

Steven Stone
Superintendent of Schools

Angela Kimble
Principal

Dracut Public Schools

Joseph A. Campbell Elementary School School Improvement Plan



SY16-SY18 Improvement Cycle

District Mission Statement

The Dracut School Community is committed ...

To Fostering a safe and caring learning environment where tolerance, respect, and cooperation are valued

To Providing all students with the knowledge and skills necessary for success in a changing world

To Providing our students to become life-long learners and responsible, productive citizens

District Vision Statement

The Dracut School system embraces a vision of an educational community committed to developing each student as a lifelong learner; capable of meeting his or her fullest intellectual, emotional and physical potential in an ever-changing, culturally diverse and technologically expanding society.

District Core Values

- All students deserve a vibrant, dynamic, high quality education
- The classroom should be the primary focus of a district's work
- Reciprocal Accountability is vital to the sustained success of a school district
- Student achievement includes academic, civic, and social development

Section 1: School Demographics (School Specific)

Enrollment Information (May 1, 2018)

| <u>Grade</u> | <u>2016-2017</u> | <u>2017 - 2018</u> |
|------------------|------------------|--------------------|
| Pre-Kindergarten | 53 | 69 |
| Kindergarten | 66 | 96 |
| Grade 1 | 90 | 72 |
| Grade 2 | 96 | 95 |
| Grade 3 | 98 | 87 |
| Grade 4 | 82 | 87 |
| Grade 5 | 83 | 90 |
| Total | 568 | 581 |

Campbell School Student Information (October 2017 SIMS – 572 total enrollment)

| <u>Subgroups</u> | <u>% of Population</u> |
|---|------------------------|
| White | 85.3% |
| African American | 4.4% |
| Asian | 3% |
| Hispanic | 4.2% |
| Multi-Race, Non-Hispanic | 3% |
| Native Hawaiian or Other Pacific Islander | .2% |
| Native American | 0% |
| | |
| Economically Disadvantaged | 19.4% |
| Students with Disabilities | 20.6% |
| ELL/First Language not English | 1.2% |
| High Needs | 35.3% |

Section 2: Staff Profile

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| <u>Principal:</u> | Ms. Angela Kimble |
| <u>Lead Teacher:</u> | Mrs. Chrissy Michaud |
| <u>Secretary:</u> | Ms. Martha DeLucia |
| <u>Nurse:</u> | Mrs. Sue McLean |
| <u>Adj. Counselor:</u> | Ms. Erika Bell |
| <u>Teachers/Specialists:</u> | |
| Kindergarten: | Ms. Patty Bergeron, Ms. Sarah DeCorpo, Mrs. Chrissy Michaud, Mrs. Kelly Silva |
| Grade 1: | Mrs. Charlene Donnelly, Ms. Barbara Nesbitt, Mrs. Kathy Wallace |
| Grade 2: | Mrs. Kirsten Fazio, Ms. Jennifer Guimond, Ms. Cherie Hutchinson |
| Grade 3: | Mrs. Melissa Akins, Mrs. Nancy McGrath, Mrs. Melissa Saucier, Mrs. Annette Romano |
| Grade 4: | Mrs. Katelyn Wahl, Mrs. Heather Oravec, Mrs. Michele Green, Ms. Coryana Prendable |
| Grade 5: | Mrs. Holly Armstrong, Mrs. Jenn Baviello, Mrs. Trudy Serino, Mrs. Karen Dinopoulos |
| Special Education: | Ms. Ruth Allen, Mrs. Lisa Brouillette, Mrs. Sue Desmond, Ms. Jenna Martin, Mrs. Ellen Roane, Mrs. Jane LaBrie, Mrs. Leslie Pedersen, Mrs. Becky Ruel |
| SLP: | Mrs. Tiffany Emerson, Mrs. Rachel Harty |
| SLPA: | Ms. Denise Hayes, Ms. Alyssa Bazzinotti |

Staff Members Shared with Other Schools:

