

School Name: Bluffton-Harrison Elementary School

School Number: 9098

Street Address: 1100 E Spring St.

City: Bluffton

Zip Code: 46714

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

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

### ----- CONTACT INFORMATION -----

Principal: Mrs. Schlaura Linderwell

Telephone: 260-824-0333

Email: [slinderwell@bhmsd.org](mailto:slinderwell@bhmsd.org)

Superintendent: Dr. Brad Yates

Telephone: 260-824-2620

Email: [byates@bhmsd.org](mailto:byates@bhmsd.org)

Contact for Grants: Mrs. Julie Meitzler

Telephone: 260-824-2620

Email: [jmeitzler@bhmsd.org](mailto:jmeitzler@bhmsd.org)

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

## --- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

This is an initial three (3) year plan. <b>Yes No</b>	This is a review/update of a plan currently in use. <b>Yes No</b>
This school is identified as the following by the federal government: (Highlight all that apply) <b>TSI, ATSI, CSI</b>	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.</b>	
This school receives Title IA funding. <b>Yes No</b>	Is the school’s Title I program Schoolwide or Targeted Assistance? <b>SW TA</b>
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Julie Meitzler	<i>Principal</i>	<b>CNA,SIP, Both</b>	
Schlaura Linderwell	Assistant Principal	<b>CNA,SIP, Both</b>	
Angie Sheets	Special Education Teacher	<b>CNA,SIP, Both</b>	Special Education
Ashley Kilgore	Counselor	<b>CNA,SIP, Both</b>	
Alyssa Moser	General Education Teacher	<b>CNA,SIP, Both</b>	
Erin Roush	General Education Teacher	<b>CNA,SIP, Both</b>	
Zella Walborn	Title I Reading Teacher	<b>CNA,SIP, Both</b>	
Mekale Tribolet	Speech-Language Pathologist	<b>CNA,SIP, Both</b>	Special Education
Janelle Frauhiger	PTO President	<b>CNA,SIP, Both</b>	
Amy Meyer	PTO Secretary	<b>CNA,SIP, Both</b>	
Jinny Broderick	Park Center Director	<b>CNA,SIP, Both</b>	
Pamela Beckford	United Way Director	<b>CNA,SIP, Both</b>	
Betty Willman	Adams-Wells Co-op Director	<b>CNA,SIP, Both</b>	District Review
Brad Yates	Assistant Superintendent	<b>CNA,SIP, Both</b>	District Review
Wayne Barker	Superintendent	<b>CNA,SIP, Both</b>	District Review
Ryan Thompson	Assistant Director of Adams-Wells Co-op	<b>CNA,SIP, Both</b>	District Review
Abbi West	Assistant Director of Adams-Wells Co-op	<b>CNA,SIP, Both</b>	District Review
Cheryl Rethlake	Special Education Teacher	<b>CNA,SIP, Both</b>	Special Education
Erica Bluhm	Special Education Teacher	<b>CNA,SIP, Both</b>	Special Education
Sarah Yergler	Developmental PreK Teacher	<b>CNA,SIP, Both</b>	Special Education
Jenny Lambert	General Education Teacher	<b>CNA,SIP, Both</b>	Special Education
Peggy Brooks	General Education Teacher	<b>CNA,SIP, Both</b>	Special Education

Nicole Wingate	Speech-Language Pathologist	<b>CNA,SIP, Both</b>	Special Education
Heather Stoppenhagen	Speech-Language Pathologist Assistant	<b>CNA,SIP, Both</b>	Special Education
Linda Sturgeon	General Education Teacher	<b>CNA,SIP, Both</b>	Special Education
Kylie Vanderkolk	General Education Teacher	<b>CNA,SIP, Both</b>	Special Education

## --- ALIGNMENT [optional] ---

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

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

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District Vision: Schools of Excellence, Schools of Choice

School Vision: The vision of Bluffton-Harrison Elementary is to be a school where our learners thrive, graduating from high school and equipped to make decisions for their future. We want students to be safe and make safe choices. Students should develop strong character, persevere, and believe they are loved. Our students are critical thinkers and learn to advocate for themselves.

