

School Name: Beardsley Elementary

School Number: 1765

Street Address: 1027 McPherson Street

City: Elkhart

Zip Code: 46514

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025 (Highlight implementation years)

----- CONTACT INFORMATION -----

Principal: Ms. Nicole Serge-Nemes

Telephone: (574) 262-5575

Email: nserge@elkhart.k12.in.us

Superintendent: Dr. Steve Thalheimer

Telephone: (574) 262-5500

Email: sthalheimer@elkhart.k12.in.us

Contact for Grants: Mrs. Beth Williams

Telephone: (574) 262-5500

Email: bwilliams@elkhart.k12.in.us

Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana’s Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI Targeted Support and Improvement – federal government school designation under ESSA
ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

| | |
|--|---|
| This is an initial three (3) year plan. Yes No | This is a review/update of a plan currently in use. Yes No |
| This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI | |
| (TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is. | |

This school receives Title IA funding. **Yes No** Is the school's Title I program **Schoolwide or Targeted Assistance?** **SW TA**
**If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

| Member Name | Title | Committee(s) | CNA/SIP Sub-committee(s) |
|---------------------------|-----------------------------|-----------------------|------------------------------|
| <i>Sample: Alma Smith</i> | <i>Teacher</i> | <i>CNA, SIP, BOTH</i> | <i>ELA, Black, Spec. Ed.</i> |
| Nicole Serge | Principal | CNA, SIP, Both | Spec. Ed. & African American |
| Machelle Seese | Assistant Principal | CNA, SIP, Both | Spec. Ed. & African American |
| Emily Moyer | Interventionist | CNA, SIP, Both | |
| Shawwna Dickerhoof | Parent Representative | CNA, SIP, Both | Spec. Ed. |
| Anita Pratt | 1st Grade Teacher | CNA, SIP, Both | |
| Amy Mathews | 2rd Grade Teacher | CNA, SIP, Both | African American |
| Kim Williams | 4th Grade Teacher | CNA, SIP, Both | |
| Tracy Thompson | 6th Grade Teacher | CNA, SIP, Both | African American |
| Mike Clemons | 5th Grade Teacher/ETA Rep | CNA, SIP, Both | |
| Sara Gozstola | Speech Language Pathologist | CNA, SIP, Both | Spec. Ed. |
| Kimberly Johnson | Music | CNA, SIP, Both | |
| Alex Cupery | Kindergarten | CNA, SIP, Both | |
| Rebecca Dodd | ENL Teacher | CNA, SIP, Both | |
| Brooke Murray | Social Worker | CNA, SIP, Both | |
| Cynthia Gilbert | Parent Support | CNA, SIP, Both | |

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district’s vision, mission, and goals.

Assess the school’s alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:

Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community, will graduate career/college ready and life ready.

School Vision:

Beardsley is a safe student learning environment where staff and students work collaboratively to create a culturally diverse and responsive atmosphere where all students can learn and thrive.

District Mission:

Elkhart Community Schools is committed to the continual pursuit of excellence for all students by inspiring the belief that learning is a lifelong process.

School Mission: All Means All-Growing the Whole Child,

- Emotionally
 - Socially
 - Academically
- To become Active, Responsible Community Leaders.

District Goals:

- Goal 1: Increase principal and teacher knowledge base of analyzing EL data to identify individual student needs and plan for specific instruction to meet the needs of all EL students.
- Goal 2: Develop Tier I behavior expectations through explicit instruction to students within a strong PBIS PRIDE framework.
- Goal 3: Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II interventions aligned to Tier I.

- | | | |
|--|-----|----|
| Does the school’s vision support the district’s vision? | Yes | No |
| Does the school’s mission support the district’s mission? | Yes | No |
| Do the school’s mission and vision support district goals? | Yes | No |

If the school’s mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so? N/A

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

| Subject/Course | Grades | Resource Name | Aligned to IAS | Tier (highlight all that apply) | Rationale for Resource Use | Continue Use? | X |
|----------------------------|--------|------------------------|----------------|---------------------------------|---|---------------|---|
| Sample: Reading | 1-6 | ABC Reading is Fun | Yes | Tier 1, 2, 3 | Textbook and readers are core component of reading program. | Yes No | |
| ELA | K-6 | ELA Curriculum Maps | Yes No | Tier 1, 2, 3 | Maps facilitate pacing and standards based instruction | Yes No | X |
| Math | K-6 | Math Curriculum Maps | Yes No | Tier 1, 2, 3 | Maps facilitate pacing and standards based instruction | Yes No | X |
| Reading | K-6 | Pearson/Savvas Reading | Yes No | Tier 1, 2, 3 | Curriculum provides research-based, high-engagement learning activities to develop literacy skills and improve overall academic achievement. | Yes No | |
| Math | K-6 | Math Expressions | Yes No | Tier 1, 2, 3 | Curriculum provides math content in alignment with Indiana Academic Standards. | Yes No | |
| College & Career Readiness | K-6 | SAVVAS | Yes No | Tier 1, 2, 3 | Curriculum ensures implementation of Indiana College & Career Readiness Standards. | Yes No | |
| Reading | K-2 | Fundations | Yes No | Tier 1, 2, 3 | Students are provided support with foundational reading components. Fundations will provide support for those students who are flagged as possibly having Dyslexia through the district screener. | Yes No | |

| | | | | | | | |
|------------|-----|-----------------------|--------|--------------|---|--------|--|
| ELA | K-6 | Wilson Reading System | Yes No | Tier 1, 2, 3 | Students are provided with personalized ELA instruction. | Yes No | |
| ELA & Math | K-6 | IXL | Yes No | Tier 1, 2, 3 | Students receive differentiated math and ELA instruction. | Yes No | |

Core Element 1: Curriculum [Required for all]

continued

Agree + Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

| Core Element 1: Curriculum | | | | | | |
|---|-------------------|----------|-------------------|----------------|-------|----------------|
| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
| The school uses district-established curriculum that is aligned to the Indiana Academic Standards. | 0% | 12% | 12% | 27% | 36% | 12% |
| Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum. | 0% | 0% | 15% | 27% | 42% | 15% |
| Teachers and staff are engaged in cross grade-level articulation of standards. | 3% | 16% | 3% | 22% | 44% | 13% |
| A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated. | 9% | 13% | 9% | 28% | 34% | 6% |

The public may view the school's curriculum in the following location(s):