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| Autism Specialist: | Mr. Michael Nazarro |
| Art: | Ms. Lori Aponvich |
| Music: | Ms. Jill Bamford |
| PT: | Mr. Robert Fiore |
| Physical Education: | Mr. Ken Greenberg |
| SPED Team Chair: | Mrs. Elizabeth Keohane |
| String Instruments: | Mrs. Robin Mallory |
| Band Instruments: | Mr. Zach Cooper |
| ELL: | Mrs. Kathy Doughty |

Paraprofessionals:

Special Subjects: Mrs. Joni Aggott, Library; Mrs. Debra Mackenzie, Computers

Paraprofessionals: Ms. Paige Allen, Ms. Louise Bessler, Mrs. Robin Birolini, Mrs. Mary Ellen Brown, Mrs. Tammy Burgess, Mrs. Corroca, Mrs. Faith Danahy, Ms. Diane Descheneaux, Mr. Greg Dinopoulos, Mrs. Diane Dumont, Mr. Kevin Foley, Mrs. Kristine Galasso, Ms. Ashley Giragosian, Mrs. Ruth Hall, Mrs. Gerry Jeski, Mrs. Mindy Koufos, Mrs. Linda Lambert, Mrs. Trish Maille, Mr. Bryan Marion, Ms. Casey Martin, Ms. Kristina Mulno, Mrs. Joni Nugent, Mrs. Dayle Pappastergion, Mrs. Yaima Pareja, Mrs. Wania Vasconcelos, Mrs. Therese Walton, Mrs. Terry Zarella,

Custodians: Mr. John Farren, Mr. Justin Richard

Cafeteria Staff: Mrs. Briere, Mrs. McCullough, Mrs. Ouelette, Mrs. Pelham

Foster Grandparents: Mrs. McDermott, Mrs. Schmidt, Mrs. Williams

School Council: Ms. Angela Kimble, Principal/Co-Chair
Mrs. Chrissy Michaud, Lead Teacher
Mrs. Ann Gilman, Parent
Ms. Louise Bessler, Community Member

Mrs. Bonnie Faulkner, Vice-Principal/Co-Chair
Mrs. Katelyn Wahl, Teacher
Mrs. Brenda Kline, Parent

Section 3: School Improvement Goals SY16-18 Cycle

Theory of Action

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| Goal 1: | <u>Curriculum and Assessment</u> : If professional staff work to develop and initiate formative common assessments in ELA and Mathematics in conjunction with the curriculum office, then they will be better able to target specific content areas for instructional improvement. |
| Goal 2: | <u>Data Analysis Protocol</u> : If the professional staff develop a data analysis protocol, then they will be better able to triangulate and analyze student assessment data to reflect on and improve student performance and instruction. |
| Goal 3: | <u>Special Education</u> : If students with disabilities are taught in the general education environment by content specific teaching staff with supports from special educators, then there will be an anticipated increase of academic achievement within this subgroup. |

Section 4: SIP Goal Detail

Goal #1

1. **Goal:**

- **Curriculum and Assessment:** By the conclusion of the School Improvement Plan (SY 2018) formative common assessments will be created in Mathematics and ELA at each grade level.

2. **Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

- Draft ELA Curriculum Map – Atlas Rubicon
- Draft Mathematics Curriculum Map – Atlas Rubicon
- Understanding by Design textbook
- Massachusetts Frameworks

3. **Summary Analysis:**

- The curriculum maps will be used as a template for what is taught, at what pace and what is assessed to gauge student understanding. Over the last two years, select teachers have been working with the Office of Curriculum, Instruction and Assessment and Seaside Consultants to create curriculum maps in the areas of English Language Arts and Mathematics. In the past district professional development has focused on supporting teachers with their understanding of curriculum mapping with a direct focus on Balanced Literacy. The remaining work needs to be connected to the creation and use of assessments for various components of these maps. These assessments will be used district-wide and give teachers more data in order to make adjustments to practices across content areas and further support student learning.

