

TriSchool School Plan For Student Achievement 2022-23

**PUSD School Board Presentation
November 9, 2022**

Proposed Goals and Strategies: Goal #1

All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

Annual Measurable Outcomes		
Metric/Indicator	Baseline	Expected Outcome
BESS K-2 Parent Reporting Form BESS K-2 Teacher Reporting Form	Administered to fewer than 10 students in the 2021-22 School Year.	100% of parents of K-2 students referred for counseling support will complete the BESS parent reporting form; 100% of K-2 teachers will complete the form
BESS 3-5 Social Emotional Self-Reporting Tool	Fall 2022 133 3rd grade students responded <ul style="list-style-type: none"> ● 93% (124 students) expected range, ● 5% (7 students) elevated and ● 2% (2 students) extremely elevated. 157 4th grade students responded <ul style="list-style-type: none"> ● 91% (143 students) expected range, ● 6% (10 students) elevated and ● 3% (4 students) extremely elevated. 174 5th grade students responded <ul style="list-style-type: none"> ● 91% (159 students) expected range, ● 6% (11 students) elevated and ● 2% (4 students) extremely elevated. 	95% of student respondents in the expected range.

Proposed Goals and Strategies: Goal #1

All students and staff will feel physically safe and emotionally supported as part of a caring and inclusive community.

- Counselors will adapt ELOs into draft “I can” statements to be reviewed by all staff.
- Research and implement a TK-2 monitoring tool to use within the Rtl process.
- Convene a committee and begin an audit of SEL curriculum based on the SEL ELOs.
- Offer optional training in restorative practices and classroom community circles.
- Explicitly communicate language used with students to support shelter in place and lockdown procedures to model language that can be used at home to reassure students and reinforce procedures and practice.

Planned Goals and Strategies: Goal #2

All students will engage in relevant learning experiences that foster lifelong curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

Annual Measurable Outcomes		
Metric/Indicator	Baseline	Expected Outcome
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Baseline data measuring K-3 students' proficiency in foundational literacy skills will be collected November 28-Dec 16, 2022.	98-100% of students in Grades K-3 will be assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). At least 85% of students will show progress on the indicators from the beginning to the end of year as measured using DIBELS.
Scholastic Reading Inventory (SRI)	4th grade students <ul style="list-style-type: none">● 84% proficient/advanced;● 11% basic;● 5% below basic 5th grade students <ul style="list-style-type: none">● 78% proficient/advanced;● 18% basic;● 4% below basic	By May 2023, a minimum of 25% of 4th-grade students scoring basic or below will increase their proficiency by at least one proficiency band. By May 2023, a minimum of 25% of 5th-grade students scoring basic or below will increase their proficiency by at least one proficiency band.

Planned Goals and Strategies: Goal #2

All students will engage in relevant learning experiences that foster lifelong curiosity, creativity, collaboration, critical thinking, communication, and responsible citizenship.

- Administer a comprehensive foundational reading assessment for TK-3 (inclusive of a dyslexia risk assessment screener), implement interventions based on results, and monitor students' progress.
- Administer the SRI for grades 4-5, implement interventions based on results, and monitor students' progress.
- Select and pilot alternative foundational literacy program K-2
- Convene a committee and begin an audit of the social studies curriculum and instruction based on the framework.

Planned Goals and Strategies: Goal #3

Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.

Annual Measurable Outcomes		
Metric/Indicator	Baseline	Expected Outcome
Professional learning and coaching hours completed for K-5 teachers.	<p>In the 2019-20 school year K-5 teachers completed 6.5 hours of professional development on foundational literacy skills and/or phonics/word study.</p> <p>In the 2020-21 school year:</p> <ul style="list-style-type: none"> ● K-2 teachers completed 3 hours of professional development on foundational literacy skills and/or phonics/word study in the context of the pandemic. ● 3-5 teachers completed 1.5 hours of professional development on upper grade phonics. ● Para-educators completed 1.5 hours of professional development on phonics. 	100% of K-5 teachers will complete a minimum of 10 hours of additional professional learning on foundational literacy skills and/or phonics/word study.

Planned Goals and Strategies: Goal #3

Teachers and staff, with district partners, will ensure an outstanding educational experience for every student through collaboration, innovation, and professional growth.

- Provide one day of professional learning focused on foundational literacy skills.
- Provide a series of four professional learning opportunities and corresponding model lessons focused on phonics/word study mini lessons, assessment, and intervention.
- Train teachers on the implementation of DIBELS and the data analysis.
- Offer three parent education events on topics related to the social and emotional well-being of their children. (eg. Tobacco/vaping, internet safety, community building, puberty)

LCAP/SSC Meetings and Our Work Going Forward