwaibel@ptschools.org
Jen Manning	6th Grade, Math Teacher	jmanning@ptschools.org
Eliza Farrell	School Counselor	efarrell@ptschools.org
Debbie Barnes	Para-educator, Classified staff	dbarnes@ptschools.org

BHMS Vision Statement

We are committed to raising the level of student learning so Blue Heron students will have equitable access to learning opportunities that foster growth through the use of 21st-century skills to become contributing citizens. (established in 2019)

Culture of Equity and Inclusion

Blue Heron Middle School commits to championing policies and practices of cultural equity that empower a just, inclusive, and equitable learning environment, ultimately creating a culture of mastery. We recognize that some existing practices in the education system grant privilege and access unequally. We believe that equity is crucial to ensure that everyone has equal access in order for our students to have a life full of success. In a culture of mastery, everyone on staff believes that in order to meet the needs of all students, it's necessary to meet the needs of each student. As such, all students are supported with accommodations and support to ensure the utmost access to universal instruction. We are committed to the belief that all students have the capacity to meet high expectations and we are committed to creating and maintaining systems of support to align with our district's vision.

Plan Needs Assessment: Summary

As our Blue Heron Middle School (BHMS) Multi-Tiered Systems of Support (MTSS) Leadership Team we have decided to continue our focus on three areas during this data review. We continuously monitor growth over time and as a result continue to ascertain that the 2021-2022 year is a year that re-establishes a baseline of data to build from for our school. We know that the 2019-2020 and 2020-2021 school years were significantly impacted from the COVID-19 closures and partial virtual/partial in person transition significantly impacted learning. We are anticipating three to five years of working with our targeted instructional framework design in order to realign with the unlearned aspects of all portions of school (e.g. reading, writing, math, social/emotional), and as such are utilizing data to ensure students receive in time supports and interventions to ensure achievement gaps are lessened. These areas of focus were identified as a result of the data pulled in the 2021-2022 school year BHMS MTSS Leadership team School Improvement Plan in order to focus on the significant COVID learning delays identified.

Student Population and Demographics

Currently, BHMS has 82 students in 6th grade, 95 students in 7th grade and 97 students in 8th grade. 80.7% of students are caucasian/white, 6.2% as multiracial, 4% of the student body are as Black, 3.6% as Asian, 2.9% of students are American

Indian/Alaska Native, and 2.6% of students as Hispanic.

BHMS has 12.4% of students receiving special education services and 2.6% of students receiving English as a Second Language (ESL) services. 44.9% of students have been approved for free or reduced priced lunch at the time of this report (10/13/2022). In October, BHMS had an 88% average attendance rate.

Based on the 2021 student assessment information from the STAR and FastBridge universal screener given in fall, winter and spring as well as the spring SBAC data, we continue to identify a significant number of students who will benefit from acceleration in reading and math to support growth and achievement related to grade level expectations and projected outcomes for SBAC scores. While the number of needs this fall are less impactful for our building systems than they were in the fall of 2021-2022, the number of students needing support(s) with academic skills they have not yet learned is still impacting our universal instruction pacing - when compared to pacing pre-COVID-19. Additionally, our students continue to exhibit differences in returning to school with their social and emotional learning (SEL) compared to past years - and we notice while the needs are less impactful for our building systems than they were in the fall of 2021, the number of students needing support(s) with SEL skills they have not yet learned continues to impact the pacing of our universal instruction. This fall we have completely reset all aspects of Positive Behavior Interventions and Supports (PBIS) in order to support our learners and as such have more explicitly taught all aspects of building-wide expectations, classroom level expectations, voice level expectations, etc.

Systems of Support: Educators and Instruction

Staff at BHMS are prepared to accelerate learning in all academics, and are focused on meeting the needs of each individual child in all academic areas and SEL. We have begun to implement initial portions of Multi-tiered Systems of Support to create equitable access and outcomes for all children. At the Universal (Tier 1) level of instruction, staff have been working diligently over the last three school years to increase capacity within their own instructional practices to implement Universal Design for Learning (UDL) and have been explicitly focused on academic accommodations to date. This year, we will explore and begin implementing expanded practices of Universal level of instruction within classrooms specifically related to social/emotional accommodations to support the overall inclusion of all students. All BHMS staff will continue to work with the Inclusionary Practices Program (IPP) grant through OSPI/ESD 114 to focus on the continual immersion of universal designs of support for learning embedded for academics and behavioral support in order for 80% of our students to be able to access the general education curriculum. Of special note, the IPP grant staff have identified BHMS as a state leader within this area and as such, one of two buildings in the state that are ready to utilize peer-peer coaching/learning through classroom observations - which is one of the most impactful professional development practices to support positive change of staff practice.

We will continue to develop our Tier 2 supports to capitalize on learning through aspects such as reading and math intervention as well as the implementation of Check In - Check Out (CICO) for students needing additional connection to relationships and social/emotional or behavioral goal setting. Further, all teaching staff are providing an Advisory course for all students in order to support enriching the student experience. Through Advisory, we are providing instruction in social emotional learning with the Second Step curriculum, providing post-secondary and career exploration through Xello, providing lessons regarding equity and diversity, keyboarding, goal setting and building expectations with our PBIS lessons.

During the 2021-2022 school year both the English Language Arts (ELA) and the Social Studies (SS) teams began to align their standards in preparation for a curriculum review which will occur in both subjects during this school year. Both teams have begun to have discussions around materials they are aware they are needing to enhance student outcomes and student experiences. Further, our math team has been working with instructional coaches from the IPP grant and the ESD in order to support the peer to peer collaboration which the team has utilized to support student outcomes.

Center for Educational Effectiveness (CEE) Survey data from Spring of 2022 revealed a few different trends for our building to focus on. We heard from our families that they would like to receive more information related to their child's progress. Families also shared that they feel fewer accommodations are being provided to support their child's success. Additionally, our families shared that early interventions are not being provided. Finally, our families shared they would like further strategies regarding how to support their child as a learner with homework.

