BCS Winter Data

2023-2024



Steering Committee Members:

- Kai Byrd
- Rebecca Grayeb
- Andrea Hubbard
- Cheryl Kiesel
- Jaime Bowen
- John Pannone
- Jackie Nathman
- Marjorie Nusom
- Tom Reed-Swale
- Kimberly Wolcott
- Jenna Pisano
- Laura Stokes

Bethany Strategic Plan 2020-2025

Our Mission: We will inspire and empower children to thrive in the world of tomorrow.

Excellence For All And By All

Curriculum and Instruction

Goals:

- We will maximize each student's potential through a relevant and authentic curriculum and a broad range of experiences.
- We will invest in the continual development of our staff.

Climate and Culture

Goals:

- We will promote physical health and an active lifestyle, emotional health and resilience, and social well-being.
- We will provide differentiated, individualized opportunities and support, to foster creativity, and to meet the needs of all students.

Community Engagement

Goals:

- We will cultivate responsibility and respect in our students and will promote citizenship in the school, the community, and the world.
- We will encourage and enhance collaborative relationships with parents and with the broader community.

Future Ready Facilities

Goals:

- We will provide a safe, appropriate learning environment to support contemporary education.

Connecting Our Work to the Strategic Plan Using Data

1. What aspects of the Strategic Plan is each group addressing?
2. What data supports that work, shows progress, or indicates an area of focus?
3. What next steps will be taken based on this data?
4. What additional information or data is needed?

Steering Committee Subcommittees:

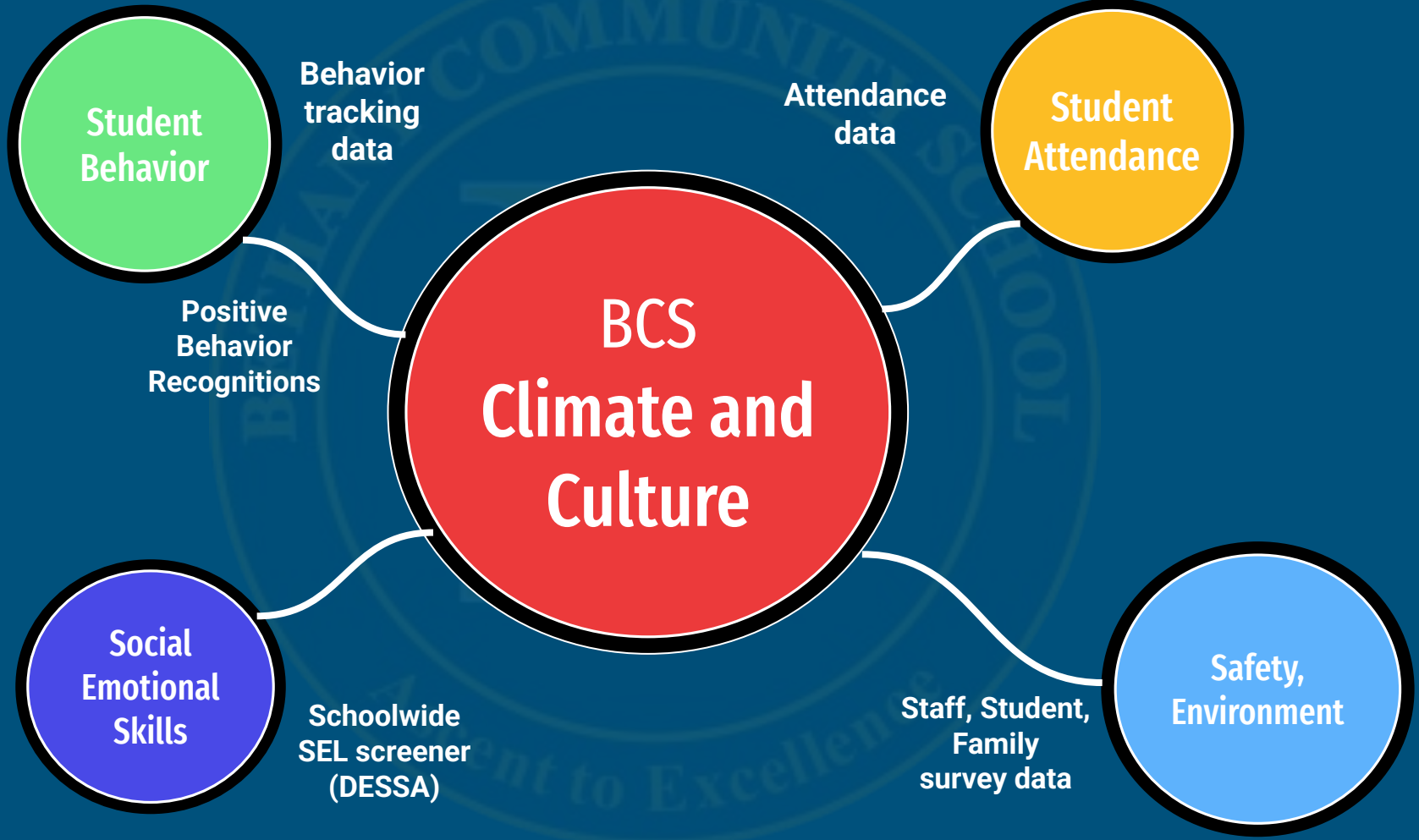
1. Social-Emotional Learning - Focusing on student behavior.
2. Equity - Focusing on multiple aspects of diversity across our community.
3. High Quality Instruction - Focusing on small group instruction and using data to inform instructional decisions.

