School Improvement Plan

VEAZIE STREET SCHOOL | 2013-2015

Providence Schools

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PART 1: GENERAL INFORMATION

Overview

Providence Public Schools participate in the Title I Schoolwide Program, which give schools greater latitude in organizing their resources and operations to support school improvement and improved student outcomes. As such, all schools are required to prepare school improvement plans. While PPSD requires schools to prepare school improvement plans every two years, federal regulation requires schools to submit school improvement plans every year. The district simplifies this process by asking schools to prepare two-year plans instead of yearly plans, but schools must revisit and modify the plan at the end of the first year and prior to the start of the second year. In other words, schools will be asked to revise their plans between years 1 and 2.

The planning process is the first phase in a very important cycle of implementation effectiveness and performance monitoring. Providence School Department has modified and streamlined the planning process to ensure that it is coherent, comprehensive, actionable, and results-oriented. The new school improvement plan (SIP) template is designed to provide a step-by-step, strategic approach to promote ongoing improvement district-wide. Through the planning process, school teams will:

1. Articulate the mission, vision and values of the school;
2. Provide a data profile and needs analysis;
3. Identify three to four SMART goals to address the prioritized areas of need;
4. List specific strategies and implementation milestones to achieve each goal.

Instructions

Review and follow all directions carefully when completing the SIP template. School administrators should collaborate with their Instructional Leadership Teams (ILT) to complete all sections of the SIP template and use the checklist located in the Appendix Section to review the completed plan.

Timeline and Key Dates

1. School teams attend SIP planning sessions	
2. DATs provide on-site technical assistance as needed	Ongoing
3. School teams submit SIP sections 1-4 to Executive Directors for review	May 28th
4. Executive Directors provide feedback on sections 1-4	June 3rd
5. School teams incorporate feedback and complete sections 5	June 3rd - June 14th
6. Schools submit a final draft SIP and Title 1 budget to Executive Directors and Tomas for approval	June 14th

PART 2: SCHOOL IMPROVEMENT PLAN TEMPLATE

Section 1: Cover Page

Instructions: Please complete this cover page by entering the requested information below.

Name of School:	Veazie Street Elementary School		
School Address:	211 Veazie Street , Providence, Rhode Island		
School Principal Name:	Susan Chin		
Classification (check one):	❑ SIG Cohort 1 School ❑ SIG Cohort 2 School ❑ ESEA Waiver Warning School ❑ ESEA Waiver Focus School ❑ ESEA Waiver Priority School X None of the above		
ILT/SIT Member Names:	1. Michael Fioravanti 2. Michele Paris-O'Brien 3. Jane Farrell 4. Amy Champi 5. Lynn DiPippo 6. Stephanie Brown 7. Ronilee Scittarelli 8. Kristen Bissett		
Parent and Community Member Representatives:	Anthony Mancini- Parent Cherima Folstom-YMCA		
Executive Zone Director:	Dorothy Smith		
Executive Zone Director Signature:		Date:	
School Principal Signature:		Date:	

Section 2: Vision, Mission, and Values

Instructions: Using the space provided below, insert the school's vision statement describing the school's aspirations for the future. Insert the mission statement explaining the school's driving purpose. Lastly, define the core values or guiding beliefs that are to be embodied by all staff, students, and members of the school community.

What is the school's **vision statement**?
The vision of Veazie Street School is to provide a culturally rich and nurturing learning community dedicated to meeting high standards through holding clear expectations for academic performance and developing a love of learning.

What is the school's **mission statement**?
The mission of the Veazie Street School is to provide a safe and nurturing community where diversity is celebrated, mutual respect is practiced, and where families are seen as valued partners in layering the foundation of life-long learning. The Veazie Street School fosters a community of excellence through providing opportunities for students to achieve their personal best in a safe, respectful, and positive environment. We help students acquire the knowledge, skills, patience, and attitudes necessary to achieve success in their education through continued participation in professional learning communities and in pursuing professional goals ensuring that we offer best practices in education.