Our students shared quite a few important aspects of their student experience. They shared that we haven't been sufficiently celebrating their success(es). We also need to work on shifting student learning from the teacher providing the majority of class time as lecture to one of collaborative discussion and learning strategies. Further and interrelated with the latter, students also share that they would like more learning opportunities that challenge them as learners. While we had a 1% increase in the area of school preparing students for life after school, this still only totals to be 47% of students feeling they are being prepared for life after school. Additionally, our students shared that 81% feel they understand the school expectations, which in a MTSS system shows that we are meeting a Tier 1 level, our building doesn't feel this is strong enough at this time. Students also shared that they do not feel all teachers believe that all students can learn.

The leadership team and school administration has begun the work of realigning our building's working norms in relation to the responses from staff on the CEE. Our staff shared they are willing to change to meet student needs yet they do not perceive that their colleagues are willing to change. This contributes to an "I vs. They" gap of 42% The Center for Educational Effectiveness recommends that gaps over 25% at the secondary level should be investigated as staff culture is the building block of school improvement. We recognize that our staff needs to work on developing a strong sense of positive supportive culture supporting trust

and open communication. At the building we are working to have more direct communication to support the increase in future surveys for how colleagues are perceived. Positive staff culture is an essential component for implementation of our building goal activities. This year one essential part of our culture work is the focus on direct communication between staff members to identify gaps between perceptions and intentions, which ultimately supports our building Norms work. True culture change takes 3-5 years and our BLT is committed to this work.

Visualizations of all data summarized above can be found below.

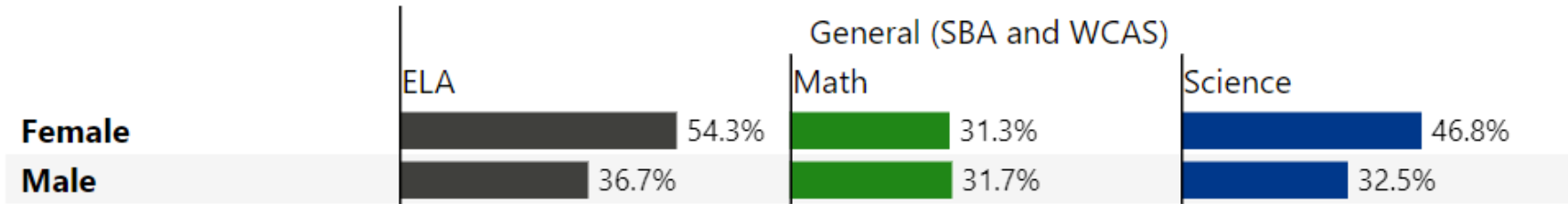
PERCENTAGE of Students Meeting Standards

	Fall 2021					Spring 2022						Fall 2022		
	Fall SBAC Scores*			STAR		Spring SBAC			SAEBRS	STAR		Fastbridge**		SAEBRS
	ELA	Math	Sci. WCAS	Reading	Math	ELA	Math	Sci. WCAS	SEL	Reading	Math	Reading	Math	SEL
6th	54.4%	34.3%	74%	52.5%	24.8%	47.4%	38.5%		87.3%	63.6%	40.9%	75.3%	62%	77.3%

grade														
7th grade	54.8%	38%		41.4%	36%	50%	38.1%		63.5%	62.9%	32.6%	73.6%	62.6%	81.3%
8th grade	39.7%	27.3%		73.7%	28%	40.2%	18.6%	40.2%	52.3%	55%	18.9%	65.6%	63.6%	71.1%
Low-Income						29.2%	18.8%	26.5%						
BHMS	49.6%	33.2%				45.8%	31.5%	40.2%						

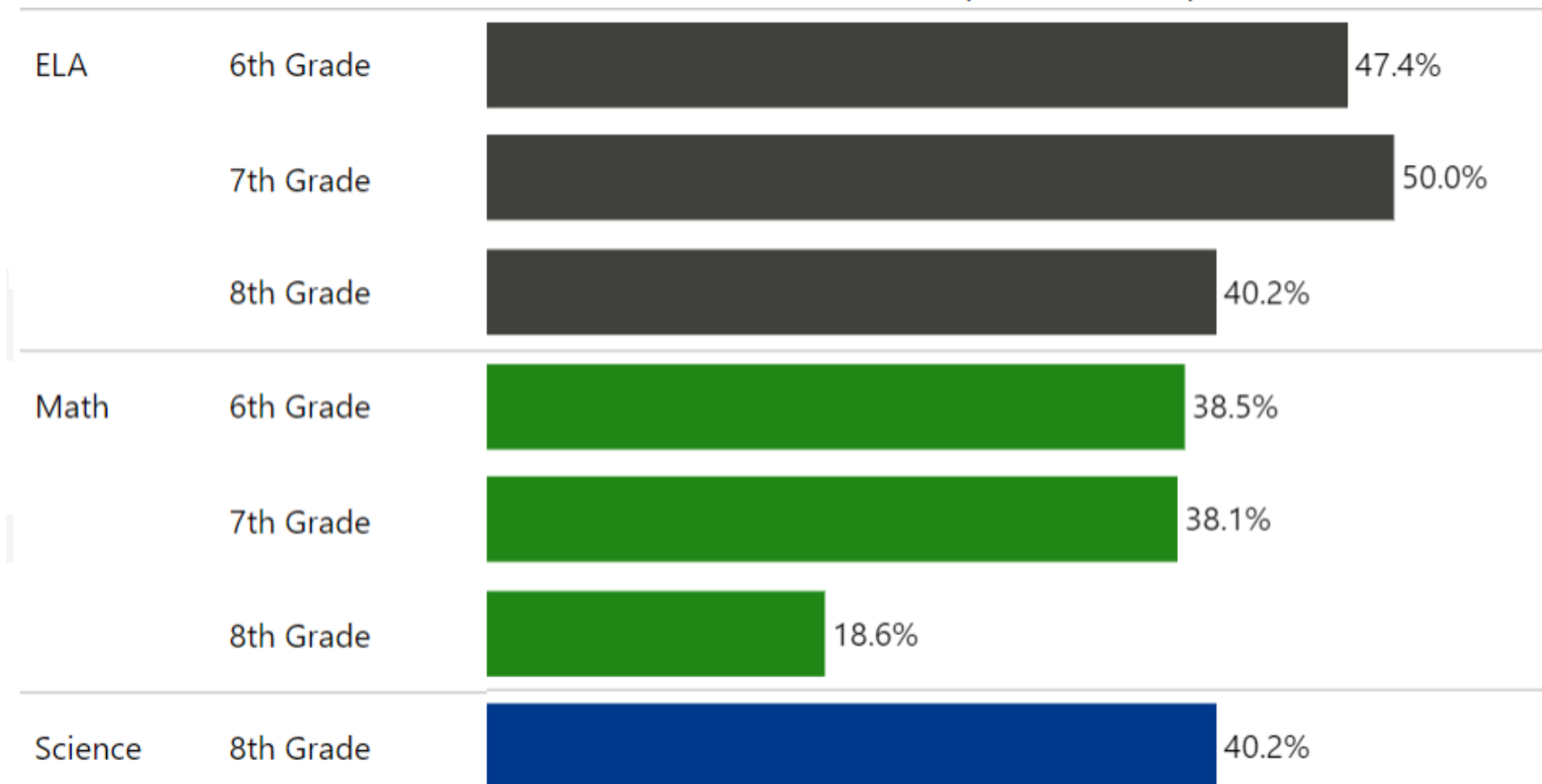
*Due to the COVID pandemic, SBAC was not administered during the school years of 2019-2020 and 2020-2021 AND an administration of the SBAC was administered during the Fall of 2021. Students who took the Fall 2021 SBAC took the assessment that would have been administered the spring before. For example, the Fall 2021 SBAC scores for the 6th graders reflect their performance on 5th-grade standards.