- Building and district office

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

| Core Element 2: Instructional Program | | | | | | |
|---|-------------------|----------|-------------------|----------------|-------|----------------|
| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
| The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure. | 0% | 3% | 6% | 15% | 55% | 21% |
| A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place. | 3% | 18% | 9% | 42% | 24% | 3% |
| A variety of instructional strategies are employed to meet the diverse learning needs of students. | 3% | 0% | 3% | 15% | 42% | 36% |
| Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding). | 3% | 0% | 3% | 12% | 52% | 30% |
| Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction. | 0% | 0% | 0% | 27% | 61% | 12% |
| Teachers use instructional strategies that ensure students have multiple means of accessing instructional content. | 0% | 3% | 0% | 24% | 55% | 18% |
| Instructional strategies provide students with multiple options for illustrating their knowledge. | 0% | 3% | 6% | 33% | 55% | 3% |
| Instructional strategies foster active participation by students during the instructional process. | 0% | 0% | 6% | 21% | 61% | 12% |
| Teachers and staff promote authentic learning and student engagement across all content areas. | 0% | 0% | 15% | 30% | 42% | 12% |
| Strategies and instructional methods ensure equity of opportunity for all students during the learning process. | 0% | 3% | 9% | 18% | 52% | 18% |
| Instructional strategies assist with bridging the cultural differences in the learning environment. | 3% | 6% | 12% | 52% | 18% | 9% |
| Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction. | 0% | 3% | 3% | 9% | 73% | 12% |
| Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc). | 0% | 0% | 0% | 12% | 58% | 30% |
| High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources. | 0% | 3% | 6% | 9% | 61% | 21% |

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

- Beardsley Elementary has been engaged in a process of developing curriculum maps with the identification of critical standards completed. The process of developing rigorous units of study grouping critical standards, as well as identifying supporting standards, will continue in order to ensure a guaranteed and viable curriculum. Within these maps, tiered formative assessments and aligned proficiency scales will provide the means and data to elucidate the proficiency levels of all students to ensure instruction is responsive to individual needs. Thus, the data will be present to provide targeted and intentional remediation and enrichment activities. Additionally, programs such as Pearson Reading, Foundations, Math Expressions, Mosaic, and Seesaw are utilized to provide academic support for students in need of more intensive intervention.

Core Element 3: Assessment [Required for all]

List the assessments used in **addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

| Assessment Name | Grade(s) | Frequency | Type and Rationale for Use | Continue Use | X |
|-----------------|----------|-----------|----------------------------|--------------|---|
|-----------------|----------|-----------|----------------------------|--------------|---|

| | | | | | | |
|---------------------------------|-----|---|--|-----|----|---|
| NWEA (Dyslexia Screener) | K-6 | Benchmark, Com. Form., Summative, Other | This interim assessment allows teachers to evaluate students' present levels and progress at three key points, beginning, middle, and end of the school year. | Yes | No | |
| District Savvas Assessment | K-6 | Benchmark, Com. Form., Summative, Other | This interim assessment is administered three times a year to identify student reading deficits and inform instruction and remediation. District Administrators will have the opportunity to look at common data across all elementaries tied to Indiana Academic Standards; Principals will have the opportunity to look at data to compare to CFA alignment; Fluency provides another data point when looking at triangulation of data | Yes | No | |
| Diagnostic Reading Oral Fluency | K-3 | Benchmark, Com. Form., Summative, Other | This interim assessment evaluates students' reading fluency to identify needs for intervention. | Yes | No | |
| SAVVAS Reading Fluency | 2-5 | Benchmark, Com. Form., Summative, Other | This interim assessment provides insight regarding students' reading comprehension identifying the need for intervention. | Yes | No | |
| Common Formative Assessments | K-6 | Benchmark, Com. Form., Summative, Other | This teacher-created assessment gauges student mastery of content standards. | Yes | No | X |
| Daily Math Review | K-6 | Benchmark, Com. Form., Summative, Other | This teacher-created assessment evaluates students' application of Math Process Standards. | Yes | N | |
| WIDA | 1-6 | Benchmark, Com. Form., Summative, Other | This screener evaluates English language skills to determine if students are an English language learner. | Yes | No | |
| CogAt | | Benchmark, Com. Form., Summative, Other | This cognitive assessment identifies students' intellectual functioning to determine placement for high ability programming. | Yes | No | |

+ Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

Core Element 3: Assessment

| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|--|-------------------|----------|-------------------|----------------|-------|----------------|
| A system is in place to use assessment data to make decisions about programs, practices, and instruction. | 0% | 0% | 3% | 9% | 52% | 36% |
| The school uses assessment data to identify students for Tier II and Tier III instruction. | 0% | 0% | 0% | 12% | 33% | 55% |
| Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. | 0% | 3% | 6% | 18% | 42% | 30% |

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

- In conjunction with the identification of essential standards, teachers have developed common formative assessments to evaluate student mastery.
- Teachers participate in building wide and grade level PLCs to analyze student level data to inform instruction and interventions.
- Teachers routinely reflect on effective instructional strategies during PLCs to refine instructional practices and improve efficacy.
- Teachers and staff participate and utilize Beardsley’s strong MTSS team which meets weekly to discuss student needs, goals, and progress towards meeting goals

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

- Beardsley is a 1:1 building with all students being provided an iPad to support learning. Online learning platforms including Pearson Reading, Epic Reading, Seesaw, Math Expressions, and Mosaic are used to leverage student performance data to provide responsive, individualized instruction. Furthermore, as part of their weekly schedule, students receive an hour of computer science instruction to increase digital literacy. To further support teachers’ capacity to leverage technology, an onsite, district-trained, technology ambassador provides planning and implementation support to effectively integrate technology into instruction. In January and February 2021, Beardsley staff participated in staff development on 5 Tuesdays from 4:00- 5:00 p.m. (January 12,19, 26- Feb 2, 9). Technology training focused on building students’ capacity to learn through the Elkhart Community Schools digital/online platforms.

+ Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

| Core Element 4: Coordination of Technology Initiatives | | | | | | |
|---|-------------------|----------|-------------------|----------------|-------|----------------|
| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
| The school has a process for integrating technology into the instructional program to promote learning. | 0% | 0% | 6% | 27% | 42% | 24% |
| A plan is in place to provide in-service training in the use of technology. | 0% | 3% | 0% | 18% | 52% | 27% |
| Protocols and criteria are used to review and select technology hardware, software, and instructional programs. | 3% | 9% | 15% | 33% | 30% | 9% |
| There are established procedures for maintaining technology equipment. | 0% | 3% | 3% | 33% | 39% | 21% |
| Sufficient infrastructure exists to support instructional, assessment, and operational needs. | 0% | 0% | 6% | 33% | 52% | 9% |

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

| What career awareness activities are provided for students? (Highlight all that apply) | |
|--|---|
| Not currently implementing career awareness activities | Career Day/Fair or Community Day |
| Career Based Clubs | Career Center, High School Pathways |
| Career-focused classroom lessons | Guest speakers, College, Trade, and Job Applications, Creating a Resume |
| Other: Naviance | |

If “Not currently implementing career exploration activities” was checked above, explain why.

Grades 6-8 only

| What career awareness activities are provided for students? (Highlight all that apply) | |
|--|----------------------------------|
| Not currently implementing career information activities. | Career-related courses |
| Career-focused classroom lessons | Job-site tours |
| Guest speakers | Career Day/Fair or Community Day |
| Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.) | Online career navigation program |
| Other: Naviance | |

If “Not currently implementing career exploration activities” was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

| What career awareness activities are provided for students? (Highlight all that apply) | |
|--|----------------------------------|
| Not currently implementing career information activities. | Career-related courses |
| Job-site tours | Job-site tours |
| Guest speakers | Career Day/Fair or Community Day |
| Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.) | Online career navigation program |
| Industry-related Project-Based Learning | |
| Online career navigation program | |
| Job shadowing | |

If “Not currently implementing career exploration activities” was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school’s environment adds to or takes away from student learning.

