School Improvement Plan

Nathanael Greene Elementary | 2014-2016

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PART 1: GENERAL INFORMATION

Overview

Pawtucket Public Schools participate in the Title I School wide Program, which gives 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 the Pawtucket School Department (PSD) 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. PSD 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. School Teams/ Data teams do needs assessment	Ongoing
3. School teams submit SIP sections 1-4 to Central Office for review	May 28th
4. Feedback is given to school teams if needed.	June 3rd
4. School teams incorporate feedback and complete sections 5	June 3rd - June 14th
5. Schools submit a final draft SIP 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:	Nathanael Greene Elementary School
School Address:	285 Smithfield Ave, Pawtucket, RI 02860
School Principal Name:	Monique Jacob, Ed.D.
Classification (check one):	❑ SIG School ❑ **ESEA Waiver Warning School** ✓ ❑ ESEA Waiver Focus School ❑ ESEA Waiver Priority School ❑ None of the above
ILT/SIT Member Names:	1. Monique Jacob 2. Jennifer Surmeian 3. Bethany Beauregard 4. Noelle Pinsonneault 5. Donna Langille 6. Mary Pesaturo 7. Elizabeth Gonsalves 8. Cara Madisson 9. Jo-Ann Enander 10. Ronda DePamphilis 11. Tracey Kareemo
Parent and Community Member Representatives:	Kerry Needham (parent and teacher) Elizabeth Diefenbach (parent and PTO president)
Superintendent :	Patricia DiCenso
Superintendent 's Signature:	Date:
School Principal Signature:	Date: 6/22/15

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**?
It is the vision of Nathanael Greene Elementary School's key stakeholders (i.e. administration, faculty, staff, parents and students) to work cohesively to promote students' academic proficiency and support their social/emotional wellbeing.   To that end, we commit to relying on assessment data, guaranteed viable curricula, expert instruction, and professional learning communities as supports to ensure that all students will achieve their full academic potential in a safe, caring and orderly environment.

What is the school's **mission statement**?
All students will achieve their full academic potential in a safe, caring and orderly environment. Additionally, all students will encounter opportunities to become responsible, self-directed, life-long learners, and productive, compassionate members of society.

What are the school's **core values**?
Key stakeholders believe: • All students can learn and be successful • All students deserve high quality instruction, aligned to the CCSS at each grade level • Targeted instruction informed by data and the needs of students supports academic success • Students must take ownership of their learning. They must be aware of their current performance and future targets • Teachers and parents/guardians have frequent and open communications about students' academic and social/emotional progress • Students' success relies on the cohesive and collaborative work of all key stakeholders • Nathanael Greene Elementary School is a safe place to grow and learn.

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 school year and inserting achievement and school climate data for the past several years.

Grades:	K – 6	# of Administrators:		1
Student Enrollment:	561	# of Teachers:		36
5-yr Enrollment Trend:	535 – 561	# of Support Staff:		6
Student Demographic Breakdown (2012-13):				
% Black:	27	% Limited English Proficient (LEP)		7
% Hispanic:	31	% Special Education:		12
% White:	32	% Free/Reduced (F/R) Meals:		78
% Other:	11			
NECAP Achievement (Teaching Year):	**2010**	**2011**	**2012**	**2013**
Math Overall % Proficient:		47.7	47.1	47.1
Math % Below Proficient:		52.3	52.9	52.9
Math African American % Proficient:		34.6	40.5	44.7
Math Hispanic % Proficient:		50.6	43.8	41.1
Math LEP % Proficient:		21.4	27.6	12
Math IEP % Proficient:		9.1	2.3	6.5
Reading Overall % Proficient:		62.3	56.2	58
Reading % Below Proficient:		37.7	43.8	42
Reading African American % Proficient:		55.1	49.4	57.6
Reading Hispanic % Proficient:		65.5	54.2	56.3
Reading LEP % Proficient:		50	24.1	28
Reading IEP % Proficient:		13.6	6.8	8.1
Writing Overall % Proficient:	41	32	57	62
Science Overall % Proficient:	18.3	26.5	26.7	33
School Climate Data:	**2010**	**2011**	**2012**	**2013**
Student Attendance Rate:		95	95	97
% of Students Chronically Absent:		15	13	10
Graduation Rate (HS only):				
Dropout Rate (HS only):				