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| <p>SIP Goal #1: By the conclusion of the School Improvement Plan (SY 2018) formative common assessments will be created in Mathematics and ELA at each grade level.</p> | | | | |
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| Description of Proposed Action/ Activity | Research/Rationale for activity | Results | Person(s) Responsible | Timeline |
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| (What is going to be done to address this goal?) | (Explain how best practices and research justify this activity) | (What will be the evidence of successful completion of the activity?) | | (When will the activity occur?) |
| <ul style="list-style-type: none"> Provide each teacher with access to the ELA and Mathematics Curriculum Maps via the Atlas Rubicon platform | <ul style="list-style-type: none"> Teachers must have access to curriculum maps in order to familiarize themselves with their content | <ul style="list-style-type: none"> Use of each Atlas Rubicon map to initiate trajectories and lesson planning <i>All teachers have access to maps</i> | <ul style="list-style-type: none"> Principal Curriculum Director Curriculum Mapping Comm. | <ul style="list-style-type: none"> September, 2015 <i>Accomplished</i> |
| <ul style="list-style-type: none"> Continue to review the concept of Understanding by Design through staff/admin task meetings | <ul style="list-style-type: none"> Calendar based (pacing) curriculum mapping provides the basis for authentic examination and implementation of backwards design | <ul style="list-style-type: none"> Implement a common set of high quality instructional expectations and practices tied with curriculum mapping and UBD <i>Teachers continue to have a working knowledge of UBD and have calendar based pacing for Reading and Mathematics instruction</i> | <ul style="list-style-type: none"> Principal Teachers | <ul style="list-style-type: none"> Ongoing <i>Accomplished</i> |
| <ul style="list-style-type: none"> Teachers will use curriculum map lessons to provide feedback for assessment creation | <ul style="list-style-type: none"> Utilizing the maps will support teaching and assessment across the grade levels | <ul style="list-style-type: none"> Teachers will work collaboratively to provide feedback for assessments to be created <i>Due to shifts in district leadership with regard to the curriculum office, this did not occur</i> | <ul style="list-style-type: none"> Principal Teachers | <ul style="list-style-type: none"> Ongoing <i>Continue for 17-18</i> |

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| | | <p><i>for all subject areas during the 16-17 school year but is a goal for the 17-18 school year</i></p> | | |
| <ul style="list-style-type: none"> • K-5 Principals will work collaboratively with the Director of Curriculum, Instruction and Assessment to develop time to support cross building collaboration to create a district wide common assessments connected to the curriculum maps | <ul style="list-style-type: none"> • Creating a “district” document will further support teachers with use of the maps and further support the use of assessment | <ul style="list-style-type: none"> • Teacher representatives will come together to discuss draft questions that have been created and work to create grade level documents • <i>Teachers have worked with the Fountas and Pinnell Benchmark Reading Assessment three times per year and have participated in PLC and PD with regard to the assessment.</i> • <i>Principals and district literacy coaches have started discussions with regard to writing assessments to be done three times per year with a pre/post model</i> • <i>Mathematics assessment will be a focus for the 17-18 school year with the creation of grade level common</i> | <ul style="list-style-type: none"> • Principals • Teachers | <ul style="list-style-type: none"> • 2016-2017 SY • <i>Continue for 17-18</i> • <i>We have identified and specifically focused on district-wide common assessments for reading and writing</i> • <i>Teachers now give a pre and post test for the narrative, opinion, and informational writing units</i> • <i>Our math program contains unit assessments within it – Further focus, identification, and discussion of these assessments remains an area we would like to work on</i> |

