# Indiana School Improvement Plan

# Bridgepoint Elementary School

## Greater Clark County Schools

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# TABLE OF CONTENTS

**Student Performance Diagnostic**

**Stakeholder Feedback Diagnostic**

**2016-2017 Bridgepoint Elementary School**

**Title I Schoolwide Plan Requirements**

**SAP PAI Root Cause Analysis**

**SAP Turnaround Principles**

# 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.

# Executive Summary

# 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.

# 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?**

Greater Clark County School district comprises 215 square miles, including schools in the cities of Jeffersonville which serves as the county seat and is located on the Ohio River, Clarksville, the second largest community in the region, Charlestown with a population of approximately 6,000 and New Washington, a small rural town on the far north side of the county with a population under 1,000. These statistics makes Greater Clark County Schools the largest of the three school district in Clark County Indiana. GCCS is experiencing rapid growth and serves approximately 10,500 students. Bridgepoint Elementary is located in the city of Jeffersonville and can be found just 5 minutes north of Louisville, Kentucky. Bridgepoint in one of twelve elementary schools in the Greater Clark County School System, the nineteenth largest school corporation in the state. Students who attend Bridgepoint feed into one of four middle schools and eventually into one of three high schools.

Bridgepoint Elementary School is led by Principal Jacqueline Diaz. The building is made up of twenty-four rooms, one main office, and one computer lab with twenty-nine computers. There are currently sixteen certified classroom teachers. The school also has four certified special education teachers. Other certified staff members include one pre-school teacher, one speech teacher, one academic improvement coach, one interventionist, and three special area teachers. Bridgepoint also has seven para professionals, one media clerk, one nurse assistant, two behavior intervention coordinators, one administrative assistant, and one office assistant.

Bridgepoint currently has a student population of 392 students. The demographic make-up of the school is 44% White, 19% Black, 9% Multi-racial, 8% Hispanic, and 2% Asian. The poverty level at Bridgepoint has increased from 51.4% in 2006 to 72.7% in 2015. Bridgepoint has always had a very strong attendance rate. Over the past three years the attendance rates have been 96.1% in 2013, 96.0% in 2014 and 96.2% in 2015.

# 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.**

Vision Statement:

It is Bridgepoint Elementary School's vision to become "The Premier Provider of elementary Education and a Valued Asset of the Community."

Mission Statement:

The Mission of Bridgepoint Elementary is to provide a child-centered learning environment which develops a high level of academic and social achievement based on the individuality and uniqueness of each student.

Belief Statement:

Bridgepoint Elementary believes that each student will develop his/her highest potential as a life-long learner and responsible citizen in the home, school, community and beyond through:

- a highly-qualified professional learning community.

- a balanced standards-based program.

- Home/school support.

- Community involvement.

- All-inclusive programs that focus on student needs.

Indicators of Success:

Staff attendance at professional development

Staff/parent/student attendance at family nights

Parent attendance at parent/teacher conferences

Engagement of the community through social media

Data from hallway walk forms

Individual student data from formative and summative assessments

# 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.**

Notable Achievements:

Bridgepoint became the recipient of a SIG 1003g school improvement grant from the state of Indiana in the Summer/Fall of 2015.  This was a very competitive and rigorous process.  With this additional funding Bridgepoint teachers are able to offer tutoring services, receive professional development in the areas of learning within a culture of poverty, the gradual release of responsibility framework for instruction, and numeracy.  Bridgepoint was able to hire an outreach coordinator that has extended our coordination of wrap-around services for our families.  Through this process Bridgepoint was able to provide a literacy themed mobile unit to do outreach throughout the summer in the school resides.

For the 2013-14 school year, Bridgepoint earned a B on the IDOE School Accountability Report Card.  82.9% of students in grades 3-5 passed ISTEP+ in Math, and 80.0% of students in grades 3-5 passed ISTEP+ in English/Language Arts.  In the 2015-16 school year 90.3 students passed the IREAD portion of the Indiana state testing for 3rd grade students.

P.R.I.D.E Plan

During the 2010-11 school year Bridgepoint developed a school wide discipline plan.  This plan included common expectations for the classroom, hallways, and cafeteria.  These expectations are posted in the common areas for all students to see and are taught to the students at the start of the year and reinforced throughout the year at various times.  During the 2014-15 school year Greater Clark County Schools implemented a P.R.I.D.E initiative.  This acronym stands for Persistence, Respectfulness, Initiative, Dependability, and Efficiency.  PRIDE is incorporated into the existing PBIS plan and in part of the school wide pledge.

Areas for Improvement:

1.) Parent/family involvement continues to be an area of improvement for Bridgepoint.  Parent/Family involvement is measured by parent/family participation in school conferences, meetings, and activities.  Expectations for parent involvement are described in the Parent Involvement Policy and the Home-School compact, which are distributed every year to each parent.  During the annual Title 1 meeting, grade level orientation meetings, and at parent conferences, families are informed about Indiana College and Career Readiness Standards, student performance, grade level expectations, and class policies and procedures.  Parents are also given student handbooks that describe policies and procedures.  School and classroom newsletters and websites keep families updated on current events and activities as well as providing resources.  Written communication to parents is provided in English and Spanish as needed.

2.) Every spring, the third, fourth, and fifth grade students at Bridgepoint take the Indiana statewide Testing for Educational Progress Plus assessment (ISTEP+) to determine progress and identify students' proficiency in English/Language Arts and Mathematics.  The following information demonstrates Bridgepoint student performance from Indiana's state-wide assessment ISTPE+.

Overall ELA Scores:  Grades 3-5: Spring 2013 77.5%, Spring 2014 78.4%, Spring 2015 58.7%, Spring 2016 60.0%.

Overall Math Scores: Grades 3-5: Spring 2013 79.3%, Spring 2014 77.3%, Spring 2015 56.5%, Spring 2016 55.7%.

Bridgepoint needs to improve in the areas of Math specifically, but overall needs to strengthen our core in both ELA and Math.  The preliminary Spring 2016 released ISTEP+ scores also demonstrated this need.

# Additional Information

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

Indiana College and Career Readiness Standards are the driving force behind the instruction at Bridgepoint Elementary School.  Greater Clark County Schools curriculum is aligned with these standards and information on these standards is located in our front office or via the GCCS website.  All certified staff have been trained and utilize Curriculum Pacing Guides, Learning Checks, Learning and Assessment Rubrics (LAR's) and Goal Clarity Windows.  Each classroom teacher has mapped the curriculum for: Language Arts, Math, Science, and Social Studies.  Performance data are linked to the maps and routinely reviewed to guide instruction.  Curriculum development occurs in the following area:

Language Arts

Mathematics

Physical Education

Science/Health

Technology Education

Music/Art

Social Studies

Library Media Skills

To best serve the students at Bridgepoint data points are collected and analyzed as evidenced by observations, walk-throughs, collaboration, student work samples, and the use of the Data Wise process.  Student grades and report cards are aligned with Indiana Academic Standards and ISTEP+ as evidenced by correlations of student grades with scores on ISTEP+.  The interventions that will address critical areas will include:

Full-day kindergarten, small group tiered instruction, extended school year, the use of class-size reduction teachers, after school tutoring through the SIG funding, implementation of GCCS literacy framework, and after school tutoring through Communities in Schools.

# Improvement Plan Stakeholder Involvement

# 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.

# 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.**

Throughout the school year, the Building Leadership Team met on a weekly basis to work on the Student Achievement Plan and the School Improvement Plan.  The Building Leadership Team then worked in three separate teams to analyze data and formulate goals over a three day period for each area.  During these meetings an action plan was made to implement the needed changes and see growth for Bridgepoint Elementary School students and staff.  This information was also discussed and shared with members of the school Parent Teacher Organization.

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

Bridegpoint's Building Leadership Team, consisting of representatives from all grade levels worked with their respective teams to involve all staff members of Bridgepoint in the development of the School Improvement Plan.  Parents and other community members were engaged through PTO meetings and phone conversations.  There was some difficulty getting consistent involvement from parent and community members.

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

Parents were informed at the Annual Title 1 meeting and Parent-Teacher conferences in the fall.  Information was also posted on the school website.

# Self Assessment

# 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.

# 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: 3.67

| 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's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success. | •Survey results<br><br>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)<br><br>•Minutes from meetings related to development of the school's purpose | Level 3 |

| 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 clearly evident in documentation and decision making.  This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice. | •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose<br><br>•Survey results<br><br>•The school's statement of purpose | Level 4 |

| 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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders. | •Survey results<br><br>•Agenda, minutes from continuous improvement planning meetings<br><br>•The school continuous improvement plan<br><br>•SIG 1003g Grant | Level 4 |

**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.**

Continuous improvement process for improving student learning and conditions that support learning are our greatest areas of strength. Grade levels meet on a bi-weekly basis to review and analyze data, generate learning targets, and create meaningful lesson plans that are standards based.  To maintain this level of continuous improvement we will continue to participate in systematic planning at the grade level and hold the staff accountable for focused learning targets, learning and assessment rubrics, and standards-based assessments.

# Standard 2: Governance and Leadership

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

Overall Rating:  3.0

| 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. | •Student handbooks<br><br>•Governing body policies, procedures, and practices<br><br>•Staff handbooks<br><br>•Communications to stakeholder about policy revisions<br><br>•School handbooks | 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. | •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest<br><br>•Assurances, certifications<br><br>•Governing body policies on roles and responsibilities, conflict of interest<br><br>•Governing code of ethics | Level 3 |

| 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 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 maintains a distinction between its roles and responsibilities and those of school leadership. | •Roles and responsibilities of school leadership<br><br>•School improvement plan developed by the school<br><br>•Stakeholder input and feedback<br><br>•Communications regarding board actions<br><br>•Agendas and minutes of meetings<br><br>•Corporation Parent Advisory Committee | Level 3 |

| 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. | •Examples of collaboration and shared leadership<br><br>•Survey results<br><br>•Examples of decisions aligned with the school's statement of purpose<br><br>•Examples of decisions in support of the school's continuous improvement plan | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership. | •Minutes from meetings with stakeholders<br><br>•Copies of surveys or screen shots from online surveys<br><br>•Survey responses<br><br>•Involvement of stakeholders in a school improvement plan | Level 3 |

| 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. | •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation<br><br>•Governing body policy on supervision and evaluation<br><br>•Supervision and evaluation documents with criteria for improving professional practice and student success noted<br><br>•Job specific criteria<br><br>•Representative supervision and evaluation reports | 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.**

The fostering of a culture aligned toward continuous improvement and collaboration are our greatest areas of strength within the area of Governance and Leadership. Leaders and staff are accountable for student learning and support a professional growth mindset to maintain a culture that is characterized by collaboration and sense of community.

