School Name: Bristol Elementary School

School Number: 1693

Street Address: 705 Indiana Street

City: Bristol

Zip Code: 46507

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: <mark>2021-2024</mark>, 2022-2025 (Highlight implementation years)

---------------------- **CONTACT INFORMATION** ----------------------

Principal: Timothy Pedley
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Superintendent: Dr. Steve Thalheimer
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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 <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and private schools**
Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out HERE. (<u>Highlight</u> answer choices below.)

This is an initial three (3) year plan. **No**	This is a review/update of a plan currently in use. **Yes**
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. **No** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **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 comprised 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 sub-committees 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)
Sue Keller (1st)	Teacher	CNA, SIP, **Both**	
Carol Freihofer (2nd)	Teacher	CNA, SIP, **Both**	
Kristi Haithcox (1st)	Teacher	CNA, SIP, **Both**	
Rita Walt (3rd)	Teacher	CNA, SIP, **Both**	
Jason Hite (4th)	Teacher	CNA, **SIP,** Both	
Patrick Smith (6th)	Teacher	CNA, **SIP**, Both	
Jackie Nemeth (ENL)	Teacher	CNA, **SIP**, Both	
Liz Gingerich (Spec Ed)	Teacher	CNA, SIP, **Both**	
Mike Pflunger (P.E.)	Teacher	CNA, **SIP**, Both	
Jane Farrand (Spec Ed)	Teacher	CNA, SIP, **Both**	
Sue Raifsnider	Paraprofessional	CNA, **SIP**, Both	
Shannon Stanley (Academic Dean)	Academic Dean	CNA, SIP, **Both**	
Tim Pedley (Principal)	Principal	CNA, SIP, **Both**	
Kim Stutzman (Social Worker)	Social Worker	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: The Elkhart Promise: Every students 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: Every student will be reading at or above grade level

District Mission: All students share in a guaranteed, rigorous, fair and equitable education, not only reaching growth expectations on State academic standards, but also developing their talents, skills and mindsets to meet the challenges of an ever-changing world.

School Mission:
Excellence in ALL we do
Inspiring ALL to reach their potential
Empowering ALL for success today and tomorrow

District Goals:

1. All K-12 staff will actively participate in Professional Learning Communities (PLC) and engage in professional development on Sheltered Instruction Operation Protocol (SIOP) and trauma informed practices in order to ensure all students achieve at high levels.

2. During the 2020-2021 academic year, all schools will implement a multi-tiered system of supports (MTSS) plan consisting of coordinated social and emotional learning, trauma-informed care, restorative practices, and positive behavior supports as represented by the district PRIDE framework.

3. All buildings will have a system of interventions and enrichments in place to effectively address PLC questions 3 and 4 within a schedule that allows time for students to receive them. "What do we do when students do not know and cannot do what we expect?" "How do we respond when they do know?"

School Goals: By May 25, 2023 80% of Bristol students (K-6) will be reading at or above grade level as measured by the Pioneer Valley Basic Leveled Reading Assessment.

By May 25, 2023 all Bristol Elementary collaborative teams will be operating at level 6 or above as defined in the article "One Step at a Time - Many Professional Learning Teams Pass Through These Stages''. A team's level will be determined by self evaluation.

Does the school's vision support the district's vision?   <mark>Yes</mark>   No
Does the school's mission support the district's mission?   <mark>Yes</mark>   No
Do the school's mission and vision support district goals?   <mark>Yes</mark>   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?

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 <u>essential</u> 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
Reading	K-2	Fundations	Yes	Tier 1, 2, 3	Textbooks, readers and materials are the core components of reading program.	Yes No	
Reading	K-5	Pearson my View Literacy	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials, assessments are core components of the reading program.	Yes No	
Reading	6	Pearson my Perspectives Literacy	Yes No	Tier 1, 2, 3	Textbook, readers, intervention materials, assessments are core components of the reading program.	Yes No	
Reading	1-2	Heggerty	Yes No	Tier 1, 2, 3	Phonemic Awareness for foundational readers	Yes No	
Reading	K-6	Reading Eggs	Yes No	Tier 1, 2, 3	Support with foundational reading skills and comprehension support for developed readers.	Yes No	

Subject	Grade	Resource	Aligned	Tier	Notes	Aligned	
Mathematics	K-6	Math Expressions	Yes No	Tier 1, 2, 3	Modules align with Indiana Academic Standards.	Yes No	
Mathematics	K-6	Supplementary Resource	Yes No	Tier 1, 2, 3	Materials and resources align with the Indiana Academic Standards.	Yes No	
Social Studies	1-6	Pearson my World Social Studies	Yes No	Tier 1, 2, 3	Textbook and materials align with the Indiana Academic Standards.	Yes No	
Science	1-6	Ethos Science Kits	Yes No	Tier 1, 2, 3	Science Kits provide hands-on experiences aligned with the Indiana Academic Standards.	Yes No	
Science	1-6	Mystery Science	Yes No	Tier 1, 2, 3	Mystery Science provides a lesson that contains a central mystery, discussion questions, supplemental reading, and a hands-on activity. Materials align with the Indiana Academic Standards.	Yes No	
Science	K-6	Science To Go Bus (Supplementary Resource)	Yes No	Tier 1, 2, 3	Activities align with the Indiana Academic Standards for Science.	Yes No	
Music	K-6	McGraw Hill Spotlight on Music	Yes No	Tier 1, 2, 3	Textbook and materials align with the Indiana Academic Standards for Music.	Yes No	