Strategic Plan: Climate and Culture



Goal: We will promote physical health and an active lifestyle, emotional health and resilience, and social well-being.

- Develop consistent school-wide behavior expectations and empower students to take responsibility and resolve conflicts.
- Develop and implement a plan for integrating social emotional learning* across settings and grade levels to leverage resources and increase effectiveness.
- Research and implement trauma-informed* best practices in the classroom.


Student Behavior
Behavior tracking data
Attendance data
Student Attendance
Positive Behavior Recognitions
BCS
Climate and Culture
Social Emotional Skills
Schoolwide SEL screener (DESSA)
Staff, Student, Family survey data
Safety, Environment

School-Wide Behavior Data

Student Behavior

Caught Beings:
543

Behavior Tracking Forms:
114



Staff survey data

- Behavior (tracking process, communication of expectations) has seen growth, but is an area of continued focus for improvement
  - Policies and procedures are communicated consistently across all settings (increase from 29% to 68%)
  - 58% of staff believe that school-wide expectations are consistently reinforced by staff.

Family survey data

- 89% of parents believe BCS hold students to high behavioral standards

Student Attendance

Chronic Absenteeism: 18 days or more absent from school (10%)

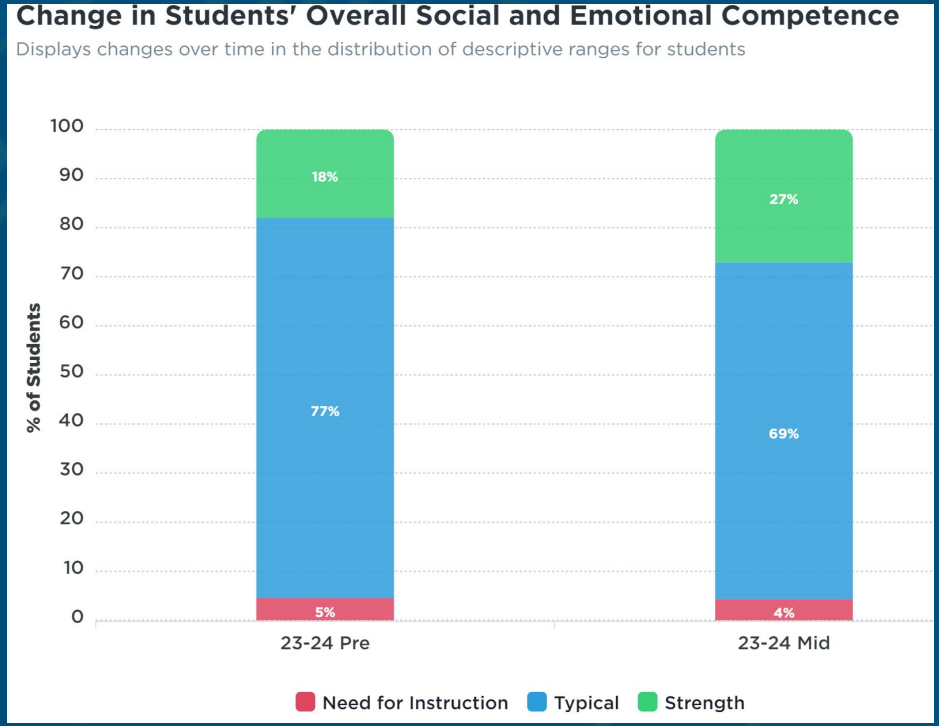
Bethany	State of Connecticut
21-22: 6.9%	21-22: 23.7%
22-23: 6.5%	22-23: 20%

