



# Indiana School Improvement Plan

Bristol Elementary School

Elkhart Community Schools

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# TABLE OF CONTENTS

Introduction.....	1
<b>Executive Summary</b>	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	9
Improvement Planning Process.....	10
<b>Self Assessment</b>	
Introduction.....	12
Standard 1: Purpose and Direction.....	13
Standard 2: Governance and Leadership.....	15
Standard 3: Teaching and Assessing for Learning.....	18
Standard 4: Resources and Support Systems.....	23
Standard 5: Using Results for Continuous Improvement.....	27
Report Summary.....	30

**Student Performance Diagnostic**

Introduction ..... 32

Student Performance Data ..... 33

Evaluative Criteria and Rubrics ..... 34

Areas of Notable Achievement ..... 35

Areas in Need of Improvement ..... 36

Report Summary ..... 37

**Stakeholder Feedback Diagnostic**

Introduction ..... 39

Stakeholder Feedback Data ..... 40

Evaluative Criteria and Rubrics ..... 41

Areas of Notable Achievement ..... 42

Areas in Need of Improvement ..... 43

Report Summary ..... 44

**Plan for Indiana School Improvement Plan**

Overview ..... 46

Goals Summary ..... 47

    Goal 1: All Bristol Elementary Students will become proficient readers ..... 48

    Goal 2: All students at Bristol Elementary School will become proficient writers ..... 50

    Goal 3: All students at Bristol Elementary School will become proficient in mathematics ..... 52

    Goal 4: All Bristol Elementary school staff will make a cultural shift in being able to examine and reflect on their own practices that influence Tier 1 instruction ..... 53

Activity Summary by Funding Source..... 55

**Title I Schoolwide Plan Requirements**

Introduction..... 60

Title I Schoolwide Plan Requirements..... 61

Conclusion..... 65

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## Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

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## Executive Summary

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Bristol Elementary is a building of 505 students ranging in Pre K through sixth grade. It is located within the town of Bristol in the north central region of Indiana. Our town has a population of 1602. As a result of the economic down turn the community is still recovering, leaving many of our students in poverty. Bristol Elementary School is one of the 14 elementary schools that are part of Elkhart Community School System. At Bristol, 65% of our students participate in the school lunch program which includes both free and reduced lunch recipients. Also, 15% of our student population receives special education services. We have a 10% student population that receives ENL services. Bristol students are placed in grade level teams consisting of two Head Start preschool classrooms, three kindergarten classrooms, three first grade classrooms, three second grade classrooms, two third grade classrooms, three fourth grade classrooms, three fifth grade classrooms, and two sixth grade classrooms. We have a high ability third and fourth grade co-teaching classroom and a fifth and sixth grade co-teaching classroom. Bristol Elementary also hosts one severe disabilities classroom which services students throughout the school district. We offer high ability co-teaching classes to elementary students. The student to teacher ratio is approximately 1:22. Our Fine Arts programs also consist of art, music, physical education, media services, and technology. New to Bristol Elementary is the preschool program offered by Growing Kids. Growing Kids meets the needs of children 2.5 thru 5 years of age.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

At Bristol Elementary, our mission is "Empowering Students for Life." Stakeholders are encouraged to follow the values of respectfulness, responsibility, and being ready to learn. Bristol Elementary values academic growth and achievement of all students through individual goal setting, timely and corrective feedback, and fostering positive relationships with students, staff, and parents.

### PBIS

Bristol Elementary School participates in the Positive Behavior Intervention Support program. This program encourages positive behavior for both students and staff. Staff members are provided with Pirate Points. Pirate Points are then awarded to students who exhibit desired behaviors. The students can then use these points at our Pirate Store. The store offers a chance for students to trade their point for a variety of prizes. The PBIS program analyzes and problem solves behavioral issues.

### Discipline

Due to the Positive Behavior Intervention Support program, Bristol School has been able to implement a process for those students who struggle to follow the policies set. As a result, the school has been able to reduce referral rates through the use of interventions such as; buddy rooms and our newly introduced Bristol Academy that re-teaches appropriate classroom behavior. The behavior data is also shared consistently at staff meetings.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Last three years

Bristol has received additional support from Title I status. Our IREAD 3 scores have been in 90% or higher passing rate after intensive remediation. Bristol has moved to third in our District for passing percentage of students in ELA ISTEP+ and eighth for passing percentage of students in Math ISTEP+. Socratic seminar is becoming a regular instructional practice.

Next three years,

Bristol will make growth in reading literature and nonfiction by implementing Socratic Seminar, we will make improvements in math computation. We will continue building parent and community support, our pre-kindergarten programs, and our ability to provide effective instruction. Our GEI and BIT team is working towards merging together and taking on a MTSS philosophy.

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## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Bristol Elementary has had a shift in administrators. Principal, Melissa Jennette took a leave of absence to fulfill her dream of getting her doctorate. The Assistant Principal, Jill Balcom is interim principal for the remainder of the 2015-2016 school year. Jill Balcom was named as Principal and Jenny Hinman as Assistant Principal for the 2016-2017 school year. Bristol Elementary has a full time social worker and a shared half time behaviorist. All of our teachers are highly qualified.

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# Improvement Plan Stakeholder Involvement

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## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The Bristol School Leadership Team is made up of the Principal and Assistant Principal. We have representation from every grade level on our team. We include the ENL teacher, Reading Interventionist, Speech teacher, Special Education teacher, High Ability teacher, Behaviorist and Parent Support Liaison. Meetings were scheduled by the Principal and substitutes were provided for the teachers. We met as leaders of the building and brought our best visions forward for improvement.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The principal studied the ASSIST Guides, provided the previous plan, gathered data, and facilitated the meetings. The representatives got into groups to rank standards and lead discussions about the strengths and areas of improvement through each standard. As a group we came up with ways to sustain what is going well and to find strategies to improvement challenging areas. As groups we examined data, filled in charts to drill down to determine academic areas that are high and those that are low. We brainstormed strategies and activities to formulate the goals and plans to meet our expected improvement. We reviewed the information from our student, staff, and parent surveys.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

Each grade level representative reports back to their grade level during collaboration to inform and get feedback. This helps all staff feel apart of the process. The team shares summaries and updates about our findings at our Early Release Wednesday Professional Development days. Parent meetings are held and information is shared. Monthly newsletters communicate our improvement plan.