Our parent support coordinator will develop techniques

The district is planning on providing a training on suicided awareness and prevention for all staff in the 2021-2022 school year. The district will also provided Social Emotional training in the 2021-2022 school year.

+ Strongly Agree > 60%

Agree + Strongly Agree 40%-59%

Agree + Strongly Agree < 39%

| Core Element 6: Safe and Disciplined Environment | | | | | | |
|---|-------------------|----------|-------------------|----------------|-------|----------------|
| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
| Practices are in place to develop and maintain a positive school climate between staff, students, and families. | 3% | 3% | 3% | 18% | 48% | 24% |
| A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention. | 0% | 6% | 3% | 27% | 52% | 12% |
| Discipline rules are established, and copies of the rules are made available to students and their parents/guardians. | 0% | 15% | 0% | 15% | 36% | 33% |
| Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention. | 0% | 15% | 3% | 24% | 52% | 6% |
| A suicide awareness and prevention policy is in place and staff have been appropriately trained. | 12% | 36% | 0% | 21% | 24% | 6% |
| High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff. | 3% | 6% | 0% | 27% | 39% | 24% |
| All staff express belief that all children can learn and consistently encourage students to succeed. | 0% | 6% | 0% | 6% | 42% | 45% |
| The school develops staff capacity to create positive classroom and school climates that are culturally responsive. | 3% | 12% | 6% | 18% | 39% | 21% |

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

| | | |
|--------------------------------|--------------------------|---|
| American Indian/Alaskan Native | English Language Learner | Multiracial |
| Asian | Free/Reduced Lunch | Native Hawaiian or Other Pacific Islander |
| Black | Hispanic Ethnicity | White |

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

- Through the use of state, district, and local assessments, the MTSS team will continue its vigilant efforts to assist ALL students in their achievement as well as support positive behaviors that compliment continuous improvement in achievement.
- The Beardsley MTSS team will create and implement research based interventions that are located on the Elkhart Community Schools MTSS dashboard
- The Beardsley MTSS team will create and monitor specific roles and responsibilities of the Beardsley MTSS team.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

- Staff will continue disaggregating summative, interim, and formative assessment subgroup data to expose gaps in skills and instruction leading to disparities in performance, which will contribute to more informed identification of collective and individual student needs and the development of strategic intervention plans to propel student achievement. (ILEARN, IREAD, NWEA, IXL, SAVVAS, ThinkCentral, and CSA's)
- Through the root cause analysis, a need for cultural competency training was identified to ensure students of the Special Education and African American subgroups are afforded equitable learning experiences and comprehensive support to effectively close any gaps in achievement.
- It has been determined through the root cause analysis process that our staff needs more professional development

- Part of building a common knowledge base will be how to initiate crucial conversations with the Beardsley staff.
- Staff will continue to build capacity related to the implementation of the Sheltered Instruction Observation Protocol as offered by district level personnel. Adding language objectives to posted I can statements will be an expectation
- The district is leading a Canvas course on Trauma Informed Care practices and staff members will complete modules to better understand best practices for serving students in need.
- Beardsley staff will participate in SEL training with Dr. Adam Saentz on implementing a “Heart Smart” classroom.
- Beardsley staff participated in “Zone of Regulation” training on August 9th, 2022 that will partner with the Trauma Informed Care strategies to regulate students.
- The staff has made efforts to transition to behavioral and disciplinary practices that are restorative to bolster student-teacher relationships and create a safe, nurturing learning environment. These efforts will continue with additional focus placed on the integration of behavioral policies and practices aligned with social-emotional learning.
- Initiatives targeting the development of social-emotional capacities, including PBIS, Zones of Regulation, and PRIDE, will continue to be implemented by staff to elevate the acquisition of skills.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

- As part of the collaborative thought process, the need for additional cultural competency training was highlighted including the impacts of poverty and trauma, staff mindset, trauma-responsive practices, secondary stress and trauma, and resiliency training.
- Beardsley is piloting a program to help students identify their emotions
 - Book Study (administrators are participating in various trainings to better support staff)
 - Research effective instructional strategies to reach all cultural.
 - We want to create a safe, comfortable, equitable environment for all stakeholders.
 - Have more culturally diverse language, materials, curriculum maps, incorporated into our lessons and learning.
 - Staff will create/value your own story using the Social Identity Wheel. Staff will share with each other how we are the same but different.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

- In response to the identification of the need for improved cultural competency, the staff will pursue culturally responsive materials reflective of and relevant to the diverse student population. The school will continue to provide a platform for families to feel heard through the parent organization and parent liaison. To provide students and families with an opportunity to highlight and expose staff and peers to their culture and traditions, Beardsley Elementary hosted its first Culture Night during the 2019-2020 school year. This event was a great success with a significant number of participants lending to an increased sense of belonging and collectivism and will be held annually moving forward. For the 2022-2023 school year we will revisit the having a Culture Night.
- Beardsley Elementary was trained in the Olweus in years past. The Olweus program offered a comprehensive approach to ensuring a safe and productive learning environment. During the 2021-2022 school year, a refresher class was given to all Beardsley staff. Beardsley will be well resourced with "Class Meetings That Matter" manuals, video examples of class meetings, etc for staff to review. This will continue in 2022-2023 school year. Class meetings will be offered at least 4 times per month and the guiding coalition will monitor the class meeting reflection forms.
- PRIDE
- Beardsley staff participated in a "Zones of Regulation" on August 9th, 2022. This program is being implemented this year. Everyone has received the "Zone of Regulation Book" and a book study is being conducted on the book "Connection Over Compliance." This is rewiring our perceptions of discipline.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year. Last year: 199 Two Years Ago: 297 Three Years Ago: 40

What may be contributing to the attendance trend?

- While Beardsley Elementary routinely emphasizes the importance of attendance with students and parents, impediments related to socioeconomic challenges including familial trauma and limited resources contribute to the chronic absenteeism observed. Continued social-emotional and cultural competency training will further cultivate positive, supportive, mutually respectful relationships between staff and families ensuring parents feel welcome and comfortable seeking support and assistance. These efforts will continue to bolster student-level support as well to guarantee a warm, nurturing learning environment where students feel safe and accepted, which is conducive to increased attendance rates. It should be noted that COVID-19 will create additional barriers in the school improving attendance rates for the 2021-2022 school year.
- On August 9th, 2022 Cythnia Gilbert, Parent Liaison, handed out to parents a letter explaining attendance expectations for the 2022-2023 school year.

What procedures and practices are being implemented to address chronic absenteeism?