Core Element 1: Curriculum [Required for all]   *continued*

Best Practice/Requirements Self-Check	Yes/No		X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	No	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	No	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes	No	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	No	

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

The curriculum is available for the public to view as asked. It is located in the Principal's Office. The curriculum is also available on the Elkhart Community Schools web-site.

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.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	

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.

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 Map Growth	K-6	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in both reading and mathematics.	Yes	No	X
NWEA Map Fluency	K-2	Benchmark, Com. Form., Summative, Other	NWEA Fluency Testing allows teachers to measure oral reading fluency, comprehension and foundational reading skills. Part of this assessment was also used as a Dyslexia Screener.	Yes	No	X
Common Formative Assessments - Reading	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats.	Yes	No	X
Common Formative Assessments - Math	K-6	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given frequently and data is used to monitor students' mastery of content and provide information regarding the need for enrichment or remediation. CFA's include exit tickets, checks for understanding, quizzes, math performance tasks, short answer responses, and other various formats.	Yes	No	X

				Yes	No	X
Summative Assessments - Reading	K-6	Benchmark, Com. Form., <mark>Summative</mark>, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, writing prompts (writing performance tasks), and teacher created end of unit assessments.	<mark>Yes</mark>	No	X
Summative Assessments - Mathematics	K-6	Benchmark, Com. Form., <mark>Summative,</mark> Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, math performance tasks, and teacher created end of unit assessments.	<mark>Yes</mark>	No	X
CogAT	Grades K, 2, and 5 Grades 1, 3, 4 and 6 as needed	Benchmark, Com. Form., Summative, <mark>Other</mark>	The Elkhart Community School District provides formal testing to identify students for high ability services. The standard cut score of the 95th percentile will be applied for eligibility. Students in Grade K, 2, and 5 are administered the Cognitive Abilities Test (CogAt) to identify those with high academic potential.	<mark>Yes</mark>	No	X
Dyslexia Screening	Grades K, 1 and 2	Benchmark, Com. Form., Summative, <mark>Other</mark>	Per Indiana State Law, all students in Grades K, 1, and 2 received a Dyslexia Screener to identify students with possible characteristics of Dyslexia. The screener included phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills and encoding skills.	<mark>Yes</mark>	No	X
WIDA Testing	All ELL students	Benchmark, Com. Form., <mark>Summative,</mark> Other	The WIDA Assessment is given to all English Language Learners to identify language skills in both social and academic English.	<mark>Yes</mark>	No	X

MyView Benchmark Assessment	All students	==Benchmark==, Com. Form., Summative, Other	District benchmark assessment given three times per year	==Yes==	No	X
Pioneer Valley Reading Level Assessment	All students	==Benchmark==, Com. Form., Summative, Other	Building level assessment given at least three times per year for teachers to know students reading level	==Yes==	No	X
MyView Fluency Assessment	All students	==Benchmark==, Com. Form., Summative, Other	Building level assessment given at least three times per year for teachers to know students reading fluency	==Yes==	No	X

Best Practice/Requirements Self-Check	Yes/No		X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	==Yes==	No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	==Yes==	No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	==Yes==	No	

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.

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

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

The Elkhart Community School District has supplied each student with an IPAD to support one-to-one instruction. Seesaw serves as the learning platforms to deliver individualized instruction, communication, as well as provide instructional tools; online learning platforms for reading include Pearson Reading and EPIC Reading. Teachers have professional development opportunities throughout the school year to enhance their knowledge and expertise on the digital tools. The Technology Department provides a system for families to replace broken and damaged equipment.

To further support teachers' capacity to leverage technology, an on-site, district-trained, technology ambassador provides planning and implementation support to effectively integrate technology into instruction. The technology ambassador works with a team from the district to develop their understanding of ways that they can provide meaningful professional development to the staff, as well as instructional strategies incorporating technology in various ways to enhance student learning.

Students in grades K-6 participate in computers/technology special once a week. The focus of this special is to develop the students ability to work with technology that we utilize in the classroom for instruction throughout the school year.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	
A plan is in place to provide in-service training in the use of technology.	Yes No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	
There are established procedures for maintaining technology equipment.	Yes No	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	

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 Simulation (JA/Biztown, etc.) (Biztown 5th)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons (JA 3rd/4th)	Guest speakers (all grades)
Other	

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 5 Star Program Classroom lessons	

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.