District Mission: A learning community where a quality education empowers all students to learn and achieve to their full potential.

School Mission: A learning community where a quality education empowers all students to learn and achieve to their full potential.

District Goals: Achievement, Service, Integrity

Does the school's vision support the district's vision?	Yes	No
Does the school's mission support the district's mission?	Yes	No
Do the school's mission and vision support district goals?	Yes	No

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

## SECTION A: Review Essential Information

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

### Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	K-4	Wonders	Yes	Tier 1, 2, 3	Textbook and corresponding materials are core component of BHES Reading program.	Yes	X
Math	K-1	Saxon Math	Yes	Tier 1, 2, 3	Core Math program for Kindergarten and 1st Grade	Yes	X
Math	K	Deana Jump Math	Yes	Tier 1, 2, 3	Math materials to supplement core math program in Kindergarten	Yes	X
Math	2-4	Envision Math	Yes	Tier 1, 2, 3	Core Math program	Yes	X
Science	K-4	National Geographic	Yes	Tier 1, 2, 3	Core Science program	Yes	X
Reading	K-4	Leveled Literacy Intervention	Yes	Tier 1, 2, 3	Reading Intervention	Yes	X
Reading	K	Orton Gillingham	Yes	Tier 1, 2, 3	Reading Intervention	Yes	X
Reading	3-4	SBRR Reading Intervention	Yes	Tier 1, 2, 3	Reading Intervention	Yes	X
Reading	1-2	Seeing Stars	Yes	Tier 1, 2, 3	Reading Intervention	Yes	X
Reading	3-4	Visualizing and Verbalizing	Yes	Tier 1, 2, 3	Reading Intervention	Yes	X
Reading	K-1	PATR	Yes	Tier 1, 2, 3	Reading Intervention	Yes	X
Math	4	On Cloud Nine	Yes	Tier 1, 2, 3	Math Intervention	Yes	X

## Core Element 1: Curriculum [Required for all]

*continued*

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

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

[http://es.bhmsd.org/for\\_parents\\_students/curriculum\\_and\\_assessments](http://es.bhmsd.org/for_parents_students/curriculum_and_assessments)

## Core Element 2: Instructional Program [Required for all]

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

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

### **For Title I schools with Schoolwide Programs only:**

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

Title I funded programming in Kindergarten through 4th grade is provided. Title I reading intervention for students who struggle with literacy learning in Kindergarten through grade four is provided via small groups. Literacy intervention and enrichment are also provided for all students during Tiger Time. If additional support is needed, Title 1 staff and classroom teachers provide Tier 3 interventions. Classroom teachers will also utilize Tiger Time to give students specific mathematics instruction on skills that were areas of weakness for them. BHES will continually assess supplemental resources and appropriate software to meet the needs of our students. In addition intervention and enrichment math lessons will also be utilized to achieve growth at all academic levels.



### Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	K-4	Benchmark, Com. Form., Summative, Other	NWEA is the school-wide progress monitoring system used to evaluate students' present level of academic progress in reading, language usage, and mathematics. NWEA is a computerized, adaptive test.	Yes No	X
MAP Reading Fluency	K-2	Benchmark, Com. Form., Summative, Other	Part of the NWEA school-wide progress monitoring system that evaluates K-2 students present level of reading fluency.	Yes No	X
Accelerated Reader	2-4	Benchmark, Com. Form., Summative, Other	AR aims to improve student reading skills through reading practice and by providing frequent feedback on students' progress to teachers.	Yes No	X
CLI Engage	K	Benchmark, Com. Form., Summative, Other	Kindergarten screener used to assess the academic level of incoming kindergarten students.	Yes No	X
CogAT	K, 2	Benchmark, Com. Form., Summative, Other	The Cognitive Abilities Test (CogAT) is a nationally standardized, norm-referenced test (NRT). The CogAT measures reasoning and problem-solving skills in three different areas: verbal, quantitative, and nonverbal. This assessment is given each year to kindergarten and grade two students at BHES.	Yes No	X
WIDA	K-4	Benchmark, Com. Form., Summative, Other	ELL students are required to participate in WIDA testing on an annual basis until their proficiency level reaches a 5.	Yes No	X