What are the school's **core values**?
Veazie Street School teachers and staff believe that maintaining high professional standards and the spirit of collaboration to be keys to our success in creating a positive educational climate and in achieving high academic standards. Our core values are reflected in our Veazie School Pledge: Follow Direction, Be Respectful, Be Responsible, Be Safe These Core Values will be defined, taught, modeled, practiced and reinforced in several ways through the school year. Positive rewards and incentives are a large part of this program and include students earning "Veazie Bucks" and classrooms earning "Veazie ROARs".

Section 3: Data Profile and Needs Assessment

3.1. SCHOOL DATA PROFILE

Instructions: Complete the school data profile below by providing enrollment and demographic data for the current 2012-13 school year and inserting achievement and school climate data for the past several years.

Grades:	K-5	# of Administrators:		2
Student Enrollment:	670	# of Teachers:		44
5-yr Enrollment Trend:		# of Support Staff:		10
Student Demographic Breakdown (2012-13):				
% Black:	25%	% Limited English Proficient (LEP)		12%
% Hispanic:	53%	% Special Education:		13%
% White:	12%	% Free/Reduced (F/R) Meals:		93%
% Other:				
NECAP Achievement (Teaching Year):	**2009**	**2010**	**2011**	**2012**
Math Overall % Proficient:	20.6	27.9	31	22.6
Math % Below Proficient:	53.1	45.8	40.5	59.7
Math African American % Proficient:	13.2	23.5	19.0	25.4
Math Hispanic % Proficient:	24.4	29.8	25.8	20.5
Math LEP % Proficient:	5.9	10	11.8	10.8
Math IEP % Proficient:	8.1	9.8	2.0	1.9
Reading Overall % Proficient:	35.4	38.2	31	32.5
Reading % Below Proficient:	30.7	29.3	40.5	40.8
Reading African American % Proficient:	34	43.1	27.6	41.9
Reading Hispanic % Proficient:	36.8	39.9	30.1	26.5
Reading LEP % Proficient:	9.4	6.4	10.5	18.2
Reading IEP % Proficient:	2.7	15.7	6.0	11.1
Writing Overall % Proficient:	x	43.9	19.7	12
Science Overall % Proficient:	2	11.9	8.3	3.9
School Climate Data:	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
Student Attendance Rate:	91.2	91.8	91.9	91.9
% of Students Chronically Absent:	33	34.9	23.2	x

Graduation Rate (HS only):	x	x	x	x
Dropout Rate (HS only):	x	x	x	x

3.2. NEEDS ANALYSIS

Instructions: Prior to identify goals and strategies, school teams must engage in a thorough needs assessment to evaluate the current state of the school. School administrators and ILTs should carefully analyze school qualitative and quantitative data to identify school strengths and areas for development. Consider strengths and weaknesses in the following areas: academic achievement, teacher and leader effectiveness, curriculum and instruction, family and community engagement, use of time, use of data, culture and climate, and nonacademic supports. Summarize the school's greatest strengths and growth areas and provide specific data points to support the analysis.

Summarize the school's greatest **strengths**.
Over the past five years, Veazie Street School has more than doubled our proficiency rates across most grade levels and sub-groups in both mathematics and reading. All data below reflects students scores of proficient and proficient with distinction. Reading NECAP Results from 2007-2012: Schoolwide: From 35% to 61% (+26%) African American: From 33% to 67% (+34%) Hispanic/Latino: From 34% to 55% (+21%) Special Education: From 7% to 19% (+12%) English Language Learners: From 16% to 41% (+25%) Socio-economic Disadvantaged: From 34% to 61% (+27%) Mathematics NECAP Results from 2007-2012: Schoolwide: From 25% to 60% (+35%) African American: From 23% to 53% (+30%) Hispanic/Latino: From 24% to 62% (+38%) Special Education: From 11% to 21% (+10) English Language Learners: From 8% to 33% (+25%) Socio-economic Disadvantaged: From 25% to 60% (35%) A deeper analysis across grade levels from 2009-2011, shows an increase in our grade four reading and mathematics scores. Mathematics <u>Grade 4 2009-2011</u> Socio-economic Disadvantaged: From 39% to 63% (+24%) African American: From 21% to 44% (+23)