Absenteeism Rates for 23-24 School Year

Percentage	# of Students	Days Absent
12%	51	10 - 17
1.5%	**	18 or More



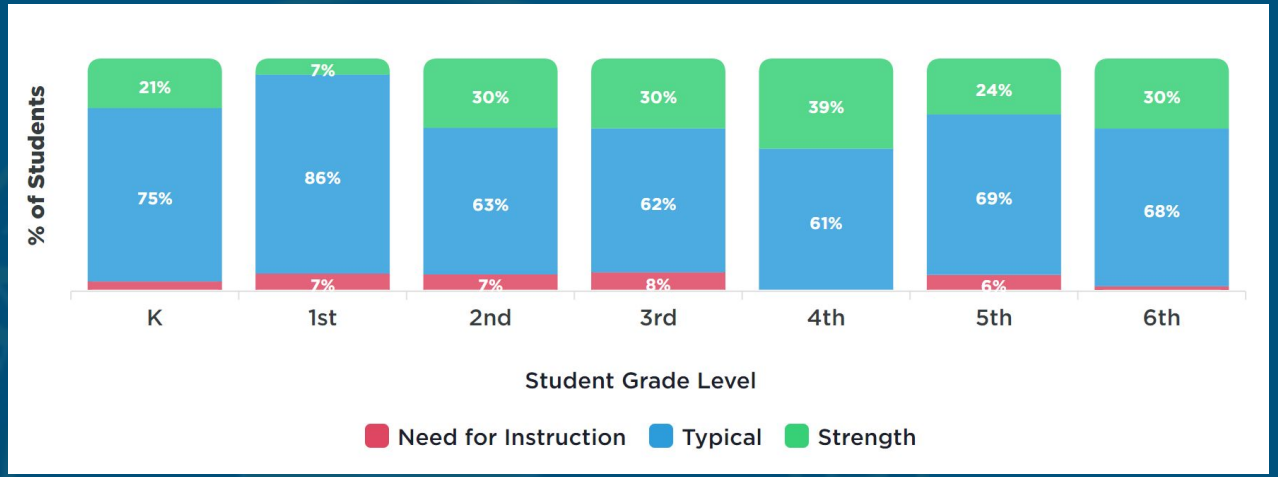
Social Emotional Skills

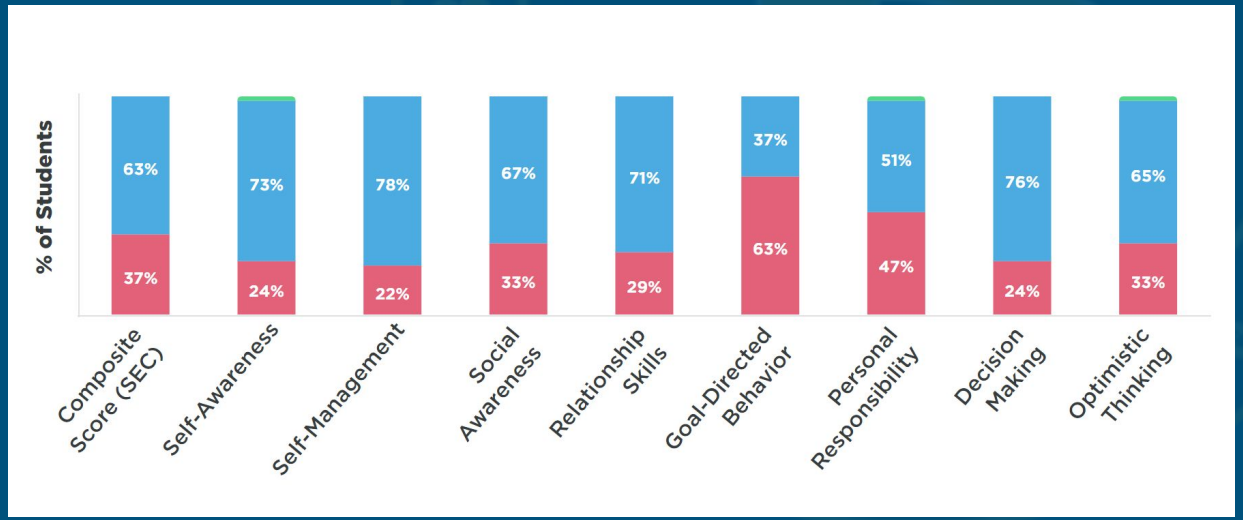


Schoolwide SEL screeners (DESSA k-6; DECA prek)

- The percentage of students demonstrating social and emotional strengths has grown by 9% and the percent of students in need of instruction has decreased by 1% since the beginning of the year.
- 97% of staff feels confident where to find SEL resources, but an area of focus continues to be ensuring sufficient planning time to effectively implement Social Emotional Learning

Social Emotional Skills





- Across grade levels, goal directed behavior and personal responsibility are two areas of need

Safety, Environment



- Overall, students report like coming to school (96% K-2; 76% 3-6)
- On average 95% of students feel respected by their classmates
- 96% of students have at least one trusted adult
- Overall, about 95% of students feel safe at school in various settings (classroom, hallways, cafeteria).
- On average 89% of students feel safe on the bus.
- 92% of staff feel safe working at BCS

What are we doing based on the data?