# 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:  3.33

| 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 all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose.  Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations. | •Survey results<br><br>•Lesson plans<br><br>•Learning expectations for different courses<br><br>•Posted learning objectives<br><br>•Representative samples of student work across courses<br><br>•Course descriptions<br><br>•Descriptions of instructional techniques | Level 4 |

| 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. | Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. | •Curriculum guides<br><br>•Common assessments<br><br>•Standards-based report cards<br><br>•Surveys results<br><br>•Curriculum writing process<br><br>•Products – scope and sequence, curriculum maps<br><br>•Lesson plans aligned to the curriculum | Level 3 |

| 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 are consistent and deliberate in planning and using 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 each student. Teachers consistently 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. | •Agenda items addressing these strategies<br><br>•Professional development focused on these strategies<br><br>•Examples of teacher use of technology as an instructional resource<br><br>•Student work demonstrating the application of knowledge<br><br>•Surveys results | Level 4 |

| 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 formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation 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. | •Supervision and evaluation procedures<br><br>•Peer or mentoring opportunities and interactions<br><br>•Recognition of teachers with regard to these practices<br><br>•Surveys results<br><br>•Examples of improvements to instructional practices resulting from the evaluation process<br><br>•Administrative classroom observation protocols and logs | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance. | •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project<br><br>•Common language, protocols and reporting tools<br><br>•Agendas and minutes of collaborative learning committees<br><br>•Calendar/schedule of learning community meetings<br><br>•Survey results<br><br>•Peer coaching guidelines and procedures<br><br>•Examples of improvements to content and instructional practice resulting from collaboration | Level 3 |

| 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. | •Examples of learning expectations and standards of performance<br><br>•Survey results<br><br>•Examples of assessments that prompted modification in instruction<br><br>•Samples of exemplars used to guide and inform student learning | 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. | •Records of meetings and walk thrus/feedback sessions<br><br>•Survey results<br><br>•Professional learning calendar with activities for instructional support of new staff<br><br>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning<br><br>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices | Level 3 |

| 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. | •Survey results<br><br>•Volunteer program with variety of options for participation<br><br>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days<br><br>•Calendar outlining when and how families are provided information on child's progress<br><br>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process | 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. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. | •Survey results | Level 3 |

| 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. | •Evaluation process for grading and reporting practices<br><br>•Survey results<br><br>•Sample report cards for each grade level and for all courses<br><br>•Sample communications to stakeholders about grading and reporting<br><br>•Policies, processes, and procedures on grading and reporting | Level 3 |

| 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 rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | •Results of evaluation of professional learning program.<br><br>•Evaluation tools for professional learning<br><br>•Brief explanation of alignment between professional learning and identified needs | Level 4 |

| 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. | •Survey results<br><br>•List of learning support services and student population served by such services<br><br>•Training and professional learning related to research on unique characteristics of learning<br><br>•Data used to identify unique learning needs of students | 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.**

Our area of strength in the area of Teaching and Assessing for Learning are shown throughout our Period 0 and Professional Development times. A survey was taken to help determine the needs within our building and Building Leadership Team has broken down the results into a year long program to meet these needs in an effective and efficient manner. Through grade level data analysis time we align the professional development to impact student learning in the most efficient and effective way possible to ensure student growth and success.

# 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: 3.0

| 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 ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. | •School budgets for the last three years<br><br>•Survey results<br><br>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff<br><br>•Assessments of staffing needs<br><br>•Documentation of highly qualified staff | Level 3 |

| 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. | •Survey results<br><br>•School schedule<br><br>•Alignment of budget with school purpose and direction<br><br>•School calendar | Level 3 |

| 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. | •Records of depreciation of equipment<br><br>•Survey results<br><br>•Documentation of compliance with local and state inspections requirements<br><br>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.<br><br>•System for maintenance requests<br><br>•Maintenance schedules<br><br>•Safety committee responsibilities, meeting schedules, and minutes | 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 the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | •Budget related to media and information resource acquisition<br><br>•Survey results<br><br>•Data on media and information resources available to students and staff | Level 3 |

| 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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure. | •Technology plan and budget to improve technology services and infrastructure<br><br>•Assessments to inform development of technology plan<br><br>•Survey results<br><br>•Policies relative to technology use | Level 3 |

| 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. | •Student assessment system for identifying student needs<br><br>•Agreements with school community agencies for student-family support<br><br>•Survey results<br><br>•Schedule of family services, e.g., parent classes, survival skills<br><br>•Social classes and services, e.g., bullying, character education<br><br>•List of support services available to students | 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. | •List of services available related to counseling, assessment, referral, educational, and career planning<br><br>•Survey results<br><br>•Budget for counseling, assessment, referral, educational and career planning<br><br>•Description of IEP process<br><br>•Description of referral process | 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.**

Utilization of resources available in order to impact student achievement in the most effective manner to best meet the needs of the students and the families served is our greatest strength in Resources and Support Systems. We have worked to continually increase and extend our connections within the community to address the needs of our students and families in overcoming the barriers of poverty.

# 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:  3.2

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. | •Documentation or description of evaluation tools/protocols<br><br>•Survey results<br><br>•Evidence that assessments are reliable and bias free | Level 4 |

| 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. | Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | •Survey results<br><br>•Written protocols and procedures for data collection and analysis<br><br>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning<br><br>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning | Level 3 |

| 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. | •Policies specific to data training<br><br>•Professional learning schedule specific to the use of data<br><br>•Documentation of attendance and training related to data use<br><br>•Survey results<br><br>•Training materials specific to the evaluation, interpretation, and use of data | 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. | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently 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. | •Student surveys<br><br>•Agendas, minutes of meetings related to analysis of data<br><br>•Description of process for analyzing data to determine verifiable improvement in student learning<br><br>•Examples of use of results to evaluate continuous improvement action plans<br><br>•Evidence of student readiness for the next level<br><br>•Evidence of student growth<br><br>•Evidence of student success at the next level | Level 3 |

| 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. | •Minutes of board meetings regarding achievement of student learning goals<br><br>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders<br><br>•Survey results<br><br>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals<br><br>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals<br><br>•Executive summaries of student learning reports to stakeholder groups | 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.**

<u>Cite sources of evidence External Review team members may be interested in reviewing.</u>

The implementation of the Data Wise programming is our strength in the area of Using Results for Continuous Improvement.  We will continue to grow and develop this program to best serve our students and allow them to meet high standards of achievement.

# Report Summary

## Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3.67

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 3.33

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 3.2

Sections
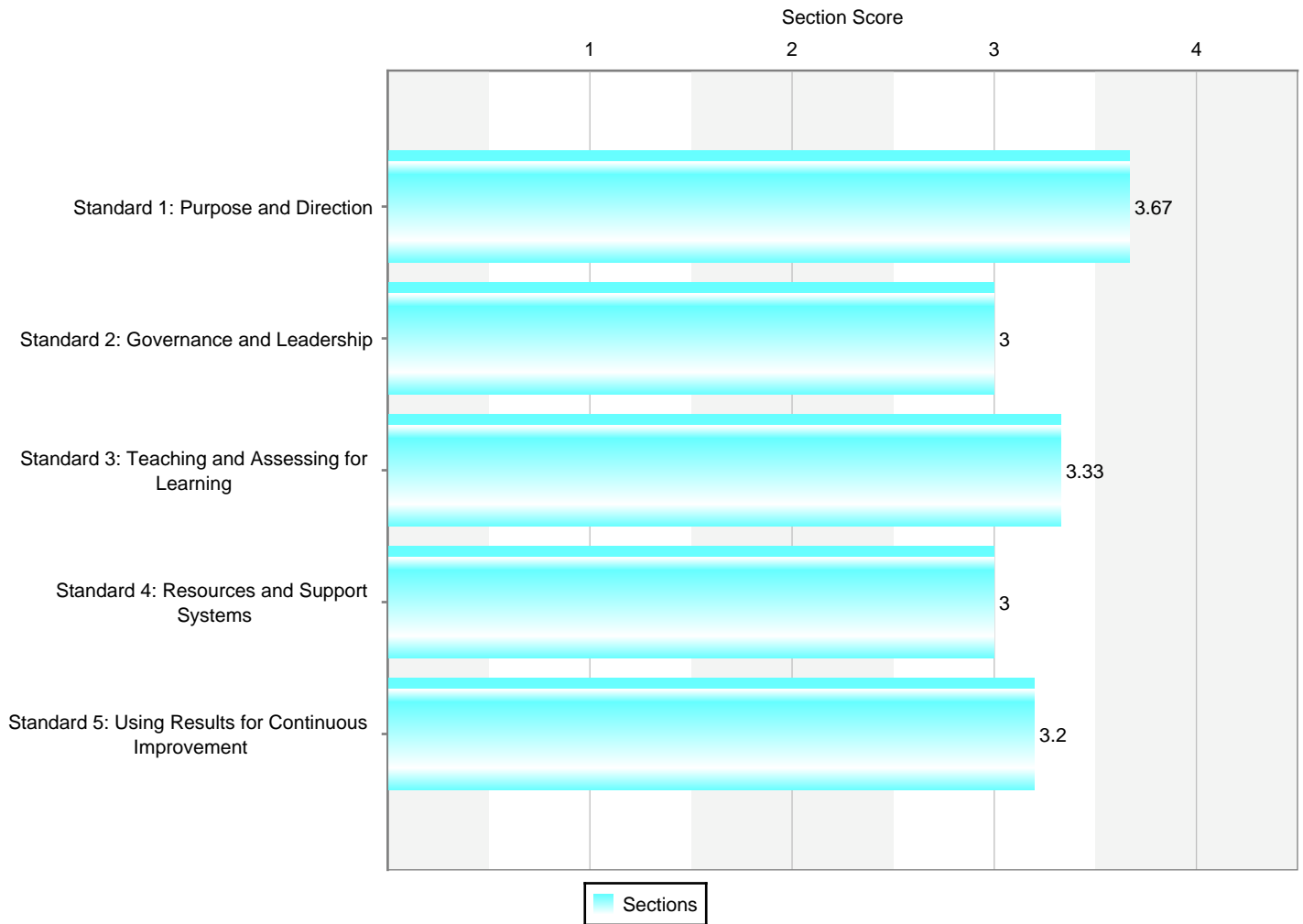
# Student Performance Diagnostic

# 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.

# Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | Summary Sheet for Key ISTEP Data 2014-15 Bridgepoint Data Dashboard ISTEP Subgroup Data SIG Subgroup Data | SIG Subgroup Data Bridgepoint Dashboard |

# Evaluative Criteria and Rubrics

Overall Rating:  3.0

| | 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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 3 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Test Administration | Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes. | Level 3 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **3.** | Quality of Learning | Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. 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 at or above what would otherwise be expected. | Level 3 |

| | 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?**

According to our 2015-16 data, Bridgepoint's attendance for both staff and students exceeded the district average. Bridgepoint's 3rd grade IREAD-3 assessment scores have stayed consistent over the past three years. In Spring 2016, Bridgepoint's IREAD scores exceeded both state and district averages. District writing benchmark data for Bridgepoint students showed growth in student writing skills throughout the course of the 2015-16 school year.

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

Bridgepoint's attendance has consistently been near 96%. Our overall student attendance is very good, with a handful of "repeat offenders" that prevent us from meeting our goal of 98%.  Over the past 3 years, Bridgepoint's IREAD-3 scores have steadily increased from 87.7% of 3rd grade students passing in Spring 2013 to 90.3% passing in Spring 2016. We attribute this increase to teachers' increased assessment literacy, being able to analyze assessments and take action accordingly. We also attribute student success on the IREAD-3 assessment to our IMPACT program. For 30 minutes each day students participate in small group based on targeted literacy skills to meet their area of deficit.
The STAR assessment is used as a progress monitoring tool to ensure that students are making growth on grade level skills. Students are placed in IMPACT groups based on their STAR performance, classroom data, Aimsweb, and Reading A-Z reading levels. In all grade levels, students showed steady growth during the 2015-16 school year.
The district requires quarterly writing benchmarks be administered in all grade levels.  Teachers score these writing benchmarks using the Indiana Writing Rubric in Grades 2-5. Benchmark data shows that student writing skills improved throughout each quarter of the school year. The improvement in writing skills can be attributed to a daily writing block in which the writer's workshop framework is used for writing instruction.

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

Bridgepoint's IREAD-3 scores indicate the highest level of performance with 90.3% of 3rd grade students passing. Bridgepoint's student and teacher high attendance rates are notable, an average of 95% for teachers and 96.2% for students during the 2015-16 school year.