Note: Bristol also implements the PRIDE program and daily community circles in all classrooms across all grade levels.

| Best Practice/Requirements Self-Check	Yes/No		X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	No	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

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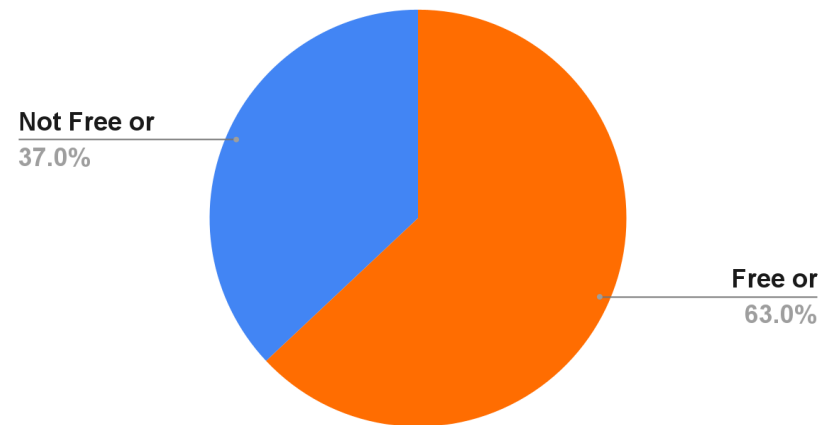
Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	0	English Language Learner	51	Multiracial	24
Asian	0	Free/Reduced Lunch	222	Native Hawaiian or Other Pacific Islander 0	
Black	10	Hispanic Ethnicity	91	White	202

Enrollment 2021-2022 by Ethnicity

Multiracial 9.2% — 30
Black 4.0% — 13
Hispanic 27.1% — 88
White 59.7% — 194
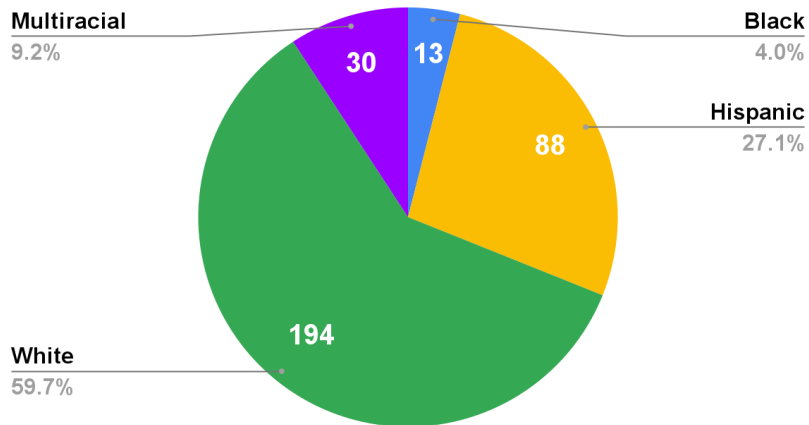
Enrollment 2021-2022 by Free or Reduced

Not Free or 37.0%
Free or 63.0%

Enrollment 2021-2022 by Gender

Male
45.6%

Female
54.4%
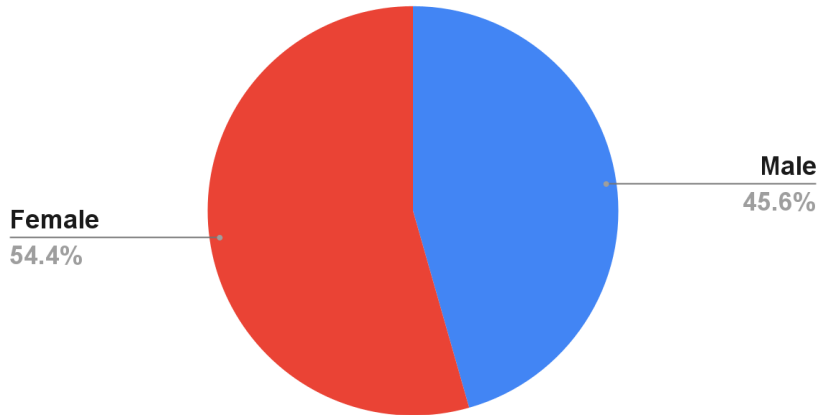
Enrollment 2021-2022 by English Language

English
15.6%

Not English
84.4%
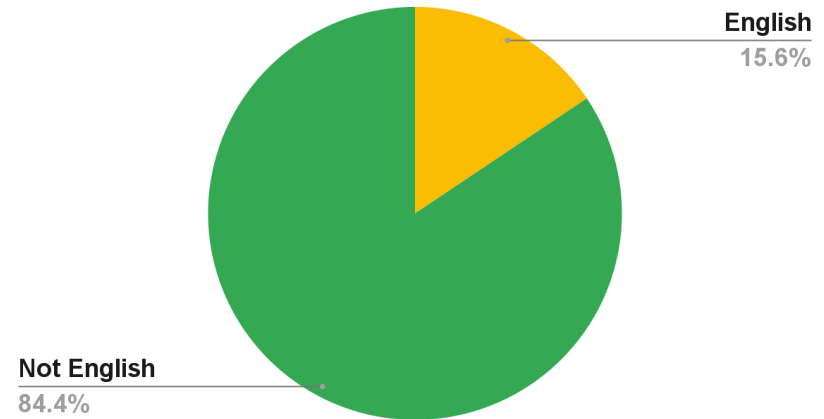
Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Every month the principal reviews monthly discipline reports related to racial, ethnic, ENL, and socio-economic groups. Data is reviewed and shared with the Academic Dean.   Note: This data is going to be shared with the Guiding Coalition and staff throughout the school year.