Gender



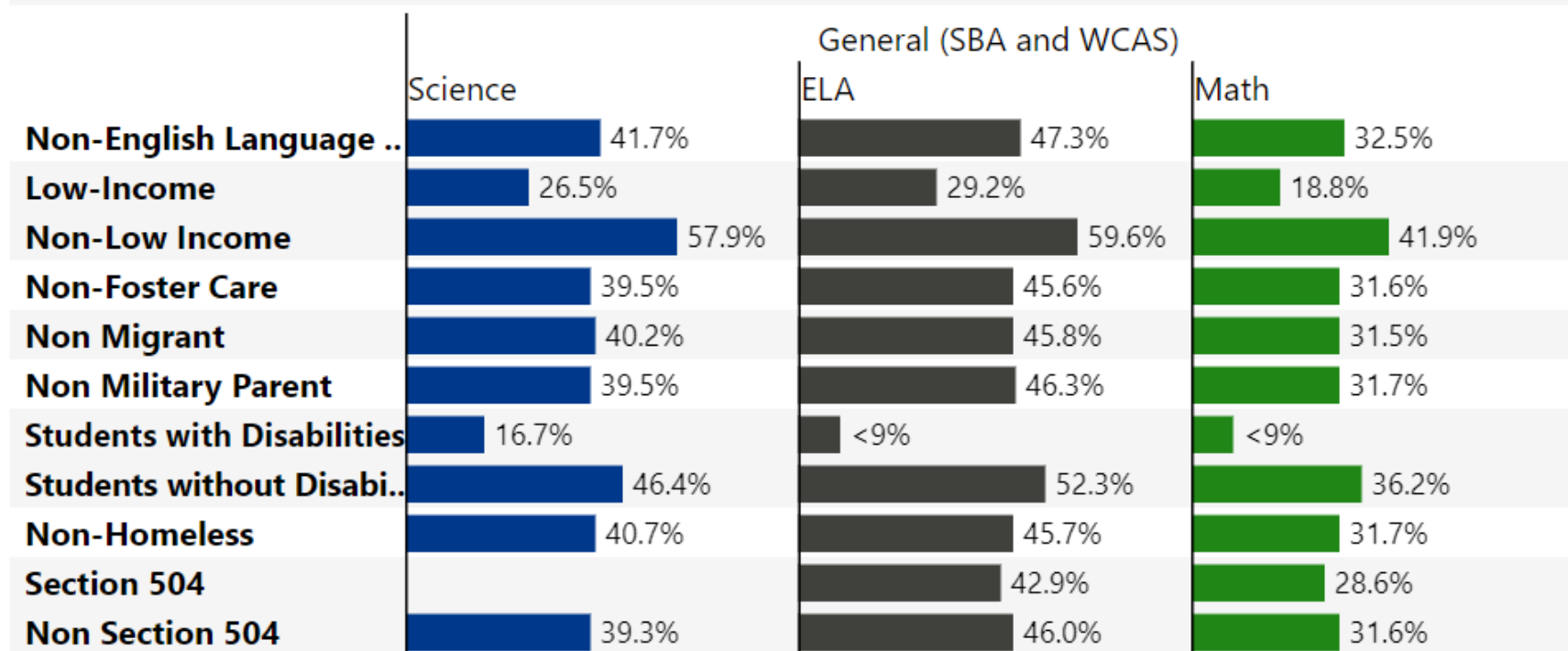
**FastBridge replaced STAR assessment Fall of 2022.