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| | | <p><i>assessments based on standards which will be administered three times per year.</i></p> <ul style="list-style-type: none"> • <i>We are currently using the assessments within our Math Expressions program to assess student knowledge and identify areas for increased instruction</i> • <i>Teachers have also worked collaboratively with colleagues to use other supplemental materials for assessment and instruction</i> | | |
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| <ul style="list-style-type: none"> • Teacher representatives will share draft assessments with colleagues at each school during grade level meetings/staff meetings | <ul style="list-style-type: none"> • All teachers should have access to the documents in order to review and use them appropriately | <ul style="list-style-type: none"> • Teacher representatives will get feedback from colleagues in order to refine and discuss common assessment items • <i>The focus for 17-18 will be for teachers to do this work with regard to a mathematics assessment</i> • <i>Due to the new Writing Program</i> | <ul style="list-style-type: none"> • Teachers | <ul style="list-style-type: none"> • 2016-2017 SY • <i>Continue for 17-18</i> • <i>Our math program contains unit assessments within it – Further focus, identification, and discussion of these assessments remains an area we would like to work on</i> |
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| | | <p><i>that was adopted, the PD focus shifted from Mathematics to supporting teachers and staff with understanding and successfully implementing the new program</i></p> | | |
| <ul style="list-style-type: none"> Teacher representatives will meet, after gathering feedback, to create a final common assessment | <ul style="list-style-type: none"> Teachers will be reminded of the presentation from March, 2015 with regard to the Understanding by Design framework | <ul style="list-style-type: none"> Finalized common assessment as outlined in the curriculum map <i>The focus for 17-18 will be for teachers to do this work with regard to a mathematics assessment</i> <i>Due to the new Writing Program that was adopted, the PD focus shifted from Mathematics to supporting teachers and staff with understanding and successfully implementing the new program</i> | <ul style="list-style-type: none"> Principals Teachers Curriculum Director | <ul style="list-style-type: none"> 2016-2017 SY <i>Continue for 17-18</i> <i>Our math program contains unit assessments within it – Further focus, identification, and discussion of these assessments remains an area we would like to work on</i> |
| <ul style="list-style-type: none"> All K- 5 teachers will use the new draft common assessments as outlined in the district curriculum maps | <ul style="list-style-type: none"> Significant work has been done to increase teacher knowledge during Admin Task and faculty meetings in regard to Understanding by Design in effort to | <ul style="list-style-type: none"> Teachers will use common assessments as outlined in the curriculum maps and reflect on their results during common planning | <ul style="list-style-type: none"> Teachers Teacher Reps. | <ul style="list-style-type: none"> Upon completion of draft assessment <i>Continue for 17-18</i> <i>Our math program contains unit assessments within it – Further focus, identification, and</i> |

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| | <p>support the creation and use of the curriculum maps</p> | <ul style="list-style-type: none"> • <i>The focus for 17-18 will be for teachers to do this work with a mathematics assessment</i> • <i>Due to the new Writing Program that was adopted, the PD focus shifted from Mathematics to supporting teachers and staff with understanding and successfully implementing the new program</i> | | <p><i>discussion of these assessments remains an area we would like to work on</i></p> |
| <ul style="list-style-type: none"> • After initial administration, K-5 teachers will use grade level specific google docs (or other online communication tool) to provide feedback and suggested changes to further strengthen the assessment | <ul style="list-style-type: none"> • Teachers should be given the opportunity to provide feedback, ask questions and make suggestions after initial administration | <ul style="list-style-type: none"> • Open dialogue will allow for further enhancement to assessments. • <i>The focus for 17-18 will be for teachers to do this work with a mathematics assessment</i> • <i>Due to the new Writing Program that was adopted, the PD focus shifted from Mathematics to supporting teachers and staff with understanding and successfully implementing the new program</i> | <ul style="list-style-type: none"> • Teachers | <ul style="list-style-type: none"> • 2016-2017 SY • <i>Continue for 17-18</i> • <i>Our math program contains unit assessments within it – Further focus, identification, and discussion of these assessments remains an area we would like to work on</i> |
| <ul style="list-style-type: none"> • Grade level representatives will work collaboratively to make necessary | <ul style="list-style-type: none"> • Getting feedback/ having conversations is | <ul style="list-style-type: none"> • Feedback used to make changes to the | <ul style="list-style-type: none"> • Teacher Reps • Principals | <ul style="list-style-type: none"> • 2016-2017 SY • <i>Continue for 17-18</i> |