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

**For Title I schools with Schoolwide Programs only:**

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

Upon the completion of each round of NWEA testing, teachers meet as a grade level to analyze student data and discuss strategies to meet the needs of their students. Teachers also use this data to identify “bubble students.” The Title I Reading teacher creates ranked lists based upon NWEA results to determine which students will receive additional reading support in the Reading Den during Tiger Time. The MTSS team works collaboratively with teachers and parents to utilize NWEA results to make decisions concerning the Tier 3 interventions provided to individual students.

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

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

Staff is committed to improving teaching and learning so our students will be able to meet technology-related state academic standards. The goal for developing and implementing technology into our instructional program enhances student achievement and aligns with best practices. Teachers are providing instruction for students through the use of one-to-one ipads for grades K-4. The technology classroom has a variety of devices available for use including Chromebooks and Macbooks.

BHES students in grades K-4 attend a technology class one time per week for 45 minutes. The class has a teacher-generated curriculum based on the Indiana Academic Standards. Digital Citizenship is an integral part of the technology class curriculum. The technology teacher provides tech support to all staff as needed.

BHES has Smart Boards in all classrooms. Teachers also have access to document cameras and Apple TVs.

BHES uses IDOE funded PATINS Project Resource Center on a regular basis. Their support specialists work with school to make sure that technology for all students, including those with disabilities, is accessible and appropriate.

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

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

Answer the questions for the grade levels in your school.

### Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other: Kuder Galaxy curriculum for 4th grade students	

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

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

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

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

## Core Element 7: Cultural Competency [Required for all]

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

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

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

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

Families fill out information concerning racial, ethnic, and language-minority information when registering their child to attend BHES. BHES also provides parents with the appropriate forms to determine eligibility in the Free/Reduced Lunch program.

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

- Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the Indiana Academic Standards.
- Teachers use instructional strategies and response strategies that actively engage and meet student learning needs.
- Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- Teachers demonstrate necessary content knowledge.
- Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

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

- Professional development for all staff on social/emotional learning which impacts all sub-groups
- Staff members are presented with research findings when appropriate; to support the staff in new learning to develop teaching strategies to meet BHES's identified subgroups.

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

A variety of cultures are explored in our reading curriculum. The Guidance Counselors at BHES incorporate the Social Justice Standards into their classroom lessons to educate students on multicultural and social justice issues.

## Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.      Last year: 36      Two Years Ago: 23      Three Years Ago:-30

What may be contributing to the attendance trend?

BHES is very intentional about assisting families to ensure that students are present at school. In recent years, the district has provided a “second-chance” bus to transport students who missed their typical bus. This has proven helpful in decreasing the amount of days students are absent from school.

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

BHES has several procedures and practices in place to address absenteeism. Firstly, the office staff makes contact with each absent student’s family every day. If needed, BHES offers a “second-chance bus” that will pick up the student to promote attendance at school. BHES also has a strict attendance policy. After five unexcused absences, families receive a letter to inform them of the number of days the student has missed and the attendance policy. If absences continue, an administrator or counselor will reach out to have a conversation or meet with the family. After ten unexcused absences, BHES will work with the Department of Child Services to address chronic absenteeism.