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

ISTEP+ Data for 2012-2014 showed a steady improvement for the subgroups of Free/Reduced Lunch, Black, and White.

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

Bridgepoint data for subgroups has remained constant during the past several reporting period.  Subgroups of Free/Reduced Lunch, Black,

and White have shown gradual increases in achievement; however, the achievement gap has not changed.  Through the utilization of SIG funding Bridgepoint is able to target the subgroup of students who come from low socioeconomic status families and provide training for the staff in regards to best practices for working with students in this demographic.

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

When correlating ISTEP+ data to reading level data and STAR data, the subgroup data is consistent.

# Areas in Need of Improvement

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

The overall pass rate for both English/Language Arts and Math on ISTEP+ are below expected levels of performance.

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

The overall Math Passing Rate for the 2016 ISTEP+ showed a decrease in overall performance.  The 5th grade ELA Passing Rate for 2016 ISTEP+ showed a significant decrease in performance.  These drops in performance will have a negative impact on Bridgepoint's school accountability grade.

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

Overall mathematics achievement showed the lowest performance with only 56% of all students in grades 3, 4, and 5 passing on ISTEP+ in Spring 2016.

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

Bridgepoint is most concerned about our Free/Reduced Lunch subgroup. The Math passing rate for students of low socioeconomic statusdropped by 24% on 2015 ISTEP+. The English/Language Arts passing rate for students of low socioeconomic statusdropped by 20% on 2015 ISTEP+.

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

At this time Bridgepoint data for subgroups has remained static. Subgroups of Free/Reduced Lunch, Black, and White have shown gradual increases in achievement until ISTEP+ 2015; however, the achievement gap has not changed. Since a majority of Bridgepoint students come from low socioeconomic status, this subgroup has been identified for specific interventions and professional development for staff in regards to best practices when working with students and families of low socioeconomic status.

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

When correlating ISTEP+ data to reading level data and STAR data, the subgroup data remains consistent.

# Report Summary

## Scores By Section

Section Score
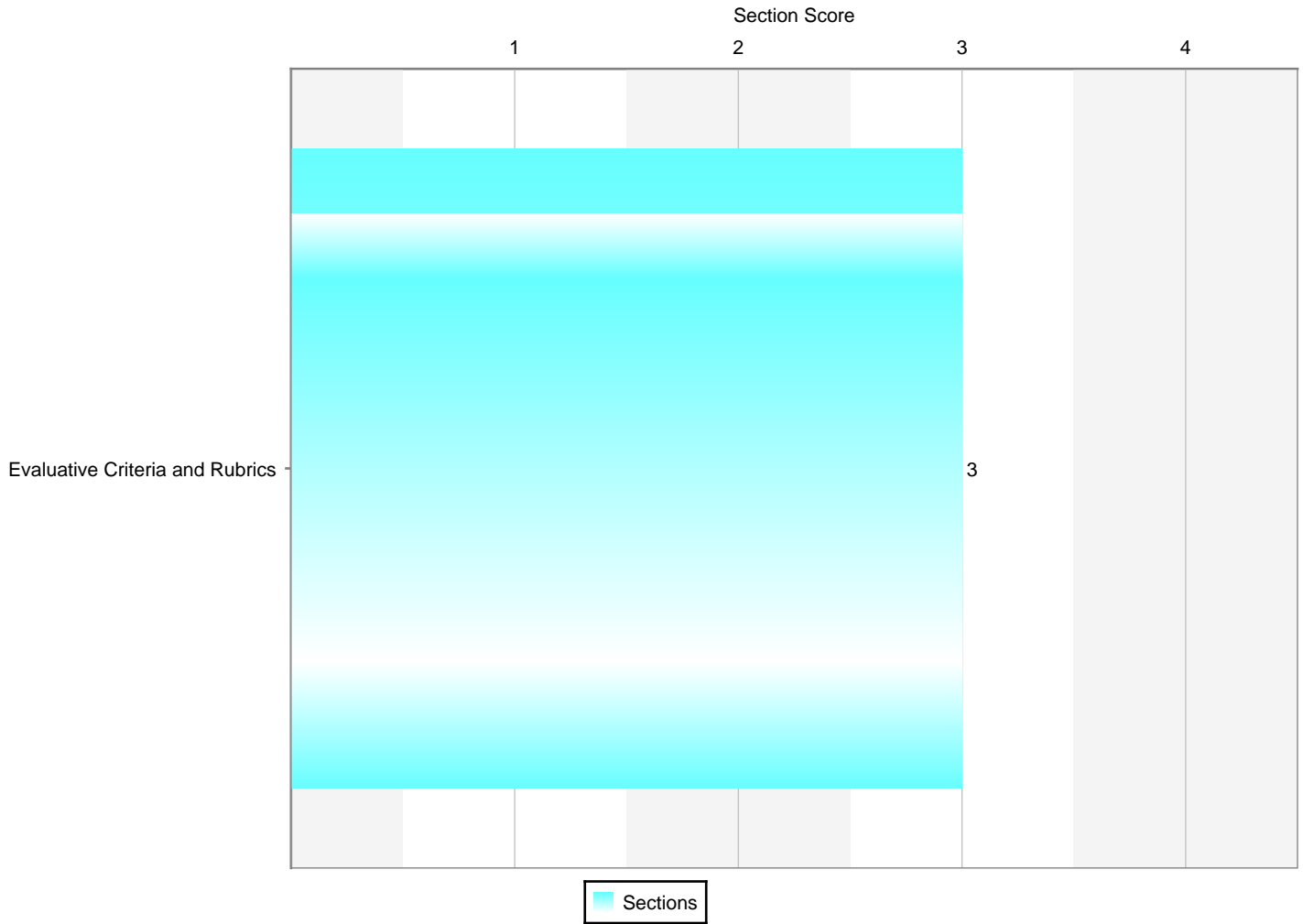
# Stakeholder Feedback Diagnostic

# 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.

## Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | School climate surveys are completed annually by teachers, staff, and parents via an on-line program.  Survey data is available on the GCCS website. | Bridgepoint Parent Survey 15-16 Bridgepoint Certified Survey 15-16 Bridgepoint Classified Survey 15-16 |

## Evaluative Criteria and Rubrics

Overall Rating: 1.0

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Questionnaire Administration | Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants. | Level 1 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Stakeholder Feedback Results and Analysis | All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly. | Level 1 |

# Areas of Notable Achievement

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

The level of communication from the corporation level was a high point in the parent survey.  100% of the parents surveyed believe that their children are receiving a quality education and 85% of the parents surveyed believe that their child will be prepared for college upon graduation.  100% of our parents reported that their children feel safe on the school grounds, in our classrooms, and common areas.
100% of our staff feel safe at school as well as believe that staff will intervene if a dangerous situation occurs.
100% of the certified staff believes that we set high expectations for the students and that collaboration is evident throughout the building.

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

The percentage of parent reporting that their students are reading at home has slightly increased from the 2012-13 and 2014-15 surveys.
Parents reporting that their child feels safe at school has increased from 85% to 100% from 2014-15 to 2015-16.
Our staff continues to feel that we challenge our students and that collaboration is successful at Bridgepoint.  Certified staff has shown an increase in the belief that professional development supports the school wide and district level initiatives to help ensure their success and that of their students.

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

Certified staff surveys report that the quality of education our students are receiving is continuing to be effective and move forward.  In 2013-14 the school grade increased from a D to a B showing that the quality of education continues to improve at Bridgepoint.

# Areas in Need of Improvement

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

The lowest levels of satisfaction or concern come from the time the students are outside of the building traveling to and from school.  Parents show concern for behavior on the buses as well as what is occurring in the neighborhood on the way to school.

Certified staff reported that more professional development needs to be provided on deescalation or classroom management activities.

While a small portion of classified staff stated that they do not believe concerns are addressed in a timely fashion.

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

There was a slight decrease in satisfaction from parents about receiving adequate feedback from the teaching staff on student performance.

There was also a decrease in certified and classified answers about the level of discipline and how fairly it is handled throughout the building.

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

Safety is one of the major issues and concerns that parents have.  Their concerns lie in the time traveling to and from school.  The students riding buses and walking need to have reminder lesson on behavior and expectations to ensure their safety.  Providing training for our students that walk to ensure they understand safety and make good choices about who and who not to talk to during these times.

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

Safety and security as well as discipline continue to be a similar concern.  This allows us to understand the need for a school wide behavior intervention program and implementation of positive strategies for deescalation.

# Report Summary

## Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 1

Sections
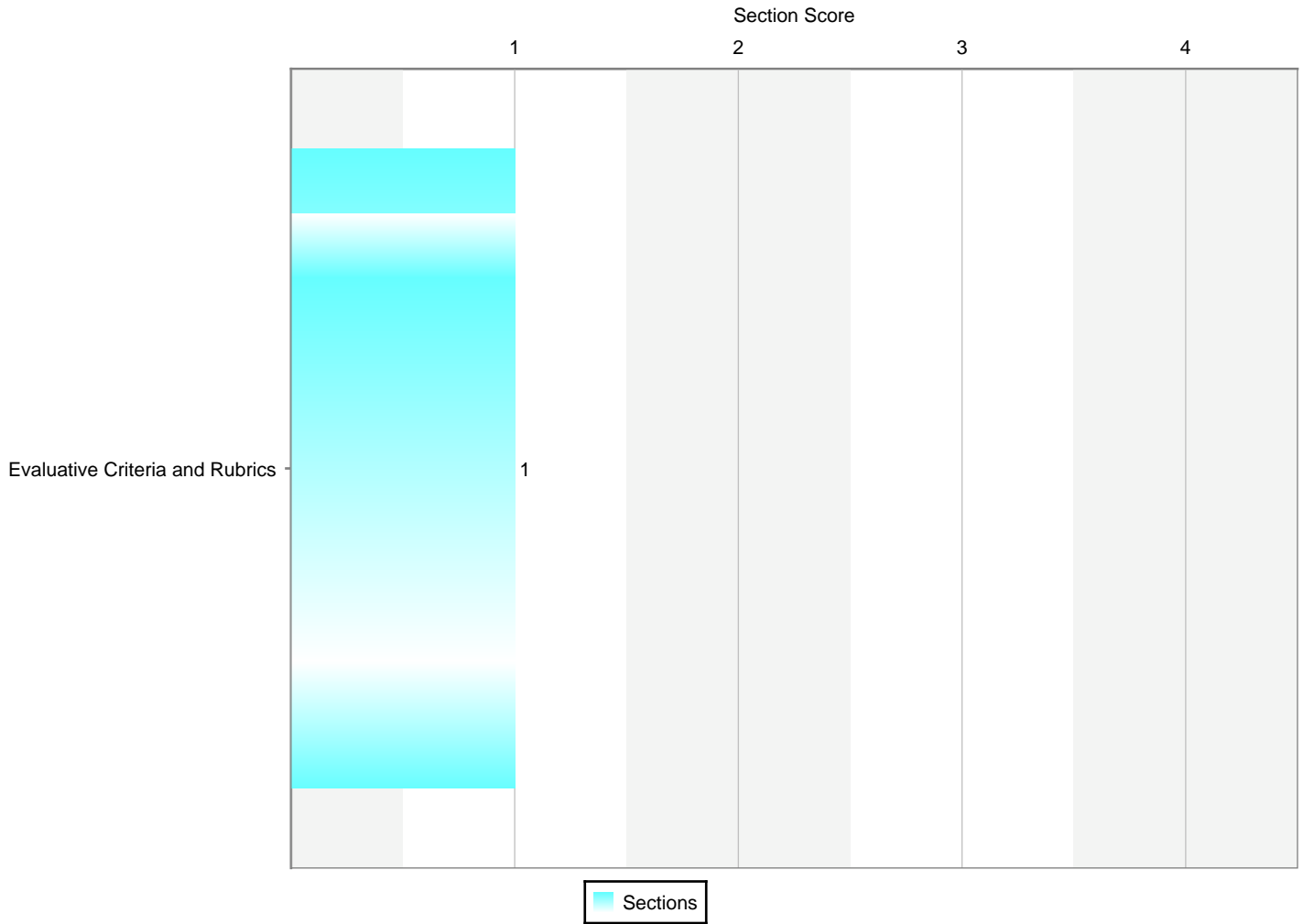
# 2016-2017 Bridgepoint Elementary School

# Overview

**Plan Name**

2016-2017 Bridgepoint Elementary School

**Plan Description**

School Improvement Plan

# 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 | 65% or greater of Bridgepoint students in Grades 3-5 will receive a pass or pass plus score on ISTEP+ English Language Arts in Spring 2016. | Objectives: 1 Strategies: 2 Activities: 4 | Academic | $450 |
| 2 | 60% or greater of Bridgepoint students in Grades 3-5 will receive a pass or pass plus score on ISTEP+ Math in Spring 2016. | Objectives: 1 Strategies: 2 Activities: 4 | Academic | $4300 |
| 3 | The demographics of parents represented at Parent Involvement activities will mirror the demographics of the student population of Bridgepoint Elementary School. | Objectives: 1 Strategies: 3 Activities: 6 | Organizational | $68825 |

# Goal 1: 65% or greater of Bridgepoint students in Grades 3-5 will receive a pass or pass plus score on ISTEP+ English Language Arts in Spring 2016.