Hispanic/Latino: From 33% to 66% (+33%)
English Language Learners: From 0% to 15% (+15%)

Reading Grade 4 2009-2011

Socio-economic Disadvantaged: From 42% to 58% (+16%)
African American: From 33% to 52% (+19%)
Hispanic/Latino: From 42% to 56% (+14%)
English Language Learners: From 9% to 27% (+18%)

Grade four teachers engaged in a semester-long series of school-based collaborative professional development (PD) sessions with a focus on mathematical problem-solving strategies, reading comprehension strategies, student work and related standards.

Further analysis revealed substantial growth by specific sub-groups.

Grade 3 Math

African American: From 30% to 69% (+39%)

Grade 3 Reading

African American: From 27% to 81% (+54%)

Grade 4 Math

Hispanic or Latino: From 16% to 65% (+49%)

Grade 4 Reading

Hispanic or Latino: From 23% to 52% (+29%)

Grade 5 Math

Socio-economic Disadvantaged: From 24% to 58% (+34%)

Grade 5 Reading

Socio-economic Disadvantaged: From 42% to 58% (+16%)

The dramatic increases were attributed to extensive teacher professional development in data analysis, understanding grade level standards, study of research based instructional strategies, targeted lesson design, and analysis of student work artifacts.

Summarize the school's most significant **growth areas**.
Below is a summary of sub-groups achievement gaps of students proficient and above: Reading Schoolwide: From 35% to 61% (+26%) Special Education Students: From 7% to 19% (+12) Gap: 42% English Language Learner Students: From 16% to 41% (+25) Gap: 20% Math Schoolwide: From 25% to 60% (+35%) Special Education Students: From 11% to 21% (+10) Gap: 39% English Language Learners: From 8% to 33% (+25) Gap: 27% English Language Learners (ELL) and Special Education students have demonstrated double digit growth over the past five years. Despite growth across both content areas, these sub-groups lag behind their typical peers in the total percentage of students proficient and proficient with distinction. Special education and ELL teachers participate in professional development sessions specific to the needs of their students, meet regularly to work collaboratively to review student assessment data and to create goals and instructional plans, all with the goal of accelerating learning to close this gap. Additionally, Veazie has implemented an integrated ELL and Special Education model to maximize learning

opportunities for these two sub-groups.

While we are still not satisfied with our performance and continue to strive towards higher achievement, we are proud of our successful efforts to improve performance

Section 4: School Priority Areas and SMART Goals

Instructions: Successful and sustainable school improvement requires a targeted and focused approach on the school's most pressing needs and challenges. Please reflect upon school data and the needs analysis in Section 3 to identify a manageable set of priorities to guide the school's improvement efforts over the next two years. Based on these identified priorities develop 3 or 4 SMART goals that are specific, measurable, attainable, results-oriented, and time-bound. SMART goals should align to and support the district's vision, mission, and goals.

Step 1: Priority Areas

Priority Areas: Based upon the analysis conducted, what 3 to 4 priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.
• Veazie sets a priority on increasing school-wide student achievement in reading. • Veazie sets a priority on increasing school-wide student achievement in math. • Veazie sets a priority on decreasing the gap in student achievement in reading and math for ELL students. • Veazie sets a priority on decreasing the gap in student achievement in reading and math for Special Education students. Below are descriptors of instructional strategies to support the four priorities stated above. • Veazie Street School differentiates instruction through flexible student groups for reading and math instruction. Our "Walk to Read" and "Walk for Math" model consists of whole group and tiered small group instruction. Students are grouped by their current performance level based on student data. Whole group instruction incorporates research, and evidenced-based instructional strategies (Marzano) to address the needs of all learners. Small group instruction targets specific skills. Students engage in a self assessment process, reviewing their own work both independently and with peers, using exemplars,

graphic organizers, and rubrics to self-monitor their progress.