Bristol has a full-time ENL teacher who is assigned to work directly with English Language Learners and any bilingual student needing academic assistance. With the exception of kindergarten, this occurs mostly within the classroom with very little pull out. The teacher also administers the yearly WIDA assessment and uses the data to identify the specific academic needs for each of the various levels of learners. Information is shared with the general education teachers.

Bristol's MTSS team meets once a week to discuss any students needing extra academic, behavior or emotional support.. Interventions were identified for implementation. These were progress monitored by the teacher and reviewed by each team.

Parents complete the federal free and reduced lunch application and from that application lower socio-economic students and families are identified.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.

- Staff will begin disaggregating summative and formative assessment subgroup data to expose gaps in skills and instruction leading to disparities in performance within their PLC teams;   this will lead to identification of individual student needs and the development of strategic intervention plans in order to increase student achievement
- Staff will continue to build capacity related to the implementation of Sheltered Instruction Observation Protocol (SIOP) as offered by district level personnel

- Staff will continue to expand their repertoire of trauma responsive practices to disseminate at the building level for teachers to implement in the classroom.
- Staff will continue to implement the initiatives targeting the development of social-emotional growth, including PRIDE.
- Staff will continue utilizing the MTSS team to discuss academic and behavior concerns for students as reported in grades K-6. An action plan including specific, measurable goals, the person responsible, and a timeline will be included. Each student's case wil. be reviewed on a consistent basis.
- The MTSS team will begin disaggregating subgroup data to expose gaps leading to disparities in students' performance.

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

- SIOP training will provide strategies and knowledge for staff to work effectively in cross-cultural situations.
- Staff will also participate in an on-line Canvas course to learn about addressing students in Trauma which will support cross-cultural situations.
- A review of "Can Do" statements (WIDA bag) will be provided in a short Professional Development session with staff.

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

In March 2020, a cultural audit was conducted by Alex McNeece, McNeece Consulting; Solution Tree.   Disparities in outcomes were evident for some subgroups both in gender and ethnicity.
- Grade level PLC teams need to view student data through an equity filter in order to generate new types of interventions that will address the equity needs of students.
- Staff is to utilize various reading selections that represent students from different cultures; such as selections found in Pearson myView Literacy resource. An emphasis needs to be placed on helping staff be more cognizant of selecting culturally appropriate materials recognizing and appreciating various cultures and ethnicities not just within our building.
- Pearson Literacy my View, as well as Pearson Social Studies, includes stories focusing on different cultures and ethnicities.
- Sheltered Instruction Observation Protocol (SIOP) addresses instructional strategies to address students from different cultures. Teachers continue to use the Canvas course as a resource for instruction.

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: 119   Two Years Ago: COVID   Three Years Ago: 40

What may be contributing to the attendance trend?

Bristol Elementary School's enrollment continually decreases each school year by approximately 40 to 50 students. The reduction in absenteeism is a direct reflection of the enrollment.

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

"Absence of concern" will include all truancies, unverified absences, unexcused absences, and absences that are a concern to the school principal/ designee. Students who accumulate absences of concern in a twelve month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences.

LEVEL 1   <u>FORMAL NOTIFICATION TO PARENTS</u>
If any student accumulates four (4) absences of concern, the parents/ guardians will be formally notified by letter. Upon receipt of this letter, it becomes the responsibility of the parents/ guardians to contact the school to discuss the attendance of his or her student.

LEVEL 2   <u>LEGAL NOTICE</u>
If subsequent to the completion of Level 1 notification, the student accumulates seven (7) absences of concern, a legal notice will be sent by registered mail to the parents/ guardians and copied to Juvenile Probation or Department of Child Services (DCS).

LEVEL 3   <u>CONTINUING ABSENCES OF CONCERN</u>
If subsequent to completion of the Level 2 notification, the student accumulates continuing absences of concern, the hearing officer will meet with the parents/ guardians and student. The hearing officer will complete a written summary with recommendations to the school, parents/ guardians and student. Continued absences of concern will result in referral to the Department of Child Services (DCS), Juvenile Probation, or the Prosecuting Attorney's Office. Failure to attend the hearing will result in advancement to Level 4.