**Measurable Objective 1:**

51% of Third, Fourth and Fifth grade Bottom 25% students will increase student growth ISTEP+ in English Language Arts by 06/03/2016 as measured by the ISTEP+ Assessment.

**Strategy 1:**

Literacy Framework GCCS - Literacy Framework - The implementation of a common Literacy Framework for grades K-5 consisting of a 90 minute reading block with explicit instruction of skills, skill deficits, guided practice utilizing the gradual release toward independence, flexible grouping, and independent conferencing. Students will read daily, respond to text weekly, and publish quarterly.

Research Cited: Fisher, D. & Frey, N. (2008). Releasing responsibility. Educational Leadership, 65(3)

Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. 2nd ed. Print.

Richardson, J. (2001). The Next Step in Guided Reading

Fountas, I. and Pinell, G.S. (2011) The Continuum of Literacy Learning: A Guide to Teaching K-8

Evidence of success: Walkthrough observations by administration, district level coaches, and Academic Improvement Coach, student test scores on learning checks, and STAR reading assessments will demonstrate the impact of this strategy on student achievement.

| Activity - Implementation of Literacy Framework | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| K-5 teaching staff will participate in professional development focused on the use of research-based literacy strategies to support the implementation of the common Literacy Framework. The professional development will focus on the implementation of Guided Reading groups, Depth of Knowledge activities, and the common Literacy Framework. | Professional Learning | 07/25/2016 | 06/02/2017 | $450 | Title I SIG | Certified Staff, Principal |

| Activity - Develop Common Understanding of GRR | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Professional development focused on training and refreshing teachers in the implementation of Gradual Release Model as an integral part of the LIteracy framework will be implemented during Period 0. During this professional development teachers will discuss video lessons and analyze them for the use the GRR model. | Professional Learning | 07/25/2016 | 06/02/2017 | $0 | Title I SIG | Principal, AIC, all certified staff |

**Strategy 2:**

IMPACT - The school IMPACT plan (RTI Intervention) will place all students in each grade level in an appropriate group where the targeted skill deficit is defined and improvement is monitored.  Grouping will ensure the students are challenged to excel and the most intensity will be created for those most in need.  All students meet in their assigned IMPACT group daily for 30 minutes.

Research Cited: Vaughn, S., & Linan-Thompson, S. (2004). Research-based methods of reading instruction, grades K-3. Alexandria, VA: Association for Supervision and Curriculum Development.

Dorn, L. (2009). "Interventions that Work: Comprehension Focus" (video)

Tovani, C. (2000). I read it, but I don't get it: Comprehension strategies for adolescent readers. Portland, Me.: Stenhouse.

Routman, R. (2003). Reading essentials: The specifics you need to teach reading well. Portsmouth, NH: Heinemann.

Evidence of success: IMPACT plans will document the targeted skill of the groups, the instruction to address the targeted skill, the progress monitoring for that targeted skill, and the overall impact the intervention had on student achievement.  Individual student intervention plans are documented, along with the progress monitoring data.

| Activity - IMPACT Plans | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will develop instruction based on the targeted skill and determine a progress monitoring tool to measure student progress for the targeted skill - used throughout the quarter.  Specific IMPACT plans (lesson plans) will be developed that demonstrates the Gradual Release of Responsibility to the IMPACT group for that targeted skill for each unit of instruction.  Expectations of rigor and high engagement are expected, as in Core. | Academic Support Program | 07/25/2016 | 06/02/2017 | $0 | General Fund | Principal, Certified Staff |

| Activity - Collaborative Planning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Collaborative planning time for the grade levels will be facilitated at the end of each quarter to collect student data and discuss students' targeted skills for intervention.  Data will be analyzed at the end of each quarter in order to determine the most effective and least effective elements of that quarter's plan.  Adjustments will be made in group sizes, skills taught, student placement, etc. based on reflections in data analysis. | Academic Support Program | 07/25/2016 | 06/02/2017 | $0 | General Fund | Principal, Certified staff |

# Goal 2: 60% or greater of Bridgepoint students in Grades 3-5 will receive a pass or pass plus score on ISTEP+ Math in Spring 2016.

**Measurable Objective 1:**

45% of Third, Fourth and Fifth grade Bottom 25% students will increase student growth on ISTEP+ in Mathematics by 06/02/2016 as measured by ISTEP+ Assessment.

**Strategy 1:**

Balanced Math Framework - Math Review (10 minutes)

Skill review:

• Share 3 to 6 problems a day with students (one problem per standard)

• Students solve problems in their notebooks or math journals.

• Correct together and have students share the various ways they solved the problem.

Mental Math (5 minutes)

Works to develop students' mental mathematical abilities:

• Read a number problem aloud for students (should be developmentally appropriate).

• Students solve mentally.

• Students should give the correct answer (or show on a white board) for a quick check.

Concept Lesson (20-30 minutes aligned to INCRR standards)

Helps students develop a clear conceptual understanding of mathematics:

• Problem-based interactive learning should be the foundation in teaching for understanding.

• Provide the focus of the lesson by sharing the purpose of the lesson.

• Use multiple methods and strategies.

• Incorporate concrete models that support the understanding of mathematical concepts.

• Provide a variety of instructional opportunities from whole class to partners and small group activities.

• Make connections to aid students in the application of the mathematical knowledge.

• Provide opportunities for students to discover concepts using hands-on or problem –based learning activities.

Closure (5-8 minutes)

Provides a way to check student understanding:

• Provide time for students to share prior knowledge, reflect on new learning, and make connections.

• Students articulate their thinking (this can be done verbally or in writing, including pictures and words).

• Use formative assessment (exit ticket) or performance task to check for understanding.

Research Cited: A., V. D., Karp, K. S., Bay-Williams, J. M., & Lovin, L. H. (2006.). Teaching student-centered mathematics: Developmentally appropriate instruction.

Brown-Chidsey, R.(2007). Educational Leadership, No More Waiting to Fail, 40-46.

Burns, M. (2007). ASCD, Nine Ways to Catch Kids Up, 65 (3), 1-8.

Burns, M. (2004). Writing in math. Educational Leadership, 61(2).

Steen, L.A. (2007). How math counts. Educational Leadership, 64(3).

Evidence of success: Walk-through data, classroom learning check data, CQA data

| Activity - Balanced Math Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Bridgepoint currently has a teacher who has been trained as a Balanced Math Trainer. Our Balanced Math Trainer's skills will be used to help grade levels and individual teachers continue to develop their skills in the use of the Balanced Math framework. A professional development day will be held in the summer for new teachers to learn the Balanced Math Framework, as well as for experienced teachers to refresh their skills. In addition, teachers attending the professional development will receive the book Teaching student-centered mathematics: Developmentally appropriate instruction (2013) by Van de Walle to use as a resource to support their Balanced Math instruction. | Professional Learning | 06/06/2016 | 10/28/2016 | $3600 | Title I SIG | Balanced Math trainer, principal, certified staff |

| Activity - Balanced Math Expectations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| BLT members will lead a review of Balanced Math framework and set expectations for the Daily Math Review (DMR). Vertical alignment of the Balanced Math Framework expectations and Daily Math Review expectations will occur with representation from each grade providing feedback for appropriate grade expectations. | Policy and Process | 07/25/2016 | 10/31/2016 | $0 | General Fund | BLT members |

**Strategy 2:**

Number Sense Foundations - Job-embedded PD will provide teachers a better understanding of the foundational skills necessary to think conceptually and perform at high levels in math in relation to mathematical practices. Teachers need foundational knowledge of number sense and how to build number sense in students, so that students can have conceptual understandings in mathematics. Professional Development for teachers will begin with a book study on number sense and research based instructional practices related to number sense. In addition, teachers will be expected to teach mathematics skills through conceptual models and linking new learning to previously mastered concepts.

Research Cited: Jordan, N. ASCD. The Need for Number Sense, 63-65.

Steen, L.A. (2007). How math counts. Educational Leadership, 64(3).

First steps in mathematics: Number sense. (2005). Don Mills, Ont.: Pearson Professional Learning.

Evidence of success: Student achievement and student growth data for ISTEP+ mathematics, STAR, and other benchmark assessments, Learning Check and CQA data, walkthrough data, Meeting Record forms for Period 0 and grade level collaboration

| Activity - Book Study | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Since number sense is at the foundation of all mathematical learning and thinking, teachers need to know how to build strong number sense in students at all grade levels.  Teachers will build foundational skills of number sense through a book study. Each grade level will develop a plan for addressing the gaps in student mastery of INCCR math standards. | Professional Learning | 09/30/2016 | 11/07/2016 | $700 | Title I SIG | Principal, AIC, Balanced Math trainer, certified staff |

| Activity - Building Number Sense | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers are expected to teach new math concepts from a conceptual level and following the Gradual Release of Responsibility framework. Concepts willl be taught with manipulatives and visual representations, before introducing procedures for solving algorithms. | Direct Instruction | 07/29/2016 | 06/02/2017 | $0 | General Fund | Principal, Certified staff, Paraprofessio nals |

# Goal 3: The demographics of parents represented at Parent Involvement activities will mirror the demographics of the student population of Bridgepoint Elementary School.

**Measurable Objective 1:**

collaborate to bring more parents of greater diversity to parent involvement activities by 06/02/2017 as measured by the percent of students represented .

**Strategy 1:**

Develop Deeper Understanding of the Families and Community We Serve - Bridgepoint teachers have done professional development about student engagement during the 2013-14 and 2014-15 school years.  The book Teaching Students with Poverty in Mind by Eric Jensen will be used to specifically address the needs of students from a culture of poverty.  Guiding Principles from our book study will be used to develop belief statements.  Staff will use these belief statements as a foundation for instructional practices. An Outreach Coordinator will be hired to link families with needed resources.

Research Cited: Jensen, E. (2009). Teaching with poverty in mind what being poor does to kids' brains and what schools can do about it. Alexandria, Va.: Association for Supervision and Curriculum Development.