SPRING 2022 SBAC and WCAS SCORES



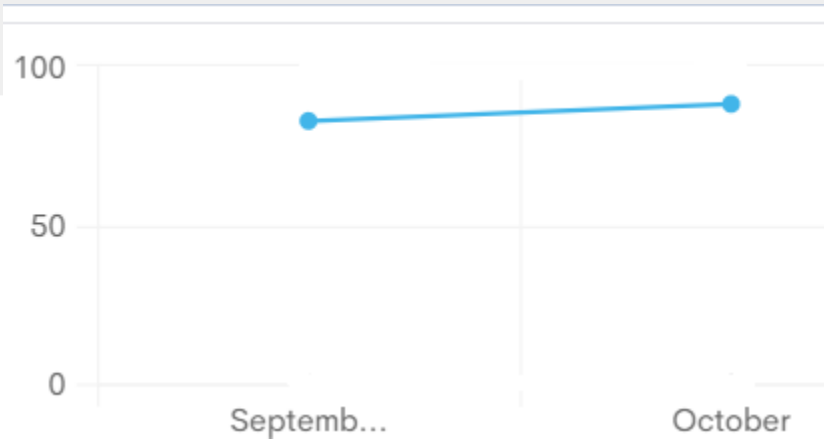
SBAC and WCAS by Grade

Programs and Characteristics



BHMS

STUDENT AVERAGE ATTENDANCE

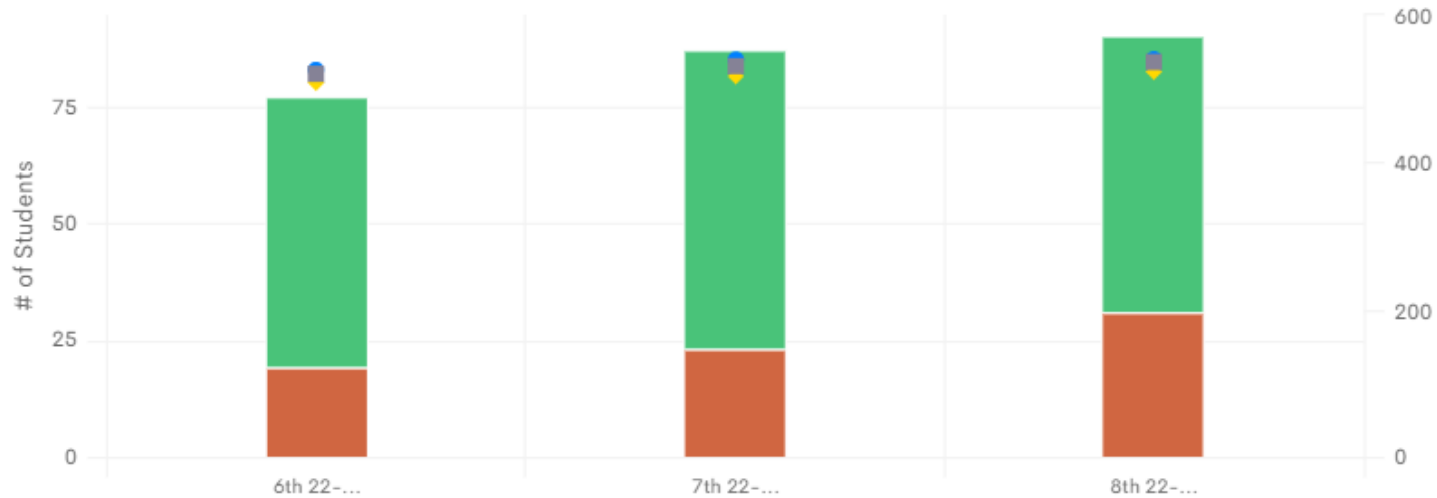


BHMS UNIVERSAL SCREENER - LITERACY BY GRADE

FAST - Fast aReading BLUE HERON SCHOOL By Grade



22-23 Benchmarks

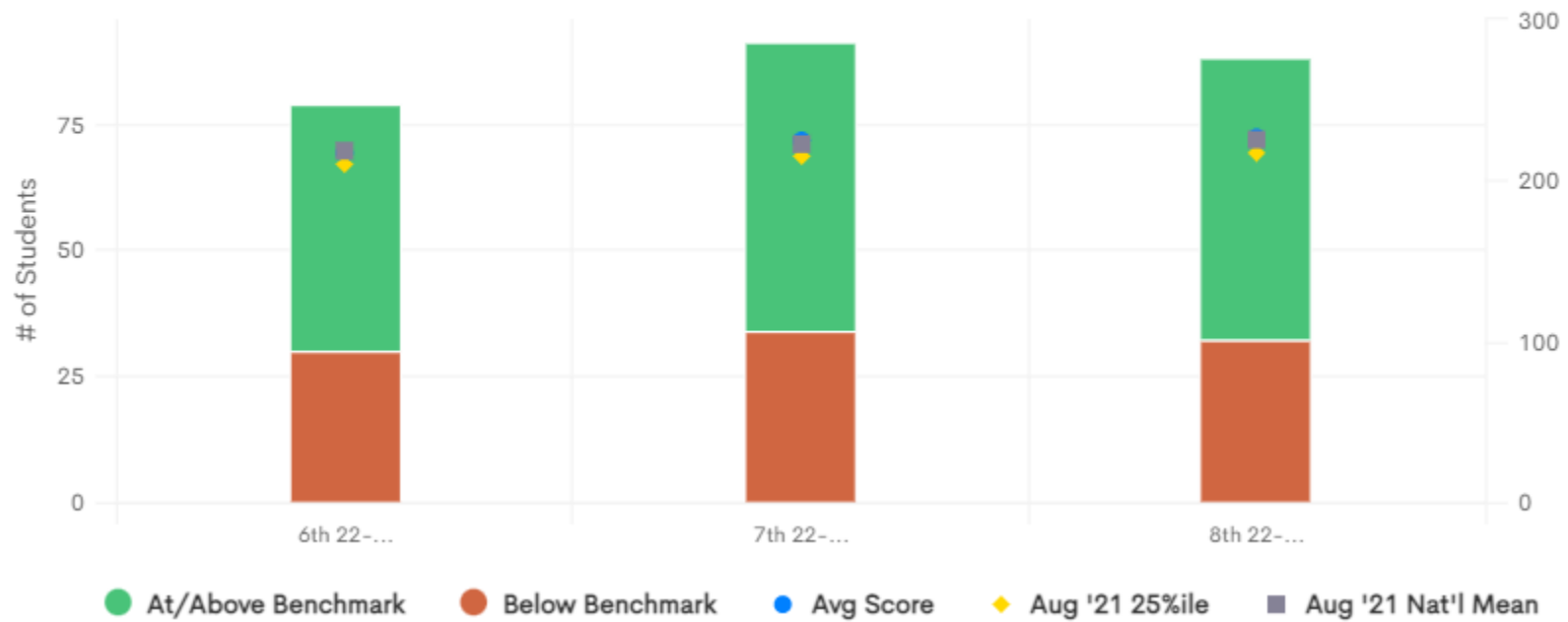


BHMS UNIVERSAL SCREENER - MATH BY GRADE

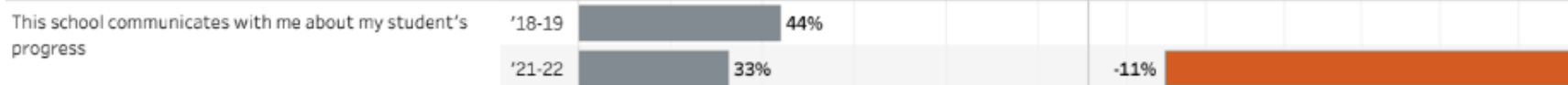
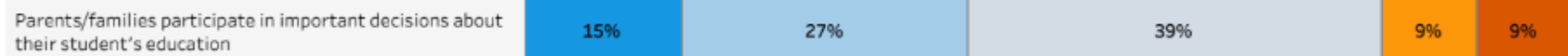
FAST - Fast aMath BLUE HERON SCHOOL By Grade