- To incorporate additional proactive measures to address chronic absenteeism, Beardsley Elementary has created an Attendance Focus Group led by Brooke Murray, LSW to analyze school attendance data. This team will begin disaggregating attendance data by subgroup to identify supportive measures with greater specificity for these students. Additionally, the school will begin tracking “improving attendee” data, per the state definition of “any student with an increase of 3% in attendance from the prior school year”, to identify and recognize students with improved attendance.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

The Beardsley Attendance Focus Group will aim to educate staff, parents/guardians, and students on the expectations and importance of attendance. This team will define what a model attendee is, why it is important, and why it is beneficial for the student. To assure that parents/guardians and students are educated on attendance expectations, a flier will be passed out to all parents/guardians at party on the playground explaining the importance of attendance and consequences in the case of 5 or more unexcused absences. In order to keep parents informed about their student’s attendance, letters will be sent home regarding unexcused absences. After 5 unexcused absences, a letter will be sent to the parents/guardians informing them of the number of unexcused absences their student has acquired. In the first letter, the parents/guardians will be reminded to call the school to report the reason for any absence. Information on the importance of attendance and a statement regarding the school’s legal obligation to call DCS after 10 unexcused absences will also be included. After 7 unexcused absences, a letter will be sent to the parents/guardians containing the same information as the first letter with additional information on the importance of attendance. Both letters will contain contact information for the school social worker in the case that the parents/guardians would like to meet to discuss barriers of attendance or other questions or concerns they may have. After 10 unexcused absences, a DCS report will be made on account of educational neglect.

To promote attendance to students, tier 1 and 2 interventions will be implemented. The tier 1 interventions will include monthly incentives to students who have perfect attendance each month. Classroom incentives will also be given for the classes who fill out their “perfect attendance” sheet. Once students have acquired 5 unexcused absences, an attendance contract will be made with the student and an attendance success plan will be completed with the parents/guardians.

Core Element 8: Review Attendance

| | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|-------------------|----------|-------------------|----------------|-------|----------------|
| The school has and follows a chronic absence reduction plan. | 0% | 6% | 3% | 27% | 39% | 24% |
| A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students. | 0% | 6% | 12% | 27% | 39% | 15% |

Core Element 9: Parent and Family Engagement [Required for all]

Beardsley Parent Guideline 2022-2023

How does the school maximize family engagement to improve academic achievement?

- Beardsley Elementary recognizes the importance in cultivating supportive partnerships with parents conducive of high levels of engagement. The school has been innovative in how it elicits parent participation by not only seeking participation and input through the traditional means of a parent group, but also the addition of a parent liaison, which is funded through Title I funds. Through the efforts of the parent liaison, parents are afforded an additional advocate and resource, as well as the provision of information and awareness regarding content and approaches to supporting their student academically. Academic performance indicators are shared routinely throughout the school year with parents being apprised of students' present levels, including ILEARN and NWEA performance, during parent-teacher conferences in October and ILEARN and NWEA reports being mailed home. Follow-up parent-teacher conferences are held in February for students exhibiting significant delays in skill acquisition. Moreover, the school regularly hosts events throughout the school year to involve parents in academics and provide them with insight as to how they can best support their student at home including Back to School Night, literacy nights, Cultural Night, Zones of Regulation Family Curriculum Night, Anti-Bully Committee, and awards ceremonies, as well as sending home monthly newsletters and posting on social media platforms. The parent liaison or parent support coordinator organizes parent coffees four times per year to help engage parents with the school community. The parent liaison in conjunction with school administrators meet with students that are performing below grade level. This is done in a variety of ways such as in person, virtual, phone calls and home visits. The parent support coordinator also will begin Beardsley Bulldogs School Readiness Puppies program to engage parents with their child's education prior to attending kindergarten at Beardsley.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

- Beardsley Elementary has embedded several means of communication in order to create open and routine dialogue between teachers and parents including Class Dojo, Seesaw, and Talking Points. Parent input is frequently solicited by the parent support coordinator and the deployment of surveys, in addition to the school's quarterly coffee talks where parents are invited to share their ideas, concerns, and suggestions.
- The Beardsley office staff including the administrative assistants, parent support coordinator, social worker, nurse, and administrators welcome impromptu visits, meetings, and any other modes of communication. It is an expectation that we work as a team and are accessible to families in order for ALL students to be successful.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

- Beardsley Elementary School utilizes PowerSchool to track attendance for all students. In order to prevent chronic absenteeism, the following plan is followed:
 - 3 absences-Secretary tasked with tracking attendance calls home and notifies administration
 - 5 absences-A notice is sent to the child's parents
 - 6-7 absences-Parents are required to meet with an administrator to develop an attendance plan
 - 8-9 absences- A certified letter is sent to the child's parents
 - 10 absences-DCS is notified

How do teachers and staff bridge cultural differences through effective communication?

- Teachers and staff have incorporated multiple means of communication in order to encourage parents to contact staff in a way that is comfortable for them. Talking Points is utilized to facilitate communication between staff and our English language learners. Additionally the front office has two bilingual staff members that help keep our parents informed. Furthermore, the school will be engaging in cultural competency PD opportunities to further enhance staff's ability to communicate cross-culturally.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

- A parent liaison has been added to the staff at Beardsley Elementary to increase parental involvement. The school also hosts award ceremonies and literacy nights intermittently throughout the school year, as well as a Back to School Night, Cultural Night, Fall Festival, All Pro Dads' Days, and literacy nights. In addition, the use of a parent survey during the needs assessment was deployed to provide parents the opportunity to share their opinions and hopes related to the school. The Boys and Girls Club is also connected to Beardsley Elementary

How does the school provide individual academic assessment results to parents/guardians?

- All assessment results are sent home to the student's parents/guardians. Parent's are provided support during open houses and parent-teacher conferences to understand their students' data. Emphasis is placed on communicating the importance of academic growth as it is reflected in formative, interim and assessment data.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

- In addition to survey information being collected, parent members contribute to the writing and review of the school improvement plan as members of the School Improvement Committee. The parent liaison also ensures parents are apprised of all opportunities in which they can contribute to the development and improvement of the schoolwide plan including all applicable committee participation and community meetings.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

- NA

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

- NA

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

- NA

Graduation rate last year: NA

Percent of students on track to graduate in each cohort: NA

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

- Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA will be considered.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

- Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

- Beardsley Elementary hosts a Kindergarten Registration each spring, which is shared on the district and school websites, with local childcare and preschool providers, and on social media platforms to ensure parents are aware and increase attendance. During the roundup, incoming students' pre-academic skills are assessed to identify those lacking foundational skills. In response, a kindergarten boot camp is offered over the summer for those students who presented weaknesses in foundational skills in order to provide an initial opportunity for remediation prior to the inception of the school year.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