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| <p>changes based on feedback from initial administration of common assessments</p> | <p>critical in the creation of a formative/summative assessment.</p> | <ul style="list-style-type: none"> assessments when appropriate <i>The focus for 17-18 will be for teachers to do this work with a mathematics assessment</i> | <ul style="list-style-type: none"> Curriculum Director | <ul style="list-style-type: none"> <i>Our math program contains unit assessments within it – Further focus, identification, and discussion of these assessments remains an area we would like to work on</i> |
| <ul style="list-style-type: none"> All K-5 teachers will use the new FINAL common assessments as outlined in the curriculum map | <ul style="list-style-type: none"> All teachers, K-5 will use the same FINAL district wide common assessment with students thereby bringing commonality to the schools and having a tool to use for guiding further instruction | <ul style="list-style-type: none"> Teachers will use the assessments as outlined in the mathematics curriculum maps. <i>The current plan is to have assessments created/completed during the 17-18 school year</i> | <ul style="list-style-type: none"> Teachers | <ul style="list-style-type: none"> 2017-2018 SY <i>Continue for 17-18</i> <i>Our math program contains unit assessments within it – Further focus, identification, and discussion of these assessments remains an area we would like to work on</i> |
| <ul style="list-style-type: none"> Teachers will be provided opportunities to meet and discuss the various assessments, the results obtained from said assessments and materials contained within the newly developed curriculum map in order to gain insight into what can be improved with regard to instruction and assessment | <ul style="list-style-type: none"> In order for teachers to identify content area strengths and weaknesses with regard to student learning and instruction, they will need meeting time to review the data from the assessments | <ul style="list-style-type: none"> Teachers will become more familiar with the assessments and identify areas of strength as well as areas of needed improvement in content areas <i>This will occur once assessments are created</i> <i>Due to the new Writing Program that was adopted, the PD focus shifted</i> | <ul style="list-style-type: none"> Principal Teachers | <ul style="list-style-type: none"> Ongoing <i>Continue for 17-18</i> <i>Our math program contains unit assessments within it – Further focus, identification, and discussion of these assessments remains an area we would like to work on</i> |

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| | | <p><i>from Mathematics to supporting teachers and staff with understanding and successfully implementing the new program</i></p> | | |
| <ul style="list-style-type: none"> Teachers will use the data obtained from assessments to inform instruction and improve student learning and make possible changes to the curriculum maps and assessments | <ul style="list-style-type: none"> Teachers need to use data to inform instruction and create a plan for student improvement in identified areas | <ul style="list-style-type: none"> Teachers will work collaboratively to improve areas of weakness and changes will be made to maps/assessments as needed <i>This will occur once assessments are created.</i> <i>Teachers will use a protocol in PLC, Common Planning, and staff meetings to do this</i> <i>Due to the new Writing Program that was adopted, the PD focus shifted from Mathematics to supporting teachers and staff with understanding and successfully implementing the new program</i> | <ul style="list-style-type: none"> Principal Teachers | <ul style="list-style-type: none"> Ongoing <i>Continue for 17-18</i> <i>Our math program contains unit assessments within it – Further focus, identification, and discussion of these assessments remains an area we would like to work on</i> |

Section 4: SIP Goal Detail

Goal #2

1. **Goal:**
 - **Data Analysis Protocol:** By the conclusion of the School Improvement Plan (SY 2018) a protocol will be developed for teachers to triangulate and analyze data.
2. **Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**
 - Fountas and Pinnell Assessment Results
 - MCAS Results (Third, Fourth and Fifth grade only)
 - ELA Common Assessments (based on Woodburn Units of Study in Balanced Literacy)
 - Math Common Assessments
 - Fundations Assessments (Kindergarten - Second Grade)
 - Teaching Strategies Gold (Kindergarten only)
3. **Summary Analysis:**
 - In order to better instruct students in the area of literacy and math, our goals continue to focus on improving the achievement of students and to make greater strides in supporting the learning of those students. Teachers began to collect data (SY 15) and explore how data can be collected and visualized to promote data related dialogue. Under this goal, efforts will include supporting teachers to implement created and developed district wide interim assessments that will provide data on student growth. In turn, this data will be analyzed in order to drive instruction.