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Payne, R. (2008). Under-resourced learners: 8 strategies to boost student achievement. Highlands, TX: Aha! Process.

Evidence of success: Greater sensitivity to the needs and priorities of families in poverty will be evidenced in School Culture Surveys and increased attendance rate.

| Activity - Poverty Inquiry | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers will continue inquiry about teaching students in poverty using the book Engaging Students with Poverty in Mind by Eric Jensen.  Staff will develop a set of belief statements that all staff recognize to be true of students from a culture of poverty. | Professional Learning | 01/04/2016 | 05/27/2016 | $625 | Title I SIG | Principal, Certified Staff, Outreach Coordinator/Behavior Intervention Coordinator |

| Activity - Family Outreach | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The Outreach Coordinator will establish resources for Bridgepoint, such as a food pantry and a clothes closet.  The Outreach Coordinator will also assist with the planning and promoting of the monthly parenting workshops.  The Outreach Coordinator will report directly to the BIC. | Parent Involvement | 01/25/2016 | 06/02/2017 | $50000 | Title I SIG | Principal, BIC, Director of Educational Services, Assistant Superintendent of Elementary Education |

**Strategy 2:**

Love and Logic Workshops for Parents - In an effort to staff build capacity in working with parents, Love and Logic will provide a common foundation for staff when talking to parents about establishing boundaries and routines at home.  Parenting with Love and Logic includes a curriculum with presentation materials for staff to use for presenting parent workshops.  The entire curriculum can be used through the course of a school year, or specific parts can be pulled in response to a need within our parent community. Parent workshops using the Parenting with Love and Logic curriculum will be presented each month by the Outreach Coordinator.  Teachers will be asked to attend 4 of the workshops in order to facilitate discussions and network with parents.

Research Cited: Benson, P., Galbraith, J. & Espeland, P. (1995) What kids need to succeed: Proven,practical ways to raise good kids. Minneapolis, MN.: Free Spirit Publishing.

Glasser, W. (1969). Schools without failure. New York: Harper & Row.

Rutherford, R. & Nelson, C. (1995). Management of aggressive and violent behavior in the schools. Focus on Exceptional Children, 27, 1 – 15.

Evidence of success: School climate surveys, parent feedback following workshops

| Activity - Love and Logic Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Staff members will be sent to be trained as trainers for Parenting with Love and Logic.  Staff members who have this training will be able to train other staff members and to lead parent workshops using the methods of Love and Logic for behavior management. | Parent Involvement | 05/23/2016 | 08/01/2016 | $10000 | Title I SIG | Principal, Outreach Coordinators/ BIC, Certified Staff |

| Activity - Love and Logic Parent Workshops | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Parent workshops using the Parenting with Love and Logic curriculum will be presented each month by the Outreach Coordinator.  Teachers will be asked to attend 4 of the workshops in order to facilitate discussions and network with parents. | Parent Involvement | 07/29/2016 | 06/02/2017 | $5400 | Title I SIG | Principal, Certified Staff, Outreach Coordinators/ BIC |

**Strategy 3:**

Parent Involvement Calendar - An annual Parent Involvement will be created prior to the beginning of the school year.  This calendar of events will outline dates for the PTO meetings, family nights, and topics for parent education workshops.  The Parent Involvement calendar will be made available to parents and staff to allow for advanced planning.  PTO meetings will include a student group recognition by the principal in order to encourage greater participation by parents.  Parent Education Workshops will also be held in conjunction with PTO meetings to ease the burden of making multiple trips to school for activities.

Research Cited: Jensen, E. (2009). Teaching with poverty in mind what being poor does to kids' brains and what schools can do about it. Alexandria, Va.: Association for Supervision and Curriculum Development.

Payne, R. (2005). A framework for understanding poverty (Fourth revised ed.). Highlands, Tex.: Aha! Process.

Payne, R. (2008). Under-resourced learners: 8 strategies to boost student achievement. Highlands, TX: Aha! Process.

Glasser, W. (1969). Schools without failure. New York: Harper & Row.

Rutherford, R. & Nelson, C. (1995). Management of aggressive and violent behavior in the schools. Focus on Exceptional Children, 27, 1 – 15.

Evidence of success: PTO minutes, parent sign-in sheets, feedback from parent workshops, parent surveys

| Activity - Distribute Parent Involvement Calendar | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| The Parent Involvement Calendar will be distributed to parents at Open House/Back to School Night.  A copy will be posted on the Bridgepoint website, as well as included with staff handouts on the first teacher day back to school in 2016-17. | Parent Involvement | 06/06/2016 | 06/09/2017 | $0 | General Fund | Principal, Title I AIC |

| Activity - Monthly PTO Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Each month our PTO will hold a meeting and invite all Bridgepoint parents.  The meetings will include information about school events, planning for family activities at school, and recognition of a student group by the principal.  Also in conjunction with PTO meetings, Bridgepoint staff members will offer a parent education workshop.  These parent education workshops will be focused on "hot topics" requested by parents.  Topics may include, but are not limited to, internet safety at home, bullying prevention, talking to kids about stranger danger, and homework routines. | Parent Involvement | 08/30/2016 | 06/09/2017 | $2800 | Title I SIG | Principal, Certified Staff |

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**

### Title I SIG

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Book Study | Since number sense is at the foundation of all mathematical learning and thinking, teachers need to know how to build strong number sense in students at all grade levels. Teachers will build foundational skills of number sense through a book study. Each grade level will develop a plan for addressing the gaps in student mastery of INCCR math standards. | Professional Learning | 09/30/2016 | 11/07/2016 | $700 | Principal, AIC, Balanced Math trainer, certified staff |
| Love and Logic Training | Staff members will be sent to be trained as trainers for Parenting with Love and Logic. Staff members who have this training will be able to train other staff members and to lead parent workshops using the methods of Love and Logic for behavior management. | Parent Involvement | 05/23/2016 | 08/01/2016 | $10000 | Principal, Outreach Coordinators/ BIC, Certified Staff |
| Develop Common Understanding of GRR | Professional development focused on training and refreshing teachers in the implementation of Gradual Release Model as an integral part of the LIteracy framework will be implemented during Period 0. During this professional development teachers will discuss video lessons and analyze them for the use the GRR model. | Professional Learning | 07/25/2016 | 06/02/2017 | $0 | Principal, AIC, all certified staff |
| Love and Logic Parent Workshops | Parent workshops using the Parenting with Love and Logic curriculum will be presented each month by the Outreach Coordinator. Teachers will be asked to attend 4 of the workshops in order to facilitate discussions and network with parents. | Parent Involvement | 07/29/2016 | 06/02/2017 | $5400 | Principal, Certified Staff, Outreach Coordinators/ BIC |
| Monthly PTO Meetings | Each month our PTO will hold a meeting and invite all Bridgepoint parents. The meetings will include information about school events, planning for family activities at school, and recognition of a student group by the principal. Also in conjunction with PTO meetings, Bridgepoint staff members will offer a parent education workshop. These parent education workshops will be focused on "hot topics" requested by parents. Topics may include, but are not limited to, internet safety at home, bullying prevention, talking to kids about stranger danger, and homework routines. | Parent Involvement | 08/30/2016 | 06/09/2017 | $2800 | Principal, Certified Staff |

| | | | | | | |
|---|---|---|---|---|---|---|
| Implementation of Literacy Framework | K-5 teaching staff will participate in professional development focused on the use of research-based literacy strategies to support the implementation of the common Literacy Framework.  The professional development will focus on the implementation of Guided Reading groups, Depth of Knowledge activities, and the common Literacy Framework. | Professional Learning | 07/25/2016 | 06/02/2017 | $450 | Certified Staff, Principal |
| Balanced Math Training | Bridgepoint currently has a teacher who has been trained as a Balanced Math Trainer.  Our Balanced Math Trainer's skills will be used to help grade levels and individual teachers continue to develop their skills in the use of the Balanced Math framework.  A professional development day will be held in the summer for new teachers to learn the Balanced Math Framework, as well as for experienced teachers to refresh their skills.  In addition, teachers attending the professional development will receive the book Teaching student-centered mathematics: Developmentally appropriate instruction (2013) by Van de Walle to use as a resource to support their Balanced Math instruction. | Professional Learning | 06/06/2016 | 10/28/2016 | $3600 | Balanced Math trainer, principal, certified staff |
| Poverty Inquiry | Teachers will continue inquiry about teaching students in poverty using the book Engaging Students with Poverty in Mind by Eric Jensen.  Staff will develop a set of belief statements that all staff recognize to be true of students from a culture of poverty. | Professional Learning | 01/04/2016 | 05/27/2016 | $625 | Principal, Certified Staff, Outreach Coordinator/Behavior Intervention Coordinator |
| Family Outreach | The Outreach Coordinator will establish resources for Bridgepoint, such as a food pantry and a clothes closet.  The Outreach Coordinator will also assist with the planning and promoting of the monthly parenting workshops.  The Outreach Coordinator will report directly to the BIC. | Parent Involvement | 01/25/2016 | 06/02/2017 | $50000 | Principal, BIC, Director of Educational Services, Assistant Superintendent of Elementary Education |
| | | | | **Total** | $73575 | |

**General Fund**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|---|---|---|---|---|
| Building Number Sense | Teachers are expected to teach new math concepts from a conceptual level and following the Gradual Release of Responsibility framework.  Concepts willl be taught with manipulatives and visual representations, before introducing procedures for solving algorithms. | Direct Instruction | 07/29/2016 | 06/02/2017 | $0 | Principal, Certified staff, Paraprofessionals |

| | | | | | | |
|---|---|---|---|---|---|---|
| Collaborative Planning | Collaborative planning time for the grade levels will be facilitated at the end of each quarter to collect student data and discuss students' targeted skills for intervention.  Data will be analyzed at the end of each quarter in order to determine the most effective and least effective elements of that quarter's plan.  Adjustments will be made in group sizes, skills taught, student placement, etc. based on reflections in data analysis. | Academic Support Program | 07/25/2016 | 06/02/2017 | $0 | Principal, Certified staff |
| Balanced Math Expectations | BLT members will lead a review of Balanced Math framework and set expectations for the Daily Math Review (DMR).  Vertical alignment of the Balanced Math Framework expectations and Daily Math Review expectations will occur with representation from each grade providing feedback for appropriate grade expectations. | Policy and Process | 07/25/2016 | 10/31/2016 | $0 | BLT members |
| IMPACT Plans | Teachers will develop instruction based on the targeted skill and determine a progress monitoring tool to measure student progress for the targeted skill - used throughout the quarter.  Specific IMPACT plans (lesson plans) will be developed that demonstrates the Gradual Release of Responsibility to the IMPACT group for that targeted skill for each unit of instruction.  Expectations of rigor and high engagement are expected, as in Core. | Academic Support Program | 07/25/2016 | 06/02/2017 | $0 | Principal, Certified Staff |
| Distribute Parent Involvement Calendar | The Parent Involvement Calendar will be distributed to parents at Open House/Back to School Night.  A copy will be posted on the Bridgepoint website, as well as included with staff handouts on the first teacher day back to school in 2016-17. | Parent Involvement | 06/06/2016 | 06/09/2017 | $0 | Principal, Title I AIC |
| | | | | **Total** | $0 | |

# 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):

# Title I Schoolwide Plan Requirements

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 1. | A Comprehensive Needs Assessment (CNA) of the whole school has been completed. | Yes | This included data and analysis as well as integration of teaching strategies. | |

| 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 | Completed | |

| 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 | Completed | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 4. | There are highly qualified teachers in all core content area classes. | Yes | Completed | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 5. | There is high quality and on-going professional development for teachers, principals, and paraprofessionals. | Yes | Completed | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 6. | There are strategies to attract high-quality, highly qualified teachers to this school. | Yes | Completed | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 7. | There are strategies to increase parental involvement, such as literary services. | Yes | Bridgepoint has parent informational and educational meetings in conjunction with our monthly PTO meetings. BES also has a full time BIC that in directly involved with parental involvement and growth. | |

| 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 | This is done through the parent access to ISTEP+ scores and letters with access codes are sent home. This information is also shared via the school report card on the district website. | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 9. | There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan. | Yes | The parents are sent a survey through Greater Clark County Schools. Results are shared via Googledocs with the school and on the GCCS website. | |

| 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 | The students in pre-school at Bridgepoint are involved in all aspects of the school. This involvement allows the students to easily transition to the regular school setting. Meetings with the preschool teacher are set to discuss transitions for each student. GCCS also hosts a Kindergarten round up meeting to tour the school and meet the teachers. | |

| 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 | Bridgepoint has a very active Building Leadership Team that is directly involved in decision making related to the use of academic assessment results. We meet as grade levels to discuss learning check results and discuss re-teaching of small groups for understanding. | |

| 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 | Bridgepoint utilizes our full time interventionist to meet in small group with tier 3 kids for both math and language arts. These students are also identified for after school tutoring and intersession. | |

| 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 | Completed | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 14. | Does the school plan to consolidate programs under the schoolwide program? | Yes | Completed | |

# SAP PAI Root Cause Analysis

# Introduction

Indiana's differentiated accountability system requires Priority Schools to select and implement improvement strategies and interventions that are: focused on improving one or more major characteristic(s) of the school or providing services for a particular student group, aligned to all turnaround principles, and aligned with Mass Insight's Framework for High-Quality, High-Poverty Schools.