- Veazie Street School implements a researched based integrated English Language Learner (ELL) model designed to maximize opportunities for ELL students to acquire academic language proficiency through instruction with their English speaking peers. Grade level academic content is supported by acquisition strategies made comprehensible through scaffolding and sheltered instruction to facilitate differentiated instruction in the content subjects. Teacher instruction embeds methods based on the Sheltered Instruction Observational Protocol (SIOP) model. Clearly defined content and language objectives are displayed, and reviewed with the students.

- Our researched-based integrated Special Education model is designed to provide greater access for students with disabilities to core curriculum and instruction. Special education students are instructed with typical peers in the least restrictive environment. Our model assigns one special educator per grade level to provide instruction to both students with disabilities and typical peers in an integrated setting. This program provides a supported, heterogeneous age-appropriate classroom environment that assists students with disabilities in meeting their reading and math goals in the least restrictive environment.

- Teachers use technology to collect data, support teaching methodology, and plan lessons using DIBELS Mclass and Pearson's media application. Student use of technology promotes practices, opportunities to generalize, and enhances motivation to learn. A variety of media, iPads, Elmos, and online multi-media applications helps keep students interested and engaged. Using assorted media provides differentiation, varies additional practice, and scaffolds instruction for students with various learning modalities.

- Veazie's school-based collaborative planning time (CPT) model affords teachers sixty minutes each week to meet by grade level. These sessions are facilitated by the principal and instructional coach, who provide learning opportunities specific to the individual grade level groups. CPT sessions use a cyclical structure to improve teacher practice and student achievement: We evaluate student work, analyze formative and summative data, gauge the effectiveness of our instruction, and plan for necessary modifications to daily lessons. Teachers return to CPT with subsequent student work and data to begin the "cycle" again. This structure deepens and embeds our training in analysis of student data, study of standards, design of student instructional plans, question and lesson design, and instructional strategies.

- Professional development opportunities include deepening teacher knowledge and practice of classroom management, analysis of school-wide behavioral data, leadership walkthrough data, as well as the study of content standards to include horizontal and vertical skill alignment within a content strand.

- ELL teachers engage in "book study" sessions using Pearson's SIOPP model text. Special education

teacher specifically analyze student data and target supportive instructional strategies for students with special needs.

Step 2: SMART Goals

Goal #1: Insert the first SMART goal below.	District strategic alignment:
Reading Increase school-wide student achievement in reading by 3% in students proficient and above by 2013-2014 and 3% in 2014-2015 as measured by standardized state assessments (NECAP and PARCC).	xEngaged students and families xHighly-effective educators xStudent-centered instruction xSystems that work xCollaborative community

Goal #2: Insert the second SMART goal below.	District strategic alignment:
Math Increase school-wide student achievement in math by 3% in students proficient and above by 2013-2014 and 3% in 2014-2015 as measured by standardized state assessments (NECAP and PARCC).	xEngaged students and families xHighly-effective educators xStudent-centered instruction xSystems that work xCollaborative community

Goal #3: Insert the third SMART goal below.	District strategic alignment:
ELL Reduce the achievement gap for ELL students in both reading and math by 8% in students proficient and above by 2014-2015 as measured by standardized state assessments (NECAP and PARCC)	xEngaged students and families xHighly-effective educators xStudent-centered instruction xSystems that work xCollaborative community