Schoolwide

- Climate Committee (review school wide climate data: discipline, attendance, surveys)
- PBIS (Community meeting, lessons, caught beings, PAWs incentive program)
- Morning meeting - Tier 1 SEL instruction

Steering Committee - Focusing on Tier 1 behavior

- Research based interventions
- Implementing strategies in the classroom

MTSS for Behavior

- Consultation with teachers, varying levels of support based on needs (ie. counseling, behavior support)

Strategic Plan: Community Engagement

- Community Engagement
  - Offer activities and experiences which promote the understanding, respect, and acceptance for all aspects of diversity.
    - Adults & Students
- Climate and Culture
  - Implement trauma-informed practices.
  - Develop and implement a plan for integrating social-emotional learning across settings and grade levels to leverage resources and increase effectiveness.

What data do we have to support this work?

- Previous Staff Equity Survey Data
  - Confidence lowers from equity terms to knowledge about different affinity groups.
  - Staff felt more confident talking to colleagues, less to students, and even less talking with families.

Additional Data:

- Students who qualify for English Language Services
  - 19-20: 13 Students: 3.5%
  - 23-24: 32 Students: 7.6%
- Students Eligible for Free/Reduced Lunch
  - 19-20: 60 Students: 16%
  - 23-24: 67 Students: 15%
- Students with IEPs (Special Education Services K-6)
  - 19-20: 51 Students: 14%
  - 23-24: 78 Students: 18.5%
- Students with 504 plans:
  - 19-20: 21 Students: 5.6%
  - 23-24: 35 Students: 7.7%

Additional Data:

Racial diversity: 19-20

- White: 82.9%
- Hispanic: 7.6%
- Asian: 6.2%
- African American: 0.9%
- Native American: 0.5%
- 2+ Races: 1.9%

Racial diversity: 23-24

- White: 79.3%
- Hispanic: 8.2%
- Asian: 7.7%
- African American: 2.2%
- Native American: 0.4%
- 2+ Races: 2%

What are we doing based on the data?

- Initial invitation to engage in resources.
  - Newsletters with resources
  - Reviewing information and resources to support learning around different affinity groups and determining the progression of which to present.
- Building a larger subcommittee group to discuss needs and get feedback.
- Spiral back to work with staff overall as we have several new staff.
  - Revising the equity staff survey and sending out to all staff this year.
- Determining the steps necessary to build a greater staff capacity regarding equity.

Strategic Plan Bucket: Curriculum & Instruction

Goal 1: We will maximize each student's potential through a relevant and authentic curriculum and a broad range of experiences.

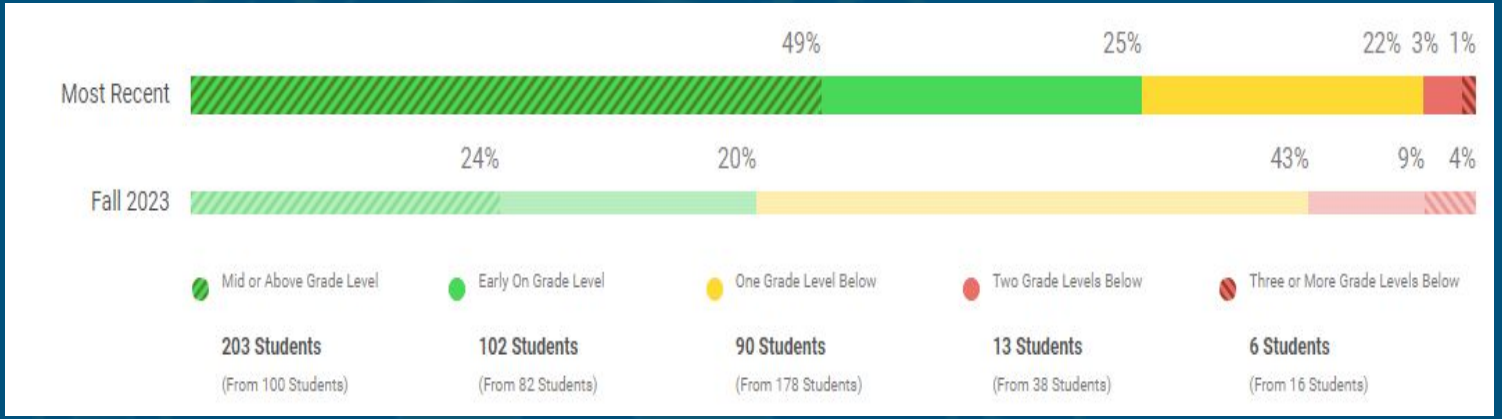
Goal 3: We will provide differentiated, individualized opportunities and support to foster creativity, and to meet the needs of all students.