# Root Cause Analysis Priority Area for Improvement #1

Using the provided 2013-2014 student data on the school's A-F Report Card, you will identify three PAI's based on low levels of students proficiency or growth, low graduation rates, or low College and Career Readiness indicators.

|    | Statement or Question | Response | Rating |
|----|----------------------|----------|--------|
| 1. | PAI Focus | Student Proficiency (Pass Rate) | N/A |

|    | Statement or Question | Response | Rating |
|----|----------------------|----------|--------|
| 2. | Subject | English/Language Arts | N/A |

**Statement or Question:** Grade(s)

**Response:**

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade

|    | Statement or Question | Response | Rating |
|----|----------------------|----------|--------|
| 4. | Subgroup or Improvement Focus | Top 75% (Elementary and Middle School only) | N/A |

**Description of PAI**

We noticed that the overall student performance only increased slightly decreasing by 4.5% at the 5th grade level and lower performance at the 3rd grade level. Whereas, the 4th grade performance showed a 5.4% increase. Overall, the Passing Rate falls below the state average in all areas.

**Root Cause of PAI**

The use of common language and a common Literacy Framework incorporating Guided Reading small groups had not been implemented to focus on teaching skill deficits to increase student achievement.

# Root Cause Analysis Priority Area for Improvement #2

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | PAI Focus | Student Growth | N/A |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Subject | Math | N/A |

**Statement or Question:**Grade(s)

**Response:**

- •3rd Grade
- •4th Grade
- •5th Grade

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | Subgroup or Improvement Focus | Bottom 25% (Elementary and Middle School only) | N/A |

**Description of PAI**

We notice that our students need to continue to show gain in their overall performance in Math. The overall passing rate for BES falls below the state average in all areas.

**Root Cause of PAI**

The implementation of the Balanced Math framework and analyzing this curriculum/pacing/approach vertically to optimize school wide instructional practices and high achievement for all students.

# Root Cause Analysis Priority Area for Improvement #3

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| 1. | PAI Focus | Student Proficiency (Pass Rate) | N/A |

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| 2. | Subject | Math | N/A |

**Statement or Question:**Grade(s)

**Response:**

- •Kindergarten
- •1st Grade
- •2nd Grade
- •3rd Grade
- •4th Grade
- •5th Grade

|  | Statement or Question | Response | Rating |
|---|---|---|---|
| 4. | Subgroup or Improvement Focus | Top 75% (Elementary and Middle School only) | N/A |

**Description of PAI**

Overall performance in Math on 2016 ISTEP+ preliminary scores was 55%.  This is well below the state and district average.

**Root Cause of PAI**

The implementation of the Balanced Math framework as well as the analyzing of the math curriculum/approach vertically/pacing to optimize instructional practices and achievement for all students has not yet been facilitated.

# Turnaround Principles

**Turnaround Principle 1: Effective Leadership - Strategies**

**Narrative:**
The Building Leadership Team has been in place for several years including representatives from each grade level as well as the school level coach.  This team meets weekly with the principal to maintain a constant focus on the mission of the school, discuss data and trends within the school, and to maintain effective communication within the school.

**Statement or Question:**Turnaround Principle 1: Effective Leadership - PAI
**Response:**

- •PAI 1
- •PAI 2
- •PAI 3

**Turnaround Principle 2: Climate and Culture - Strategies**

**Narrative:**
The PBIS team continues to monitor and revise the school wide behavior plan as well as implement programming to help foster a school climate of collaboration and understanding of Cultural Responsive teaching.

**Statement or Question:**Turnaround Principle 2: Climate and Culture - PAI
**Response:**

- •PAI 1
- •PAI 2
- •PAI 3

**Turnaround Principle 3: Effective Instruction - Strategies**

**Narrative:**
Defined targets for each grade level are decided upon during grade level data meetings for both ELA and Math.  The progress toward these goals will be analyzed during the weekly meetings to determine gaps and overlaps within instructional planning for our students.  Common vocabulary and expectations will be identified and instructional adaptations will be planned as a result of these discussions.

**Statement or Question:**Turnaround Principle 3: Effective Instruction - PAI
**Response:**

- •PAI 1
- •PAI 2

•PAI 3

**Turnaround Principle 4: Curriculum, Interventions, Assessment - Strategies**

**Narrative:**

Interventions through the implementation of IMPACT groups will place all students in performance level and deficit level appropriate groups where targeted instruction for skill improvement is defined and monitored. Grouping will ensure the students are challenged at their level and all needs are met. Every student will receive 30 minutes of IMPACT instruction daily.

**Statement or Question:**Turnaround Principle 4: Curriculum, Interventions, Assessment - PAI
**Response:**

•PAI 1

**Turnaround Principle 5: Effective Staffing - Strategies**

**Narrative:**

Professional development is effectively provided on Balanced Math, Literacy Framework components, and PBIS to allow teachers to effectively reflect, revise, and evaluate their classroom practices to enhance student achievement and facilitate growth at all levels.

**Statement or Question:**Turnaround Principle 5: Effective Staffing - PAI
**Response:**

•PAI 1
•PAI 2
•PAI 3

**Turnaround Principle 6: Effective Use of Data - Strategies**

**Narrative:**

Support staff and grade level teachers will meet collaboratively with the principal each week during their common planning time to focus on data of the grade level (IMPACT, ISTEP, STAR, learning checks, CQA's, Reading Levels, and behavioral reports) to make instructional decisions that will most impact student achievement at all levels.

**Statement or Question:**Turnaround Principle 6: Effective Use of Data - PAI
**Response:**

•PAI 1
•PAI 2
•PAI 3

**Turnaround Principle 7: Effective Use of Time - Strategies**

**Narrative:**

Weekly classroom walkthroughs will be implemented to allow teachers to walk-through peers classroom to support, learn, and collaborate efforts toward effective instruction and implementation of school and district level initiatives.

**Statement or Question:**Turnaround Principle 7: Effective Use of Time - PAI

**Response:**

- •PAI 1
- •PAI 2
- •PAI 3

**Turnaround Principle 8: Family & Community Engagement - Strategies**

**Narrative:**

Parental involvement will continue to be encouraged through the use of PTO meetings, parent workshops, the use of social media, and the use of the school level parent involvement coordinator.

**Statement or Question:**Turnaround Principle 8: Family & Community Engagement - PAI

**Response:**

- •PAI 1
- •PAI 2
- •PAI 3

# SAP Turnaround Principles

# Introduction

The Summative Turnaround Diagnostic is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework.