LEVEL 4   <u>MANDATORY INTERVENTIONS/ REFERRAL TO DEPARTMENT OF CHILD SERVICES/ PROBATION/ OR PROSECUTING ATTORNEY</u>
If subsequent to the completion of the Level 3 hearing, the student continues to accumulate absences of concern, the school will file a violation of legal notice with Juvenile Probation, the Department of Child Services, or the Prosecuting Attorney's Office. Parents will be required to attend a

meeting with a school administrator who will assign mandatory interventions. The parents/ guardians and school representative will receive written notification of interventions at that time. Failure to comply with interventions or to improve school attendance will result in a direct referral to the Department of Child Services, Juvenile Probation, or the Prosecutor's Office.

LEVEL 5 COURT

If subsequent to the completion of the level 4 meeting, the student continues to accumulate absences of concern, the school will notify the Department of Child Services, Juvenile Probation, or the Prosecutor's Office. The Prosecutor has the option of charging the parents/guardians with educational neglect or the student with truancy.

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

Attendance is monitored by the school secretary in charge of attendance who then shares concerns of absenteeism with the principal, the

academic dean and the social worker. The social worker contacts parents directly to follow up and determine if help is needed.   The MTSS team

also monitors student absenteeism when reviewing student's academic and behavior concerns.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	
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.	Yes No	

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

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

- We are seeking to relaunch a PTO this year. The PTO had stalled during COVID
- Family events are scheduled throughout the school year: such as: Family Golf Night.
- Parents are encouraged to attend Parent-Teacher Conferences during the school year.
- The MTSSS team shares information with parents regarding academic and behavior plans for students.
- Information is shared with parents on SeeSaw.

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

- Parent surveys are conducted each school year seeking input on areas of concerns, suggestions, and strengths of the school.
- Parents are invited and encouraged to reach out to teachers and building administrators with concerns.
- Teachers and parents communicate regularly to discuss achievements, student recognition, concerns, suggestions via:
  - phone calls
  - home visits
  - emails
  - Class Dojo
  - SeeSaw
  - notes home
  - Talking Points (ESL teacher)

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

- PowerSchool tracks attendance for all students. In order to prevent chronic absenteeism, the following plan in implemented:
  - 3 absences- the Secretary responsible for attendance, notifies building administrators and social worker
  - 5 absences - a notice is sent to the student's parents
  - 6-7 absences - parents are required to meet with the an administrator and social worker to develop an attendance plan
  - 8-9 absences - a certified letter is sent home
  - 10 absences - CPS is notified
- Bristol participates in the PRIDE award/recognition and 6th graders who achieve a 98% attendance rate receive PRIDE certification.

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

- Our school secretary is fluent in Spanish and intercedes for both teachers and the office staff when communicating. All information sent home is translated, including "all calls" when sent out to parents.
- During parent-teacher conferences, a translator is available for parents and teachers.
- Bristol has a CARES Mentoring Program which partners community members with a student to build a positive relationship, support academics, and be a support and connection for the student.
- Bristol offers "Real Men torsRead" to students in kindergarten, first, and second grades.
- A school newsletter is sent home and is translated for parents.
- Teachers are engaged in SIOP training which provides strategies for staff to work in cross-cultural situations.

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.

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

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

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?

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

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

Graduation rate last year: Percent of students on track to graduate in each cohort:

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.

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

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.

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.

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

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)	X	IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
	Districtwide Assessments		Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group	X	ESL Staff Training		Performance Gap Data		Performance Gap Data
X	Common Formative Assessments	X	Service Delivery Model (SIOP)	X	Special Education Training for Staff	X	High Ability Training for Staff
	PSAT/SAT/ACT Assessments	X	Federal (ESSA) Grade for Group		Approved Testing Accommodations	X	Service Delivery Model
X	Dyslexia Screening Data		Current Title III Grant	X	Federal (ESSA) Grade for Group		
X	Common Formative Assessments		Parental Involvement	X	IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA	X	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:

> **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.

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   2021-22   Measurable outcome met?   **Yes**   No

By May 27, 2022 60% of Bristol students (K-6) will be reading at or above grade level as measured by the Pioneer Valley Basic Leveled Reading Assessment.

If the goal was met, how will the school further improve or sustain this level of performance?
        By May 25, 2023 80% of Bristol students (K-6) will be reading at or above grade level as measured by the Pioneer Valley Basic Leveled Reading Assessment.

If the goal was not met, explain why.

        Due to COVID -19, students who were 100% virtual learners, and hybrid students in school two days a week, assessment data is inconsistent and does not allow us to measure the success of the goal.

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

Goal 2 2021-2022   Measurable outcome met?   <mark>Yes</mark> No

 By May 27, 2022 all Bristol Elementary collaborative teams will be operating at level 5 or above as defined in the article [“One Step at a Time - Many Professional Learning Teams Pass Through These Stages"](#).

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

 By May 27, 2023 all Bristol Elementary collaborative teams will be operating at level 6 or above as defined in the article [“One Step at a Time - Many Professional Learning Teams Pass Through These Stages"](#).