BCS iReady Winter Growth

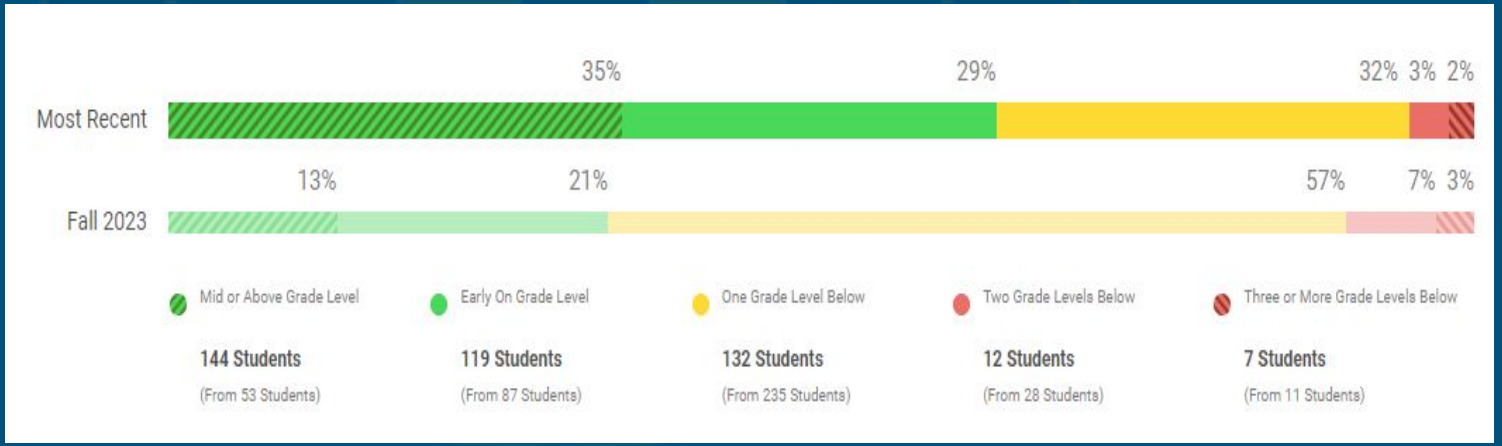
2023-2024

iReady 5 Level Placement

ELA