- Beardsley Elementary has partnered with Ball State University, Goshen College, and Indiana University of South Bend to support upcoming educators in fulfilling their practicum and student teaching experiences in hopes that those individuals will choose to join the Beardsley staff. Once new staff members have joined the team, Beardsley Elementary provides multiple layers of support to guarantee adequate support while they acclimate to the school and the responsibilities of being a full-time educator. New teachers are assigned a mentor with whom they meet regularly, as well as the school offering collaborative and supportive grade level partnerships. Administrators have an open door policy and make additional efforts to foster relationships with teachers and support staff that are conducive to open dialogue and the staff freely and willingly seeking guidance.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

| Staff Name | Licensure/Certification | Assigned Class/Subject |
|--------------------|--|--------------------------|
| Nicole Serge-Nemes | Rules 46-47 General Elementary 1-6 7-8 non departmentalized, Administrator Building Administrator Proficient Practitioner REPA P-12 | Principal |
| Machelle Seese | Rules 46-47 General Elementary 1-6 Mild Interventions P-12 Building Administrator REPA P-12 | Assistant Principal |
| Sara Gosztola | Certificate of Clinical Competence in Speech Language Pathology, Indiana Teaching License: Communication Disorders grades P-12, Indiana SLP License | Speech Pathologist |
| Shawna Dickerhoof | REPA Special Education Mild Interventions P-12 | Special Education (mild) |
| Kasey Witt | Mild Disabilities Rules 46-47, K-12 Reading Rules 46-47, K-12 | Special Education (mild) |
| Jacob Barttlet | Elementary Gen Ed. K-6 | Art |
| Kim Johnson | Pk-12 Music Ed. | Music |
| Michael Mitchell | Elementary Gen Ed. K-6 | 3rd grade |
| Alex Cupery | Elementary Gen. Ed. K-6 | Kindergarten |
| Morgan Tepe | Elementary Instructional Initial Practitioner K-6 REPA 3 | Kindergarten |
| Courtney Wesdorp | Rules 46-47 General Elementary 1-6 7/8 non departmentalized, Kindergarten Endorsement Rules 46-47 | Kindergarten |
| Stephanie Kline | Elementary Gen Ed. K-6 | 1st grade |

| | | |
|-------------------|--|-----------------|
| Anita Pratt | Elementary Gen. Ed. K-6 | 1st grade |
| Rebecca Dodd | Elementary Gen. Ed. K-6 | EL |
| Sue Felix | Rules 46-47 General Elementary 1-6 7-8 non departmentalized, Social Studies Endorsement | 2nd grade |
| Amy Mathews | Rules 46-47 General Elementary 1-6 7-8 non departmentalized | 2nd grade |
| Val Mullins | Rules 46-47 General Elementary 1-6 7-8 non departmentalized | 2nd grade |
| Kim Williams | Elementary Gen K-6, High Ability Certified | 4th grade |
| Donna Misura | Rules 46-47 General Elementary 1-6 7-8 non departmentalized | 3rd grade |
| Tricia Pollachek | Rules 46-47 General Elementary 1-6 7-8 non departmentalized | 1st grade |
| Mike Clemons | Rules 46-47, General Elementary, 1-6 7 / 8 Non-Dept. Kindergarten endorsement | 5th grade |
| Jennifer VanDoren | Substitute Permit (Transition to teaching permit) | 5th grade |
| Marc Thompson | Rules 46-47, General Elementary, 1-6 7 / 8 Non-Dept. | 6th grade |
| Tracy Thompson | Rules 46-47, General Elementary, 1-6 7 / 8 Non-Dept | 6th grade |
| Christine Ganger | Rules 46-47, General Elementary, 1-6 7 / 8 Non-Dept | Interventionist |

| | | |
|------------------|---|----------------------------|
| Jennifer Doolin | Rules 46-47, General Elementary, 1-6 7 / 8 Non-Dept. | Interventionist |
| Emily Moyer | Rules 46-47 for all: Kindergarten Science 1-9 General EL. | Interventionist |
| Kelly Brown | General El. 1-6 $\frac{7}{8}$ non dept. Reading same rules 46-47 | 5th Grade |
| Stephanie Hubler | Rules 46-47 General Elementary 1-6 7/ 8 Non-Dept, Instructional Proficient Practitioner for English as a New Language | EL |
| JoAnn Paulson | Rules 46-47 General Elementary 1-6 7/ 8 Non-Dept | 4th Grade |
| Elaine Fiwek | Learning Disabled Conversion K-12 Minor Bulletin 400, General Elementary 1-6 $\frac{7}{8}$ Non-Dept Bulletin 400 | Special Education (mild) |
| Benjamin Polk | Instructional Proficient Practitioner Elementary/Primary Rules 2002, Mathematics Proficient Practitioner 5-9 REPA, Language Arts Proficient Practitioner 5-9 REPA, Reading Rules 2002 | Physical Education Teacher |

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.

| General Academic and Schoolwide | | WIDA | | Special Education | | High Ability | |
|---------------------------------|--|--|----------------------------------|-------------------|--------------------------------------|--------------|----------------------------------|
| X | Statewide Assessments | X | Individual Learning Plans (ILPs) | | IAM Assessment | X | Aptitude Assessment (e.g. CogAT) |
| X | Districtwide Assessments | X | Performance Gap Data | X | Individual Education Plans (IEPs) | | Current High Ability Grant |
| | Assessment by Student Group | X | ESL Staff Training | X | Performance Gap Data | | Performance Gap Data |
| X | Common Formative Assessments | | Service Delivery Model | | Special Education Training for Staff | X | High Ability Training for Staff |
| | PSAT/SAT/ACT Assessments | X | Federal (ESSA) Grade for Group | X | Approved Testing Accommodations | | Service Delivery Model |
| X | Dyslexia Screening Data | | Current Title III Grant | X | Federal (ESSA) Grade for Group | | |
| X | Common Formative Assessments | | Parental Involvement | | IEP Compliance Report | | |
| X | Attendance Reports – general and by student groups | X | WIDA | | Special Education Staff Assignments | | |
| X | Survey of Students, Staff, Parents, and/or Community | Be sure there is no personally identifiable information for students in any/all linked/uploaded data. | | | | | |
| | Staff Attendance | | | | | | |

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

The Core Element items are labeled above as: Agree + Strongly Agree > 60% Agree + Strongly Agree 40%-59% Agree + Strongly Agree < 39%

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

- These questions drove the discussion in identifying the “Key Factors” from the Teacher Inquiry Form and can be found in Appendix E.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior. All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.**

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **Yes** **No**

Beardsley Elementary is: 28% of students achieving proficiency in E/LA and 32% of students achieving proficiency in Math as measured by the ILEARN assessment by June of 2022.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Many of our students continued to have chronic absenteeism 199 students which is 42.08%. Even though our chronic absenteeism improved our behavior incidents increased. This caused disruption to the learning environment. This behavior is directly related to being shut down for COVID and students being in isolation. During this isolation many students experienced many forms of trauma which was brought into the learning environment. Students were lacking many basic academic and behavioral skills in order to be successful. Beardsley staff have now been trained in Trauma Informed Care strategies and Zones of Regulation. This will begin to help regulate student behavior therefore increasing student achievement.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 2

Measurable outcome met? **Yes** **No**

Beardsley Elementary is: 6% decrease in students achieving low growth in E/LA and 9% decrease in students achieving low growth in Math as well as a 6% increase in students achieving high growth in E/LA and a 7 % increase in students achieving high growth in Math as measured by the ILEARN assessment by June of 2022.*