## Self Assessment

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## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•Bristol Elementary School's purpose is also communicated through our facebook, and community events. At the District level, our communication specialists covers information about our purpose and publicizes it for our Bristol and Elkhart Communities.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•Our staff should continue the use of data and surveys to identify goals for improvement. The process of reviewing and reflecting helps everyone be accountable. Our improvement efforts should continue to be evaluated along the way to determine celebrations and areas of re-focus.</li> </ul>	Level 3

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li><li>•Our teachers need continued guidance as we navigate through NWEA and Skills Navigator. As our interventions are mainstreamed, their is continuous work towards the fidelity of interventions being done with immediate follow-up.</li></ul>	Level 2

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

The school leadership and staff have a strong commitment of shared values and beliefs about teaching and learning. Continuing use of data to identify improvement goals, accountability, review and evaluation process are ways we will use to sustain this strength.

Improvement is needed in communicating a school purpose for student success. Improvement is being made by increasing communication with staff, stakeholders and additional community members. Our School Improvement Team is presenting this plan at a professional development session.

Continued use of data, increased guidance as we navigate through NWEA and ISTEP+, and improved fidelity of intervention strategies are being strengthened to help in the area of student learning.

## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•As the transition to google docs takes place, these items are found in our Bristol shared folder.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•Several administrative members have been trained in the Bully Laws and how to investigate. The School Board Policy book is consulted to be sure of compliance.</li> </ul>	Level 3

**Indiana School Improvement Plan**

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•Staff should be informed of new management roles. Our school has experienced a new office staff.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•Staff members present at professional development sessions and take on leadership roles on district committees. Our School Improvement Team will meet on a regular basis and update grade level teams through collaboration.</li> </ul>	Level 3

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Our Parent Support person will start a parent engagement committee. Our School Improvement Team would like to assist the restart of our PTO.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•There is a need for parents and other district level administrators to be on our School Improvement Team.</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

There is a strong governing body establishing policies and support practices while operating effectively and responsibly. Professional development, conferences, following Title I requirements as well as following testing regulations will be continued. Leadership and staff foster a culture consistent with the school's purpose and direction by collaboration, learning logs and a strong school leadership team. Leadership, staff supervision and the evaluation process are a result of improved professional practice and student success due to following of board and state policies.

Improvement of redefining roles and informing staff of management operations will strengthen the governing body in meeting goals for achievement, instruction and managing day-to-day more effectively. Leadership engaging stakeholders effectively in support of the school's purpose will be strengthened by increasing parent/community communication and by starting a parent engagement committee.

### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Course descriptions</li> <li>•Staff is beginning to understand differentiation and flexible grouping. Immediate feedback is a result of several teachers using "Kahoot", "Plickers" and Quizlet etc. These teachers are providing the staff with training.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•There is a need for more horizontal alignment of curriculum.</li> </ul>	Level 2

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> <li>•Genius hour has empowered more student collaboration.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•School leaders are giving tools to teachers and getting out into the classrooms more often.</li> </ul>	Level 2

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•A formal discussion plan needs to assist collaboration efforts.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Data binders and NWEA goal setting helps students stay focused and get individual feedback about their learning.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Survey results</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•High expectations are set through our evaluation process.</li> </ul>	Level 3

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Parent contact is improving especially after adding it to a mandatory intervention.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Through our mainstreamed MTSS, staff advocates for student needs.</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Several feel we have grade inflation from some teachers and the criteria is not consistent for earning grades.</li> </ul>	Level 3

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Crosswalk between professional learning and school purpose and direction</li> <li>•Our staff feels they are learning through the Wednesday-professional development opportunities.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> <li>•Professional learning opportunities are being provided by a professor at a nearby college.</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Areas of strength in this standard are; teachers implement the school's instructional processes in support of student learning, the school has a formal structure whereby each student is well known by at least one adult advocate in school who supports that student's educational experience, and all staff members participate in a continuous program of professional learning. These strengths will be sustained through walkthroughs, evaluation, teacher incentives, and collaboration.

Area of improvement in standard 3 are; curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level, and curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practices. We are making plans to move forward with vertical team meetings to fill in curriculum and alignment gaps. Bristol needs have active members on the instructional cycle district committees. As we move forward with our "Mindset" book study we should open our minds to examine our instruction.

### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•School leaders use enrollment counts and needs of the student population to provide services and resources. Our numbers have stayed relatively the same.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School Administration puts forth every effort to support staff and our School Improvement Plan is at the forefront of every decision.</li> </ul>	Level 3

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Our Behavior Intervention Team meets weekly, re-teaching expectations is completed regularly. Our classified staff, nurse and custodian, are amazing.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•Our school provides access to media within the building. It has been extended to our school through professional learning about Canvas, SAMR, and Google Docs.</li> </ul>	Level 2

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Policies relative to technology use</li> <li>•This information has come from our District and has been shared. Our teachers should give administration an update on how their courses are going.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Our GEI Team meets with the school psychologist to determine a plan and intervention. Six weeks data checks are provided for success of the intervention. Our team collaborates and then the best decisions are made around the new data points.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Groups and resources are implemented to meet the needs of the school.</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Instructional time, material and fiscal resources are being used and monitored by staying up to date on materials.

School maintains a safe, clean and healthy environment by meeting regularly with BIT team and holding staff accountable for student expectations.