Although the school year ended early due to COVID - 19, all PLC grade level teams were meeting and collaborating. Grade level PLC teams continued to meet through Google Meets throughout the remainder of the school year.   Stemming from PD at the start of the 2019-2020 school year and with follow up PD sessions, each team had the knowledge to successfully implement the PLC process in their PLC grade level teams with essential math standards.   For each essential math standard, teams identified the standard, identified the needed pre-skills, needed vocabulary, identified target skills, wrote a SMART goal, and implemented a 15 day calendar. Assessment data was analyzed and used to create interventions for student groups. Student data was posted and visible in the hallways.

This level of performance continues through the 2020-2021 school year, with the addition of adding essential reading standards. Each team is required to follow the same process as last year with both reading and math. In addition, grade level teams for the 2020-2021 school year are also collecting student data on common and summative assessments for gender, race, and ethnicity.

Bristol staff participated in a book study, Transforming School Culture by Anthony Muhammad, in order to look at Professional Learning Communities byond a grade level PLC team meetings. Bristol Elementary was in need of substantive school improvement to create a collaborative environment with a laser sharp focus on student learning with a results oriented mind set.   The progress that was achieved was evident in the School Culture conducted by Alex McNeece from Solution Tree.

The importance of this goal, and the fact we were required to leave school in mid March due to Covid-19,   continues to make this a high priority goal for the 2020-2021 school year.

If the goal was not met, explain why.

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 academic success of Bristol students in reading and math, and not having end of the year data, we believe these are two areas we must continue to address through our school goals. Elements contributing to the lack of reading progress includes the foundational skills many primary students are lacking prior to reaching third grade. Also of concern is virtual learning. As we reflected on the little participation and quality of work that was completed last spring, and as we have started a new school year and seeing the same practices, we are most concerned about virtual learning and students reaching their expected growth as well as performing at grade level by the end of this school year. At present, we feel there is a significant difference between what is actually happening and what we are committed to in regards to students ' academic growth in both reading and math. Other contributing factors are implementation of best instructional practices during Tier I instruction, the quality of instruction provided during interventions as well as the allotted time for interventions, and successfully meeting the needs of all subgroups of students.

The PLC objectives for 2019-2020 were successfully met. This year we are looking to take this goal to the next level by addressing both reading and math, focusing on assessments, and meeting the needs of ALL learners regardless of race, ethnicity, gender, or special identification. By creating a Professional Learning Community with a focus on student achievement and including ALL students, our goal is to address any discrepancies in learning with various subgroups through the PLC process.

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
All students in grades K-6 will reach their projected growth in meeting the demands of the Indiana Academic Standards as determined by interim and summative assessments as well as the NWEA assessments in Reading.	Yes No	Reading, math, behavior data **Analysis:** ● The focus on reading levels has led to an increase in student reading levels across all grade levels ● Proficiency on NWEA reading has remained fairly consistent. 1st grade made a significant jump in the Spring of 2021-22 ● IREAD scores bounced back in 2021-22 from lower levels in 2020-21 during COVID ● ILEARN scores improved in 3rd and 4th grade but dropped in 5th math and 6th grade	State assessment data identifies an increase in the numbers of students demonstrating low growth in ELA and Math. Ensuring students are receiving adequate levels of growth through Tier I and Tier II instruction by implementing best instructional practices and a rigorous curriculum is imperative for student achievement.	X	1
All students in grades K-2 will demonstrate one or more year's growth in reading as determined by state	Yes No	NWEA Reading Growth 2020-2021 - Mean Growth Percentile By Grade	Students in grades K-2 are demonstrating less than significant progress in reading resulting in a lack of foundational reading skills necessary for continuous	X	1

assessments.			reading progress.		
All teachers will participate in and contribute to fostering a professional learning community as a means for Bristol to perform at a high level and ensure all students achieve success.	**Yes** No	School Culture Audit Report Analysis: Bristol made significant progress in transforming the culture in a very short time period. It is imperative that we continue to focus on the culture to ensure staff are not just meeting the expectations to be in compliance, but rather it is "who we are" and "how we do things." Indicators needing immediate focus include: indicator 2/school creates experiences that foster the belief that all children can learn at high levels; indicator 5/teachers communicate regularly with families about individual students' progress; and indicator 7/the school provides for physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and diversity.	Many staff members at Bristol have their own definition of "all means all" which results in not all students receiving the support they need to demonstrate growth and achievement. Although we have made great strides, as we move forward we need to continue to change attitudes, establish results oriented mind sets, and support grade level PLC team work.	X	2
All students will receive the individualized support needed in an equitable learning environment to reach their projected growth regardless of ethnicity, race, or gender.	Yes **No**	School Culture NWEA Data Analysis: ● females are performing at lower levels than males in math ● multiracial students are performing below all other subgroups in math ● multiracial males are	Bristol has a disproportionate rate of low growth for students in specific subgroups. Although teachers are dedicated to the academic growth of all students, we seek to address the concern of cultural competency to ensure all students receive the individualized support needed to effectively close any achievement gaps.	X	3

		performing below all others in reading • black students are performing higher in math than all (small subgroup/10 students)			