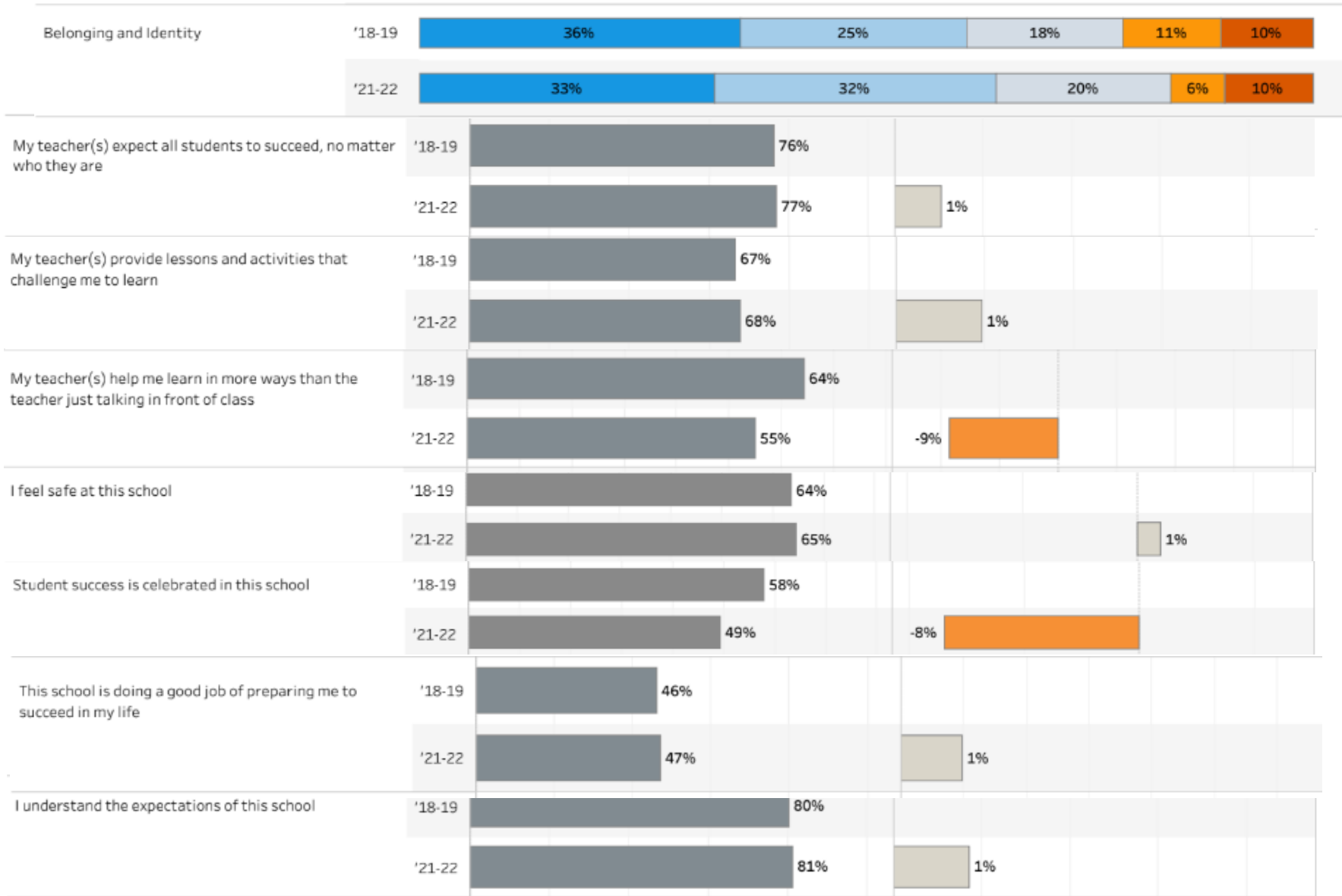
22-23 Benchmarks



CEE SURVEY DATA - FAMILY RESPONSES



CEE SURVEY DATA - STUDENT RESPONSES



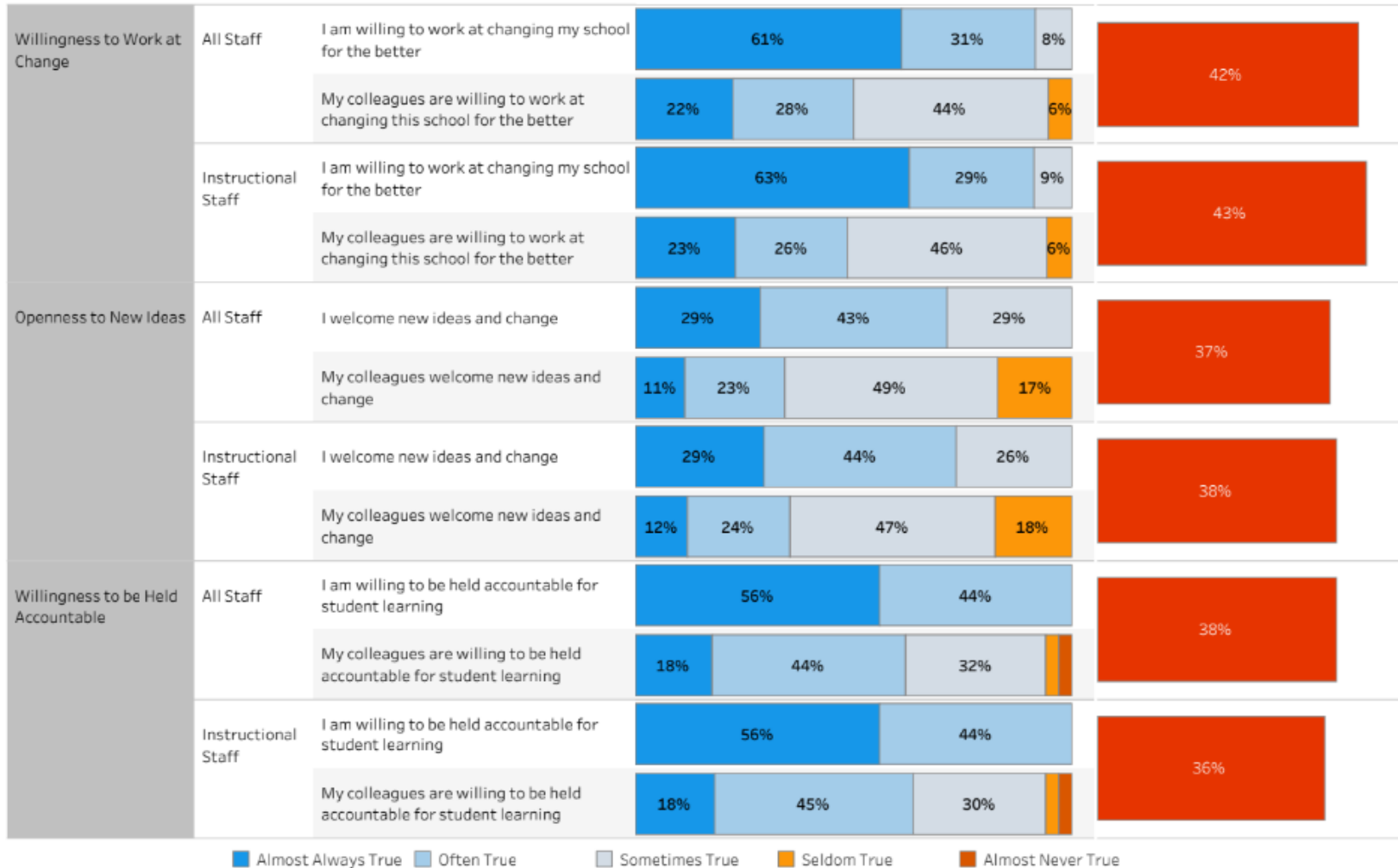
CEE SURVEY DATA - STAFF RESPONSES

Readiness for Change—I vs. They Perspectives

Blue Heron Middle School

Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

How large is the Gap between I vs. They?



BHMS BUILDING GOALS

2022-2023 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES

(SCHOOLWIDE REFORM STRATEGIES including evidence examined to evaluate if your activities are working?)

Goal #1

By the end of the 2022-2023 school year, 6th-8th grade students who are not currently meeting grade level **English Language Arts** standards will show growth toward closing academic gaps as measured by a 5% increase on the SBAC and Fastbridge. In addition, we will raise the scores for students who are identified by our state as low-income by 10%.

Goal #2

By the end of the 2022-2023 school year, 6th-8th grade students who are not currently meeting grade level **Math** standards will show growth toward closing achievement gaps as measured by 5% increase on the SBAC and Fastbridge. In addition, we will raise the scores for students who are identified by our state as low-income by 10%.

Goal #3

By the end of the 2022-2023 school year, all 6th-8th grade students will increase their **social emotional wellness and resilience skills** (ex. coping with stress, self-regulation, managing emotions during conflict or difficult situations, decision making skills) as measured by SABERS for social emotional growth area and CEE data specifically focused on belonging and identity.

ACTIVITIES to SUPPORT BHMS BUILDING GOALS

2022-2023 ACTIVITIES TO ENSURE MASTERY, INCLUDING COORDINATION AND INTEGRATION OF PRACTICES AND STRATEGIES

Activity	Timeframe for Implementation	Lead(s)	Resources/Budget
English/Language Arts	English / Language Arts	English /Language Arts	English / Language Arts
1. Increase student reading strategies use	1. English Language Arts (ELA) classes all year	1. ELA and SS teachers and building principal	1. Curriculum funds for resources; teacher collaboration time for planning

<ul style="list-style-type: none"> a. Latin derivations and roots / vocabulary instruction b. Review of ELA and SS curriculum 			
<p>2. Increase student time of eyes on print and increase reading stamina</p>	<p>2. English Language Arts (ELA) classes and advisory classes all year</p>	<p>2. ELA and advisory teachers and building principal</p>	<p>2. ELA class, library time, and during Advisory</p>
<p>3. Increase student access to literacy and related resources.</p> <ul style="list-style-type: none"> a. All ELA classes will access the school library weekly for lessons and book talks. b. Identification of common writing rubric at each grade level 	<p>3. All ELA, and grade level classes all, weekly, occurring all year</p>	<p>3. Librarian; ELA, and grade level teachers, building principal</p>	<p>3. Access to library and its resources, library budget</p>