The school provides strong support services to meet the physical, social and emotional needs of students as well as counseling, assessments and referrals with regular BIT meetings, ASP and GEI interventions and a full time social worker, along with a half time behaviorist in building.

Qualified professional and support staff are insufficient in filling roles and responsibilities needed to support the school's purpose. Utilizing specials staff for interventions and a more creative scheduling is being applied to help.

Staff and students need a higher expectation of implementing technology to support the school's educational programs and also PDs for those who are not proficient.

Need a stronger infrastructure to support teaching, learning and operational needs. Look into writing and submitting grants for additional laptops or ipads.

### Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•Our data sources are NWEA, ISTEP+, IREAD 3, Access, and curriculum assessments. We need to become more knowledgeable about NWEA and it's ability to indicate skill gaps.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•NWEA is being utilized for groupings and projection of growth.</li> </ul>	Level 2

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Our support staff has weekly meetings with administration and is being provided with their own professional learning.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•GEI and BIT improvements are being made in the tracking of interventions both on grade level and independent level content.</li> </ul>	Level 2

# Indiana School Improvement Plan

Bristol Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Leaders are giving data to the teachers along with new ways to interpret the information for students and parents. Concerned teachers reach out to building leadership for support.</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

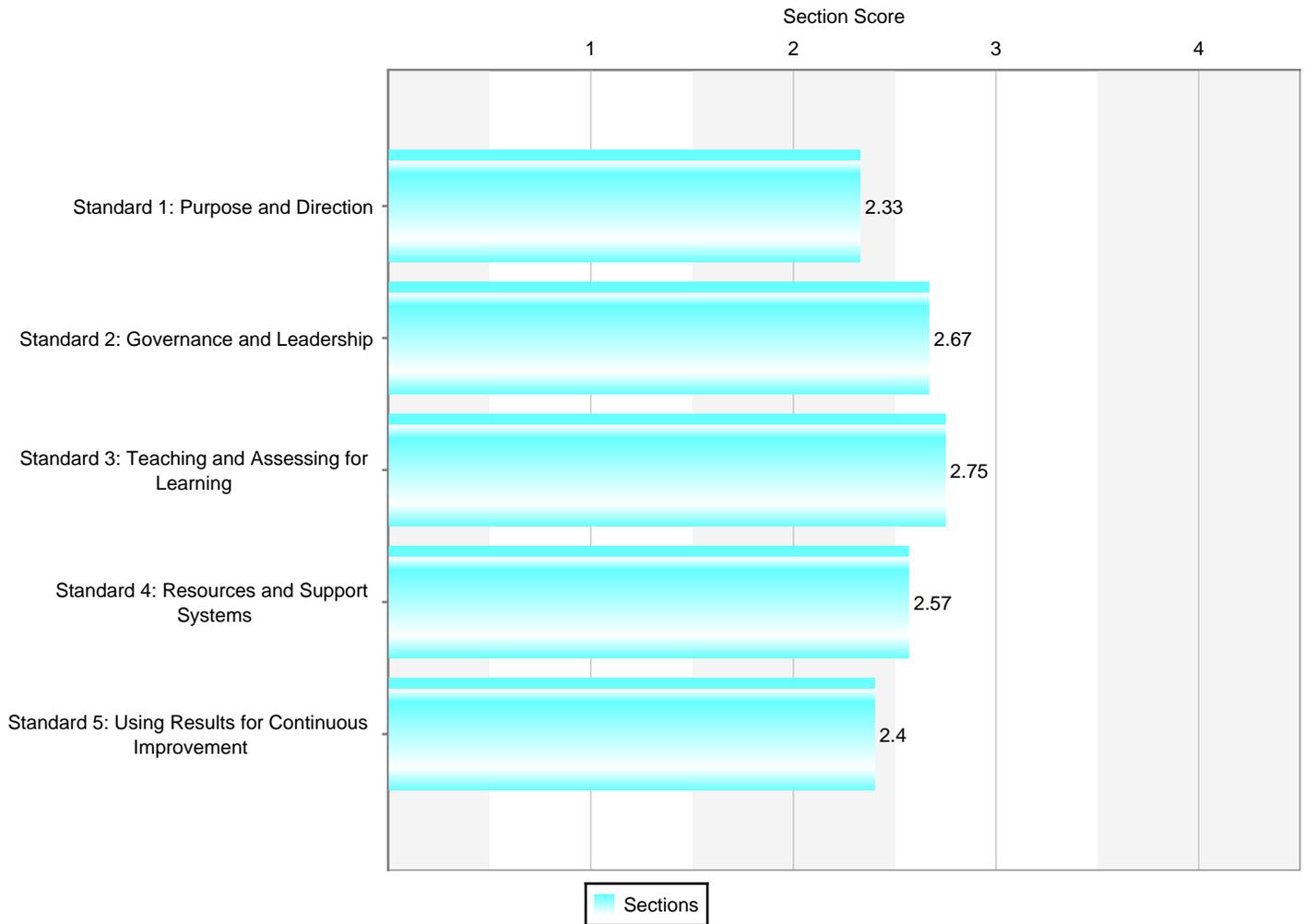
Areas of strength in standard 5 are; the school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level and leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.

To sustain these strengths, the school will participate in continuous processes to determine improvement in student learning, readiness and success at the next level by continuing with NWEA and ongoing trainings.

An area of weakness is the school establishes and maintains a clearly defined and comprehensive student assessment system. We are making improvements as our school implemented a soft roll out and only tested some grade levels during the fall 2015 administration of NWEA. We have since administered the Fall 2016 NWEA. Many professional development and learning log meetings have been to train staff on different reports and skills navigator.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

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## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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**Student Performance Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Updated performance data has been download. It is important to know that in 2015 with the decline of scores, began a new Pearson ISTEP+ test. Also, we don't have a solid year of NWEA data yet.	Student Performance Data

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## Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

Our ISTEP+ scores indicate our students scored higher than the district but lower than the overall state. We scored third in our district in ELA+ and in the top 8 for Math ISTEP+.