SIP Goal #2: By the conclusion of the School Improvement Plan (SY 2018) a protocol will be developed for teachers to triangulate and analyze data.

| Description of Proposed Action/ Activity | Research/Rationale for activity | Results | Person(s) Responsible | Timeline |
|---|--|---|--|--|
| (What is going to be done to address this goal?) | (Explain how best practices and research justify this activity) | (What will be the evidence of successful completion of the activity?) | | (When will the activity occur?) |
| <ul style="list-style-type: none"> Administrators will work to develop a protocol for data analysis using resources such as the School Reform Initiative, past experiences/knowledge | <ul style="list-style-type: none"> Use of research based protocols that are proven to support data analysis will promote conversations about data | <ul style="list-style-type: none"> Common district protocol will be developed and created <i>ORID protocol has been used in staff meetings, PLC's, and Professional Development</i> | <ul style="list-style-type: none"> Principals | <ul style="list-style-type: none"> 2016-2017 SY <i>Accomplished</i> |
| <ul style="list-style-type: none"> Meetings with teachers and staff to familiarize them with this protocol | <ul style="list-style-type: none"> Teachers and staff need to understand the protocol document in order to use it properly | <ul style="list-style-type: none"> Meetings <i>Staff, Admin Task, PLC, and PD</i> | <ul style="list-style-type: none"> Principals Teachers Other Staff | <ul style="list-style-type: none"> Fall, 2016 <i>Accomplished</i> |
| <ul style="list-style-type: none"> Provide professional development to teachers and staff to support them with a data analysis system | <ul style="list-style-type: none"> Understanding the system that will be used to collect and triangulate data is critical to successful utilization and conversations around data | <ul style="list-style-type: none"> Teachers and staff will be well versed in the new system <i>Teachers and staff have used the protocol several times with regard to Fountas and Pinnell Reading Assessment Data which is administered and collected three times per year</i> <i>Teachers have met throughout the year with our</i> | <ul style="list-style-type: none"> Principals Director of Curriculum, Instruction and Assessment | <ul style="list-style-type: none"> Fall, 2016 <i>Continue for 17-18</i> <i>Accomplished</i> |

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| | | <p><i>Instructional Coaches to review and analyze data in order to inform instruction.</i></p> <ul style="list-style-type: none"> <i>PLC, Staff, and Administrative Task meetings were used to further support teachers with understanding data</i> | | |
| <ul style="list-style-type: none"> Administration of Fountas and Pinnell Benchmark Assessment System at the beginning, middle and end of academic year | <ul style="list-style-type: none"> Measuring student growth will allow teachers to assess growth and eventually drive instruction | <ul style="list-style-type: none"> An administered assessment tri-annually that will provide student benchmark reading levels <i>All teachers administer the Fountas and Pinnell Reading Assessments three times per year and record data on Baseline Edge</i> | <ul style="list-style-type: none"> Teachers | <ul style="list-style-type: none"> Fall/Winter/Spring, 2015 – 2017 <i>Accomplished yet ongoing</i> <i>Accomplished yet ongoing</i> |
| <ul style="list-style-type: none"> Teachers of Kindergarten through Second grade students will administer the Fundations Phonics Assessment System and analyze the data | <ul style="list-style-type: none"> Phonics and phonemic awareness of the fundamental building blocks of reading fluency and eventually comprehension | <ul style="list-style-type: none"> Student data that is recorded will be compiled, compared and contrasted vertically to show student growth <i>While teachers administer the assessment, more work needs to be done with data analysis through PLC's and with coaches/principals</i> | <ul style="list-style-type: none"> Teachers | <ul style="list-style-type: none"> Fall/Spring, 2015 – 2017 <i>Continue for 17-18</i> <i>Accomplished</i> |