Goal #4: Insert the fourth SMART goal below. (Optional)	District strategic alignment:
Special Education Reduce the achievement gap for Special Education students in both reading and math by 8% in students proficient and above by 2014-2015 as measured by standardized state assessments (NECAP and PARCC)	xEngaged students and families xHighly-effective educators xStudent-centered instruction xSystems that work xCollaborative community

Section 5: School Improvement Strategies and Implementation Timeline

Instructions: Identify a comprehensive and coherent set of strategies that are aligned with the school's SMART goals identified in Section 4. Select strategies that are transformative, actionable, and student-centered. Complete the strategic planning process outlined below for each of the SMART goals. Provide a performance metric to help measure progress and gauge whether or not the strategy is being implemented effectively and with fidelity. Identify when each strategy will occur by year and semester.

Goal #1: Insert your first SMART goal below.

Reading
Increase school-wide student achievement in reading by 3% in students' proficient and above by 2013-2014 and 3% in 2014-2015 as measured by standardized state assessments (NECAP and PARCC).

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.

The above strategies are applicable to the content area of Reading.

- **Review school wide student data at least once a month to support targeted flexible grouping**
- **Positive public displays of student data to foster community pride and ownership of performance**
- **Horizontal and vertical grade level articulation of school wide data utilizing focus questions to support analysis**

Professional development to target increased teacher effectiveness around increasing student achievement:

- **Structures to include: district /school based, workshop sessions/embedded, whole school/specific staff cohorts, CPT/OST**

Professional development Topics to include:

- **Identifying students in need of intervention, designing targeted intervention plans and student progress monitoring**
- **Identifying students in needs of additional supports, both academic and social/emotional**
- **Blended Learning, Curriculum and Unit lesson planning, CCSS, maximizing utilization of progress monitoring tools**
- **Analyzing proficient student work product: identifying criteria for proficiency, aligning criteria with CCSS and district curriculum units, refine lesson design and interventions to better support identified proficiency criteria, refine progress monitoring of criteria**
- **Analyzing district units to deepen understanding of CCSS and academic rigor as connected to lesson implementation and assessment**
- **Analyzing unit/lesson design to increased content rigor, student engagement and accountability; to include the use of essential questions and talk moves to increase student engagement, and daily/weekly opportunities to engage in rich, complex student inquiry**

Additional information is outlined in Section 4.

Strategies: Identify a core set of strategies to achieve this goal.	**Funding:** If the strategy requires funding identify source: local or Title I	**ESEA Waiver Intervention:** (If applicable)	**Performance Metric:** Identify an indicator for each strategy.	**2013-14**				**2014-15**			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1.1. Monthly review of student data with related staff to support student movement in flexible grouping.	Title 1	N/A	Participation rate data, Flexible grouping data	x	x	x	x	x	x	x	X
1.2. Blended learning professional development and technology equipment to support lesson implementation.	Local and Title 1	N/A	PD participation data, Technology sign out data DIBELS, Reading Street Assessments		x	x					
1.3. Daily/Weekly student practice with activities/materials that build problem solving and logic skills aligned with CCSS.	Local and Title 1	N/A	Reading Street Assessments, CCSS ELA released items, teacher designed prompts, Unit framework template	x	x	x	x	x	x	x	X
1.4. Weekly grade level review of student artifacts to monitor how well students are performing to CCSS to include unit design in support of increased content rigor.	N/A	N/A	Reading Street Assessments, CCSS ELA released items, teacher designed prompts	x	x	x	x	x	x	x	X
1.5. Bi-yearly school wide and/or cross-grade level data meetings to gain whole school perspective.	Title 1	N/A	DIBELS, NECAP, Reading Street Assessments; log documentation of school wide suggestions	x		x		x		X	
1.6. Monthly meetings of RTI team to identify and monitor progress of lowest performing students in reading.	Local	N/A	RTI data tracking log	x	x	x	x	x	x	x	X
1.7. Distribution of achievement certificates for students passing	Local	N/A	Distribution data		x	x	x		x	x	X

Reading Street unit tests as incentive to increase performance.											
1.8. Distribution of student/family handbook folder outlining school information and expectations.	Title 1	N/A	Distribution data	x				x			

Goal #2: Insert your first SMART goal below.

