



BESIC Strategic Direction

Baldwin Intermediate Center Strategic Direction

Is developed in coordination with the USD 348 Board of Education Strategic Direction to support the mission, vision, and goals of USD 348, and is an integral part of the school improvement process and district accreditation model.

Academics: BESIC students have goals for reading and math achievement that will move them towards being college and career ready.

Social/Emotional: BESIC students will develop skills and practice behaviors that will move them towards becoming productive and contributing members of a community.

Resources: BESIC students and staff will use resources responsibly and efficiently.

Staff: BESIC staff will learn, develop, implement, and share research-based instructional practices that meet the needs of all learners.

Community Stakeholders: BESIC will involve and inform school, district, and community stakeholders in supporting student success.

Relationships: BESIC staff and students will nurture positive relationships between staff-students, staff-families, staff-staff, and staff-stakeholders.

**Baldwin Intermediate Center
School Improvement Plan
2016-2020**

Our Mission:

“The Baldwin Intermediate Center Community will provide opportunities for students to become educated, responsible, and productive citizens.”

READING

Vision- Providing students the skills they need to become lifelong readers who read fluently for purpose and for pleasure.

Goal: Students will score at the college/career ready level each year on the Kansas College and Career Ready Assessment (Level 3 or 4) and the corresponding MAP Reading RIT score.

BESIC students will...

- Come to school prepared to learn
- Actively participate in class
- Complete assignments as directed
- Read a variety of materials for understanding

BESIC staff will...

- Provide engaging lessons that match students' needs and maximize learning time
- Continuously search for and implement researched-based teaching methods
- Work collaboratively with all staff members
- Set high expectations for every student and hold them accountable to those high standards

BESIC parents will...

- communicate regularly with school staff about children's achievement
- send children to school ready to learn
- support and encourage academic achievement
- work collaboratively through volunteering opportunities

Resources needed to support goal:

Multi-Tiered System of Support (MTSS) that differentiates reading instruction for students.

Collaboration time for staff to share data and discuss student progress.

Technology hardware tools to include, but not limited to: class set of laptops, class set of iPads.

Data system for sharing and analyzing student information

Wonders and Wonderworks Curricular Materials

Digital reading intervention access (ie: iStation, iXL, other apps)

Universal screening and progress monitoring tool: AIMSWEB - All students screened during first 30 days of school

Reading resource teacher for Tier 3 interventions

Staff supports needed to achieve goal:

MTSS training for new staff and updates for existing staff

Curriculum materials training updates for all staff with new materials

Collaboration time with Tier instructors to discuss data and school growth

Differentiated reading instruction training for all Tier instructors

Collaboration with grade level teachers

Evidence that goal was achieved:

Kansas College and Career Ready Assessment (KCCRA) -Reading spring score

MAP-KCCRA correlated RIT spring score

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MATH

Vision- Providing students the skills they need to become mathematically fluent, using math to solve real-world problems.

Goal: Students will score at the college/career ready level each year on the Kansas College and Career Ready Assessment (Level 3 or 4) and the corresponding MAP Math RIT score.

Math Facts Fluency targets

By the end of 3rd grade - 20 correct facts in one minute: addition, subtraction, multiplication (0-10)-.

By the end of 4th grade - maintain 20 facts in one minute for addition, subtraction, multiplication (0-12) and begin division fluency.

By the end of 5th grade - 20 correct facts in one minute: addition, subtraction, multiplication (0-12), division

BESIC students will...

Come to school prepared to learn

Actively participate in class

Complete assignments as directed

Practice math facts and use problem solving strategies

BESIC staff will...

Provide engaging lessons that match students' needs and maximize learning time

Continuously search for and implement researched-based teaching methods

Work collaboratively with all staff members

Set high expectations for every student and hold them accountable to those high standards

BESIC parents will...

communicate regularly with school staff about children's achievement

send children to school ready to learn

support and encourage academic achievement

Resources needed to support goal:

Multi-Tiered System of Support (MTSS) that differentiates math instruction for students.

Collaboration time for staff to share data and discuss student progress.

Curriculum materials training updates for all staff with new materials

Technology hardware tools to include, but not limited to: class set of laptops, class set of iPads.

My Math Tier 1 core program

universal screening tool Aimsweb CAP and COMP - administered to all students in fall and winter

Math resource instructor for Tier III.

Technology to support differentiation and fact fluency :ie, IXL, Xtra Math, Moby Math, other apps

Data system for sharing and analyzing student information

Staff supports needed to achieve goal:

MTSS training for new staff and updates for existing staff

Collaboration time with Tier instructors to discuss data and school growth

Differentiated math instruction training for all Tier instructors

Collaboration with grade level teachers

Evidence that goal was achieved:

Kansas College and Career Ready Assessment (KCCRA) -Math spring score

MAP-KCCRA correlated RIT spring score

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SOCIAL/EMOTIONAL LEARNING -

Vision - Providing guidance to students that will help them become productive and contributing members of a community.

Goal: Students will participate in activities and engage in behaviors that promote social/emotional growth, character development, and that contribute to a positive school climate.

BESIC students will...

- Come to school prepared to learn
- Treat all students and staff with respect
- Adhere to the behaviors defined in the school pledge
- Participate in activities and display actions that promote positive character
- Avoid negative activities and actions

BESIC staff will...

- Model respect for all students, staff, and visitors
- Allow class time for social/emotional curriculum
- Facilitate student participation in school-wide assemblies and projects
- Work collaboratively with all staff members
- Set high expectations for every student and hold them accountable to those high standards

BESIC parents will...

- communicate regularly with school staff about children's achievement
- send children to school ready to learn
- support and encourage academic achievement

Resources needed to support goal:

School-wide positive behavior support system with school-wide behavioral expectations

Assembly time to recognize student achievement.

Class time for character/social/emotional curriculum lessons including, but not limited to:

Internet Safety, Personal Safety, Anti-Bullying, Growth and Development Film, Drug/Alcohol Prevention

Character education curriculum - Second Step

Data system for tracking and reporting behaviors - SWIS application

School-wide reward/incentive program for recognizing positive behaviors

Staff supports needed to achieve goal:

Annual de-escalation training for staff.

CPI training for selected staff.

Annual training/orientation for non-instructional staff and all new staff in PBIS system.

Research and instruction in best practices related to social/emotional learning and character education.

Access to mental health and behavioral resources and specialists.

List of Tier II and III behavioral interventions.

Evidence that goal was achieved:

Annual parent climate survey administered each spring

Student survey administered each winter

SWIS data reports