<p>4. Identification of staff training and tools needed for staff to provide reading interventions to students.</p> <ul style="list-style-type: none"> a. Reading comprehension, decoding strategies, etc. for teacher led intervention 	<p>4. As needed per student needs identified during each assessment window - scheduled per training and follow up needs</p>	<p>4. Building principal, Director of Special Services</p>	<p>4. LAP Funds, HiCap, ESSER funds, building funds, instructional materials</p>
<p>5. Enhance Multi-tiered System of Support processes and procedures</p>	<p>5. As needs are identified through MTSS grant/implementation and IPP grant</p>	<p>5. Building principal, Director of Special Services, classroom teachers</p>	<p>5. ESSER, MTSS grant funds, IPP grant funds, Title 1 and/or building budget;</p>

<ul style="list-style-type: none"> a. Implementation of a progress monitoring tool b. Implementation of data management tool c. Implementation of process and procedures for various internal supports such as Student Support team, referral for intervention, etc. d. Instructional coaching in universal design for learning and inclusionary practices <ul style="list-style-type: none"> i. continuing to shift from teacher led to student led/collaborative learning and other high-leverage UDL practices ii. examining assessment practices, to utilize a common writing rubric across all grade levels 			<ul style="list-style-type: none"> a. professional development time for staff to support implementation of tool b. PD for staff to support implementation of MTSS and universal supports c. Peer-peer collaboration time for discussion and reflection related to coaching model
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<p>6. Communication and engagement with students and families related to their growth, goals, and strategies they can use to move forward</p> <ul style="list-style-type: none"> a. Back to School Night b. Curriculum Night (Title 1 event with annual meeting information) c. Family /student engagement events such as movie night with reading information provided regarding how to support their child’s learning, daycare and meals are also provided d. Newsletters from principal with information related to school, how to be involved with school-including ways to volunteer as well as how to have voice in our school’s decision making, and how to support their child as a learner e. Items shared by teachers through resources such as GoTo, Clever, email, etc. f. Parent/family student-led conferences 	<p>6. During advisory, through parent/family student led conferences, emails/phone calls, events at various times of day/evening, teacher communications and principal communications</p>	<p>6. all teachers, building administrator</p>	<p>6. Resources such as CEE survey and other observational data to support effectiveness measures, Communication tools such as GoTo app, Clever communication, email system, etc. to support the enhanced communication with students and families related to growth, success, and homework needs. LAP funding, building funds</p>
<p>7. Attendance supports to access daily curriculum and lessons</p>	<p>7. Weekly</p>	<p>7. Dean of Students, Attendance secretary, school counselor, student assistance</p>	<p>7. Jefferson County Juvenile Justice providing access to the WARNS assessment for school employees,</p>