## Turnaround Principle 1: School Leadership

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 1.1 | The principal uses data to establish a coherent vision that is understood and supported by the entire school community. | Effective- The school leadership team uses data from multiple sources in its development. The school mission is clearly articulated, understood, and supported by all. The mission, vision, and underlying core beliefs direct, influence, and guide decision making on student academic excellence (college/career readiness) and healthy social/emotional development. The principal continuously articulates and inspires the school community to enact the vision. The principal uses benchmarks to check the progress of the vision and regularly communicates these milestones to the school community. | •School focus groups<br><br>•School vision & belief statement<br><br>•Attendance records<br><br>•Walkthrough observations<br><br>•School documents, meetings, & artifacts showing vision, core beliefs in action | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 1.2 | The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurement goals, aligned strategies, and a plan for monitoring progress and driving continuous improvement. | Effective- Results from a comprehensive diagnosis of the school's strengths/weaknesses are publicly shared with the staff and members of the community. A school improvement plan is developed by the leadership team and aligned to the school's needs assessment with SMART goals, milestones, and strategies and assigned accountabilities with the urgent goal of making dramatic student achievement gains within the first two years. Staff is familiar with priorities for improvement and details of the school improvement plan. Regular reviews are in place to assess progress to goals and make adjustments to strategies as needed. | •Formative Achievement data<br><br>•School focus groups<br><br>•School vision and mission statements<br><br>•Administrative Walk-through data<br><br>•School Improvement Plan | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 1.3 | The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment. | Effective- The principal ensures that students and adults feel safe and ready to engage in teaching and learning; the facility is clean and in good working order. [2.1] The principal has in place and monitors a behavior system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. [2.1] The principal ensures a safe, orderly and equitable learning environment and has systems in place for monitoring. [2.1] The principal is using and engaging team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended; the principal engages the staff in these reviews. [6.1] | •School Discipline plan<br><br>•Master & bell schedules<br><br>•School faculty/student handbook<br><br>•Teacher observation & evaluation data | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.4 | The principal communicates high expectations to staff, students, and families, and supports students to achieve them. | Effective- The principal is committed to high quality teaching and ensures classrooms are visited daily to support and monitor high quality instruction. [2.3] The principal sets high expectations for students by ensuring student work is intellectually challenging, is cognitively demanding, demonstrates mastery of Standards, and that students receive meaningful feedback. [2.3] The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. The principal responds when adults display low assumptions about student potential. The principal demonstrates a commitment to high expectations through frequent interactions with families about the students' academic, social-emotional, behavioral, and attitudinal progress toward SMART goals. [8.1] | •School vision and belief statements<br><br>•School staff, student, parent handbooks<br><br>•Posted academic Standards and rubric<br><br>•Administrative walk-through data<br><br>•Posted behavior standards<br><br>•School discipline plan | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.5 | The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity. | Highly Effective- All teachers implement a rigorous and coherent Standards-aligned curriculum and assessment system with fidelity. All staff is observed on a weekly basis by some member of the school leadership to ensure that teachers are teaching lessons aligned to the Standards across classrooms and on pace with the established sequence. [4.2] The principal monitors and analyzes formative assessments in ELA and math across all grade-levels linked to the Standards aligned curriculum, and uses the data to inform instructional improvement. Systematic reviews of lesson plans indicate consistent alignment with the Standards and a level of rigor that exceeds those standards, at times. [4.2] The principal ensures that all teachers have access to appropriate 21st Century resources, materials, and equipment aligned to the Standards and school improvement plan. [4.4] | •Teacher observation & evaluation data<br><br>•Data management systems<br><br>•District curriculum guides<br><br>•Grade level & content level meeting agendas and minutes<br><br>•Formative assessments<br><br>•Administrative Walk-through data<br><br>•Lesson plan format | Highly Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 1.6 | The principal ensures that classroom level instruction is adjusted based upon formative and summative results from aligned assessments. | Effective- The principal sets the expectation that teachers use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments as necessary. [4.3, 6.3] Leader walk-throughs are scheduled and adhered to. The principal and leader walk-throughs focus on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted interventions, based on their analysis of multiple forms of data, including observations, interim and formative assessments (daily, weekly, end-of-unit) 3.5] | •PLC agendas and minutes<br><br>•Grade & content level meeting agendas and minutes<br><br>•Data team agenda and minutes<br><br>•Common Assessments<br><br>•Professional development plan | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 1.7 | The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELs). | Highly Effective- The principal and leadership team have and use on-demand access to a comprehensive set of disaggregated data to identify and monitor key school-wide priorities for instructional improvement that become a foundation for the School Improvement Plan. [6.2] Based on informal and formal observation data, leader walk-throughs and multiple measures of student assessment data, progress is evident for all teachers on all instructional priorities and student outcomes are positively impacted. [6.3] Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. [3.5] | •PLC agendas<br><br>•Grade & content level meeting agendas and minutes<br><br>•Common assessment data<br><br>•Data team agendas and minutes<br><br>•Teacher observation and evaluation data<br><br>•Administrative walkthrough data | Highly Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 1.8 | The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals. | Effective- The principal and instructional leaders create a master schedule that ensures core content areas have sufficient time allocated at a time when learning is best for students. [7.1] The master schedule enables students who are two or more years behind in ELA or Math to be enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity. [7.2] The principal and instructional leaders ensure teachers have sufficient planning time for grade/content level meetings, as well as vertical staff collaboration. [7.3] The principal and instructional leaders ensure the master schedule includes opportunities to learn from other teachers at the school, as well as others outside of the immediate teachers' community. [7.3] | •School Improvement Plan<br><br>•Lesson plans<br><br>•PLC agendas<br><br>•Master schedule<br><br>•Grade & content level meeting agendas and minutes | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.9 | The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation) in order to continuously improve instruction and meet student learning goals. | Effective- The principal and instructional leaders use established processes to identify staffing needs proactively and early and manages recruitment efforts by casting a wide net for candidates including, but not limited to traditional venues. [5.1] The principal ensures that content/grade level teams or teacher leaders participates in and informs staff selection and is present at demo lessons and formal interview. [5.1] The principal and instructional leaders operate from clear selection process that focus on matching staff to specific position expectations and are based on prior student learning outcomes for non-first year teachers. [5.1] The principal has evidence that classrooms are staff with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. [5.5] The principal and leadership team enact their role as instructional improvement leaders by consistently providing teachers with constructive feedback linked to improvement plans, support and then follow-up to ensure instructional improvement. [5.2] The principal and leadership team ensures professional development is designed and linked to teacher observations, formative assessment results, and school-wide goals. [5.3] The principal and leadership team ensure that teachers' collaboration time is focused on instructional priorities identified through an analysis of data. [5.3] The principal communicates performance expectations for each position, implements an evaluation process aligned with district expectations, places "ineffective" staff on improvement plans, provides appropriate support, extensively documents consistently under-performing staff and follows the protocols for removal of ineffective teachers. [5.5] | •School Improvement plan<br><br>•Master schedule<br><br>•School Climate surveys<br><br>•Formal and Informal observations and evaluations<br><br>•Policy for teacher placement<br><br>•Grade & content agenda and minutes<br><br>•Data team agenda and minutes<br><br>•PLC agenda and minutes<br><br>•School focus group<br><br>•Staffing assignment chart | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 1.10 | The principal uses data and research-based practices to work with staff to increase academically-focused family and community engagement. | Effective- The principal and instructional leaders create high value opportunities to engage family members in discussing student learning progress toward explicit goals; successes are celebrated and gaps are acknowledged addressed. [8.1] The principal recruits families and community members as active participants in sessions geared to solicit input on school decisions through PTOs, PTAs, and Parent Councils; school leaders take such input seriously and make decisions accordingly. [8.1] School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. [8.2] | •School, staff, parent, student handbooks<br><br>•School focus group<br><br>•School climate surveys<br><br>•List of family and community engagement activities and attendance<br><br>•List of outreach programs for families with struggling students. | Effective |

# Turnaround Principle 2: School Climate and Culture

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.1 | The school community supports a safe, orderly and equitable learning environment. | Improvement Necessary- The school building is safe and clean with limited facility issues. There is a stated clear and consistent behavior system of rewards and consequences though implementation data are not tracked. Some teachers do no implement the behavior policies consistently. Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently. | •School climate surveys<br><br>•Student/parent/staff handbooks<br><br>•School/district safety plan<br><br>•Student behavior management plan/code of conduct<br><br>•Facility inspection reports | Improvement Necessary |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 2.2 | The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff. | Highly Effective- Academic learning time is protected and there is evidence that the community values learning and the promotion of social growth. Systematic and regular analysis of student learning data informs the selection and development of the highest priority strategies for improving instructional practices.  High quality of instruction is the norm and is monitored through daily observations and walk-throughs.  All classrooms are regularly monitored and targeted feedback is provided that focuses on the targeted instructional strategies. There are consistent structures for instructional differentiation where effective instructional strategies are varied to meet all students' needs and to ensure that all students master content. All staff is continuously engaged in practices to promote professional growth that is tied to increasing student academic and social growth. | •Disaggregated staff and student attendance data<br><br>•Discipline and behavioral referrals<br><br>•Professional development plan<br><br>•School climate surveys<br><br>•PLC agenda and minutes | Highly Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 2.3 | High expectations* are communicated to staff, students and families; students are supported to achieve them. | Highly Effective- Systematically and regular diagnoses instructional practices to identify and articulate the highest priority strategies for improving instructional practices. Teachers practice the use of a variety of instructional strategies that are intellectually and cognitively challenging, and use the strategies outline in an instructional framework.  Students take responsibility for their own learning. Teachers and students receive consistent feedback around instructional practices including discussions of specific student work and data. There is a clearly identified active social network to provide academic, social/emotional, and behavioral support to students and their families and to communicate high expectations. | •Posted academic standard/rubrics<br><br>•Posted behavior standards<br><br>•Informal classroom observations<br><br>•Administrative walkthrough frequency<br><br>•School discipline plan<br><br>•School mission, belief and vision statements<br><br>•Student/parent handbooks<br><br>•School climate surveys | Highly Effective |

# Turnaround Principle 3: Effective Instruction

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.1 | Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum. | Effective- Student learning objectives are posted and explained to students, they are consistently clear and measurable.  Students can articulate what the learning objectives are and why it matters to their learning and growth. Lesson objectives are aligned to the district/state curriculum, Standards, and assessments. | •Informal and formal teacher observations<br><br>•Administrative walkthrough data<br><br>•Lesson plans<br><br>•Posted lesson objectives | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.2 | Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. | Improvement Necessary- Teachers use a few instructional and response strategies and students are moderately engaged.The teacher can articulate a rationale for selecting specific instructional strategies that tie to addressing student learning needs. | •Examples of student work<br><br>•Lesson plans<br><br>•Informal and formal teacher observations<br><br>•Administrative walkthrough data<br><br>•Student surveys and interviews | Improvement Necessary |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.3 | Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction. | Improvement Necessary- Teachers occasionally use Checks for Understanding (CFU), but do not always know where students are in terms of mastering the learning objectives. Instructional strategies and groupings remain largely fixed even while the teacher seeks to address gaps in student understanding. Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice. Administrators occasionally monitor the use of CFUs as an instructional strategy, and occasionally provide input to foster teacher's effective use. | •Walkthrough observations<br><br>•Student grouping plan<br><br>•Lesson plans | Improvement Necessary |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.4 | Teachers demonstrate necessary content knowledge. | Effective- Teachers are highly qualified in the content taught.  Lessons are rich with relevant content connected to Standards. Teachers approach content from many angles to support all learning styles. Students are engaged and asking relevant questions that are clearly addressed, either by the teacher or other students. | •School climate surveys<br><br>•Walkthrough observations<br><br>•Lesson plans<br><br>•Teacher certifications<br><br>•School focus groups | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.5 | Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative data to differentiate instruction to improve student achievement. | Highly Effective- Instructional decisions, including student grouping, differentiation, and targeting for interventions are based on multiple forms of data, including observations, CFUs, interim and formative assessments (daily, weekly, end-of-unit) Teachers use an established protocol to review multiple measures of data in every teacher meeting. Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. Through consistent data review systems, diagnostic and language proficiency assessments are systematically implemented to target early interventions for all students. | •Common assessments and rubrics<br><br>•Content/grade level meeting agendas and minutes | Highly Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 3.6 | Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice. | Improvement Necessary- High quality work and meaningful feedback is not evident. School rules and routines are enforced with consistent responses to and consequences for misbehavior. | •School focus groups<br><br>•Student/parent handbook<br><br>•Formative and summative assessment data<br><br>•School climate surveys<br><br>•Administrative walkthrough data<br><br>•Discipline reports | Improvement Necessary |

## Turnaround Principle 4: Curriculum, Assessment and Intervention Systems

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.1 | The district or school curriculum is aligned with Indiana Academic Standards. | Effective- The curriculum has grade-by-grade and content articulation of student learning objectives linked to the Indiana Academic Standards. The instructional sequence is mapped and calendared across all grade levels. Each teacher is aware of and has easy access to the student-learning objectives and sequence map of the district curriculum. | •District curriculum guides<br><br>•Walkthrough observations<br><br>•Lesson plans<br><br>•Learning Checks | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.2 | Teachers and school leaders collect classroom level data to verify that the adopted curriculum is aligned to Indiana Academic Standards and is the "taught" curriculum. | Effective- All staff is observed, at least briefly, on a weekly basis, by some member of school leadership to monitor instructional alignment with the Indiana Academic Standards across classrooms. Data from weekly observations of all teachers indicate that teachers are teaching lessons aligned to the Indiana Academic Standards with some variability on pacing. Teachers are using curriculum maps with sequences student learning objectives to plan instruction. Systems are in place to ensure that lesson plans are written and reviewed on a set schedule and demonstrate overall alignment with Indiana Academic Standards. | •PLC meeting agendas and minutes<br><br>•Grade and content level meeting agendas and minutes<br><br>•Common assessments<br><br>•Administrative walkthrough data<br><br>•Lesson plans<br><br>•Informal and formal teacher observations and evaluations | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 4.3 | The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels. | Highly Effective- Teachers are consistently implementing district provided formative assessments in ELA and math across all grade levels linked to the Indiana Academic Standards aligned curriculum. Teachers collaborate to use data to inform instruction. A formative assessment schedule aligned to the curriculum pacing guide is in use across all classrooms. Systematic and collaborative lesson planning occurs using formative assessments to guide teacher decisions. A data management system provides teachers with analytic tools to gain insight into how students are performing and how to design ongoing instruction. | •Common assessment<br><br>•Professional development plan/agenda | Highly Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.4 | Instructional materials and resources are aligned to the standards-based curriculum documents. | Improvement Necessary- Instructional materials and resources aligned to the Indiana Academic Standards are available.  Teachers may be using their own materials not aligned to the Indiana Academic Standards. Processes for developing and allocating the budget focuses primarily on accounting for materials not on ensuring their distribution and use or reviewing the alignment of instructional resources to Indiana Academic Standards. | •School-based budget | Improvement Necessary |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.5 | An intervention plan is designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals. | Effective- Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics. All students two or more years behind are placed in research-based intervention programs taught by effective teachers who regularly analyze both diagnostic data and intervention data to ensure rapid regrouping, either into or out of intervention programs. Time is allocated to ensure program fidelity. Whole group and small skill group instruction is being employed. The strategies are aligned with best practices. | •Data protocol and discussion results<br><br>•Master schedule<br><br>•School improvement plan<br><br>•Meeting agendas and minutes<br><br>•Walkthrough observations | Effective |