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 teams 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**.
Nathanael Greene is proud of being a school where students like to come every day. This is supported by the fact that our attendance rate is among the top in the district.   We are also proud of the progress we have made in writing as can be seen by the steady gains made on our test scores.   As a result of a school-wide analysis, we learned that teachers are effective at delivering a standards-based curriculum through solid instruction and assessment practices. As a school, we created an action plan that assisted teachers in becoming well versed in the Common Core Standards of their grade levels. Additionally, our itinerant teachers (Art, Music, Library and Physical Education) have incorporated speaking and listening standards into their curricula to further support students in improving their proficiency.   Collaboration among teachers is also a strength. At least once a week, teachers from the same grade level, as well as other support staff, meet to address the four questions of the Professional Learning Communities model: What is it we expect our students to learn? How will we know when they have learned it? How will we respond when some students do not learn? How will we respond when some students already know it? They use information gleaned from these meetings to implement flexible groupings where students' academic needs are targeted.   Additional strengths include an active PTO, a newly establish RTI team, and extracurricular activities for students provided by COZ.

Summarize the school's most significant **growth areas**.
Our school's most significant growth area is mathematics. We need to increase Mathematics Proficiency as determined by the district each year and close the achievement gaps for our LEP and SPED.   Another area for growth is literacy. We need to continue to improve student success in both reading and writing by increasing Literacy Proficiency as determined by the district each year and close the achievement gap for our LEP and SPED students.   We believe that we can address these growth areas by engaging more deeply in the PLC work, increasing the use of formative assessments and data, and following the RTI process for struggling students.   A previous needs analysis revealed that although we provide many opportunities for parental involvement (concerts, volunteering, art show, dances, math/science nights); the number of parents who participate in these events remains low. This observation is corroborated by parents who reported in SurveyWorks that there is low participation in organizations such as PTO and School Improvement. We believe that collaboration between the teachers' Alliance and the District, along with a revitalized PTO, will address this issue.

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.
Mathematics- Increase the percentage of students who meet or exceed proficiency on local and state Mathematic assessments. Close the gap for those students who did not meet proficiency due to specific challenges such as ESL/ELL and/or Special Ed. The most recent NECAP Assessments (Fall 2013) indicate that 47% of students in grades 3-6 are proficient in mathematics. 12% of LEP students and 6.5% of IEP students are proficient in mathematics. Reading - Increase the percentage of students who meet or exceed proficiency on local and state reading assessments. Close the gap for those students who did not meet proficiency due to specific challenges such as ESL/ELL and/or Special Ed. The most recent NECAP Assessments (Fall 2013) indicate that 58% of students in grades 3-6 are proficient in reading. 28% of LEP students and 8% of IEP students a proficient in reading. Parent involvement and Student ownership of their education – Increase the amount of parent involvement in view of making them true partners with school faculty and recruiting them to assist their children in owning their education.

