

## Student Wellness and Success Funding – Bridge Gate Community School

### Planning Template

Districts are required to plan for implementation of Student Wellness and Success funds in collaboration with one or more community partners who align with those listed in the guidance document. It is recommended that districts and partners utilize a template, like the one below, to document the activities chosen to address the critical needs. Teams may have several goals they wish to address.

**Needs and Gaps:** Individualized academic supports for targeted students, informing parents about mastery of grade level standards and educating them to be supports at home, social, emotional, and mental health education

**SMART Goal:** Through the use of supplemental tutoring and family engagement supports, students in grades K-12 will acquire mastery in their grade-level academic standards and be provided with interventions as needed to address social, emotional, and mental health challenges.

Activities, Services, Programs and Strategies	Responsible Parties	Partners' Roles	Process Measures	Progress Monitoring	Benchmark Goals (Short term)	Desired Outcomes (Long term)
Reading Improvement and Intervention	Instructional Staff, building administration, local SST/ESC, community vendors	Provide a framework for the addition of reading improvement strategies and tutoring that is aligned with the Science of Reading	Student Attendance (ideal attendance rate of 85% or higher for each day of tutoring)	Classroom based assessment growth via short-cycle assessments and diagnostics	Each student receiving intervention will acquire one-years worth of growth as evidenced by the grade-level equivalent score from fall to spring	Students receiving interventions will score proficient or higher on the state mandated OST/EOC test in reading.

Targeted Academic and Behavioral Interventions, including Family Engagement and Supports	Instructional Staff, School and Family Liaison, Student Success Specialist	Provide the framework for targeted academic, mental, and behavioral health supports for students and their families	Number of students and their families participating in intervention and engagement supports	Program Survey administered two times per school year to assess effectiveness of program and parent satisfaction	Providing home learning activities for families to engage in at home with school related events.	Providing families with information, best practices, and training related to age-appropriate developmental expectations which leads to an increase in families attending school functions and student proficiencies in their core subjects.
Professional Development in the Science of Reading and Evidence Based Strategies	Instructional and Support Staff, administrative staff, local SST, Reading Specialist	Provide the framework and training for school staff on Science of Reading and Instructional strategies to support literacy	School calendar and planning for consistent and spiraled PD on Science of Reading and instructional strategies	Progress Monitoring using classroom walkthrough tool	Instructional staff should individually increase a minimum of 13% each school year in the instructional components of the walkthrough (I Do, We Do, You Do, CFU)	Classroom teachers will utilize effective literacy strategies and interventions that is aligned to the research from the Science of Reading.

**Needs and Gaps:** The school needs additional school safety measures and training to equip the staff and students with knowledge about crisis mgmt. and preventing violence in the school.

**SMART Goal:** Through the use of professional development for teachers and training to students, the school will remain proactive in dealing with school safety threats.

Activities, Services, Programs and Strategies	Responsible Parties	Partners' Roles	Process Measures	Progress Monitoring	Benchmark Goals (Short term)	Desired Outcomes (Long term)
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Threat Assessment Programming	Instructional Staff, building administration,	Provide a threat assessment and continually provide feedback on progress of plan for school safety	Staff and students will be able to perform safety tasks with an appropriate amount of time	Table top assessments completed 1 time per school year (prior to December of each school year)	Staff and students will be able to perform preventive school safety tasks within a specified time as indicated by task.	The school will promote a proactive safety program to eliminate outside school threats.
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**Summary of Plan:**

The Building Leadership Team has created this plan to account for areas of growth that are needed at the school. These areas of growth are aligned development of staff and admins on the research behind the Science of Reading, to provide for interventions and targeted supports in academics for most at-risk students (which may include predominately low achieving students) as well as increasing family engagement with the school to educate our families with age-appropriate academic targets that they can use to assist at home. Mental health services will be provided to our most at-risk students. In addition, school safety will be addressed through a threat assessment and consistent training of staff and students to promote a safe environment.

**Glossary of Terms:**

**Activities, Services, Programs and Strategies** – Resources, programs, services and strategies that districts plan to implement to achieve their SMART goal(s); districts are required to develop their plans in collaboration with at least one allowable community partner.

**Needs and Gaps** – Final prioritized needs and gaps identified through the gap analysis are listed in the needs and gaps section. See Gap Analysis from [Appendix B](#).

**SMART Goal** – A goal that is **S**pecific, **M**easurable, **A**ttainable and Achievable, **R**ealistic and Relevant, and **T**imely.

**Responsible Parties** – Individuals or teams that are accountable for completing the task(s).

**Partners' Roles** – Ways partners can support the plan and task(s).

**Process Measures** – The specific tasks that will lead to the benchmark goals and desired outcomes that can be used in progress monitoring.

**Progress Monitoring** – Used to assess progress toward a goal and evaluate the effectiveness of an intervention.

**Benchmark Goals** – Specific, short-term goals that may be used to assess progress toward a desired outcome.

**Desired Outcomes** – Define what the team wants to achieve through the plan. Helps the team define how it will know when the goals are met.