# Turnaround Principle 5: Effective Staffing

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.2 | School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes. | Effective- The school leadership engages in school-wide observations and provides feedback using aligned on protocols. Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data AND classroom observations. Teachers consistently receive constructive feedback, support, and follow-up to ensure instructional improvement. Multiple data sources are used to evaluate teachers including teacher practice inputs and student learning outcomes when examining the effectiveness of teacher practice. | •School climate surveys<br><br>•Walkthrough observations | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.3 | Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually. | Improvement Necessary- School has a clear professional development calendar and topics aligned to established school goals and the school improvement plan. During collaborative learning, teacher teams review student work to build a shared understanding of curricular goals and rigor. Professional development is high quality, though primarily considered an "event" and not part of an on-going system of structures in the school. All new teachers are provided with a mentor. Teachers not rated as effective are still ineffective at the end of the year and are on an improvement plan. | •Professional development plan<br><br>•PD topics links to data from teacher observations | Improvement Necessary |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.4 | Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths. | Effective- Classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. Staff provided for learning interventions is effective teachers with specific content knowledge in the assigned intervention. Each staff position has clear performance expectations aligned with the mission and school wide expectations for instructional practice and student behavior. Staff identified as "not aligned" and/or unskilled are put on improvement plans and appropriate support is provided; there is extensive documentation on consistently underperforming staff and an urgency to dismiss them. | •School climate surveys<br><br>•Staffing assignment chart<br><br>•Master schedule | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|----------------------|----------|----------|--------|
| 5.5 | Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth. | Effective- Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals. Professional development includes individual, collaborative and shared reflective opportunities. | •Professional development plans<br><br>•School climate surveys | Effective |

# Turnaround Principle 6: Enabling the Effective Use of Data

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 6.1 | Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture. | Effective- Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended. Artifacts of consistent communication between families and school are present in clear and user-friendly formats (student progress reports, parent participation meetings, parent access to grades). Climate and culture surveys are given to students, families, teachers and some stakeholders.  The results are analyzed by the school leadership team with some community representatives who develop and ensure implementation of plans for improvement. | •Data from social workers and guidance staff<br><br>•School climate surveys<br><br>•Artifacts and student progress<br><br>•Discipline and referral data<br><br>•Attendance data | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 6.2 | Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement. | Effective- Data management systems are in place and actively used by staff to enable the easy and systematic collection and analysis of a range of student data.<br>Teachers have on-demand access to and are using data that are clear and easy to analyze.  Instructional strategies, student groupings and targeted interventions are informed by the data. Effective protocols guide the use of user-friendly data in reviewing disaggregated data to track and monitor the progress of all students, as well as monitoring on the implementation of the School Improvement Plan. | •Samples of data presented to staff<br><br>•Data analysis documentation<br><br>•Data analysis summaries/reports | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 6.3 | A specific schedule and process for the analysis of on-gong formative assessment data tied to CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. | Improvement Necessary- Teachers have data "events" where they focus on analyzing formative assessment data. Professional development is loosely linked to addressing instructional needs of teachers.  Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers. | •Data analysis summaries and reports<br><br>•Needs assessment data<br><br>•Samples of data presented to staff<br><br>•School improvement plan<br><br>•Master schedule | Improvement Necessary |

# Turnaround Principle 7: Effective Use of Time

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 7.1 | The master schedule is clearly designed and structured to meet the needs of all students. | Effective- The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students. Students are enrolled in level appropriate classes on the first day of school with few changes required. Instructional time is protected with few interruptions. Transition times are used effectively to maximize learning. | •School climate surveys<br><br>•Master schedule<br><br>•Professional development plan | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 7.2 | The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics. | Effective- At least 85% of student who are two or more years behind in ELA or Math are enrolled in interventions programs with sufficient time allocated to allow for implementation fidelity. The master schedule has sufficient flexibility to allow accelerations, interventions and/or return to core content areas. The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level. | •Scheduled intervention time<br><br>•School climate surveys<br><br>•Master schedule | Effective |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 7.3 | The master schedule is clearly structured and designed to meet the professional development needs of staff. | Effective- Teachers have planning time for grade/content level meetings, as well as vertical staff collaboration. The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development. Topics for the use of teacher collaboration time are clearly outlined and aligned to the goals of the School Improvement Plan. | •Professional development plan<br><br>•Minutes of teacher meetings<br><br>•Master schedule | Effective |

# Turnaround Principle 8: Effective Family and Community Engagement

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 8.1 | Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students. | Improvement Necessary- Family members are informed about student learning progress through traditional means such as parent-teacher conferences, progress reports and report cards. Structures such as PTOs, PTAs, and Parent Councils are attended by a few consistently active parents.  Input on school decisions is not solicited. Individual staff members reach out to parents/guardians to engage them in the academic progress of their student. | •List of family and community engagement activities<br><br>•School climate surveys<br><br>•Job description of family/community engagement staff | Improvement Necessary |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 8.2 | Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students. | Effective- Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well-being; results from these programs are monitored and results are promising. School leaders identify and cultivate relationships with community partners who offer services to families that reduce barriers to students' academic and personal growth. Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well-being. | •Family surveys<br><br>•Job description of family and community engagement staff<br><br>•School climate surveys<br><br>•Student and parent handbooks<br><br>•List of family and community engagement activities and attendance | Effective |

# Evidence

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 9.1 | As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 1: Effective Leadership. | Yes | The Building Leadership Team (BLT) meets on a weekly basis and is comprised of members selected by the principal to represent each grade level. The members of the BLT are assigned a focus area to lead a group of their peers in the Turnaround process. The BLT members also serve as grade level leaders and lead their teams during grade level time. They facilitate data driven discussions, common lesson planning, implementation of district initiatives, and the communication of high expectations to the staff. PD planning is completed through the use of the BLT to better serve our school. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 9.2 | As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 2: Climate and Culture. | Yes | Bridgepoint Elementary School has a comprehensive Positive Behavior team that meets on a bi-weekly basis. This team is working to implement a school wide discipline plan and philosophy. This plan is our common approach to behavioral expectations in all areas as well as deescalation strategies and management systems in the building. This process is being presented in a variety of professional development sessions. Bridgepoint also utilizes a weekly staff spotlight that is shared during Period 0 meetings. This recognition is only a small token of appreciation. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 9.3 | As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 3: Effective Instruction. | Yes | Bridgepoint Elementary School is implementing the GCCS Literacy Framework and Balanced Math programming. Teachers will use these components in the planning of classroom instruction and implementation of the standards. Instruction in these common programs is presented during Period 0, through the AIC, and the District Literacy Coaches. Learning Checks and LAR's have been developed for checks for understanding and to drive changes in instruction as the content is being presented. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 9.4 | As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 4: Curriculum, Interventions, Assessment. | Yes | Specific IMPACT plans are created for each tier 2 and tier 3 student to meet their targeted skill deficit. Instruction is based on targeted skills and progress monitoring measures students gains for each targeted skill. Attendance and feedback on student performance are documented to show the effect on student achievement. Weekly grade level data meetings are utilized to review the effectiveness of the daily IMPACT groups and to guide instructional practices. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 9.5 | As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 5: Effective Staffing. | Yes | Period 0 meetings are held on Wednesday and Thursday mornings to present professional development in Math, ELA, behavior management, and other specific growth area needs. These areas are defined and outlined in the Professional Development Plan. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 9.6 | As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 6: Effective Use of Data. | Yes | Weekly grade level meetings are held during grade level planning time to analyze specific data. The principal, grade level teachers, AIC, and District Literacy Coaches are involved in these meetings to utilize multiple data sources in the implementation of instructional strategies to meet the needs of the students. The goal of this analysis is to move beyond mere data collection to more effectively differentiate the instructional needs of our students. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 9.7 | As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 7: Effective Use of Time. | Yes | Teacher's will be visiting other schools as well as other classrooms at Bridgepoint in order to observe the effective implementation of Balanced Math and the Literacy Framework. They will also monitor the school wide instructional practices and allow for vertical alignment and facilitate those discussions between grade levels. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 9.8 | As a result of your SAP Turnaround diagnostic please provide evidence/artifacts that support Turnaround Principle 8: Family & Community Engagement. | Yes | Many community partnerships are shared within our school to provide services to our students. These wrap around services include:  CIS (Communities In Schools) offering a network of professionals in our schools to surround students with a community of support.  BES provides a yearly Family Literacy Night with the focus on reading and math activities for parents and their students.  Back To School Night is a night for parents to meet teachers and visit the school prior to the start of the year.  Monthly family nights are also held in conjunction with the PTO. | |

# Next Steps

**As a result of evidence collected from staff discussions, data analysis, and classroom observations during the monitoring process, please list below the priorities to consider as next steps in your School Improvement Plan.**

- Bridgepoint Elementary School teachers and staff work hard to create a safe and engaging learning environment for the students and their families.  This is done in part through research based instructional practices and the implementation of routines and procedures.  However, in the implementation of these instructional practices we are falling short in the transfer from model to demonstration of mastery as well as specific instruction in deficit areas.  This will be addressed through the continued implementation of the Gradual Release of Responsibility model and the implementation of the Literacy Framework and Guided Reading practices.  Teachers will be trained through ongoing PD to plan small group instruction as well as the other components of the literacy framework.  This will be achieved through the use of district level Literacy Coaches and the school based AIC.

-Professional Development focused on the implementation of the Balanced Math programming and an increased focus on teaching conceptual ideas in mathematics will be provided.  The understanding of teaching conceptual math as foundation knowledge is much needed to facilitate growth in this area.

-Communities in Schools is an invaluable resource to Bridgepoint Elementary School.  CIS provides 2 school based counselors to meet with students during the school day, a resources person who works with students in the classrooms, a before and after school care program, and volunteers through the 3-2-1 Read program.  After school tutoring is also offered through CIS.  A role of Family/School OUtreach Coordinator has been created and implemented within BES to be a pro-active resource for the families.  This role has designed programming aimed to increase family engagement and provide services through the school setting.

-IMPACT grouping designed to focus on tier 2 and tier 3 students has been fully implemented within the BES school day.  These are 30-minute daily groups that remediat, reteach, or enrich the learning of all BES students. These groups allow the classroom teachers and interventionist to differentiate instruction and better meet the specific learning needs/deficits of the students.  Tier 3 instruction is offered via the school interventionist while Tier 2 intervention is provided by the classroom teachers.  All students read text and learn skills specific to their learning needs each day.  This same model is needed in Math and the next step during this school year is to implement IMPACT in this content area.

-Continued support in understanding teaching in a culture of poverty is critical for BES staff.  Developing an understanding for the way the whole brain works to better serve the diverse population at BES.  Cultural responsiveness to teaching will continue to be addressed through the use of professional development.  By focusing in this area and the root causes of the behavior will help to maximize instructional time and decrease the amount of time students are out of the classroom.

-The Building Leadership Team is critical to the success of BES.  Ongoing training in instructional strategies as well as behavior management/cultural responsive teaching is imperative.  BLT will continue to meet on a weekly basis and will implement specific PD to this group to better help them lead their grade levels in this implementation.

# 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.