Math
Increase school-wide student achievement in math by 3% in students proficient and above by 2013-2014 and 3% in 2014-2015 as measured by standardized state assessments (NECAP and PARCC).

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.

The above strategies are applicable to the content area of Math.

- **Review school wide student data at least once a month to support targeted flexible grouping**
- **Positive public displays of student data to foster community pride and ownership of performance**
- **Horizontal and vertical grade level articulation of school wide data utilizing focus questions to support analysis**

Professional development to target increased teacher effectiveness around increasing student achievement:

- **Structures to include: district /school based, workshop sessions/embedded, whole school/specific staff cohorts, CPT/OST**

Professional development Topics to include:

- **Identifying students in need of intervention, designing targeted intervention plans and student progress monitoring**
- **Identifying students in needs of additional supports, both academic and social/emotional**
- **Blended Learning, Curriculum and Unit lesson planning, CCSS, maximizing utilization of progress monitoring tools**
- **Analyzing proficient student work product: identifying criteria for proficiency, aligning criteria with CCSS and district curriculum units, refine lesson design and interventions to better support identified proficiency criteria, refine progress monitoring of criteria**
- **Analyzing district units to deepen understanding of CCSS and academic rigor as connected to lesson implementation and assessment**
- **Analyzing unit/lesson design to increased content rigor, student engagement and accountability; to include the use of essential questions and talk moves to increase student engagement, and daily/weekly opportunities to engage in rich, complex student inquiry**

Additional information is outlined in Section 4.

Strategies: Identify a core set of strategies to achieve this goal.	**Funding:** If the strategy requires funding identify source: local or Title I	**ESEA Waiver Intervention:** (If applicable)	**Performance Metric:** Identify an indicator for each strategy.	**2013-14**				**2014-15**			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.1. Monthly review of student data with related staff to support student movement in flexible grouping.	Title 1	N/A	Participation rate data , Flexible grouping data	x	x	x	x	x	x	x	X
2.2. Blended learning professional development and technology equipment to support lesson implementation	Local and Title 1	N/A	PD participation data Technology sign out data STAR Math envisions Unit Tests MBSP tests; formal/informal walkthrough data focused on implementation of strategies learned in professional development		x	X					
2.3. Daily/Weekly student practice with activities/materials that build problem solving and logic skills aligned with CCSS to include unit design in support of increased content rigor.	Local and Title 1	N/A	STAR Math envisions Unit Tests MBSP tests Teacher designed prompts, Unit framework template	x	x	x	x	x	x	x	x
2.4. Weekly grade level review of student artifacts to monitor how well students are performing to CCSS.	N/A	N/A	STAR Math enVisions Unit Tests MBSP tests Teacher designed prompts	x	x	x	x	x	x	x	X

2.5. Bi-yearly school wide and/or cross-grade level data meetings to gain whole school perspective.	Title 1	N/A	STAR Math enVisions Unit Tests Participation data	x		x		x		X	
2.6. Monthly meetings of RTI team to identify and monitor progress of lowest performing students in math.	Local	N/A	RTI data tracking log	x	x	x	x	x	x	x	X
2.7. Distribution of achievement certificates for students meeting proficiency on math problem solving prompts as incentive to increase performance.	Local	N/A	Distribution data		x	x	x		x	x	x

Goal #3: Insert your first SMART goal below.

ELL
Reduce the achievement gap for ELL students in both reading and math by 8% in students proficient and above by 2014-2015 as measured by standardized state assessments (NECAP and PARCC)

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.

The above strategies are applicable to the content area of ELL.