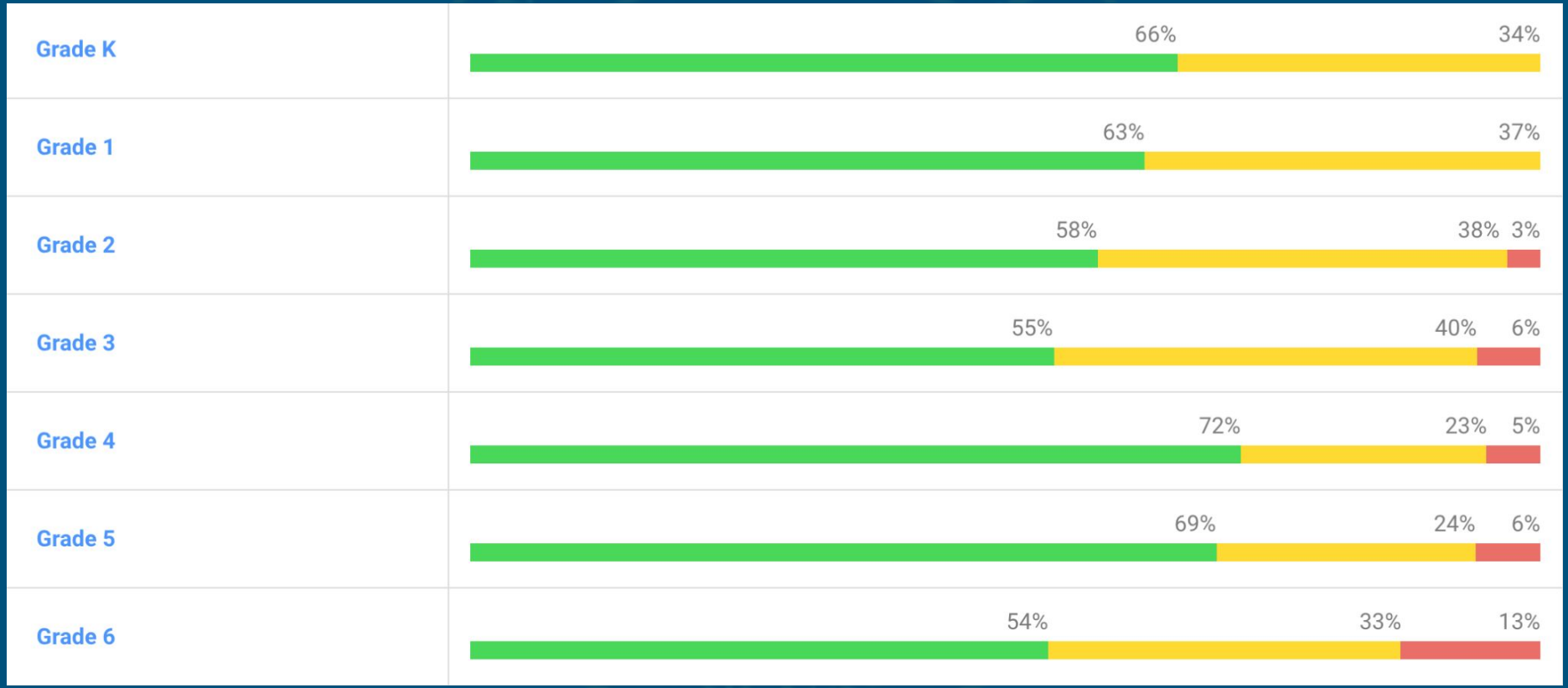
Math



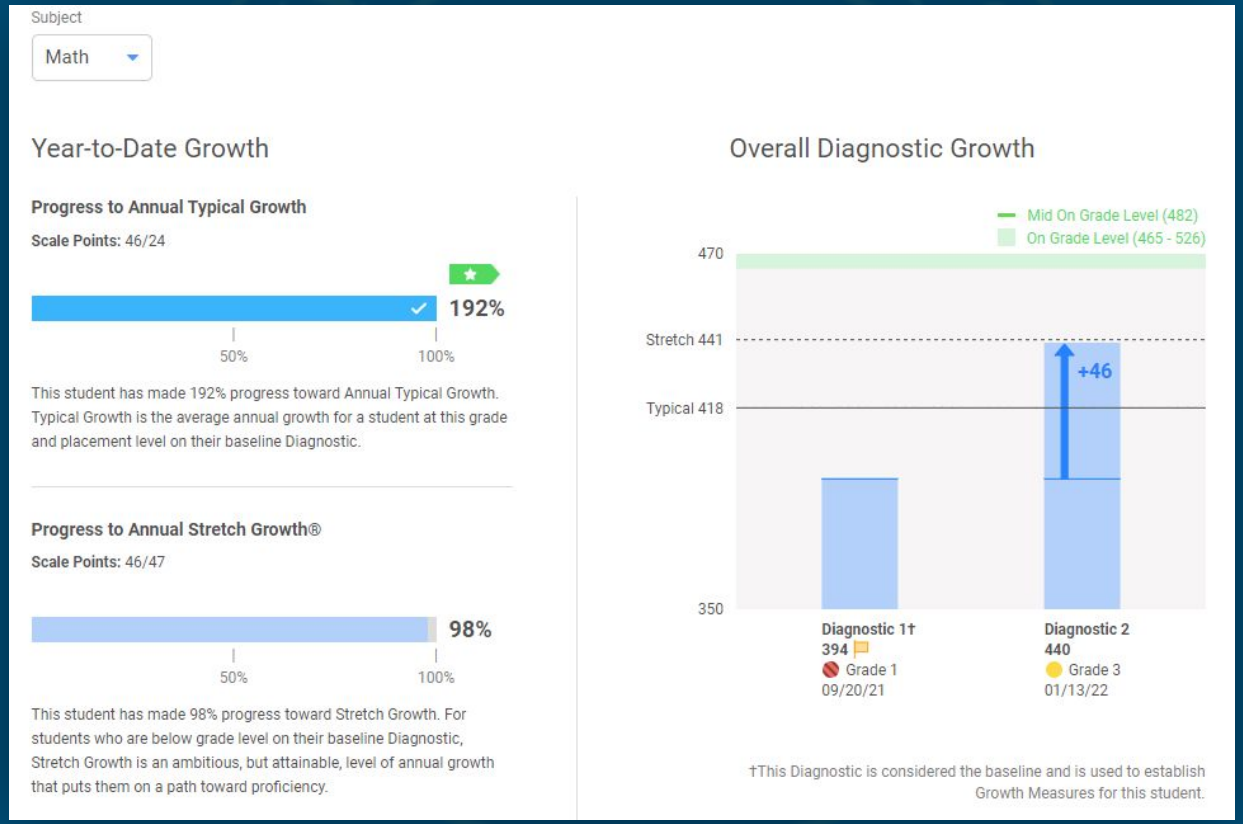
iReady 3 Level Placement: ELA by Grade Level