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Many of our students continued to have chronic absenteeism 199 students which is 42.08%. Even though our chronic absenteeism improved our behavior incidents increased. This caused disruption to the learning environment. This behavior is directly related to being shut down for COVID and students being in isolation. During this isolation many students experienced many forms of trauma which was brought into the learning environment. Students were lacking many basic academic and behavioral skills in order to be successful. Beardsley staff have now been trained in Trauma Informed Care strategies and Zones of Regulation. This will begin to help regulate student behavior therefore increasing student

achievement.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 3

Measurable outcome met? **Yes** **No**

5% increase in number of students identified as model attendees, a decrease in disciplinary incidents, and an improvement in culture and climate data.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Although Beardsley Elementary decreased the percentage of students that were chronically absent from 67.50% to 42.80%, the number of office referrals significantly increased. Beardsley is currently piloting “Zone of Regulation” to partner with the district initiative of PRIDE and PBIS. This program is to help students identify and regulate their emotions to create a safe learning environment. Beardsley is also in the process of hiring a counselor to manage and instruct students on providing strategies to calm themselves and allow learning to take place. Beardsley staff were trained on Zones of Regulation on August 9th, 2022.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3rd column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5th column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|--------------|---|--|-----|----------|
| Desired Performance Indicators Based on Prioritized Goals/Characteristics | Current Goal | Actual Performance Based on School Data | Brief Description Comparing Current Performance to Desired Performance | Gap | Priority |
| A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being. | No | In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school. | We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased. | X | 1 |

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

| Desired Performance Indicators Based on Prioritized Goals/Characteristics | Part of Current Goal? | Actual Performance Based on School Data | Brief Description Comparing Current Performance to Desired Performance | Gap | Priority |
|---|-----------------------|--|--|----------|----------|
| <p>All students will reach grade level proficiency in meeting the demands of the Indiana Academic Standards as determined by formative, interim, and summative (e.g., ILEARN) assessments.</p> | <p>Yes No</p> | <p>An analysis of three year trend data reveals a low percentage of students are achieving proficiency in ELA and Math. On average, 32.5% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -19.5 percentage point change. On average, 33% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -23.7 percentage points change. Students have achieved higher pass rates in ELA than Math by 8.1% on average over the past three years. The 2022 less Spring ILEARN scores reveal that less than 11% of students were proficient in ELA and less than 11% of students were proficient in Math in grades 3, 4, 5, and 6th. T</p> | <p>Beardsley Elementary School is committed to the collaborative creation of a guaranteed and viable curriculum in accordance with the PLC process. The implementation of a guaranteed and viable curriculum will ensure the provision of responsive instruction and mastery of grade-level standards to elevate student learning and effectively close gaps in achievement. Current proficiency rates on ILEARN reveal deficits in the current curriculum's efficacy requiring immediate shifts in curriculum and assessment to drive students' mastery of grade-level standards.</p> | <p>X</p> | <p>1</p> |
| <p>All students demonstrate one or more academic year's growth as determined by state assessments. Further, those students who were previously DNP will achieve high growth to ensure achievement gaps are progressively reduced over time.</p> | <p>Yes No</p> | <p>On average, 47.4% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 24.9% of students have demonstrated high growth on the Math test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has increased by 10.6. Over the last 2</p> | <p>State assessment data identify increases in the number of students demonstrating low growth rates in ELA and Math. Ensuring students achieve adequate levels of growth through rigorous, relevant, and responsive instruction is imperative for their ongoing academic and personal success.</p> | <p>X</p> | <p>2</p> |

| | | | | | |
|--|-----------------------------|---|---|--|----------|
| | | <p>years, the percentage of students in high growth for Math has decreased by 7.6.</p> <p>On average, 35.9% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 38.4% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 8. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 18.3. The 2022 Spring ILEARN scores reveal that less than 10% of students were proficient in ELA and less than 10% of students were proficient in Math in grades 3, 4, 5, and 6th.</p> | | | |
| <p>All students are engaged in a learning community that not only fosters their academic achievement but also ensures the development of dynamic and applicable social-emotional skills.</p> | <p>Yes No</p> | <p>Teacher focus groups, building leadership focus groups, and the SEL audit lead to the conclusion that student trauma and social emotional needs are negatively impacting the school environment. Specifically, the percentage of students identified as "model attendees" during the 2018-2019 school year was 57.6%. Additionally, the school saw an increase in the number of students suspended and expelled from the 17-18 to the 18-19 school year. In 2020-2021 school year, Beardsley had 248 office referrals which resulted in 1 ISS and 7 OSS. This was</p> | <p>Multiple sources of data reveal the need for a systemic approach toward students' holistic development. It is recognized that the circumstances surrounding the COVID-19 pandemic will likely exacerbate the need for increased SEL supports. We as a school are committed to providing the means and supports for all students to overcome obstacles as they develop the skills and dispositions needed for future success.</p> | | <p>3</p> |

| | | | | | |
|---|----------------------|--|--|--|---|
| | | an overall improvement but continues to be an area of attention because not all Beardsley students attended in person instruction. | | | |
| All students receive the individualized supports they need in an equitable and inclusive educational environment. | Yes No | <p>Special Education- Over the past two years, an average of 49.5% of students demonstrated low growth on the Math portion of ILEARN, with a .9 increase from the 17-18 to the 18-19 school year. During that same time, the percentage of students in high growth for MATH has decreased by 1.4. An average of 44% of students demonstrated low growth on the ELA test over the past two years with an increase of 12.8 from the 17-18 to the 18-19 school year. During that same time, the percentage of students in high growth for ELA has decreased by 13.5.</p> <p>African American-From the 17-18 to the 18-19 school year, the percentage of students in low growth for MATH has increased by 16.7. During that same time, the percentage of students in high growth for MATH has decreased by 22.0. From the 17-18 to the 18-19 school year, the percentage of students in low growth for ELA has increased by 8.8. During that same time, the percentage of students in high growth for ELA has decreased by</p> | Beardsley Elementary School is identified as TSI for the subgroups of Special Education and African American due disproportionate rates of low growth and proficiency. The staff at Beardsley is unwavering in their desire to provide students an equitable and inclusive learning environment rich in acceptance, compassion, and determination to eliminate cultural and socioeconomic disparity. As such, Beardsley Elementary will continue to expand their cultural competency to ensure all students receive the individualized supports needed to effectively close gaps in achievement. | | 4 |

| | | | | | |
|--|--|---|--|--|--|
| | | 1.2. The 2022 Spring ILEARN scores reveal that less than 11% of students were proficient in ELA and less than 10% of students were proficient in Math in grades 3, 4, 5, and 6th. | | | |
|--|--|---|--|--|--|