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

The Guidance Counselors monitor attendance each week via PowerSchool. A Google Doc is updated weekly to record individual student’s absences and tardies. Counselors and Administrators then follow the BHES Attendance policy to communicate concerns with families.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	X
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	X

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

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

- Parents have the opportunity to participate at BHES via:
  - Fall and Spring Parent Teacher Conferences
  - PTO Meetings and Leadership Opportunities
  - Volunteering in the Classroom
  - Field Trips
  - Electronic grades on PowerSchool
  - Invitation and inclusion in MTSS meetings
  - High ability parent meetings
  - Case conferences
  - Title One Parent Night
  - PTO Events: Back to School Family Night, Walk-a-thon, End of year Activity Day
  - PTO After School Activities: Science Club and Cooking Club
  - Science Night, Movie Night, Bingo Night, Carnival, and Book Swap.
  - Book Fairs
  - Breakfast with a Buddy
  - Some teachers have classroom Facebook, Twitter, or blog accounts
  - Annual Art Show
  - Orientation Day
  - Music Programs such as Christmas Program, Veterans Day Program, and Spring Programs

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

Each spring, parents are invited to complete a Parent Survey. Parents may complete this on provided laptops at Spring Parent/Teacher Conferences or on their personal device. Parents are also welcome to attend monthly PTO meetings. Parents also regularly communicate with the principal, assistant principal, and counselors regarding any concerns they might have.

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

The administrators and counselors at BHES regularly communicate with families when a student's attendance becomes a concern. When a student is not at school and the school has not received any communication from the family, a counselor or administrator makes a house visit. After five absences, a letter is sent to notify parents of Bluffton-Harrison Elementary's attendance expectations. At this time, counselors and administrators will begin making phone calls or meeting in person with parents to discuss the importance of their child being present at school.



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

Teachers and staff use multiple means of communicating with parents:

- Monthly Refrigerator Page
- School Reach messages
- BHES Tiger Cub Weekly Notes
- Remind App
- Class Tag
- SeeSaw
- Twitter
- Private Facebook groups
- MTSS Meeting Notes

BHES also has an EL Instructional Assistant that assists teachers and staff in communicating with Spanish-speaking families. Mrs. Martinez attends Parent/Teacher conferences, makes phone calls, and translates written communication for families that do not speak English.

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

### The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

- Investigate new activities/events/fundraisers
- High Ability Family Night
- Title I Family Night
- Parent Technology Night
- Explore possibility of utilizing childcare during PTO meetings/events/activities
- Personal invites to PTO activities/meetings
- Explore parent involvement within the classroom

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

- Weekly PowerSchool email
- Midterms (4th Grade)
- Report Cards
- NWEA results are sent home after each test administration
- MTSS meetings/notes
- IREAD-3, ILEARN, and WIDA results are sent home
- IEP Progress Reports (quarterly)

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

Two parents were members of the Comprehensive Needs Assessment Planning Team and School Improvement Plan Development Team. The principal also created a Parent/Community sub-committee during the creation of this plan. Each spring, parents have the opportunity to provide feedback via the Parent Survey.

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

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

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

BHES coordinates and integrates federal, state and local funds and resources in program components. Through Title grant programming, coordinated services address the whole child at BHES. Title I services are used to support the reading, math, and social-emotional development of all students which directly compliments our school-wide efforts supported by state and local funding sources. Our district utilizes Title II funding for professional development programming to coordinate to enhance educator skills to best address student needs. Other title programming along with other local grant funding are used to support student programs targeted to address educational gaps and/or high need areas.

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

BHMSD is consolidating Title I, II, and IV in the Intelligrants application center. Our intentions are to align goals and professional development to meet the needs of our students at BHMSD.