iReady 3 Level Placement: Math by Grade Level

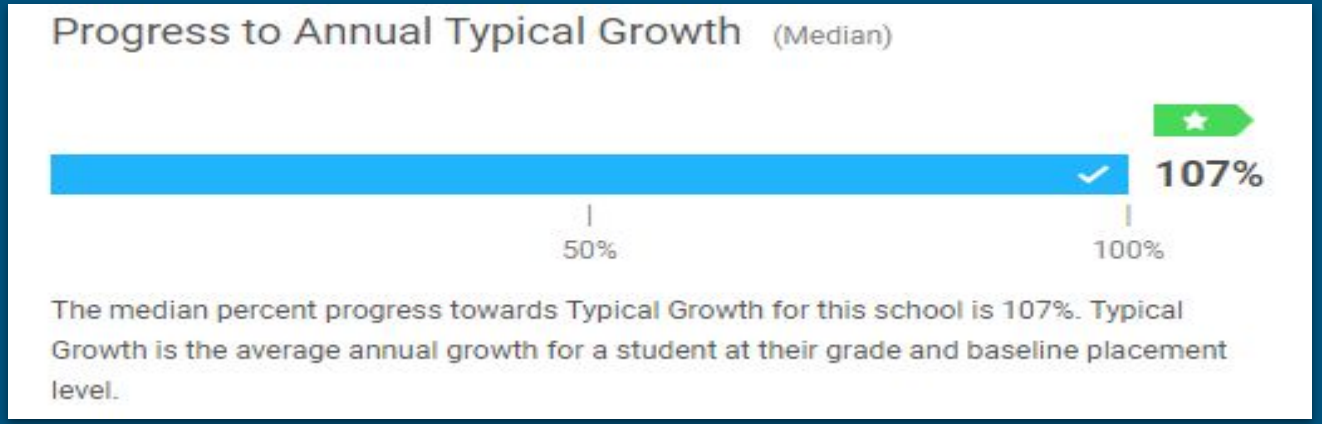


Typical vs Stretch: Student Level Growth

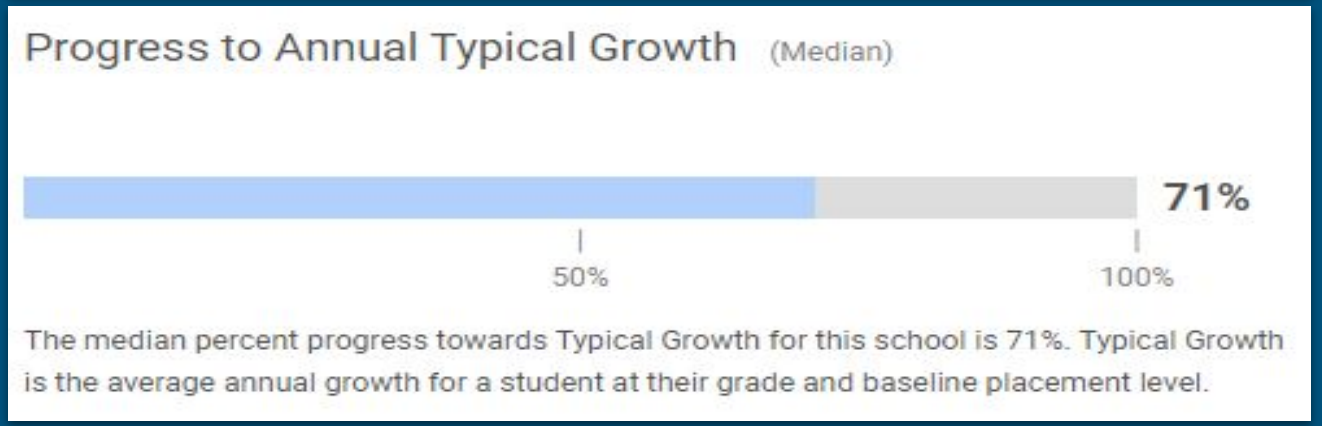


iReady Winter Benchmark Growth

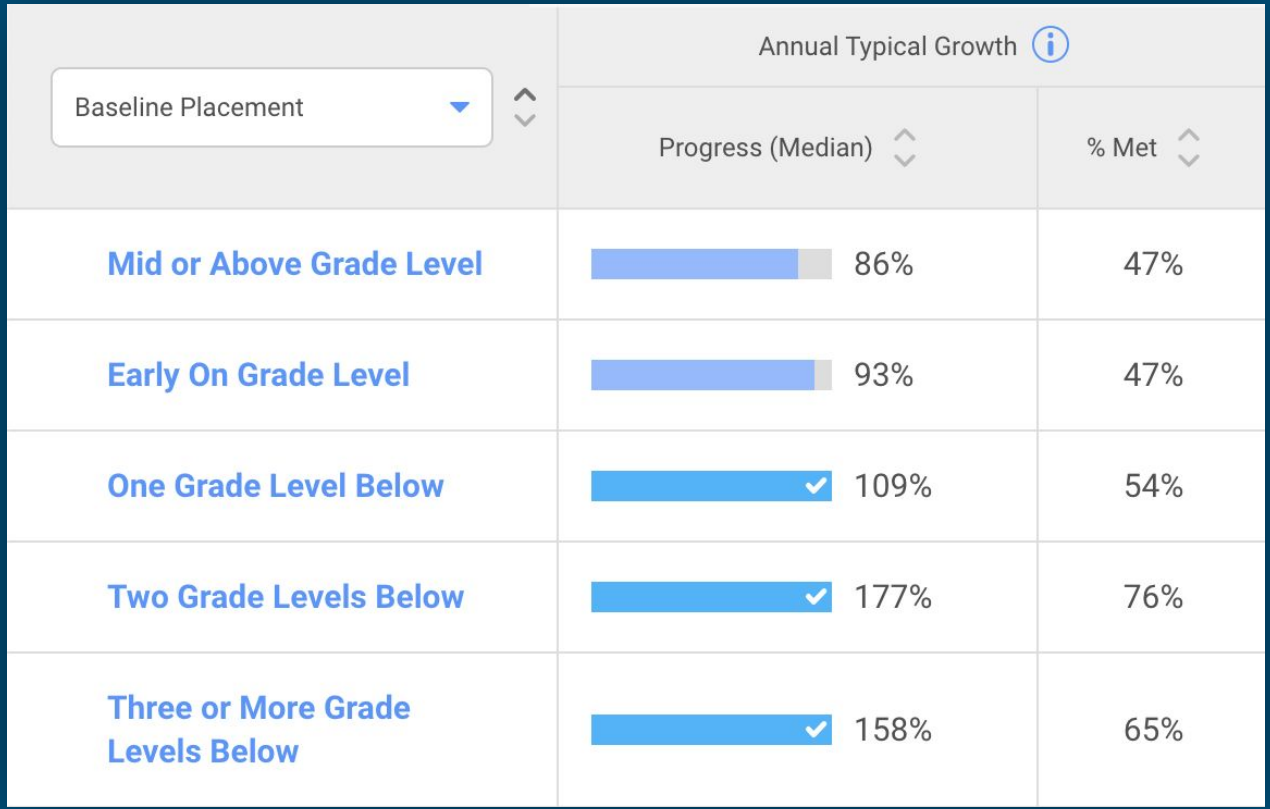
ELA



Math



Whole School Growth by Baseline Placement: ELA



Baseline Placement	Annual Typical Growth	
	Progress (Median)	% Met
Mid or Above Grade Level	86%	47%
Early On Grade Level	93%	47%
One Grade Level Below	109%	54%
Two Grade Levels Below	177%	76%
Three or More Grade Levels Below	158%	65%

Whole School Growth by Baseline Placement: Math

Baseline Placement	Annual Typical Growth	
	Progress (Median)	% Met
Mid or Above Grade Level	47%	28%
Early On Grade Level	54%	23%
One Grade Level Below	75%	28%
Two Grade Levels Below	85%	36%
Three or More Grade Levels Below	74%	33%

Strategic Plan: Curriculum & Instruction

Goal 2: We will invest in the continual development of our staff.

Climate Survey Data Related to Goal 2

Professional development for staff is aligned to school and/or district goals - 81% agree

Teachers/support staff at BCS are given opportunities for individualized professional development - 55% agree

Administrators provide me with regular and timely feedback about my teaching or work at BCS - 77% agree

Administrators provide me with helpful feedback about my teaching or work at BCS - 87% agree

BCS supports a climate of collaboration between professionals - 84% agree

What are we doing based on the data?

- Small group instruction initiatives
- Science of reading PD in small groups
- Extended Data Team Time/PLC Format
- Monitoring of tiered student support through the MTSS Process

Next Steps:

- Equity
  - Building relationships through team building activities
  - Continuing to create and present newsletters to staff.
  - Feedback from staff in our subcommittee regarding additional needs.
  - Researching potential outside providers that can support our work in both developing relationships and staff training.
- Social-Emotional Learning
  - Review and revise behavior referral process
  - Research trauma informed and tier 1 behavior practices to implement school-wide
  - Determine a professional learning plan
- High-Quality Instruction
  - Continued work with focused data collection for small group instruction
  - Implementation of work with Literacy How, Literacy
  - Implementation of work with Robin Moore, Math
  - Research CT MTSS process and trial data collection process

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Questions?