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

| Identified Priorities from Previous Chart | List Root Cause(s) |
|---|---|
| <i>1-Academic Proficiency</i> | <i>Please see Appendix H for a detailed cause map that identifies the components of this focus area’s root cause.</i> |
| <i>2-Academic Growth</i> | <i>Please see Appendix H for a detailed cause map that identifies the components of this focus area’s root cause.</i> |
| <i>3-Social-Emotional Learning</i> | <i>Please see Appendix H for a detailed cause map that identifies the components of this focus area’s root cause.</i> |
| <i>4-Low Performing Subgroups of Special Education and African American</i> | <i>Please see Appendix H for a detailed cause map that identifies the components of this focus area’s root cause.</i> |



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

| Possible Funding Sources | | |
|---|---|-----------------------------|
| Title IA Title II Title III Title IV School Improvement (SIG) | McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools | General funds Head Start |

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

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| GOAL 1 | <p>Throughout the 2022-2023 school year, Beardsley Elementary School will continue the process of developing a guaranteed and viable curriculum in alignment with Indiana Academic Standards, ensuring the incorporation of culturally relevant curricular resources and a comprehensive and balanced assessment system to propel student outcomes as evidenced by the following yearly gains demonstrated on ILEARN:</p> <p>SY 2021-2022: 37.88% of students achieving proficiency in ELA & 41.16% achieving proficiency in Math</p> | | | |
| Data Checkpoints (dates) | October | January | April | |
| Evidence at Checkpoints | Interim Assessment Scores | Interim Assessment Scores | Interim Assessment Scores | |
| Evidence- Based Strategy 1 ELA & Math Curriculum Maps | <p>Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398.</p> <p>Furtak, E., Primo., M. (2007). Exploring Teachers’ Informal Formative Assessment Practices and Students’ Understanding in the Context of Scientific Inquiry. Journal of Research in science Teaching. VOL. 44, NO. 1, PP. 57-84.</p> | | PD Needed: Yes No | |
| Strategy Action Steps | Required Activity | Start/End Dates | Person(s) Responsible | Evidence of Success |
| Action Step 1 | Engage instructional leadership in a resource audit identifying existing curricular resources to align with curriculum maps. | Oct.2022-Nov.2023 | Building & instructional leadership | ELA and Math curriculum maps will be refined and ready for implementation. |
| Action Step 2 | Staff will continue building literacy surrounding the core curricular elements comprising an effective interdisciplinary curriculum. | Nov. 2022-Dec. 2023 | EES Building & instructional leadership | Teachers will demonstrate an understanding of the function of the core curricular elements in curriculum maps. |
| Action Step 3 | PLCs will continue developing and revising rigorous units of study reflective of previously identified priority Indiana Academic Standards, with consideration of the 2020 standards updates, inclusive of the core curricular elements. | Dec. 2022-March 2023 | EES Building & instructional leadership | Rigorous, progressive, and cohesive units of study will be available to increase engagement and ensure students attain mastery of standards. |

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| Action Step 4 | PLCs will engage in a process of developing proficiency scales and refine current common formative assessments to effectively identify student mastery as part of a balanced and comprehensive assessment system. | September 2022-June 2023 | EES Building & instructional leadership | Teachers will administer CFAs to identify student progress towards mastery of standards with assessment data driving instruction. |
| Action Step 5 | Continue to collaborate with instructional leadership to ensure maps contain culturally relevant materials and subgroup supports. | May 2023-June 2023 | EES Building & instructional leadership | Classroom observations will reveal increased levels of engagement. |
| Action Step 6 | Model, engage, and monitor PLCs to ensure reflection and continuous improvement. | August 2022-June 2023 | EES Building & instructional leadership | PLC forms are being utilized and reviewed |
| Yr. 3 Measurable Objective | The teachers of Beardsley Elementary School will leverage the newly developed curriculum resources throughout the 2022-2023 school year to improve core instruction and improve student outcomes as indicated by: 48.23% of students achieving proficiency in ELA & 50.97% achieving proficiency in Math | | | |
| Yr. 4 Measurable Objective | The teachers of Beardsley Elementary School will leverage the newly developed curriculum resources throughout the 2023-2024 school year to improve core instruction and improve student outcomes as indicated by: 60% of students achieving proficiency in ELA & 65% achieving proficiency in Math | | | |

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| GOAL 2 | <p>Throughout the 2022-2023 school year, Beardsley Elementary School will engage in interconnected professional learning cycles to develop an instructional model comprised of high-yield instructional strategies to be implemented building-wide to generate collective teacher efficacy and drive growth rates through relevant, rigorous instruction responsive to student level assessment data that supports high expectations and student engagement as evidenced by increased growth rates on ILEARN:</p> <p>SY 2022-2023:</p> <table> <tr> <td>*5.8% decrease in students achieving low growth ELA Math</td> <td>*8.6% decrease in students achieving low growth</td> </tr> <tr> <td>*6.1% increase in students achieving high growth ELA Math</td> <td>*6.9% increase in students achieving high growth</td> </tr> </table> | | | | *5.8% decrease in students achieving low growth ELA Math | *8.6% decrease in students achieving low growth | *6.1% increase in students achieving high growth ELA Math | *6.9% increase in students achieving high growth |
| *5.8% decrease in students achieving low growth ELA Math | *8.6% decrease in students achieving low growth | | | | | | | |
| *6.1% increase in students achieving high growth ELA Math | *6.9% increase in students achieving high growth | | | | | | | |

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| Data Checkpoints (dates) | October | January | April | |
| Evidence at Checkpoints | Interim Assessment Scores | Interim Assessment Scores | Interim Assessment Scores | |
| Evidence- Based Strategy 1 Instructional Priorities Model | Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507. Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modelling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003 | | | PD Needed: Yes No |
| Strategy Action Steps | Required Activity | Start/End Dates | Person(s) Responsible | Evidence of Success |
| Action Step 1 | Engage teachers in job embedded training specific to research-based high yield instructional strategies (ex. high expectations, effective feedback, literacy development, and math reasoning) | Oct. 2022-June 2023 | Building leadership, instructional coaches, EES | Classroom walkthroughs indicate fidelity of implementation of evidence-based instructional best practices. |
| Action Step 2 | Align and calibrate the electronic walkthrough tool specific to the training teachers have received | January 2023-June 2024 | Building leadership, instructional coaches, EES | The administrative leadership team can efficiently utilize the walkthrough tool. The initial data indicates inter-rater reliability. |
| Action Step 3 | Conduct classroom walkthroughs that result in teachers receiving non evaluative, formative feedback. | Sept. 2022-Jun. 2023 | Building leadership | Teachers surveys indicate feedback is viewed as formative and beneficial to improving instructional practices. |
| Yr. 2 Measurable Objective | Increased collective teacher efficacy through the implementation of a schoolwide instructional priorities model comprised of high-yield instructional practices will render improve student growth as demonstrated on ILEARN by the following increments: *9.6% decrease in students achieving low growth ELA Math *9.2% increase in students achieving high growth ELA Math | | | |
| | *13.1% decrease in students achieving low growth *10.5% increase in students achieving high growth | | | |