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| | | <ul style="list-style-type: none"> • <i>Teachers have met throughout the year with our Instructional Coaches to review and analyze data in order to inform instruction.</i> | | |
| <ul style="list-style-type: none"> • Third through Fifth grade teachers will analyze Spring MCAS data (ELA/Math) from the prior school year | <ul style="list-style-type: none"> • Results from state testing can provide teachers an understanding of where instruction may be needed to focus on or where achievement gaps lie | <ul style="list-style-type: none"> • Notes and discussions from selected meetings (Admin/CPT) will be compared and contrasted to see what changes need to be made to close achievement gaps • <i>We continue to analyze MCAS data</i> • <i>We continue to analyze MCAS data. It should be noted that some data was unavailable due to the new Next Gen test and lack of comparison</i> | <ul style="list-style-type: none"> • Principal • Teachers | <ul style="list-style-type: none"> • Fall, 2015 – 2017 • <i>Accomplished yet ongoing</i> • <i>Accomplished yet ongoing</i> |
| <ul style="list-style-type: none"> • Utilize a data driven system that assesses and supports the learning and improves instructional practice | <ul style="list-style-type: none"> • Data “Walls” (physical and/or digital) allow you to organize and display specific data what promote discussions and make decisions | <ul style="list-style-type: none"> • Through the use of the protocol and data analysis system, triangulation of data will occur • <i>Data walls have been created both physically and digitally with regard to the Fountas and</i> | <ul style="list-style-type: none"> • Principals • Assistant Principal • Teachers | <ul style="list-style-type: none"> • 2016 – 2017 • <i>Continue for 17-18</i> • <i>Continue for 18-19 and future with focus on analyzing and dissecting data (new SIS in future)</i> |

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| | | <ul style="list-style-type: none"> • <i>Pinnell Reading Assessments.</i> • <i>For the 17 – 18 school year, more work will be done with regard to compiling and displaying writing and mathematics data</i> • <i>The Instructional Coaches worked to compile writing and reading data to create a visual, analytic resource for teachers to further target instruction</i> | | |
| <ul style="list-style-type: none"> • Utilization of common formative assessment in math and ELA to be given tri-annually | <ul style="list-style-type: none"> • There is a need to look at formative data rather than just summative data. Data should be collected frequently rather than (1x a year) as done with high stakes testing | <ul style="list-style-type: none"> • Analyze Fountas and Pinnell, common math assessments, TS Gold and other formative assessments (TBD) to discuss during PLC time • <i>We no longer use TS Gold in Kindergarten</i> • <i>We analyze Fountas and Pinnell data three times a year</i> • <i>The district already has a plan to administer pre/post writing assessments three times per year in connection with our writing program.</i> | <ul style="list-style-type: none"> • Principal • Faculty | <ul style="list-style-type: none"> • Ongoing • <i>Continue for 17-18</i> • <i>The district continues to administer the Fountas and Pinnell Reading Assessment three times a year</i> • <i>For the 17-18 school year, the district also began administering common writing assessments three times a year based on the writing program</i> |

Section 4: SIP Goal Detail

Goal #3

1. **Goal:**

- **Special Education:** By the conclusion of the School Improvement Plan (SY 2018) the number of special education students receiving direct instruction in a general education inclusion setting will increase as evidenced by service delivery minutes.

2. **Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

- Review of service delivery minutes schedule
- Review of master schedule
- Review of state assessments trends for various subgroups
- Review of subgroup assessments highlighting student growth
- Conversations with Director of Student Services
- EWIS

3. **Summary Analysis:**

- Principals continue to review assessment data on an ongoing basis. Identification of students with learning disabilities, the Early Warning Indicator System (EWIS) and state testing as well as conversations with the Director of Student Services, Building Chair of Special Education and teachers have lead us to examine inclusionary services for these students and work to provide more instruction by content teachers with support.

SIP Goal #3: By the conclusion of the School Improvement Plan (SY 2018) the number of special education students receiving direct instruction in a general education inclusion setting will increase as evidenced by service delivery minutes.