### Describe the area(s) that show a positive trend in performance.

Our ELA ISTEP+ scores did not decrease as much as Math ISTEP+ did. The fourth grade and fifth grade Hispanic subgroup ELA ISTEP+ scores remained similar to those in previous years.

### Which area(s) indicate the overall highest performance?

ELA Winter NWEA (k-6) scores showed that vocabulary is a strength for our students. ELA ISTEP+(3-6) scores show writing genres as a strength. Math Winter NWEA(k-6) scores and Math ISTEP+(3-6) scores both show geometry as a strength for our students.

### Which subgroup(s) show a trend toward increasing performance?

Our Hispanic subgroup shows trends towards increased performance. Our Fifth grade overall scores were the highest.

### Between which subgroups is the achievement gap closing?

The gap is closing for the free and reduced lunch students.

### Which of the above reported findings are consistent with findings from other data sources?

Our NWEA results correlate with ISTEP+ scores.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

Computation is below our expectation and bringing our math scores down. Bristol Students have difficulty with Reading literature and nonfiction.

### Describe the area(s) that show a negative trend in performance.

Third grade showed a negative trend in all ISTEP+ scores.

### Which area(s) indicate the overall lowest performance?

Special education subgroup shows the lowest performance.

### Which subgroup(s) show a trend toward decreasing performance?

Females in math and males in ELA are trending downward in performance.

### Between which subgroups is the achievement gap becoming greater?

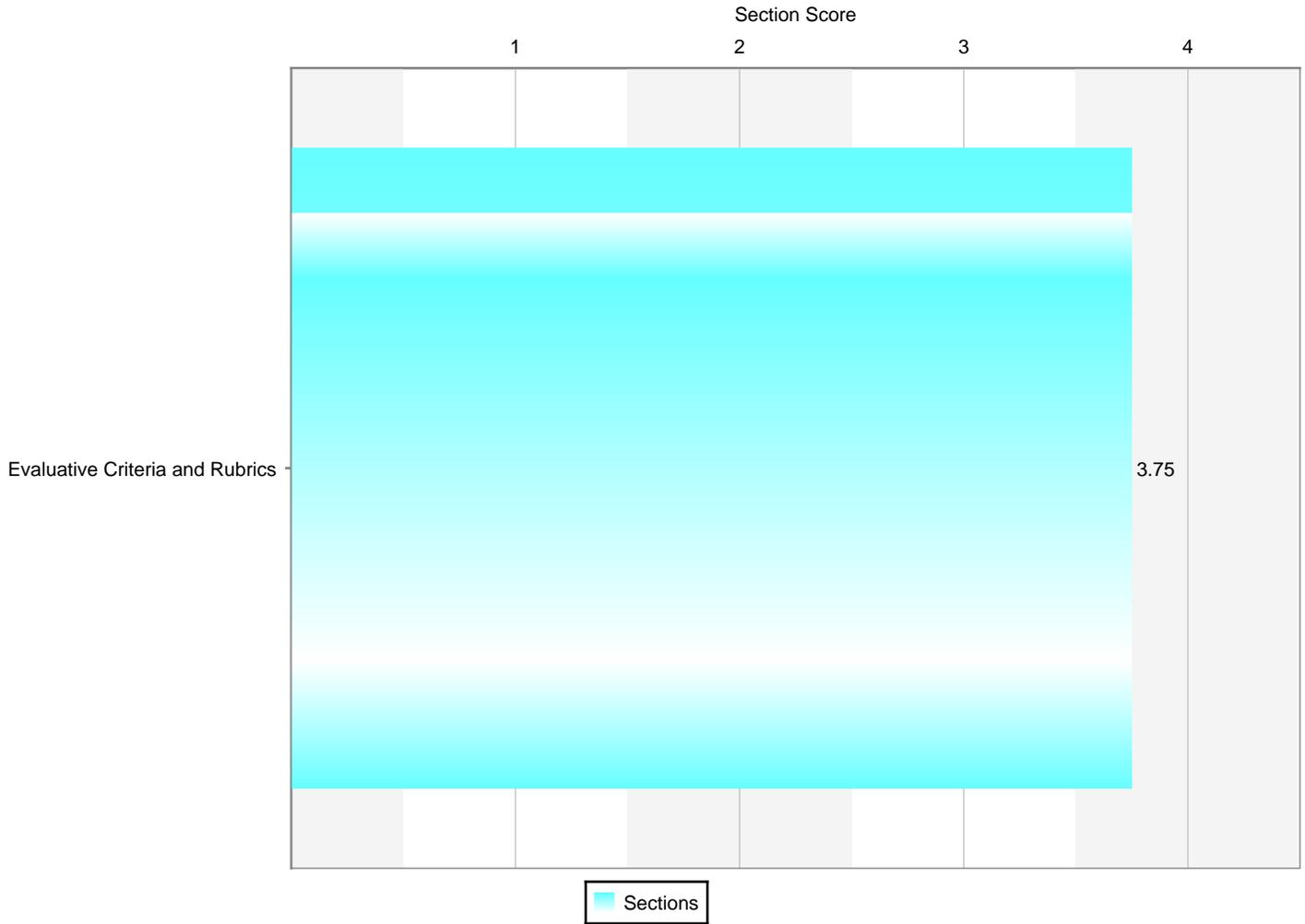
Third grade ISTEP+ is becoming greater and very concerning. Collaboration between K-3 using Backwards Design is happening to assist in making improvements.

### Which of the above reported findings are consistent with findings from other data sources?

Student scores from NWEA and ISTEP+ correlate and are consistent.