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| <p>Yr. 3 Measurable Objective</p> | <p>Increased collective teacher efficacy through the implementation of a schoolwide instructional priorities model comprised of high-yield instructional practices will render improve student growth as demonstrated on ILEARN by the following increments:</p> <ul style="list-style-type: none"> *12.8% decrease in students achieving low growth ELA Math *17.4% decrease in students achieving low growth Math *12.2% increase in students achieving high growth ELA Math *14% increase in students achieving high growth Math |
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| <p>GOAL 3</p> | <p>Beardsley Elementary will engage in a process of systemic refinement of social-emotional learning practices to effectively integrate the instruction of social-emotional competencies schoolwide to ensure the holistic development of students in alignment with positive behavioral practices to cultivate an equitable and inclusive learning environment responsive to student diversity and facilitate data-based decision making surround the provision of tiered social, emotional, and behavioral interventions through MTSS as evidenced by:</p> <p>SY 2022-2023:</p> <ul style="list-style-type: none"> ● 4.5% increase in number of students identified as model attendees ● a decrease in disciplinary incidents ● an improvement in culture and climate data | | | |
| <p>Data Checkpoints (dates)</p> | <p>September</p> | <p>January</p> | <p>April</p> | <p>June</p> |
| <p>Evidence at Checkpoints</p> | <p>SEL Educator Survey Data Improving Attendees Suspension Data</p> | <p>SEL Educator Survey Data Improving Attendees Suspension Data</p> | <p>SEL Educator Survey Data Improving Attendees Suspension Data Climate and Culture Data</p> | <p>SEL Educator Survey Data Model Attendees Suspension Data</p> |
| <p>Evidence- Based Strategy 1</p> | <p>Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). <i>The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students</i>. Collaborative for Academic, Social, and Emotional Learning.</p> <p>Goddard, R., Hoy, W. and Hoy, A. (2000). <i>Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement</i>. American Educational Research Journal, 37(2), pp.479-507.</p> | | | <p>PD Needed: Yes No</p> |
| <p>Strategy Action Steps</p> | <p>Required Activity</p> | <p>Start/End Dates</p> | <p>Person(s) Responsible</p> | <p>Evidence of Success</p> |
| <p>Action Step 1</p> | <p>Personalize SEL support through data dive including</p> | <p>Sept. 2021-June 2022</p> | <p>SEL Leadership Team, MTSS</p> | <p>Implemented schoolwide screener and assessment</p> |

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| | classroom observations, behavior data, surveys, etc. | | team | schedule |
| Action Step 2 | Engage in professional learning based on data and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies | Nov. 2022-June 2023 | School staff | Teacher exit tickets and Pre/post observations |
| Action Step 3 | Create SEL strategic plan including vision, mission, goals, communication plan, and policy and procedure documents to support framework | June 2023-Aug. 2023 | SEL Leadership Team | SEL strategic plan that includes 3-year goals for SEL implementation |
| Action Step 4 | Progress monitoring SEL strategic plan using PDSA model | Aug. 2023-ongoing | SEL Leadership Team | Progress monitoring report |
| Yr. 2 Measurable Objective | <p>Beardsley Elementary School will progressively develop a SEL Framework to support implementation and a positive culture and climate as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by:</p> <ul style="list-style-type: none"> ● 6.8% increase in number of students identified as model attendees ● a decrease in disciplinary incidents ● an improvement in culture and climate data | | | |
| Yr. 3 Measurable Objective | <p>Beardsley Elementary School will progressively develop a SEL Framework to support implementation and a positive culture and climate as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by</p> <ul style="list-style-type: none"> ● 9% increase in number of students identified as model attendees ● a decrease in disciplinary incidents ● an improvement in culture and climate data | | | |

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

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| Professional Development Goal 1 | In order to ensure the provision of curriculum in alignment with Indiana Academic Standards, including Employability Skill standards and Social-Emotional Competencies, and rigorous, engaging, responsive instruction and assessment, Beardsley Elementary School will continue to refine curriculum maps consisting of progressive, interdisciplinary units of study throughout the 2021-2022 school year. | Linked SIP Goals Yes No |
| Possible Funding Source(s) | Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds | |
| Evidence of Impact | <ul style="list-style-type: none"> ● Classroom observation data indicates fidelity of implementation of curriculum maps, standards based assessments, and cross-curricular literacy instruction. ● An assessment audit indicates increased levels of DOK, metacognition, and student writing. ● Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met. | |
| <p>Plan for coaching and support during the learning process: A technical assistance provider will be chosen to assist the school in the creation and implementation of curriculum maps. Emphasis will be placed on ensuring any training also includes job embedded follow-up supports. Specifically, non evaluative walkthroughs that result in teachers receiving formative feedback will be utilized to foster continuous reflection and improvement.</p> | | |
| <p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> ● Curriculum training will be included in the new teacher onboarding process. ● A PDSA cycle will be flowed and continually reviewed, revised, and updated. ● Processes will be embedded in PLCs to routinely review and refine curriculum and curricular resources. | | |

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| Professional Development Goal 2 | The Beardsley Elementary instructional staff will engage in professional learning cycles in order to ensure collective teacher efficacy through the identification and creation of an instructional priorities model consisting of high-yield instructional strategies. | Linked SIP Goals Yes No |
| Possible Funding Source(s) | Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds | |
| Evidence of Impact | <ul style="list-style-type: none"> ● Classroom observation data indicate teachers demonstrate increased capacity related to the implementation of high-yield instructional practices. ● A system for conducting non evaluative formative walkthroughs that results in teachers receiving the necessary feedback to authentically implement high-yield instructional practices is created and utilized. ● Summative teacher evaluations indicate improving instructional practices. ● Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 2 are met. | |
| Plan for coaching and support during the learning process: Data from classroom assessments, interim assessments, and instructional observations will be collaboratively analyzed to ensure targeted and individualized follow-up supports are provided as needed. | | |
| How will effectiveness be sustained over time? <ul style="list-style-type: none"> ● A process for collaboration and peer support will be embedded in PLCs to support implementation of instructional practices. ● Opportunities will be provided to teachers for peer observations. ● Administration and instructional coaches will work with teachers to refine practices and ensure job embedded support is continually provided. | | |

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| Professional Development Goal 3 | The Beardsley Elementary SEL Leadership Team will collaboratively construct a SEL Framework to support teachers in the integration of SEL in curriculum and instruction in alignment with the schoolwide positive behavioral system in order to facilitate improved climate and culture and the provision of data responsive intervention through MTSS. | Linked SIP Goals Yes No |
| Possible Funding Source(s) | Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds | |
| Evidence of Impact | <ul style="list-style-type: none"> -Classroom observation data reflects student and teacher use of SEL best practices. -Student focus groups reveal increased student awareness of key SEL skills and practices. -Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met. | |
| <p>Plan for coaching and support during the learning process: Modeling of SEL strategies will be afforded to build teacher capacity and bolster fidelity. Data gathered from teacher surveys, exit tickets, grade level team meeting discussions, and student focus groups will be utilized to provide targeted additional supports.</p> | | |
| <p>How will effectiveness be sustained over time? SEL training and support will be included in the overall MTSS framework. Further, aspects of the training received and practices adopted will be included in the system for teacher onboarding.</p> | | |