| Description of Proposed Action/ Activity | Research/Rationale for activity | Results | Person(s) Responsible | Timeline |
|--|--|--|---|---|
| (What is going to be done to address this goal?) | (Explain how best practices and research justify this activity) | (What will be the evidence of successful completion of the activity?) | | (When will the activity occur?) |
| <ul style="list-style-type: none"> Assess student service delivery minutes | <ul style="list-style-type: none"> In order to create a schedule to allow for more inclusion, principals and teachers need to analyze the service delivery minutes in IEP's | <ul style="list-style-type: none"> Principals will have a better understanding of service delivery minutes <i>Principals met with special education staff to discuss student needs to for the 16-17 school year with regard to pull out/push in</i> | <ul style="list-style-type: none"> Principals Director of Student Services | <ul style="list-style-type: none"> Spring, 2016 <i>Accomplished</i> |
| <ul style="list-style-type: none"> Creation of master schedule | <ul style="list-style-type: none"> A building master schedule needs to be devoted to supporting inclusionary education for students with disabilities | <ul style="list-style-type: none"> Schedule will be created <i>Special Education teachers worked within the master schedule to provide support to students</i> | <ul style="list-style-type: none"> Principals Special Education Teachers Special Education Team Chairs | <ul style="list-style-type: none"> Spring/Summer, 2016 <i>Accomplished</i> |
| <ul style="list-style-type: none"> Creation of special education inclusion schedule | <ul style="list-style-type: none"> Research states that students learn best in the general education setting | <ul style="list-style-type: none"> Special Education schedule with increased inclusionary minutes will be created <i>Special Education teachers created a schedule to maximize inclusion support from both special education teachers and paraprofessionals</i> <i>2015 SIMS data shows a total 80 students receiving special education services – 46 identified as “full</i> | <ul style="list-style-type: none"> Principals Special Education Teachers Special Education Team Chairs | <ul style="list-style-type: none"> Summer/Fall, 2016 <i>Schedule accomplished yet ongoing</i> |

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| | | <p><i>inclusion,” 25 students identified as “partial inclusion,” and 9 identified as “separate”</i></p> <ul style="list-style-type: none"> • <i>2016 SIMS data shows a total 81 students receiving special education services – 56 identified as “full inclusion,” 14 students identified as “partial inclusion,” and 11 identified as “separate”</i> • <i>Principals, team chairs, and special educators will work to further dissect this data specific to academic services during the 2017-2018 school year</i> • <i>2017 SIMS data shows a total 71 students receiving special education services – 45 identified as “full inclusion,” 13 students identified as “partial inclusion,” and 13 identified as “separate”</i> | | |
| <ul style="list-style-type: none"> • Meetings to review student IEP's and service delivery placement will be held | <ul style="list-style-type: none"> • Yearly meetings to review and update student goals, parent vision/concerns, and service delivery is mandated. It is also imperative to the growth of a student | <ul style="list-style-type: none"> • IEP's are updated accordingly • <i>IEP's are updated with regard to service delivery through annual reviews and three year re-evaluation meetings</i> | <ul style="list-style-type: none"> • Principals • Team Chairs • Special Education Teachers • Classroom Teachers • Parents/Guardians • Other Specialists | <ul style="list-style-type: none"> • Ongoing • <i>Ongoing</i> • <i>Ongoing</i> |

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| | during his/her academic career | | | |
| <ul style="list-style-type: none"> monthly meetings with building chairs to evaluate schedule | <ul style="list-style-type: none"> Ongoing review of the inclusion schedule will allow us to make adjustments as needed befitting the fluid schedule that comes from Special Education | <ul style="list-style-type: none"> Pros, cons and potential changes will be noted in meeting minutes <i>This will continue for 17-18 with a focus on academic inclusion vs. pull out services</i> | <ul style="list-style-type: none"> Principals Building Chairs Director of Student Services | <ul style="list-style-type: none"> Ongoing <i>Ongoing</i> <i>Ongoing</i> |
| <ul style="list-style-type: none"> Review of schedule progress | <ul style="list-style-type: none"> Reflection is an important component of teaching children and leading a building. Changes may need to be considered for the future in order to ensure a strong schedule is in place moving forward | <ul style="list-style-type: none"> Plan for a new and/or updated schedule <i>This will happen in conjunction with the analysis of inclusion/pull out service delivery minutes and student IEP services specific to academics</i> | <ul style="list-style-type: none"> Principals Special Education Teachers Special Education Team Chairs | <ul style="list-style-type: none"> Spring, 2017 <i>Ongoing</i> <i>Ongoing</i> |