## Report Summary

### Scores By Section



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# Stakeholder Feedback Diagnostic

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## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

DRAFT

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	The parent survey was offered to those parents that attended Fall Parent Teacher Conferences. Teachers were given an opportunity to participate in the staff survey. Students were given the survey during technology special.	2016-2017 Survey Results

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## Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

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## Areas of Notable Achievement

### Which area(s) indicate the overall highest level of satisfaction or approval?

Surveys indicate that our school's purpose and direction are focused on student success. Students feel that they are treated fairly and have high expectations about learning. Surveys indicate that governance and leadership are high with a strong communication about goals and activities. Surveys indicate a strength in teaching and assessing for learning. Our school meets student needs and provides individualized instructions. Students feel that we are preparing them for the next grade level and get help when they need it.

### Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Leadership and communication are trending upwards.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

These finding are consistent with our School Improvement's self assessment.

## Areas in Need of Improvement

### Which area(s) indicate the overall lowest level of satisfaction or approval?

On the Staff Survey, we need to make improvements in our school's use of consistent and common grading and reporting policies across grade levels on clearly defined criteria.

### Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

As we navigate through our new testing NWEA, we need to be sure to share the same reports. It is clear we have a need for a standards based report card.

### What are the implications for these stakeholder perceptions?

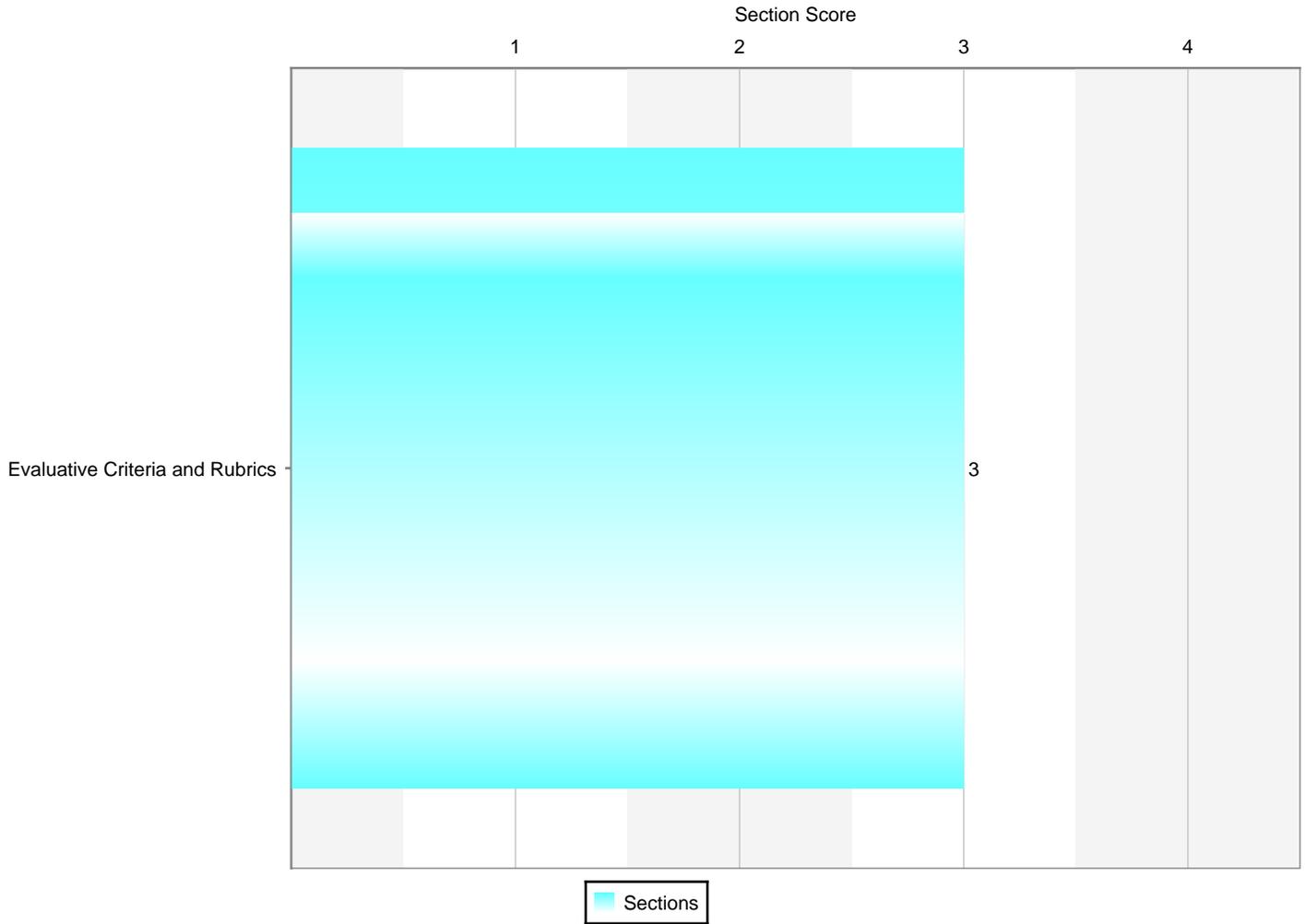
There is a need as we transition to NWEA to be sure to communicate with parents. It is important that rubrics and criteria for student success is clearly defined. Stakeholder perceptions may lead to some frustrations.

### Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

In our School Improvement Team Self Assessment the findings were consistent with the surveys.

## Report Summary

### Scores By Section



# Plan for Indiana School Improvement Plan

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## **Overview**

### **Plan Name**

Plan for Indiana School Improvement Plan

### **Plan Description**

Goals and Plans for 2016-2017

DRAFT

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Bristol Elementary Students will become proficient readers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$4000
2	All students at Bristol Elementary School will become proficient writers.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$4000
3	All students at Bristol Elementary School will become proficient in mathematics.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$1500
4	All Bristol Elementary school staff will make a cultural shift in being able to examine and reflect on their own practices that influence Tier 1 instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

## Goal 1: All Bristol Elementary Students will become proficient readers.

### Measurable Objective 1:

80% of First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth and demonstrate proficiency in Reading by 05/26/2017 as measured by NWEA.