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)
Academic Proficiency: Low growth in Reading	Instructional practices vary from teacher to teacher and grade level to grade level. As an example: some, but not all, kindergarten teachers use Tools of the Mind; some, but not all, incorporate Smekens reading and writing strategies. The lack of consistency in instructional practices inhibits student growth and achievement. CFAs and SFAs are not aligned with ILEARN and lack the rigor and depth of knowledge required to demonstrate student achievement. General education teachers need a curriculum with identified essential reading standards so there is consistency throughout the district and a means to build skills and knowledge from grade level to grade level. Pearson Reading lacks a strong phonemic program nor is there a supplemental phonics program for teachers. General education teachers need research based Tier II interventions for both reading to meet the individualized needs of students.
Academic Proficiency: Low performance in Reading	Instructional practices vary from teacher to teacher and grade level to grade level. As an example: some, but not all, kindergarten teachers use Tools of the Mind; some, but not all, incorporate Smekens reading and writing strategies. The lack of consistency in instructional practices inhibits student growth and achievement. CFAs and SFAs are not aligned with ILEARN and lack the rigor and depth of knowledge required to demonstrate student achievement. General education teachers need a curriculum with identified essential reading standards so there is consistency throughout the district and a means to build skills and knowledge from grade level to

	grade level. Pearson Reading lacks a strong phonemic program nor is there a supplemental phonics program for teachers. General education teachers need research based Tier II interventions for both reading to meet the individualized needs of students.
Professional Learning Community: ensuring a professional learning community to create a results oriented culture throughout the school	Not all teachers understand the process of creating a professional learning community. There is a lack of consensus on expectations of initiatives, and among some teachers a lack of buy-in for being a Professional Learning Community. Grade level PLC teams need the support of building coaches to guide the PLC process. There is an inconsistency in grade level PLC teams teaching and assessing. Grade level PLC teams will analyze and disaggregate student data focusing on race, gender, and ethnicity to inform instructional practices and provide individualized student support.

Strategies:

- Reading
  - PLC grade level teams to identify 6 essential reading standards and work through the process
  - identify and implement instructional support for identified Tier II students during structured intervention period
  - incorporate Smekens Reading and Writing strategies (6+ Traits)
  - include technology as an instructional resource for reading (Pearson Realize, EPIC, Read Theory,ScootPad)
  - implement research based instructional strategies during Tier I instruction for all students (focus on meaning, read aloud, phonics without over emphasizing, variety of print, opportunities to read, feedback, close reading, higher level thinking skills)
  - implement guiding reading during Tier II instruction in all grade levels

- ○ focus on foundational skills in grades K-2

- ● PLC: culture
  - ○ continue implementing and extending the process to both reading and math
  - ○ develop grade level PLC teams to write effective assessments aligned with the ILearn
  - ○ analyze data to include all subgroups of students to allow for meaningful interventions and enrichment
  - ○ celebrate the success of student growth and PLC team work

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. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources

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

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.

GOAL 1	By May 27, 2022 80% of Bristol students (K-6) will be reading at or above grade level as measured by the Pioneer Valley Basic Leveled Reading Assessment.			
Data Checkpoints (dates)	**October**	**December**	**February**	**May 2023**
Evidence at Checkpoints	Reading Levels	Reading Levels	Reading Levels	Reading Levels
Evidence- Based Strategy 1	Early literacy and comprehension: Embed Smekens reading strategies into Tier I instruction to supplement Pearson Reading *Education Week, Nov. 2019, How to Make Reading Instruction Much, Much More Efficient, Mike Schmoker*			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	ensure teachers have a clear understanding of Smekens strategies and how to implement	October 2022 - May 2023	Building Administrators; Shona Landsdell (Smekens)	observation of reading instruction; students' reading achievement
Action Step 2	provide any needed resources for teachers to implement Smekens	October 2022 - May 2023	Building Administrators; (Smekens)	observation of reading instruction
Action Step 3	provide teachers with information on how to use Pearson; how to add leveled readers	October 2022 - May 2023	Building Administrators; building tech ambassador	agenda for PD sessions with teachers
Evidence- Based Strategy 2	Guided Reading: implement Guided Reading with small groups during Tier II instruction *article: Scholastic 2010, Research Base for Guided Reading as an Instructional Approach, GS Pinell, IC Fountas*			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	review guided reading process with all teachers grades K-6	October 2022-May 2023	Building Administrators	Agenda from PD session (PowerPoint)

Action Step 2	incorporate higher level thinking into guided reading sessions with students (DOK/Blooms)	October 2022-May 2023	Building Administrators	observation of guided reading lessons; Bloom's taxonomy
Action Step 3	provide teachers with leveled readers for instruction	September 2022- May 2023	Building Administrators	guided reading library
Yr. 2 Measurable Objective	70% of Bristol students (K-6) will be reading at or above grade level as measured by the Pioneer Valley Basic Leveled Reading Assessment.			
Yr. 3 Measurable Objective	80% of Bristol students (K-6) will be reading at or above grade level as measured by the Pioneer Valley Basic Leveled Reading Assessment.			