Step 2: SMART Goals

Goal #1: Insert the first SMART goal below.	**District strategic alignment:**
Specific: Students will improve their mathematical skills and use these abilities to make real world applications. **Measureable:** Increase the percentage of students who meet or exceed proficiency on local and state mathematic assessments as determined by the district each year and decrease the gap in mathematics proficiency for IEP and LEP students. **Attainable:** This goal is attainable and based on school profile data. **Relevant:** Our school and district has placed a focus on improving mathematical skills for our students. The most recent NECAP Assessments (Fall 2013) indicate that 53% of students in grades 3-6 are below proficiency in mathematics and there is a significant gap in mathematics proficiency for LEP and IEP students. It is imperative that elementary school children have the foundational mathematical skills necessary for future	❑ Engaged students and families ❑ **Highly-effective educators** ❑ **Student-centered instruction** ❑ Systems that work ❑ Collaborative community

mathematical learning, the workforce and for their daily lives.
Time Bound:
2014-2016 school years

Goal #2: Insert the second SMART goal below.	District strategic alignment:
Specific: Students will read effectively, analyze, and interpret a variety of text. Students will demonstrate their understanding through oral and written responses. **Measureable:** Increase the percentage of students who meet or exceed proficiency on local and state reading assessments as determined by the district each year and decrease the gap in reading proficiency for IEP and LEP students. **Attainable:** This goal is attainable and based on school profile data. **Relevant:** Reading and writing has a significant impact on student learning and long-term literacy abilities. Research has shown that the gap for struggling readers and their peers widens over time. There is a correlation to early literacy skills and future academic success in higher grades. **Time Bound:** 2014-2016 school years	❑ Engaged students and families ❑ **Highly-effective educators** ❑ **Student-centered instruction** ❑ Systems that work ❑ Collaborative community

Goal #3: Insert the third SMART goal below.	District strategic alignment:
Specific: Increase parent involvement by providing monthly opportunities for parents to engage in school activities with their children. **Measureable:** Nathanael Greene will host 10 events for families to attend and/or participate in. **Attainable:** This goal is attainable and based on school profile data. **Relevant:** According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: • Create a home environment that encourages learning • Express high (but not unrealistic) expectations for their children's achievement and future careers • Become involved in their children's education at school and in the community (p. 160) We will provide opportunities for parents to engage in activities that will help them do this. **Time Bound:** 2014-2016 school years	❑ **Engaged students and families** ❑ Highly-effective educators ❑ Student-centered instruction ❑ Systems that work ❑ **Collaborative 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.
Specific: <mark>Students will improve their mathematical skills and use these abilities to make real world applications.</mark>
Measureable: Increase the percentage of students who meet or exceed proficiency on local and state mathematic assessments as determined by the district each year and decrease the gap in mathematics proficiency for IEP and LEP students.
Attainable: This goal is attainable and based on school profile data.
Relevant: Our school and district has placed a focus on improving mathematical skills for our students. The most recent NECAP Assessments (Fall 2013) indicate that 53% of students in grades 3-6 are below proficiency in mathematics and there is a significant gap in mathematics proficiency for LEP and IEP students. It is imperative that elementary school children have the foundational mathematical skills necessary for future mathematical learning, the workforce and for their daily lives.
Time Bound: 2014-2016 school years.
Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.
- Implement lessons that are aligned to the Common Core Standards and district research based curriculum.   - Model, teach, and provide practice for students to analyze, interpret, and construct responses to math tasks.   - Instruct students on self-monitoring techniques to assess and improve their work.   - Target and differentiate instruction and make accommodations based on students' needs.   - Provide "at risk" students with additional support

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.	2014-15				2015-16			
				Tr1	Tr2	Tr3		Tr1	Tr2	Tr3	
1.1. Teachers follow mandated curriculum pacing guide			District benchmark assessments	x	x	x		x	x	x	
1.2. Progress monitoring			STAR assessment	x	x	x		x	x	x	

Strategy			Evidence										
1.3. Administrator walk through			Measured against the scope and sequence	x	x	x			x	x	X		
1.4. Teachers provide opportunities for students to self-monitor			Data notebooks, peer editing, data walls,	x	x	x			x	x	x		
1.5. Flexible grouping			PLC notes, student assessments (benchmark, progress monitoring)										
1.6. Targeted/differentiated instruction.			PLC notes, student assessments (benchmark, progress monitoring)										
1.7. Additional dose of instruction determined by need			Interventionist, special educators										

Goal #2: Insert your first SMART goal below.