### Strategy 1:

Socratic Seminar - All staff will be trained and implement Socratic Seminar. Socratic Seminar will be implemented during core instruction. Socratic Seminar is a formal discussion based on a text in which the leader asks open ended questions, students listen closely to the thoughts of others, think critically, and articulate their own thoughts and responses to the thoughts of others.

Research Cited: Research supports the use of Socratic Seminar to improve reading comprehension and problem solving skills. It also promotes metacognition, conflict resolution, interest in learning, and pro-social skills.

Evidence of success: Socratic Seminar will be measured through surveys -DOK questioning observations, NWEA, and constructed response on ISTEP+.

Activity - Socratic Seminar Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Socratic Seminar training will be provided to staff during professional development. Students will receive directions on procedures for Socratic Seminar. Teachers will provide a variety of text to the students and facilitate discussion circles.	Direct Instruction	01/06/2016	05/26/2017	\$3000	Title I School Improvement (ISI)	Principal, Academic Dean, Teachers, and Bruce Rodgers

### Strategy 2:

Guided Reading - Guided Reading will be during a classroom reading block and also as intervention groups. This strategy will be based on student independent reading levels. Teachers will meet in small reading groups focusing on similar level and skill deficits.

Research Cited: Fountas and Pinnell

Evidence of success: Running Records and reading group observation notes will measure student progress.

Activity - Guided Reading Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

Bristol Elementary School

Teachers will provide guided reading groups for students at their own independent level.	Direct Instruction	08/08/2016	05/26/2017	\$0	No Funding Required	Administrator s, teachers, and paraprofessionals will all be responsible for conducting guided reading groups.
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Activity - Daily Five Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide engaging center activities based on reading while students aren't working with the teacher in guided reading group. We will have training on: The Daily 5: Fostering Literacy Independence in the Elementary Grades	Professional Learning	03/06/2017	05/31/2018	\$1000	Title I School Improvement (ISI)	Administrator s will provide training in the Daily 5 Centers. Teachers will gain knowledge and create more structured reading opportunities during centers.

**Strategy 3:**

Close Reading Passages/Novel Studies - Teachers will use on grade level or above to increase comprehension skills at a higher level of reasoning and thinking.

Research Cited: Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. It is a key requirement of the Common Core State Standards and directs the reader's attention to the text itself.--ASCD

Evidence of success: Exit slips based on comprehension, discussions notes, student journaling and note taking will show evidence of success.

Activity - Close Reading/Novel Studies Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

Bristol Elementary School

Teachers will provide materials to students on or above their independent reading level in a variety of genres and content areas.	Direct Instruction	08/08/2016	05/26/2017	\$0	No Funding Required	Anita Grove and Jacquelyn Krull will train our staff based on the close reading strategy. Teachers will then be responsible for implementation with their students. Administrators will observe and provide feedback.
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**Goal 2: All students at Bristol Elementary School will become proficient writers.**

**Measurable Objective 1:**

80% of First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency on prompts based on non-fiction literature in Writing by 05/26/2017 as measured by the ISTEP+ rubric.

**Strategy 1:**

Lucy Calkins Writing Units of Study - During daily writer's workshop teachers will implement Lucy Calkin's Writing Pathways. Students will learn to plan, compose, revise, edit, and publish a range of different types of text. Mini lessons will be taught based on students needs from their writing pieces and conferences. Research will be done by the staff to determine best writing instructional practices.

Research Cited: Research indicates that when students are provided the opportunity to write daily and given concrete feedback writing progress can be accelerated and improved.

Evidence of success: Writing progress will be measured by rubrics, NWEA, and ISTEP+.

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher's will provide daily opportunities to write for different purposes, genres and across the curriculum with corrective feedback.	Direct Instruction	08/02/2016	05/26/2017	\$0	No Funding Required	Principal, Academic Dean, Teachers,

**Indiana School Improvement Plan**

Bristol Elementary School

Activity - School-wide Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will collaborate both vertically and horizontally to create a school- wide writing rubric.	Professional Learning, Policy and Process, Academic Support Program	01/17/2017	05/26/2017	\$1000	Title I School Improvement (ISI)	Administrators will secure a time during professional development, learning logs, and grade level collaboration with rotating subs to provide teachers the framework to create this document. Teachers will be accountable for the implementation.

**Strategy 2:**

Drop Everything and Write (DEW) - The School Improvement Team will share our writing goal and article with the staff on a Wednesday-Professional Development. This article will be the key to get staff motivation to implement a 10 minute writing opportunity. At the designated time of day, an administrator will announce "Drop Everything and Write" The entire school community will write for 10 minutes, additional time will be added later.

Research Cited: Academic Journal Article -Education- "An Investigation of Implementing DEW in Elementary Classrooms By Kelli Paquette, Charlene Byrd, and Denise Dragich

Evidence of success: NWEA Language Scores and ELA/Writing ISTEP+ will be the indication of success. Motivation, improved stamina, and quality of writing will all be observed by staff.

Activity - DEW PD/Kick off	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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SIP Team will share an article which will motivate staff to participate with students in DEW.	Professional Learning, Direct Instruction	01/11/2017	05/26/2017	\$3000	Title I School Improvement (ISI)	Administration will order writing journals for each student to kick off DEW. School Improvement Team members will continue to support their grade level team with this activity.
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### Goal 3: All students at Bristol Elementary School will become proficient in mathematics.

#### Measurable Objective 1:

80% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in computation in Mathematics by 05/26/2017 as measured by NWEA, ISTEP+, and formative assessments given by teachers.