GOAL 2	By May 27, 2023 all Bristol Elementary collaborative teams will be operating at level 6 or above as defined in the article "One Step at a Time - Many Professional Learning Teams Pass Through These Stages". A team's level will be determined by self evaluation.			
Data Checkpoints (dates)	October	December	March	May
Evidence at Checkpoints	Reading and Math Essential Standards Posters; Summative Assessments	Reading and Math Essential Standards Posters; Summative Assessments	Reading and Math Essential Standards Posters; Summative Assessments	Reading and Math Essential Standards Posters; Summative Assessments
Evidence- Based Strategy 1	<mark>Identification of 6 Essential Reading and Math Standards and implement the PLC process:</mark> Rick DeFour, Rebecca DeFour, Robert Eaker: Learning By Doing: A Handbook for Professional Learning Communities at Work Third Edition, 2016; Rosado, G.D. (2019) "The Effects of Professional Learning Communities on Student Achievement at the Elementary Educational Level (Doctorate dissertation, University of St. Francis)			**PD Needed: Yes** <mark>**No**</mark>

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Identify 6 essential reading and math standards with laser sharp clarity on what students should know and learn	Sept. 2022 - May 2023	Grade level PLC teams	Grade level PLC teams
Action Step 2	Unwrapping the standards and aligning with Indiana Academic Standards (identifying target skills... writing a SMART goal, creating CFAs and SFAs, analyzing student data and forming intervention groups)	Sept. 2022 - May 2023	Grade level PLC teams	Grade level PLC teams
Action Step 3	Create a 15-20 day calendar to implement instruction, administer	Sept. 2022 - May 2023	Grade level PLC teams	Grade level PLC teams

	CFAs to monitor student understanding and form intervention groups			
Action Step 4	Administer and assess student learning through CFAs and SFAs to form intervention groups; to disaggregate data to inform instructional practices in regards to race, gender, ethnicity data	Sept. 2022 - May 2023	Grade level PLC teams	Grade level PLC teams
Evidence- Based Strategy 2	Assessments: grades 3-6 PLC teams to write CFAs and CSAs that are aligned with the rigor of ILEARN Rick DeFour, Rebecca DeFour, Robert Eaker: Learning By Doing: A Handbook for Professional Learning Communities at Work Third Edition, 2016			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Write highly effective assessments that align with the rigor of ILEARN in grades 3-6	Sept. 2022 - May 2023	Grade level PLC Teams	Summative Formative Assessment; ILEARN data
Action Step 2	Incorporate higher level thinking and depth of knowledge in assessments	Sept. 2022 - May 2023	Grade level PLC Teams	Summative Formative Assessment
Action Step 3	Analyze student data to reflect on teaching practices	Sept. 2022 - May 2023	Grade level PLC Teams	Summative Formative Assessment

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.

Professional Development Goal 1	Reading: early literacy and reading comprehension Smekens Reading Training with Shona Landsdell	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	District Funding	
Evidence of Impact	Evidence will be in student data: ● summative essential reading standards ● IREAD ● NWEA ● ILearn ● Pioneer Valley Reading Levels Assessment	

Plan for coaching and support during the learning process:
Teachers will receive literacy lessons each week that will align with the literacy and reading comprehension skills Shona will be discussing with teachers. Teachers can share these lessons directly with their students or they may use the model to create their own lessons.   Whole group instruction will be provided on two days, with in-house visits on the other two days. Depending on the need of teachers, Shona may model a lesson in the classroom, or observe a teacher instructing. Time will be provided to debrief after each session.

How will effectiveness be sustained over time?
The effectiveness of the professional development may be sustained over time through implementation of effective reading practices in Tier I instruction, implementation of effective interventions during Tier II instruction, continued use of instructional resources provided, participation in ongoing professional development Smekens' trainings, and through classroom observations.

	CFA's and CSA's - Writing Effective Assessments Interventions and Enrichment	**Linked SIP Goals**
Professional Development Goal 2		<mark>**Yes**</mark> No
Possible Funding Source(s)	District Funding	
Evidence of Impact		

Plan for coaching and support during the learning process:
During the first semester, there will be re-training on language objectives. At this time an opportunity for individual coaching will be offered. New components and features will be introduced during the second semester. EL coaches will be available to work with administrators, faculty, and individual teachers. Knowledge of who are the EL's in each classroom, their proficiency levels, accommodations, where the EL's are on the "Can-Do Descriptors," and posted language objectives are the expectations for classroom teachers.

How will effectiveness be sustained over time?
The effectiveness is sustained through inclusion of these features in daily practice, PLC's, and discussion and PD sessions for staff.   Student progress and growth will be measured through the WIDA assessment.