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

Currently BHES has two inclusive preschool classrooms. Each classroom has a 5-day AM program and a 3-day PM program. BHES also houses the Head Start Program for the county. BHES has done extensive work in the area of reaching out to local daycare and preschool programs as well as families of incoming kindergarteners. We annually visit and take information to local preschools, but have recently added a variety of things to our Early Childhood Initiative including: participation in a United Way Readiness screener, Ice Cream Social for incoming Kindergarten students, a Facebook Page to reach out to the community about preschool and kindergarten, and the use of School Messenger to contact current families about upcoming kindergarten sign-ups. Families and children are invited to visit the school prior to preschool and kindergarten. We offer a parent night, kindergarten screening, and an ice cream social as well as a registration event in the fall. For preschool, we have an open house prior to the first day of school. Parents are contacted directly by the teacher. Local daycares, preschools, and families can easily get information on enrollment and incoming school procedures as our assistant principal visit preschools or from the district webpage. The Bluffton-Harrison Elementary School Preschool programs have a handbook that outlines the goals of the program. These goals are reviewed and preschool data is analyzed annually. Questions concerning BHES Preschool programs are also included in the parent and staff surveys at the end of each school year.

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

Teachers and staff are selected at BHES through an interview process. Positions are posted on our district webpage and teaching positions are posted through the IDOE website. In selecting teachers, a committee is used with representatives from various grade levels depending upon the open position.

BHMSD updated the Beginning Educator Residency Program in June of 2021 to align with the IDOE IMAP program. Included in this residency is a one-year mentor for the beginning educator. It also includes an end of year survey for the mentor and the mentee. This information will allow central office administration to plan for the second year of the residency program as beginning educators work to complete licensure and professional development requirements. All beginning educators are also evaluated as per the BHMSD Teacher Evaluation Plan. In addition to the policy update, a BHMSD Mentoring and Induction Program Handbook has been established and will be utilized starting in the 2021-2022 school year.

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

Link to Highly Qualified Staff:

[Copy of Highly Qualified Staff 2021-2022](#)

## SECTION B: Needs Assessment

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

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

### Step 1: Review Potential Issues from the Core Elements

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

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

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

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

## **Step 2: Evaluate Progress on Current School Goals**

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

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

### **Goal 1**

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

90% of students will meet the benchmark on the end-of-year Reading assessment

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

If the goal was not met, explain why.

On the End of Year NWEA Reading Assessment, 60% of kindergarteners, 55% of first graders, 40% of second graders, 63% of third graders, and 55% of fourth graders were at the benchmark. A large percentage of students enter their current grade level performing below grade level. It is difficult for teachers to provide instruction at a variety of levels to meet students' individual needs.

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

**Goal 2**

Measurable outcome met? Yes **No**

90% of students will meet the benchmark on the end-of-year Math assessment

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

If the goal was not met, explain why.

On the End of Year NWEA Math Assessment, 66% of kindergarteners, 52% of first graders, 58% of second graders, 62% of third graders, and 50% of fourth graders were at the benchmark. A large percentage of students enter their current grade level performing below grade level. It is difficult for teachers to provide instruction at a variety of levels to meet students' individual needs.

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

**Goal 3**

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

BHES will develop a framework to promote inclusion.

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

During the 2019-2020 school year an Inclusion Team was formed. This team identified and focused upon three goals: communication, scheduling, and grading. The Inclusion Team created a plan to implement inclusion more effectively and efficiently during the 2020-2021 school year. After implementing the inclusion plan for a semester, the Inclusion Team began meeting again in January 2021. The inclusion plan was analyzed by the team to review data, identify components that worked well, and areas that needed to be changed for the 2021-2022 school year. The Inclusion Team will continue to meet to discuss the strengths and challenges of the current plan in an effort to improve in the coming years.

If the goal was not met, explain why.

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

Even though this goal was met and the framework was developed, BHES will continue to keep inclusion as one of our primary goals. BHES will continue to monitor our inclusive practices.