#### Strategy 1:

Mastering basic math facts - Fact strategies for addition/subtraction and multiplication/division will be taught using specific strategies as presented in the books, Mastering Basic Fact Strategies in Addition and Subtraction: Strategies, Activities, and Interventions to Move Students Beyond Memorization and Mastering Basic Fact Strategies in Multiplication and Division: Strategies, Activities, and Interventions to Move Students Beyond Memorization and Mastering Basic Fact Strategies, by Susan O'Connell and John SanGiovanni.

All classroom teachers will use the strategies and activities presented in the books to help students improve their understanding of the operations in mathematics, which will lead to accurate mathematical computations. K through grade 2 students will focus on addition and subtraction. Grades 3 through 6 will develop fluency in all four operations, addition, subtraction, multiplication, and division.

Research Cited: Research recommends students develop basic computational proficiency through a conceptual understanding of the operations. A sequential instruction to develop number sense and frequent practice aids students in the development of basic math fact fluency.

Evidence of success: Scores on NWEA, ISTEP+, and formative assessments will show evidence of computational success.

Activity - Mastering Basic Math Facts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Indiana School Improvement Plan**

Bristol Elementary School

<p>Teachers will implement the strategies and activities to teach basic math facts using the Mastering the Basic Math Facts in Addition/Subtraction or Multiplication/Division by Susan O'Connell and John SanGiovanni. Teachers will each receive copies of the books and use the prescribed sequence and activities to help students develop math fact fluency leading to improved computation scores.</p>	<p>Direct Instruction</p>	<p>08/01/2016</p>	<p>05/26/2017</p>	<p>\$1500</p>	<p>Title II Part A</p>	<p>Teachers, principal, and academic dean will implement the program and monitor students' growth and proficiency.</p>
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**Strategy 2:**

Problem Solving - Teachers will have professional development on how to construct problems and a systematic method to teach student to show their work and share their reasoning to determine whether their answer is plausible. Teacher will implement problem solving during their math block.

Research Cited: John A. Van de Walle states, "Teaching mathematics through problem solving is a method of teaching that helps children develop relational understanding. Problem solving is completely interwoven with learning."

Evidence of success: Evidence of success will be based on NWEA and ISTEP+ math scores.

Activity - Professional Development - Problem Solving	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Problem Solving Professional Development with Classroom implementation</p>	<p>Professional Learning, Direct Instruction</p>	<p>01/17/2017</p>	<p>05/16/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators will be responsible to provide training to teachers and follow up with implementation checks. Teachers and students will experience success in this learning process.</p>

**Goal 4: All Bristol Elementary school staff will make a cultural shift in being able to examine and reflect on their own practices that influence Tier 1 instruction.**

**Measurable Objective 1:**

collaborate to increase student progress in Tier 1 instruction. by 05/26/2017 as measured by Learning Log meetings, Collaboration, Professional Development, Observations, NWEA and ISTEP+.

**Strategy 1:**

Multi-Tiered System of Support - Our staff will participate in a book study called "Mindset" by Carol Dweck. We will learn about a fixed and a growth mindset. This book study will be the starting point to the implementation of a strong multi-tiered system of support framework for our school. Teachers will begin to reflect about the instruction being delivered and become more creative in the differentiation that is provided to students.

Research Cited: Multi-Tiered System of Support is an evidence based model that uses data based problem solving to integrate academic and behavioral instruction and intervention. It is needs driven and delivered with varying intensities in multiple tiers.

Evidence of success: The measurement of success will come from; Improved Tier 1 instruction with fewer students needed remedial support in Learning Log meetings, data from GEI, data from our behavior charts, observations and evaluations of teachers as practices shift.

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff will participate in a book study "Mindset" by Carol Dweck and collaborate during professional development.	Professional Learning	08/02/2016	05/26/2017	\$1000	Title II Part A	The principal and academic dean will be responsible for delivering the "Mindset" book study and the introduction to MTSS. The staff will be responsible for reading, collaborating, and implementing.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mastering Basic Math Facts	Teachers will implement the strategies and activities to teach basic math facts using the Mastering the Basic Math Facts in Addition/Subtraction or Multiplication/Division by Susan O'Connell and John SanGiovanni. Teachers will each receive copies of the books and use the prescribed sequence and activities to help students develop math fact fluency leading to improved computation scores.	Direct Instruction	08/01/2016	05/26/2017	\$1500	Teachers, principal, and academic dean will implement the program and monitor students' growth and proficiency.
Book Study	Our staff will participate in a book study "Mindset" by Carol Dweck and collaborate during professional development.	Professional Learning	08/02/2016	05/26/2017	\$1000	The principal and academic dean will be responsible for delivering the "Mindset" book study and the introduction to MTSS. The staff will be responsible for reading, collaborating, and implementing.
<b>Total</b>					<b>\$2500</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writer's Workshop	Teacher's will provide daily opportunities to write for different purposes, genres and across the curriculum with corrective feedback.	Direct Instruction	08/02/2016	05/26/2017	\$0	Principal, Academic Dean, Teachers,

**Indiana School Improvement Plan**

Bristol Elementary School

Guided Reading Groups	Teachers will provide guided reading groups for students at their own independent level.	Direct Instruction	08/08/2016	05/26/2017	\$0	Administrator s, teachers, and paraprofessionals will all be responsible for conducting guided reading groups.
Close Reading/Novel Studies Discussions	Teachers will provide materials to students on or above their independent reading level in a variety of genres and content areas.	Direct Instruction	08/08/2016	05/26/2017	\$0	Anita Grove and Jacquelyn Krull will train our staff based on the close reading strategy. Teachers will then be responsible for implementation with their students. Administrator s will observe and provide feedback.
Professional Development - Problem Solving	Problem Solving Professional Development with Classroom implementation	Professional Learning, Direct Instruction	01/17/2017	05/16/2017	\$0	Administrator s will be responsible to provide training to teachers and follow up with implementation checks. Teachers and students will experience success in this learning process.
					<b>Total</b>	\$0

**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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**Indiana School Improvement Plan**