- **Review school wide student data at least once a month to support targeted flexible grouping**
- **Positive public displays of student data to foster community pride and ownership of performance**
- **Horizontal and vertical grade level articulation of school wide data utilizing focus questions to support analysis**

Professional development to target increased teacher effectiveness around increasing student achievement:

- **Structures to include: district /school based, workshop sessions/embedded, whole school/specific staff cohorts, CPT/OST**

Professional development Topics to include:

- **Identifying students in need of intervention, designing targeted intervention plans and student progress monitoring**
- **Identifying students in needs of additional supports, both academic and social/emotional**
- **Blended Learning, Curriculum and Unit lesson planning, CCSS, maximizing utilization of progress monitoring tools**
- **Analyzing proficient student work product: identifying criteria for proficiency, aligning criteria with CCSS and district curriculum units,**

refine lesson design and interventions to better support identified proficiency criteria, refine progress monitoring of criteria

- **Analyzing district units to deepen understanding of CCSS and academic rigor as connected to lesson implementation and assessment**
- **Analyzing unit/lesson design to increased content rigor, student engagement and accountability; to include the use of essential questions and talk moves to increase student engagement, and daily/weekly opportunities to engage in rich, complex student inquiry**

Additional information is outlined in Section 4.

- **Study, analysis, and embedded implementation of SIOPP model.**
- **Monthly analysis of progress monitoring data related to ELL cohort.**

Strategies: Identify a core set of strategies to achieve this goal.	**Funding:** If the strategy requires funding identify source: local or Title I	**ESEA Waiver Intervention:** (If applicable)	**Performance Metric:** Identify an indicator for each strategy.	**2013-14**				**2014-15**			
				Qt1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.1. Monthly review of student data with related staff to support student movement in flexible grouping.	Title 1	N/A	ELL staff meeting log and minutes.	x	x	x	x	x	x	x	X
3.2 Blended learning professional development and technology equipment to support lesson implementation	Local and Title 1	N/A	PD participation data Technology sign out data Reading and Math data; formal/informal walkthrough data observing implementation of strategies learned during professional development		x	X					
3.3. Daily/Weekly student practice with activities/materials that build problem solving and logic skills aligned with CCSS	Local and Title 1	N/A	Reading and Math data, teacher designed prompts	x	x	x	x	x	x	x	X
3.4. Weekly grade level review of student artifacts to monitor how well ELL students are performing to CCSS.	Local and Title 1	N/A	Reading and Math data Teacher designed prompts	x	x	x	x	x	x	x	X

3.5. ELL lead PD sessions on embedded SIOPP strategies within general ed instruction and interventions.	Title 1	N/A	Participation data		x				X		
3.6. Bi-monthly meeting of ELL staff to monitor progress of students and to design appropriate intervention strategies to close performance gaps and support materials	Local and Title 1	N/A	ELL student data tracker	x	x	x	x	x	x	x	X
3.7.											
3.8.											

OPTIONAL Goal #4: Insert your first SMART goal below.

Special Education
Reduce the achievement gap for Special Education students in both reading and math by 8% in students proficient and above by 2014-2015 as measured by standardized state assessments (NECAP and PARCC)

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.

The above strategies are applicable to the content area of Special Education.

- **Review school wide student data at least once a month to support targeted flexible grouping**
- **Positive public displays of student data to foster community pride and ownership of performance**
- **Horizontal and vertical grade level articulation of school wide data utilizing focus questions to support analysis**

Professional development to target increased teacher effectiveness around increasing student achievement:

- **Structures to include: district /school based, workshop sessions/embedded, whole school/specific staff cohorts, CPT/OST**

Professional development Topics to include:

- **Identifying students in need of intervention, designing targeted intervention plans and student progress monitoring**

- **Identifying students in needs of additional supports, both academic and social/emotional**
- **Blended Learning, Curriculum and Unit lesson planning, CCSS, maximizing utilization of progress monitoring tools**
- **Analyzing proficient student work product: identifying criteria for proficiency, aligning criteria with CCSS and district curriculum units, refine lesson design and interventions to better support identified proficiency criteria, refine progress monitoring of criteria**
- **Analyzing district units to deepen understanding of CCSS and academic rigor as connected to lesson implementation and assessment**
- **Analyzing unit/lesson design to increased content rigor, student engagement and accountability; to include the use of essential questions and talk moves to increase student engagement, and daily/weekly opportunities to engage in rich, complex student inquiry**

Additional information is outlined in Section 4.