## SECTION C: Analysis

### **Step 1: Conduct a Gap Analysis**

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

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

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

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

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

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

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

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

## GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>BHES is committed to not only maintaining a safe and disciplined learning environment for students and teachers, but also educating students on safe and positive behaviors.</p>	<p>Yes <b>No</b></p>	<ul style="list-style-type: none"> <li>● During the 2020-2021 School Year, there were 110 less office referrals than the 2018-2019 school year.</li> <li>● The Reach Room provided behavioral and social/emotional support to 82 students during the 20-21 School Year.</li> </ul>	<p>BHES is committed to providing a safe and disciplined learning environment for all students. Data supports that the implementation of PBIS and the addition of the Reach Room have led to a decrease of negative behaviors.</p>		<p style="text-align: center;">4</p>
<p>BHES will implement an inclusion framework to meet the needs of Special Education students.</p>	<p><b>Yes</b> No</p>	<ul style="list-style-type: none"> <li>● According to the 2021 Staff Survey, 82.4% of staff members felt that they had enough support for the Special Education students in their classroom.</li> <li>● At EOY testing, 34% of Special Education students met the benchmark on the Math assessment.</li> <li>● At EOY testing, 26% of Special Education students met the benchmark on the Reading assessment.</li> <li>● At EOY testing, 21% of Special Education students met the benchmark on the Language Usage assessment.</li> </ul>	<p>We are committed to providing an inclusive environment for Special Education students in an effort to promote academic achievement. Current data indicates that approximately 18% of teachers do not feel that they have the necessary support for Special Education students to be serviced in the general education setting. Assessment data shows that a lower percentage of Special Education students meet academic benchmarks than their general education peers.</p>	<p style="text-align: center;">X</p>	<p style="text-align: center;">1</p>

<p>BHES strives to have 90% of students reach the benchmark in Reading.</p>	<p><b>Yes</b> No</p>	<p>End of Year NWEA Reading data:</p> <ul style="list-style-type: none"> <li>60% of kindergarteners met benchmark</li> <li>55% of first graders met benchmark</li> <li>40% of second graders met benchmark</li> <li>63% of third graders met benchmark</li> <li>55% of fourth graders met benchmark</li> </ul> <p>ILEARN ELA data:</p> <ul style="list-style-type: none"> <li>48% of third graders were at or above the benchmark</li> <li>32% of fourth graders were at or above the benchmark</li> </ul>	<p>BHES maintains high expectations for Reading achievement by providing a rigorous curriculum that is connected to the Indiana Academic Standards and remediation/enrichment during Tiger Time. Multiple data points show that our reading scores are below the desired goal range for all grade levels.</p>	<p>X</p>	<p>2</p>
<p>BHES strives to have 90% of students reach the benchmark in Math</p>	<p><b>Yes</b> No</p>	<p>End of Year NWEA Math data:</p> <ul style="list-style-type: none"> <li>66% of kindergarteners met benchmark</li> <li>52% of first graders met benchmark</li> <li>58% of second graders met benchmark</li> <li>62% of third graders met benchmark</li> <li>50% of fourth graders met benchmark</li> </ul> <p>ILEARN Math data:</p> <ul style="list-style-type: none"> <li>57% of third graders were at or above the benchmark</li> <li>34% of fourth graders were at or above the benchmark</li> </ul>	<p>BHES maintains high expectations for Math achievement by providing a rigorous curriculum that is connected to the Indiana Academic Standards and remediation/enrichment during Tiger Time. Multiple data points show that our math scores are below the desired goal range for all grade levels.</p>	<p>X</p>	<p>3</p>

