

# **BOHEMIA ELEMENTARY SCHOOL**

## **SCHOOL IMPROVEMENT PLAN**

### **2023-24**

*At Bohemia, EVERYONE learns at high levels, and is treated with respect and care.*

Bohemia staff and families are dedicated to the continual growth of every student in all academic areas, and have set high standards to achieve these goals. We are especially committed to helping students from low-income families, multilingual families, and those with special needs who typically struggle academically, to successfully meet state benchmarks and standards in reading and math. In addition, we are dedicated to providing students and staff with a safe and welcoming learning environment with specific support and instruction in social skills, social emotional skills, and school appropriate behaviors. In confirmation of these commitments we propose the following school-wide goals:

#### **1. Maintain or improve student literacy to attain the following goals:**

- 80% or more of all Bohemia Elementary School students will place in the low risk category according to DIBELS, with a focus of bringing our MLs from 21% to 50% in the low risk category.

#### **2. Maintain or improve student mathematical thinking to attain the following goals:**

- 80% or more of all Bohemia Elementary School students will place in the low risk category (Tier 1) according to the i-Ready Final Diagnostic.

#### **3. Improve student attendance data to attain the following goals:**

- Bohemia regular attenders will increase by 15% according to our district attendance dashboard over the 22-23 School Year.

In order to meet these goals the Bohemia leadership team proposes and approves of the following use of Title 1 federal monies, during the 2023-24 school year to support the following initiatives:

**PBIS/ SEL-** We have a shared leadership model where teacher leaders are working with teams to analyze student data in all three tiers of our behavior triangle. The district has also prioritized creating SEL (Socio-Emotional Learning) Specialist positions that will be supporting students and staff. We have hired an SEL specialist to work full time at Bohemia to support students with navigating trauma, emotional regulation and other mental health needs.

Action Steps: school wide challenges (weekly, monthly, etc.), teaching expected behaviors, daily class meeting opportunity with explicit SEL instruction, use of class dojo as a classroom communication and reinforcement tool.

**MTSS-** Our district has prioritized through SIA funds to hire 2 literacy coaches for Bohemia Elementary. They will be working with all instructional teachers and educational assistants to support core reading instruction, as well as implement a Tier 2 intervention system called "WIN" (What I Need) and train others to progress monitor using DIBELS and other diagnostic tools. We have a Guiding Coalition leadership committee which meets several times a month to monitor school-wide progress towards school goals, with a focus this year on attendance.

**PLCs-** We are working with Solution Tree in South Lane School District to implement professional learning communities throughout the district, specifically in grade level and specialist teams at the elementary level. These teams will work each Wednesday for one hour to focus on learning, create a collaborative and collective responsibility culture, and will focus on evidence of student learning. They will be guided by 4 critical questions: What do we want students to learn? How will we know if they've learned it? What will we do if they didn't learn it? What will we do if they already know it?

**Funding:**

Supplies: Funding supports 1) research-based intervention, supplemental and assessment materials, supplies, and consumables for reading (e.g., Read-at-Home materials, audio guides, supplemental sets of chapter books to develop reading comprehension, technology to support instruction, consumable materials and teacher resources for vocabulary, comprehension, word attack, and handwriting); 2) research-based intervention, supplemental and assessment supplies for mathematics (e.g., consumable materials and teacher resources for math supplements that complement the core math program, and classroom manipulatives); and 3) materials and supplies to improve cultural inclusiveness, social-emotional well-being, and school-wide systems of high and consistent expectations.

Professional Development: Funding supports 1) staff attendance at workshops, resources, in-house trainings and courses related to school improvement goals (e.g., mathematics, reading, writing, cultural inclusion, SEL, behavior support, and new ELA curriculum adoption); 2) and release time for staff to complete peer observations on effective instructional strategies and collaborate for implementations.

Family Involvement: Funding supports 1) parent trainings that include activities and resources for parents to engage their children in learning, promote exploration of academic concepts, and support wellness; and 2) hosted events that invite families into the school building to feel included and welcome.

Category	2023-2024
<b>Fund 201 Title I - Supplies</b>	<b>\$24,887.00</b>
<b>Fund 201 Title I - Staff Development</b>	<b>\$8,296.00</b>
<b>Fund 201 Title I – Family Involvement</b>	<b>\$4,148.00</b>

**Fund 201 Title I - Supplies****Allocation: \$24,887.00**

*Funds may be used for workshops, classes, substitute costs, stipends, student incentives & supplies that help the school maintain and attain its school improvement goals around academic, social/emotional, and cultural improvement. Student incentives should be limited and considered necessary before being funded.*

**Supplies and Allocation:****Literacy:**

Research-based intervention, supplemental and assessment reading program materials, supplies and consumables (Such as, ECRI, Heggerty, Phonics for Reading, English Language Development resources, Read-at-Home program incentives, sets of chapter books to develop reading comprehension, audio resources, consumable materials and teacher resources for reading supplements in the areas of vocabulary, comprehension, and word attack, and handwriting consumables).

**Mathematics:**

Research-based intervention, assessment, technology resources, and math supplemental curriculum supplies (Such as, technology, consumable materials and teacher resources for math supplements that complement the core math program, and classroom manipulatives).

**Social-Emotional/Cultural Supports:**

Materials and supplies to maintain and implement effective social-emotional, culturally inclusive, and behavioral programs (Functional Assessment materials, individual student support plan incentives), and school-wide positive recognition (Incentives for positive behavior, including school attendance rates).

**Fund 201 Title I - Staff Development****Allocation: \$8,296.00**

*Funds may be used for workshops, classes, substitute costs, in-service supplies, audio/visual resources, and stipends that help the school attain its school improvement goals.*

**Activities and Allocation:**

Funding for trainings, teaching resources, and related costs, for individuals related to school improvement goals and areas of instruction (math, reading and writing curriculum, workshops and review; crisis response training, culturally inclusive practices, behavior support training, training to support students with special needs in SIP goal areas) and sub time for teachers to complete peer observations on effective instructional strategies leading to improved student achievement and complete student work sample assessments in building.

**Fund 201 Title I - Family Involvement****Allocation: \$4,148.00**

*Funds may be used for social emotional learning curriculum, Wildcat Awards/recognitions, reading incentives, Open House events, Math and Science Night prizes, ELL Family Night, Family Fun Night, and parenting supports/trainings.*