- **Professional development series for general staff, lead by special education staff, to address support strategies for students with IEP.**
- **Study, analysis, and embedded implementation of research based instructional strategies to support students with IEP.**
- **Monthly analysis of progress monitoring data related to Special Education student cohort.**

Strategies: Identify a core set of strategies to achieve this goal.	**Funding:** If the strategy requires funding identify source: local or Title I	**ESEA Waiver Intervention:** (If applicable)	**Performance Metric:** Identify an indicator for each strategy.	**2013-14**				**2014-15**			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4.1 Monthly review of Special Ed. student data with related staff to support student movement in flexible grouping.	Title 1	N/A	Special Ed meeting log and minutes.	x	x	x	x	x	x	x	X
4.2 Blended learning professional development and technology equipment to support lesson implementation	Local and Title 1	N/A	PD participation data Technology sign out data Reading and Math data		x	X					
4.3 Daily/Weekly student practice with activities/materials that build problem solving and logic skills aligned with CCSS	N/A	N/A	Reading and Math data, teacher designed prompts	x	x	x	x	x	x	x	X
4.4 Weekly grade level review of student artifacts to monitor how well	N/A	N/A	Reading and Math data Teacher designed	x	x	x	x	x	x	x	x

special education students are performing to CCSS.			prompts								
4.5 Special Ed staff lead PD sessions on best practices in supporting students with IEPs and embedding intervention strategies for support.	Title 1	N/A	Participation data; formal/informal walkthrough data focused on observing implementation of strategies covered in professional development		x				x		
4.6 Bi-monthly meeting of Special Education staff to monitor progress of students and to design appropriate intervention strategies to close performance gaps and support materials	Title 1	N/A	Special Education Student Data tracker; informal/formal walkthrough data observing implementation of developed interventions/strategies discussed in bi-monthly meeting.	x	x	x	x	x	x	x	x
4.7											
4.8											

PART 3: REQUIREMENT CHECKLISTS

Title I School-wide Program Checklist

Instructions: Complete the Title I School-wide Program checklist to ensure that the school's SIP meets the federal Title I requirements. A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (Section 1114(b) of Title I).

- ✓ **Component 1:** School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement
- ✓ **Component 2:** Use of effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, increase the amount and quality of time (such as providing before and after school and summer programs and opportunities), and include strategies for meeting the educational needs of historically underserved populations.
- ✓ **Component 3:** Instruction by highly qualified teachers
- ✓ **Component 4:** High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil service personnel, parents, and other staff to enable all children to meet the State's academic achievement standards.
- ✓ **Component 5:** Strategies to attract highly qualified teachers to high-need schools
- ✓ **Component 6:** Strategies to increase parental involvement
- ✓ **Component 7:** Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
- ✓ **Component 8:** Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program
- ✓ **Component 9:** Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance to ensure student difficulties are identified on a timely basis
- ✓ **Component 10:** Coordination and integration of Federal, State, and local services and programs

SIG Transformation Element Requirement Checklist (SIG Cohorts 1 and 2 ONLY)

Instructions: Complete the SIG Transformation Element Requirement Checklist to ensure that the school's SIP meets federal School Improvement Grant (SIG) element requirements under the Transformation model.

- ❑ Strategies for teacher and leader effectiveness
- ❑ Strategies for comprehensive instructional reform
- ❑ Strategies for increased learning time and community oriented schools
- ❑ Strategies for operational flexibility and sustained support