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



**Step 2: Conduct Root Cause Analyses**

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
BHES will implement an inclusion framework to meet the needs of Special Education students.	BHES has not set a priority to create a framework and provide professional development on inclusive practices.  Root Cause Activity can be found at the link below: <a href="https://docs.google.com/document/d/14fBvxYZjc5NZnLvQR1HBAP6DCAZOB_L1cm2vHdXookA/edit">https://docs.google.com/document/d/14fBvxYZjc5NZnLvQR1HBAP6DCAZOB_L1cm2vHdXookA/edit</a>
BHES strives to have 90% of students reach the benchmark in Reading.	BHES has not developed a consistent method for defining, identifying, and uniformly meeting the needs of “bubble” students across grade levels.  Root Cause Activity can be found at the link below: <a href="https://docs.google.com/document/d/133e3Mdy59GvSivXwRqA-ksAYfKHbT_w3h37vIPN3wON4/edit?usp=sharing">https://docs.google.com/document/d/133e3Mdy59GvSivXwRqA-ksAYfKHbT_w3h37vIPN3wON4/edit?usp=sharing</a>
BHES strives to have 90% of students reach the benchmark in Math	BHES has not developed a plan for consistently providing Tier 2 and Tier 3 interventions for students within the classroom with the removal of Title Math.  Root Cause Activity can be found at the link below: <a href="https://docs.google.com/document/d/15oRcOOLFT7ELyzLOOyKAX6ve3FWIZd_QxJEzwDqOf3wE/edit?usp=sharing">https://docs.google.com/document/d/15oRcOOLFT7ELyzLOOyKAX6ve3FWIZd_QxJEzwDqOf3wE/edit?usp=sharing</a>



*Write your Goal(s) from these.*

*Develop strategies from these.*

## **SECTION D: School Improvement Plan and Professional Development Plan**

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
  - a. A continuation of existing goals and/or
  - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
  - a. Strategies in the school improvement plan;

- b. Other areas, apart from the improvement plan, where professional development is a priority.
- 3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

## School Improvement Plan

### Using the Goal Template

#### **Goals**

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

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

#### **Evidence-Based Strategy**

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

#### **Strategy Action Steps**

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

<b>GOAL 1</b>	90% of students will meet the benchmark on the end-of-year Reading assessment			
<b>Data Checkpoints (dates)</b>	September 14	January 25	May 25	
<b>Evidence at Checkpoints</b>	Reading scores on BOY NWEA	Reading scores on MOY NWEA	Reading Scores on EOY NWEA/ILEARN	
<b>Evidence- Based Strategy 1</b>	Guided Reading			<b>PD Needed:</b> <b>Yes</b> No
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	<b>Utilize NWEA data to create Guided Reading groups</b>	<b>September 2021-May 2022</b>	<b>Classroom teachers, Title I Staff, Administration</b>	<b>All teachers utilize NWEA after BOY and MOY to create Guided Reading Groups to meet student</b>

				<b>needs</b>
Action Step 2	<b>Professional development provided to all staff in Tier II Behavior supports and SEL.</b>	<b>September 2021-May 2022</b>	<b>Special Education staff, Title I staff, Administration</b>	<b>All teachers utilize behavior supports in their classrooms to create a learning environment that is conducive to academic growth.</b>
Action Step 3	<b>Continue to use Tiger Time for remediation and enrichment in all classrooms.</b>	<b>September 2021-May 2022</b>	<b>Classroom Teachers</b>	<b>All teachers utilize the 30 minute Tiger Time to provide Reading remediation and enrichment.</b>



<b>GOAL 2</b>	90% of students will meet the benchmark on the end-of-year Math assessment			
<b>Data Checkpoints (dates)</b>	September 14	January 25	May 25	
<b>Evidence at Checkpoints</b>	Math scores on BOY NWEA	Math scores on MOY NWEA	Math Scores on EOY NWEA/ILEARN	
<b>Evidence- Based Strategy 1</b>	Utilize core math programs			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Utilize NWEA data to identify appropriate math interventions for students	September 2021-May 2022	Classroom teachers, Title I Staff, Administration	All teachers utilize NWEA after BOY and MOY to identify math interventions to meet student needs
Action Step 2	Professional development provided to all staff in Tier II Behavior supports and SEL.	September 2021-May 2022	Special Education staff, Title I staff, Administration	All teachers utilize behavior supports in their classrooms to create a learning environment that is conducive to academic growth.
Action Step 3	Continue to use Tiger Time for remediation and enrichment in all classrooms.	September 2021-May 2022	Classroom Teachers	All teachers utilize the 30 minute Tiger Time to provide Math remediation and enrichment.