Bristol Elementary School

School-wide Rubric	Grade levels will collaborate both vertically and horizontally to create a school- wide writing rubric.	Professional Learning, Policy and Process, Academic Support Program	01/17/2017	05/26/2017	\$1000	Administrators will secure a time during professional development, learning logs, and grade level collaboration with rotating subs to provide teachers the framework to create this document. Teachers will be accountable for the implementation.
DEW PD/Kick off	SIP Team will share an article which will motivate staff to participate with students in DEW.	Professional Learning, Direct Instruction	01/11/2017	05/26/2017	\$3000	Administration will order writing journals for each student to kick off DEW. School Improvement Team members will continue to support their grade level team with this activity.
Daily Five Centers	Teachers will provide engaging center activities based on reading while students aren't working with the teacher in guided reading group. We will have training on: The Daily 5: Fostering Literacy Independence in the Elementary Grades	Professional Learning	03/06/2017	05/31/2018	\$1000	Administrators will provide training in the Daily 5 Centers. Teachers will gain knowledge and create more structured reading opportunities during centers.

**Indiana School Improvement Plan**

Bristol Elementary School

Socratic Seminar Discussions	Socratic Seminar training will be provided to staff during professional development. Students will receive directions on procedures for Socratic Seminar. Teachers will provide a variety of text to the students and facilitate discussion circles.	Direct Instruction	01/06/2016	05/26/2017	\$3000	Principal, Academic Dean, Teachers, and Bruce Rodgers
<b>Total</b>					\$8000	

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# Title I Schoolwide Plan Requirements

## **Introduction**

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

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**Title I Schoolwide Plan Requirements**

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	Our school community has participated in several sessions to work through standards and analyze data. We have worked through discussions and trainings to determine the future of our school.	School Improvement Sessions

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	Additional learning time has been provided and maximized time based on the master schedule. Cluster learning is available for grades 1-6. Success time is provided 30 minutes daily to all grade levels. Gifted and Talented classrooms are available 2-6 and we will be adding first grade. The strategies we use are based on our analysis of several data sources. We monitor the implementation with fidelity and analyze formative data throughout the year.	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes	Monthly review of growth and achievement data is analyzed by each grade level team. Areas of strengths and weaknesses are identified. Discussions and reflections take place around the strategies that worked and the areas that still need improvement. A plan to be delivered with fidelity is devised and assessments are developed to measure grade level mastery toward a particular skill.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	All employees are high qualified as indicated in the attachment.	Highly Qualified

# Indiana School Improvement Plan

Bristol Elementary School

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes	Ongoing professional development is based on the improvement of reading, writing, and math instruction. We have specifically worked to improve instruction in reading by providing support to grade levels from our reading interventionists and our child study team. Our teachers implement Daily Math Review during Tier 1 instruction for improved math instruction. Cross grade level collaboration has taken place to analyze writing instruction. Learning Log meetings aim at improvement of Tier 2 instruction. Child Study Teams facilitate the needs for Tier 3 instruction.	

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	Elkhart Community School Corporation personnel department does the initial recruiting and screening of potential teachers. They participate in job fairs and recruit on college campuses.	

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Our school is highly committed to increase parent and community involvement in our school. We currently have a parent support coordinator at our school. Since having a bilingual person in this position we are continually increasing our parent involvement. See the attachment for many ways we have been increasing parental participation.	Parental Involvement

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Bristol School keeps parents fully informed of their child's academic progress on assessments and learning. Report cards are issued to students quarterly. Progress reports are sent home to parents and many parents access student grades through Power School. Parent/Teacher conferences are held twice a year, fall and spring. Student data folders are shared with parents. NWEA and ISTEP+ parent letters are sent to student's homes. Parents of third graders in danger of not passing IREAD are scheduled an additional conference. Parents are invited to participate with the child study team.	

# Indiana School Improvement Plan

Bristol Elementary School

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	We continually Inform and keep parents updated on our School Improvement Plan via monthly newsletters. Bristol School parents are represented with two parent representatives during the School Improvement meetings in order to provide feedback to the community.	

Label	Assurance	Response	Comment	Attachment
10.	There are plans 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.	Yes	For the students enrolled in Head Start and Growing Kids, exposure to kindergarten occurs as a supplement to their program. Towards the end of the school year, the preschool children are invited to join the kindergarten students for numerous activities. In addition, the Head Start students are invited to "Parent of Pre-school Meeting". At these monthly meetings, parents are taught several teaching and behavioral techniques to prepare their children for Kindergarten. Growing Kids Preschool uses "Tools of the Mind" and collaborate with Kindergarten teachers. Parents also attend Future Pirates.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Teachers are involved in a data driven instructional program. Grade level Learning Log meetings happen once a month to coordinate learning and review of student progress. Each team meets with principal and academic dean to review effective teaching strategies. These meetings help plan for enrichment, re-teaching, and remediation services. Grade level collaboration meetings is a time when teachers examine whether strategies are effective and make changes in instruction to improve student success. Teachers often report ideas to their SLT member in their grade level.	

# Indiana School Improvement Plan

Bristol Elementary School

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	In our school's master schedule each grade level has an additional 30 minutes of Academic Success Period. ASP groups meet 5 days a week and are grouped according to skill level. Students struggling in reading or math receive instruction based upon their need ranging from remedial to enrichment. Daily Math Review is another strategy that all classrooms use during their math block. Teachers monitor success based on specific problems at 80% accuracy. Students are grouped and receive extra practice based on the skill deficits. System 44 is used for IREAD 3 DNP students.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	While the school has chosen to coordinate the program efforts, it will not consolidate funds at this time. All fund expenditures with Title I schools are coordinated at the District Level. Title I funds provide for a 1.0 certified intervention teachers and 1.0 parent support coordinator. Title II funds facilitate time and materials for professional development and monitoring of our School Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	No	At this time we do not wish to consolidate programs under the school wide program.	

## Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

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