Specific:
Students will read effectively, analyze, and interpret a variety of text and demonstrate their understanding through oral and written responses.
Measureable:
Increase the percentage of students who meet or exceed proficiency on local and state reading assessments as determined by the district and decrease the gap in reading proficiency for IEP and LEP students.
Attainable:
This goal is attainable and based on school profile data.
Relevant:
Reading and writing has a significant impact on student learning and long-term literacy abilities. Research has shown that the gap for struggling readers and their peers widens over time. There is a correlation to early literacy skills and future academic success in higher grades.
Time Bound:
2014-2016 school years

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

- Develop and implement lessons that are aligned to Common Core Standards and district research based curriculum.
- Model, teach, and provide practice for students to analyze, interpret, and construct a response to a variety of texts, including poetry, and informational text
- Model, teach, and provide practice for students to write short and extended responses across the curriculum incorporating the Step-Up-To-Writing Process.
- Instruct students on self-monitoring techniques to assess and improve their work, including editing and revising to improve their work.
- Target and Differentiate instruction and make accommodations based on students' needs.
- Provide "at risk" students with RTI and additional instruction on the use of graphic organizers to frame both short and extended responses
- Closely monitor student learning using formative assessments

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.	2014-2015				2015-16			
				S1	S2	S3		S1	S2	S3	
2.1 Teachers follow mandated curriculum pacing guide			District benchmark assessments	x	x	x		x	x	x	
2.2 Progress monitoring			STAR assessment	x	x	x		x	x	x	
2.3 Administrator walk through			Measured against the scope and sequence	x	x	x		x	x	X	
2.4 Teachers provide opportunities for students to self-monitor			Data notebooks, peer editing, data walls,	x	x	x		x	x	x	
2.5 Flexible grouping			PLC notes, student assessments (benchmark, progress monitoring)	x	x	x		x	x	x	x
2.6 Targeted/differentiated instruction.			PLC notes, student assessments (benchmark, progress monitoring)	x	x	x		x	x	x	x
2.7 Additional dose of instruction determined by need			Interventionist, special educators	x	x	x		x	x	X	x

Goal #3: Insert your first SMART goal below.

Specific:

<mark>Increase parent involvement by providing monthly opportunities for parents to engage in school activities with their children.</mark>

Measureable:

Nathanael Greene will host 10 events for families to attend and/or participate in.

Attainable:

This goal is attainable and based on school profile data.

Relevant:

According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

- Create a home environment that encourages learning
- Express high (but not unrealistic) expectations for their children's achievement and future careers
- Become involved in their children's education at school and in the community (p. 160)

We will provide opportunities for parents to engage in activities that will help them do this.

Time Bound:

2014-2016 school years

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

Nathanael Greene's principal, faculty and staff will commit to hosting different events that will draw families into our school thereby helping to forge a relationship between the school and the home. Events will be sometimes be social events and other time academic events. We are also committed to revitalizing our PTO through the election of a new board and increased faculty and staff participation.

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.	2014-15				2015-16			
				S1	S2	S3		S1	S2	S3	
3.1.Open House			Attendance	x				X			
3.2 Harvest Dance			Ticket sales	x				X			
3.3. Parent teacher conference			attendance	X				X			
3.4. Winter concert (evening)			attendance	X				X			

3.5. Gr 3 winter performance				X							
3.6. 5th grade's got talent				X							
3.7. Green Gathering and PTO (monthly)				X	X	X		X	X	X	
3.8. 100th day math night				X				X			
3.9 Science night (April)					X				X		
4.0 G.R.E.A.T.				X				X			
4.1 Tree Lighting Ceremony				X							
4.2 St Lukes: donate school supplies				X				X			
4.3 Reading week/Vocabulary Parade					X			X			
4.4 Making Parents Partners PD				x							

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

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