<ul style="list-style-type: none"> a. Virtual Office Hours for students with illness or other excused reasons for absence b. Personal phone connections with families in addition to the robocalls from Skyward c. Review and update of our internal attendance process to further support positive attendance trends d. Administering the WARNS assessment to support earlier intervention at BHMS with attendance while sending referral to CEB in order to support a quicker response and support rate (in conjunction with Jefferson County Truancy and Juvenile Court) 		<p>professional, and principal - in conjunction with Jefferson County Truancy and Juvenile Justice</p>	<p>staffing allocation for Virtual Office Hours, access to Skyward system for attendance updates</p>
Math	Math	Math	Math
<ul style="list-style-type: none"> 1. Identification of staff training and tools needed for staff to provide math interventions to students <ul style="list-style-type: none"> a. Carnegie training for math classroom teachers b. Math tools training for Title 1 Interventionist and identified classified staff, 	<ul style="list-style-type: none"> 1. As needed per student need(s) identified during each assessment window - scheduled per training and follow up needs 	<ul style="list-style-type: none"> 1. Building principal, Title 1 Coordinator and Special Education Director 	<ul style="list-style-type: none"> 1. LAP/HiCap funds, IPP grant, building funds, instructional materials
<ul style="list-style-type: none"> 2. Enhance Multi-tiered System of Support processes and procedures 	<ul style="list-style-type: none"> 2. As needs are identified through MTSS 	<ul style="list-style-type: none"> 2. Building principal, Director of Special 	<ul style="list-style-type: none"> 2. ESSER, MTSS grant funds, IPP grant funds, LAP funds and/or building budget;

<ul style="list-style-type: none"> a. Implementation of a progress monitoring tool b. Implementation of data management tool c. Implementation of process and procedures for various internal supports such as Student Support team, referral for intervention, etc. d. Instructional coaching in universal design for learning and inclusionary practices <ul style="list-style-type: none"> i. continuing to shift from teacher led to student led/collaborative learning and other high-leverage UDL practices ii. examining assessment practices, to utilize a common writing rubric across all grade levels 	<p>grant/implementation and IPP grant</p>	<p>Services, classroom teachers</p>	<ul style="list-style-type: none"> a. professional development time for staff to support implementation of tool b. PD for staff to support implementation of MTSS and universal supports c. Peer-peer collaboration time for discussion and reflection related to coaching model
<p>3. Continue to collaborate mentorships and other opportunities in math education with tutors/subject area experts</p>	<p>3. As needs arise related to student specific math education needs</p>	<p>3. Community partners such as Skillmation tutors, area experts/tutors / volunteers, building administrator, classroom teachers</p>	<p>3. Collaboration time between Skillmation mentors/tutors, volunteers and classroom teachers</p>
<p>4. Continued collaboration of the 6th-12th grade math team to support continued implementation of Carnegie math as well as ensuring continuation of K-12 standards alignment</p>	<p>4. Continuous throughout each school year</p>	<p>4. Building administrators and math teachers</p>	<p>4. Time for collaboration, Carnegie/curriculum tools to use for reviewing standards.</p> <ul style="list-style-type: none"> a. support with collaborative peer-peer collaboration time for

			discussion and reflection related to coaching model
<p>5. Communication with students and families related to their growth, goals, and strategies they can use to move forward</p> <ul style="list-style-type: none"> a. Back to School Night b. Curriculum Night (Title 1 event with annual meeting information) c. Family /student engagement events such as movie night with math information provided regarding how to support their child's learning, daycare and meals are also provided d. Newsletters from principal with information related to school, how to be involved with school-including ways to volunteer as well as how to have voice in our school's decision making, and how to support their child as a learner e. Items shared by teachers through resources such as GoTo, Clever, email, etc. f. Parent/family student-led conferences 	<p>5. During advisory, through parent/family student led conferences, emails/phone calls, events at various times of day/evening, teacher communications and principal communications</p>	<p>5. all teachers, building administrator</p>	<p>5. Resources such as CEE survey and other observational data to support effectiveness measures, Communication tools such as GoTo app, Clever communication, email system, etc. to support the enhanced communication with students and families related to growth, success, and homework needs. Title 1 funding, building funds</p>
<p>6. Attendance supports to access daily curriculum and lessons</p>	<p>6. Weekly</p>	<p>6. Dean of Students, Attendance secretary, school counselor, student assistance</p>	<p>6. Jefferson County Juvenile Justice providing access to the WARNS assessment for school employees,</p>

<ul style="list-style-type: none"> a. Virtual Office Hours for students with illness or other excused reasons for absence b. Personal phone connections with families in addition to the robocalls from Skyward c. Review and update of our internal attendance process to further support positive attendance trends d. Administering the WARNS assessment to support earlier intervention at BHMS with attendance while sending referral to CEB in order to support a quicker response and support rate (in conjunction with Jefferson County Truancy and Juvenile Court) 		<p>professional, and principal - in conjunction with Jefferson County Truancy and Juvenile Justice</p>	<p>staffing allocation for Virtual Office Hours, access to Skyward system for attendance updates</p>
<p>Social Emotional Wellness and Resilience Skills</p>	<p>Social Emotional Wellness and Resilience Skills</p>	<p>Social Emotional Wellness and Resilience Skills</p>	<p>Social Emotional Wellness and Resilience Skills</p>
<ul style="list-style-type: none"> 1. Continue to increase student access to social emotional wellness and resilience skills training with the school counselor, student assistance professional and advisors through an MTSS model: <ul style="list-style-type: none"> a. Classroom level lessons <ul style="list-style-type: none"> i. advisory ii. prevention education b. Small group instruction c. Individual supports 	<ul style="list-style-type: none"> 1. ongoing as identified through skill and student development and as identified through SAEBRS, observational data and referrals from 	<ul style="list-style-type: none"> 1. School counselor, Student assistance program professional, Dean of students, building principal and classroom teachers 	<ul style="list-style-type: none"> 1. Building and other district funds, collaboration time, PD support for implementation, instructional materials, data management system to support work of Student Support Team and the PBIS team, time for Student Support Team and PBIS team to meet and plan related to data