<b>GOAL 3</b>	BHES will develop a framework to promote inclusion.			
<b>Data Checkpoints (dates)</b>	September 14	January 25	May 25	
<b>Evidence at Checkpoints</b>	Scores on BOY NWEA	Scores on MOY NWEA	Scores on EOY NWEA/ILEARN	
<b>Evidence- Based Strategy 1</b>	Inclusive practices			PD Needed: <b>Yes</b> No
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	<b>Create an inclusion framework for BHES and provide professional development to all staff (classified and certified)</b>	<b>September 2021-May 2022</b>	<b>Special Education staff, General Education teachers, Administration</b>	<b>An inclusion framework is created and implemented to promote increased academic success for Special Education students.</b>
Action Step 2	<b>Provide PD for interventions and tools to all staff.</b>	<b>September 2021-May 2022</b>	<b>Co-teachers, Administration</b>	<b>Co-teachers share co-teaching models and strategies with the entire staff.</b>
Action Step 3	<b>Work with the Adams-Wells Special Services Cooperative to discuss and analyze the effectiveness of the BHES Special Education department</b>	<b>September 2021-May 2022</b>	<b>Special Education staff, Administration</b>	<b>BHES and AWSSC have an open line of communication to continuously reflection Special Education programming and implementation</b>

## Professional Development Plan

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

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

<b>Professional Development Goal 1</b>	Special education Co-teaching: Students with disabilities require access to the same curriculum as their non-disabled peers. Teachers must be able to utilize the content connectors and have a strong understanding of UDL in order to provide this accessibility in the general education setting.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Title II	
<b>Evidence of Impact</b>	By implementing inclusive practices, we expect to see an increase in academic achievement from Special Education students. We also expect that an increasing number of teachers will become more confident and comfortable with co-teaching and providing services to Special Education students in the general education setting.	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> <li>● Co-teachers will receive "30 Days to the Co-Teaching Classroom"</li> <li>● Grade level teachers, Special Education teachers, and administrators will attend "Focus on Inclusion" Conference</li> <li>● Co-teachers will present the pros and cons of various co-teaching methods to the staff</li> </ul>		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> <li>● Co-teachers will pilot various methods</li> <li>● The Inclusion Team will continue to meet to discuss strengths and weaknesses of the current framework and discuss potential changes to make the inclusion plan more effective</li> </ul>		

<b>Professional Development Goal 2</b>	Utilize NWEA Data: Students have varying needs and BHES needs to utilize NWEA data to identify these needs to provide appropriate instruction and interventions	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Title II, Early Intervention Grant, Title I	
<b>Evidence of Impact</b>	Students will receive instruction based upon their current academic needs. We expect to see students demonstrate growth on benchmark assessments.	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> <li>● Provide support to teachers in utilizing NWEA data</li> <li>● Provide additional Guided Reading professional development and materials</li> <li>● Introduce Math Intervention room</li> </ul>		
<p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> <li>● Provide time for teams to work together to analyze NWEA data and discuss instructional practices to support all learners</li> <li>● Provide Professional Development on topics that will assist teachers in meeting the needs of all students</li> </ul>		

<b>Professional Development Goal 3</b>	Social/Emotional Learning: All students have social/emotional needs and BHES is committed to meeting these needs across the school environment.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Title I, Title II, Title IV	
<b>Evidence of Impact</b>	Teachers will feel more equipped to meet the social and emotional needs of their students as evidenced by data collected from the MTSS process.	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> <li>● Professional development on trauma</li> <li>● Title I Reach Room will support teachers in creating behavior plans and providing SEL instruction</li> </ul>		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> <li>● Staff members will present evidence-based practices at staff meetings</li> <li>● The district’s SEL committee will provide information to all staff</li> </ul>		