<ul style="list-style-type: none"> d. Screening for mental health concerns/needs e. Screening for use and/or risk of use of alcohol, tobacco and other drugs 	<p>parents, teachers or students</p>		
<p>2. Tools and Training</p> <ul style="list-style-type: none"> a. DBT in Schools, Why Try b. Self-regulation <ul style="list-style-type: none"> i. additional sensory tools, lighting and alternative seating c. Other as identified through skills training and student development 	<p>2. As needs arise related to student specific SEL education needs, ongoing</p>	<p>2. School counselor, Student assistance program professional, Dean of students, building principal and classroom teachers</p>	<p>2. ESSER funds, collaboration time, PD support for implementation, instructional materials, sensory tools/fidgets, lighting and alternative seating options</p>
<p>3. Advisory lessons to support the social/emotional and life-long wellness of students, including postsecondary and career</p> <ul style="list-style-type: none"> a. lessons related to goal setting and post-secondary exploration, emotional regulation, building-wide PBIS expectations and lessons related to building-wide trends in need, healthy relationships, bullying prevention, kindness, equity/diversity, etc. 	<p>3. weekly throughout the school year</p>	<p>3. School counselor, Student assistance program professional, Dean of Students, building principal and classroom teachers</p>	<p>3. Building funds, PD support for implementation, instructional materials such as Xello, Second Step, ACT Now bullying prevention curriculum, etc.</p>
<p>4. Establishment of BHMS Wellness Center to support student needs / access to basic needs such as snacks, essential self-care items, clothing and access to a break spot - aka the Nest.</p>	<p>4. daily throughout school year</p>	<p>4. School counselor, Student assistance program professional, Dean of Students, building principal, PBIS</p>	<p>4. Building funds for staffing the Wellness center and Nest as well as resources to support our break area with various wellness supports such as alternative lighting and sensory tools.</p>

		team and Nest support paraprofessional(s)	
<p>5. Communication with students and families related to their growth, goals, and strategies they can use to move forward</p> <ul style="list-style-type: none"> a. Human Growth and Development event b. Character Award assemblies c. Newsletters from principal with information related to school, how to be involved with school-including ways to volunteer as well as how to have voice in our school's decision making, and how to support their child as a learner d. Items shared by teachers through resources such as GoTo, Clever, email, etc. e. Parent/family student-led conferences 	<p>5. During advisory, through parent/family student led conferences, emails/phone calls, and principal communications</p>	<p>5. all teachers, building administrator</p>	<p>5. Resources such as GoTo app, Clever communication, email system, etc. to support the enhanced communication with students and families related to growth, success, and homework needs.</p>
<p>6. Adult modeling and implementation of behavior accommodations</p> <ul style="list-style-type: none"> a. through the IPP grant, teachers will develop new strategies to support learners with social and emotional and/or behavioral needs within the general education classroom to support successful access of the general education curriculum (ex. sensory 	<p>6. monthly</p>	<p>6. all staff</p>	<p>6. IPP grant, professional development time, special education/LAP and/or building budget for sensory tools and other resources identified</p>

<p>integration tools in the classroom, breaks, etc.)</p> <p>b. Supportive and equitable practices such as Restorative conferences</p>			
<p>7. Attendance supports to access daily curriculum and lessons</p> <p>a. Virtual Office Hours for students with illness or other excused reasons for absence</p> <p>b. Personal phone connections with families in addition to the robocalls from Skyward</p> <p>c. Review and update of our internal attendance process to further support positive attendance trends</p> <p>d. Administering the WARNS assessment to support earlier intervention at BHMS with attendance while sending referral to CEB in order to support a quicker response and support rate (in conjunction with Jefferson County Truancy and Juvenile Court)</p>	<p>7. Weekly</p>	<p>7. Dean of Students, Attendance secretary, school counselor, student assistance professional, and principal - in conjunction with Jefferson County Truancy and Juvenile Justice</p>	<p>7. Jefferson County Juvenile Justice providing access to the WARNS assessment for school employees, staffing allocation for Virtual Office Hours, access to Skyward system for attendance updates</p>

MID-YEAR

Mid - Year STUDY and Adjust

2022-2023 ACTIVITIES TO ENSURE MASTERY

Study

(Mid-year implementation)

Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?

Goal #1:

Goal #2:

Goal #3:

END OF YEAR

End of Year - STUDY	
2022-2023 ACTIVITIES TO ENSURE MASTERY	
<p>Study <i> (“End” of implementation)</i> <i>Provide an evidence-based status update on how your activities are going: What is working and what needs adjustment?</i></p>	<p>Goal 1 - English/Language Arts:</p> <ul style="list-style-type: none"> ● Areas of Success: ● Areas for Growth: <p>Goal 2- Math:</p> <ul style="list-style-type: none"> ● Areas of Success: ● Areas for Growth: <p>Goal 3 - Social Emotional:</p> <ul style="list-style-type: none"> ● Areas of Success: ● Areas for Growth:

End of Year – ADJUST	
2022-2023 ACTIVITIES TO ENSURE MASTERY	
<p>Adjust <i> (“End” of implementation)</i> How are you thinking about spreading, scaling, and/or sustaining what has been effective?</p>	<p>Goal 1 - English/Language Arts:</p> <ul style="list-style-type: none"> ● Areas of Success: ● Areas for Growth: <p>Goal 2- Math:</p> <ul style="list-style-type: none"> ● Areas of Success: ● Areas for Growth: <p>Goal 3 - Social Emotional:</p> <ul style="list-style-type: none"> ● Areas of Success: ● Areas for Growth:

