

School Improvement Plan

SY 2015-2016

Pulaski School

Principal: Tammy Morgan

Section 1. Set goals aligned to the AIP

Instructions: Analyze EOY Galileo data from last year to help set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

1. By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA and Math for grades 6-12
2. BY EOY, the district will see at least 10% of students in warning move into needs improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and Math

(a) Describe the goals you have for student outcomes, in terms of approximate number of students that you need to move to meet each of the three goals listed above.

Goal #1:

From BOY 2015 to EOY 2016, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and Math.

GRADE	SY 14-15 EOY % of students NI/W	SY 15-16 Goal % of students NI/W	# of students to move out of NI/W during the SY 15-16
Grade 2 ELA	31.6% (31)	19% (19)	12
Grade 2 Math	21.4% (21)	13% (12)	9
Grade 3 ELA	21.9% (21)	13% (13)	8
Grade 3 Math	6.25% (6)	4% (4)	2
Grade 4 ELA	33.3% (35)	20% (21)	14
Grade 4 Math	25.7% (27)	15% (16)	11
Grade 5 ELA	40.2% (35)	24% (21)	14
Grade 5 Math	21.9% (19)	13% (11)	8

Goal #2:

From BOY 2015 to EOY 2016, all grade 2-5 teachers will increase the % of student scoring Advanced by 10% on Galileo ELA and Math.

GRADE	SY 14-15 EOY % of student Advanced	2015-2016 Goal % of students Advanced	# of students to move to Advanced during the SY 15-16
Grade 2 ELA	0% (0)	1% (1)	1
Grade 2 Math	38.8% (38)	42.6% (42)	4
Grade 3 ELA	20% (19)	22% (21)	2
Grade 3 Math	71.9% (69)	79% (76)	7
Grade 4 ELA	12.4% (13)	13% (14)	1
Grade 4 Math	62.9% (66)	69% (72)	6
Grade 5 ELA	12.6% (11)	13% (12)	1
Grade 5 Math	62.1% (54)	68% (59)	5

Goal #3:

From BOY 2015 to EOY 2016, all grade 2-5 teachers will decrease the % of student scoring Warning by 10% on Galileo ELA and Math.

GRADE	SY 14-15 EOY % of student Warning	2015-2016 Goal % of students Warning	# of students to Move out of Warning during the SY 15-16
Grade 2 ELA	7.1% (7)	6.4% (6)	1
Grade 2 Math	10.2% (10)	9.2% (9)	1
Grade 3 ELA	1.04% (1)	0% (0)	1
Grade 3 Math	5.21% (5)	4.7% (4)	1
Grade 4 ELA	9.5% (10)	8.6% (9)	1
Grade 4 Math	9.52% (10)	8.6% (9)	1
Grade 5 ELA	10.3% (9)	9.3% (8)	1
Grade 5 Math	17.2% (15)	15.5% (13)	2

Goal #4:

From BOY 2015 to EOY 2016, teachers in grades K-2, will reduce by 40% the number of students not meeting benchmark on DIBELS.

GRADE	SY 14-15 EOY % of students at Benchmark	SY 14-15 EOY % of students at Strategic	SY 14-15 EOY % of students at Intensive
K	88% (87)	5% (5)	7% (7)
1	79% (74)	7% (7)	14% (13)
2	83% (81)	10% (10)	7% (7)
K-2	83% (242)	8% (22)	9% n(27)

(b) Describe the process or system you will use to revisit student data throughout the year and track progress toward your goals as new data become available.

Data will be tracked at the school level by grade and at the teacher level by student.

School Level:

A data wall will be developed identifying at BOY, MOY, and EOY:

- District Benchmark (Grades 2-5): The % of students at each of the performance levels A, P, NI, and W.
- DIBELS (Grades K-2): The % of students scoring B, S, and I.

Teacher Level:

Teachers will participate in individual data meetings with the TLS/school administration to review and discuss data and next steps. Each teacher will maintain a data folder identifying how students are performing at BOY, MOY, and EOY.

Section 2. Use data to determine school-specific strengths and weaknesses for each AIP objective

(a) What progress did your school make last year in student learning?

District Benchmark Data:**ELA:**

- Grade 3 reduced the % of students scoring NI/W by 52%. (MET TARGET)
- Grade 2 and 3 reduced the % of students scoring NI/W by at least 40%. Grade 3 by 35%. Grade 4 by 37%.
- Grade 3 & 4 increased the % of student scoring advanced by at least 10%. Grade 3 by 55%. Grade 4 by 15%. (MET TARGET)
- Grade 2, 3, and 4 reduced the % of students scoring warning by at least 10%. Grade 2 by 54%. Grade 3 by 81%. Grade 4 by 39%. (MET TARGET)

Math:

- All grades 2-5 reduced the % of students scoring NI/W by at least 40%. Grade 2 by 42%. Grade 3 by 77%. Grade 4 by 53%. Grade 5 by 59%. (MET TARGET)
- All grades 2-5, increased the % of students scoring advanced by at least 10%. Grade 2 by 58%. Grade 3 by 90%. Grade 4 by 301%. Grade 5 by 124%. (MET TARGET)
- Grades 3 & 4 reduced the % of students scoring warning by at least 10%. Grade 3 by 38%. Grade 4 by 25%. (MET TARGET)

DIBELS

- Grades K & 1 reduced the % of students scoring strategic and intensive by at least 40%. Grade K by 63% and Grade 1 by 43%. (MET TARGET)
- Collectively, grades K-2 reduced the % of students scoring strategic and intensive by 39% just missing the target of 40%.

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:

- **Where are the strong classrooms and grades? How can you use them to lift up other grades and classrooms?**
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

ELA:

- ELA achievement and growth as measured by district benchmarks is a focus area moving into the SY 15-16, particularly in grade 5. There was an increase of students scoring in NI/W from BOY to EOY of 4% as well as an increase in the % of students scoring warning from BOY to EOY by 22%.
- In grades 2 & 5, there was a decrease in the % of students scoring advanced from BOY to EOY.
- Grade 2 reading fluency is a focus moving into the FY 15-16. There was an increase of 7% in the % of students scoring intensive and strategic as measured by DIBELS.

Math:

- In grades 2 & 5, there was an increase in the % of students scoring warning. Grade 2 by 25%. Grade 5 by 22%.

Possible reasons why students are struggling:

- The grade 5 team did not utilize the College and Career Readiness (CCR) assessments in Reading Street during the SY 14-15. Grades 2-4 incorporated the CCR assessments into their instruction either as a teaching tool where students worked in groups/pairs to discuss questions/answers or eventually released responsibility to students for taking the assessment individually. There appears to be a correlation between students who used the CCR assessments last year and increased student growth in ELA.
- In grade 2, data revealed that we reduced the % of students scoring in NI/W as measured by district benchmarks. However, grade 2 fluency did not improve as measured by DIBELS. At BOY, 84% of students were meeting benchmark and at EOY, 83% of students were meeting benchmark. Possible reasons could be the lack of opportunities for students to practice their reading fluency.

- As a whole, there seems to be a heavier focus on remediating and intervening with students who struggle, but students who are proficient are not often challenged as evidenced in the data for students scoring advanced from BOY to EOY, particularly in grades 2 & 5 for ELA.

Section 3. Develop strategies/actions to address focus areas

(a) List your school’s primary focus areas and 1-3 secondary focus areas for this year. At least one should be ELA/literacy-focused and at least one should be math-focused. These focus areas could be either general (e.g., improve reading comprehension, improve writing) or standard-specific (e.g., improve narrative writing).

#1 Primary Focus Area: Literacy
#2 Secondary Focus Area: Math
#3 Secondary Focus Area: Culture & Climate

#1 Primary Focus Area: *Literacy*

Activities	Person(s) Responsible	By when
I. Students will engage in deep critical analysis of complex texts using the following strategies: <ul style="list-style-type: none"> Close Reading Annotated Text Higher Order Thinking 	School Administration TLS Teachers	September 2015-June 2016 (ongoing)
II. Students will be assessed utilizing the weekly assessments to include: <ul style="list-style-type: none"> Reading Street weekly reading assessments Reading Street weekly CCR assessments Common Formative Assessments within the curriculum units of study (graphic organizers). 	Teachers	September 2015-June 2016 (ongoing)
III. Students will engage in daily writing (narrative, literary analysis, research simulation) during a 30 minute writing block. Students will: <ul style="list-style-type: none"> Maintain a writing folder to include samples of each type of writing. Engage in writing conferences with their teachers and use feedback provided to improve their writing. 	Teachers	September 2015-June 2016 (ongoing)
IV. Identify the students that will be closely monitored for academic progress to ensure growth as measured by state and district assessments: <ul style="list-style-type: none"> 40% of students scoring warning/NI that will move into proficient and advanced on state and district assessments 	School Administration TLS Teachers	By November 1, 2015 Monitor for

	<ul style="list-style-type: none"> • 10% of students scoring proficient that will move into advanced on state and district assessments • 10% of students scoring warning that will move out of warning on state and district assessments 		progress: November 2015-June 2016 (ongoing)
V.	<p>Design and plan for differentiated instruction to meet the needs of all students requiring:</p> <ul style="list-style-type: none"> • Intervention support to remediate areas of weakness • Enrichment lessons to enhance and promote academic growth for proficient students 	TLS Teachers	September 2015-June 2016 (ongoing)
VI.	<p>Schedule and create intervention cycles (3x/year):</p> <ul style="list-style-type: none"> • Following the BOY and MOY district benchmark assessments grade level teachers will analyze the intervention reports to identify priority standards per class. • Classroom teacher will create and administer pre/post common assessments aligned to the priority standards to students falling below the standard as indicated on the class developmental profile grid. • Classroom teacher will create an reteach/action plan for targeting the identified students falling below the standard. The action plan will include intervention homework and in class/after school support. • Monitor at risk students' progress to ensure that the interventions are successfully impacting student growth via pre/post test data sheets submitted to administration at end of each intervention cycle. 	School Administration TLS Teachers	<p>Cycle 1: October 13, 2015- December 4, 2015</p> <p>Cycle 2: February 1, 2016-March 31, 2016</p> <p>Cycle 3: April 4, 2016- June 3, 2016</p>

#2 Secondary Focus Area: Math

Activities	Person(s) Responsible	By when
I. Implement and incorporate the Envisions Math Program during the daily math block in grades K-5.	School Administration TLS Teachers	September 2015-June 2016 (ongoing)

<p>II. Students will be assessed via the utilization of the:</p> <ul style="list-style-type: none"> • Topic assessments at the end of each unit • Performance Assessments at the end of each unit. The performance assessment will be used as a common formative assessment three times a year (BOY, MOY, EOY). 	<p>School Administration TLS Teachers</p>	<p>September 2015-June 2016 (ongoing)</p>
<p>III. Design and plan for differentiated instruction to meet the needs of all students requiring:</p> <ul style="list-style-type: none"> • Intervention support to remediate areas of weakness • Enrichment lessons to enhance and promote academic growth for proficient students 	<p>TLS Teachers</p>	<p>September 2015-June 2016 (ongoing)</p>
<p>IV. Students will maintain math journals to include:</p> <ul style="list-style-type: none"> • New math vocabulary • Math concepts • The Standards of mathematical Practice 	<p>Teachers</p>	<p>January 4, 2016</p>
<p>V. Schedule and create intervention cycles (3x/year):</p> <ul style="list-style-type: none"> • Following the BOY and MOY district benchmark assessments grade level teachers will analyze the intervention reports to identify priority standards per class. • Classroom teacher will create and administer pre/post common assessments aligned to the priority standards to students falling below the standard as indicated on the class developmental profile grid. • Classroom teacher will create an reteach/action plan for targeting the identified students falling below the standard. The action plan will include intervention homework and in class/after school support. • Monitor at risk students' progress to ensure that the interventions are successfully impacting student growth via pre/post test data sheets submitted to administration at end of each intervention cycle. 	<p>School Administration TLS Teachers</p>	<p><u>Cycle 1:</u> October 13, 2015-December 4, 2015</p> <p><u>Cycle 2:</u> February 1, 2016-March 31, 2016</p> <p><u>Cycle 3:</u> April 4, 2016-June 3, 2016</p>

#3 Secondary Focus Area: Culture & Climate

Activities	Person(s) Responsible	By when
<p>I. Implementation of the Second Step is a classroom-based social-skills program for students in grades K-5. The program teaches socioemotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence.</p>	<p>School Administration School Adjustment counselors</p>	<p>January 4, 2016</p>
<p>II. Partner with New Bedford Child & Family 's Caring Network to facilitate student groups for student in the CBIP and BBSS programs. The Caring Network is designed to help children between the ages of 4 and 14 who witness violence in their homes, schools, and communities and help them develop safety plans in case of future violence, and show them ways to settle a situation without violence in a group setting.</p>	<p>School Administration School Adjustment counselors</p>	<p>October 1, 2015</p>
<p>III. Monthly Displays of Learning</p> <ul style="list-style-type: none"> • Displays are integrated arts performances where there is a seamless blend of the academic disciplines (ELA, math, SS, science) and the arts disciplines (music, art, dance). • Students are recognized for Student of the Month, Pulaski Page Turners, and Pulaski Pride Awards. • All families are invited to the Displays of Learning and parents are notified if their child will be receiving an award. 	<p>School Administration Fine Arts Team Teachers</p>	<p>10/21/15 11/24/15 12/21/15 1/28/16 2/25/16 3/30/16 4/14/16 5/26/15</p>
<p>IV. Partner with the Pulaski PTO in sponsoring school events for students and their families</p> <ul style="list-style-type: none"> • Welcome Back Ice cream Social (9/11/15) • Trunk or Treat (10/23/15) • Breakfast with Santa (12/5/15) • Family Fun Day (5/21/16) • Movie Night (11/13/15) • Candy Bar Bingo • Easter Egg Hunt (3/19/16) 	<p>School Administration PTO</p>	<p>September 2015-June 2016 (ongoing)</p>
<p>V. Engage parents in ways to support their children's learning at home</p> <ul style="list-style-type: none"> • Plan and hold a Literacy Night • Plan and hold a Math Night 		

(b) How will you measure student progress along the way? Please list at least one way you will measure student progress by November 1, February 1, and May 1.

	Benchmark
<p>What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p><u>Data:</u> Teachers have identified the students targeted for growth including 40% of NI/W, 10% of proficient, and 10% of warning.</p> <p><u>Writing:</u> At least 50% of all classrooms will engage students in daily writing as evidenced by student writing folders with writing samples and conferencing notes.</p> <p><u>Differentiation of Instruction:</u> At least 50% of classrooms are differentiating instruction for struggling students and proficient students as evidenced through classroom observations and lesson plans.</p>
<p>What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p><u>Data:</u> When comparing BOY to MOY, the % of students:</p> <ul style="list-style-type: none"> • Scoring NI/W will reduce by at least 20%. • Scoring advanced will increase by 5% • Scoring warning will decrease by 5% <p><u>Writing:</u> At least 80% of all classrooms will engage students in daily writing as evidenced by student writing folders with writing samples and conferencing notes.</p> <p><u>Differentiation of Instruction:</u> At least 65% of classrooms are differentiating instruction for struggling students and proficient students as evidenced through classroom observations and lesson plans.</p> <p><u>Deep Analysis of Complex Text:</u> At least 80% of all classrooms will engage students in deep analysis of text as evidenced through the use of annotated notes and classroom observations.</p> <p><u>Parent Engagement:</u> Plan and hold a Literacy Night for students and their families.</p> <p><u>Priority Standards/Cycles:</u> 100% of classrooms teachers created and implemented</p>

	<p>reteach/action plans to target an identified priority standard in ELA and math and tracked progress with pre/post assessments.</p> <p><u>Math Journals:</u> At least 60% of the classrooms will incorporate the use of interactive math journals into their daily instruction.</p>
<p>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</p>	<p><u>Data:</u> When comparing BOY to EOY, the % of students:</p> <ul style="list-style-type: none"> • Scoring NI/W will reduce by at least 40%. • Scoring advanced will increase by 10% • Scoring warning will decrease by 10% <p><u>Writing:</u> 100% of all classrooms will engage students in daily writing as evidenced by student writing folders with writing samples and conferencing notes.</p> <p><u>Differentiation of Instruction:</u> At least 80% of classrooms are differentiating instruction for struggling students and proficient students as evidenced through classroom observations and lesson plans.</p> <p><u>Deep Analysis of Complex Text:</u> At least 90% of all classrooms will engage students in deep analysis of text as evidenced through the use of annotated notes and classroom observations.</p> <p><u>Parent Engagement:</u> Plan and hold a Math Night for students and their families.</p> <p><u>Priority Standards/Cycles:</u> 100% of classrooms teachers created and implemented reteach/action plans to target an identified priority standard in ELA and math and tracked progress with pre/post assessments.</p> <p><u>Math Journals:</u> At least 80% of the classrooms will incorporate the use of interactive math journals into their daily instruction.</p>

Note: This year, Office of Instruction liaisons will meet with principals twice monthly to conduct learning walks with an emphasis on monitoring and supporting the implementation of SIPs, including how well teachers are implementing key strategies from recent trainings. Liaisons will help principals develop and execute plans to provide extra support to teachers, as needed.

Section 4. Develop a targeted PD plan to support SIP

Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
<p>Deep analysis of Complex Text: Close Reading</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Model the use of close reading to analyze complex text via think-alouds and annotated notes. ➤ Facilitate students discussions using higher order thinking questions. <p>Students will:</p> <ul style="list-style-type: none"> ➤ Engage in deep discourse while analyzing and discussing complex text. ➤ Answer higher order thinking questions and support/defend their thinking using text based evidence. ➤ Read complex text and annotate the text in order to identify important parts of the text. 	<p>Strengths: Teachers:</p> <ul style="list-style-type: none"> ➤ Incorporate higher order thinking questions into their lessons. ➤ Use the close reading questions from Reading Street. ➤ Teach students some reading strategies to use when answering higher order questions such as underlining important information and circling key words. 	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Model for students how to analyze complex text to uncover the deeper meaning of text using close reading strategies and annotated notes. ➤ Facilitate student discourse where students challenge/support/defend their thinking using text based evidence.

Writing	<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> ➤ Plan and implement rigorous lessons focused on the three types of common core writing ➤ Conference with students regularly on their writing for the purpose of providing students with feedback on topic development of thoughts and ideas as opposed to feedback that is corrective in nature. <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Engage in daily writing focused on one of the three types of common core writing. ➤ Use teacher feedback from writing conferences to improve their writing pieces. ➤ Maintain a writing folder and make decisions about which piece of writing they wish to publish. 	<p><u>Strengths:</u></p> <p>Teachers:</p> <ul style="list-style-type: none"> ➤ Recognize the importance of writing as it relates to the common core curriculum. ➤ Can identify the 3 types of common core writing. ➤ Comfortable with teaching narrative writing, 	<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> ➤ Engage students in daily common core writing. ➤ Conference with students on a daily basis for the purpose of providing students with growth producing feedback focused on how students can improve their writing, specifically topic development of thoughts and ideas. ➤ Maintain student writing folders inclusive of conferencing notes.
Differentiated Instruction	<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> ➤ Create flexible groupings of students based on data. ➤ Plan and implement differentiated instruction in both, ELA and math, that meets the needs of all students including: - <i>struggling students for the purpose of remediating and</i> 	<p><u>Strengths:</u></p> <p>Teachers:</p> <ul style="list-style-type: none"> ➤ Groups students based on data (DIBELS, benchmark, DRA, weekly assessments, etc.) ➤ Use leveled readers with students (below level, on level, and advanced) ➤ Meet with below grade level 	<p><u>Teachers will:</u></p> <ul style="list-style-type: none"> ➤ Plan and implement high quality differentiated instruction to meet the needs of students below grade level, on grade level, and above grade level. ➤ Meet regularly with students below grade level, on grade level, and above grade level.

	<p><i>strengthening areas of weakness</i> <i>-advanced students for the purpose of challenging their thinking through enhanced instruction</i></p> <p><u>Students will:</u></p> <ul style="list-style-type: none"> ➤ Engage in small instruction focused on their specific needs. 	<p>group of students regularly during small group time.</p>	<ul style="list-style-type: none"> ➤ Review student groupings and make changes based on students' growth or lack of (flexible grouping).
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DRAFT

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

Focus area 1: Deep Analysis of Complex Text		
Instructional strategy:	Close Reading : Teachers will develop a deeper understanding of how to teach students how to analyze complex text for the purpose of discovering the deeper meaning of nonfiction text.	Approximate dates: October 28 November 12, 19 December 9,17
Meeting	Learning objectives for teachers	Support needed
October 28	Set the purpose for Close Reading	
November 12	Selecting the text/priming the text/general annotation	
November 19	Choosing and Creating Rigorous Text Dependent Questions/question specific annotated notes	
December 9	Setting high expectations and developing student criteria for success	
December 17	How to facilitate meaning student discourse where students challenge each other's thinking	
Focus area 2: Daily Writing and Writing Conferences		
Instructional strategies:	Teachers will plan and implement daily common core writing lessons and conference regularly with students for the purpose of providing students with growth producing feedback leading to improved quality of writing.	Approximate dates: January 13, 27 February 10, 24 March 9
Meeting	Learning objectives for teachers	Support needed
January 13	Narrative Writing	
January 27	Literary Analysis Writing	

February 10	Research Simulation Writing	
February 24	Looking at Student Work: Providing growth producing feedback	
March 9	Looking at Student Work: Providing growth producing feedback	

Focus area 3:	Differentiated Instruction to meet the needs of all learners		
Instructional strategies:	Teachers will plan and implement tiered instruction to meet the needs of students below grade level, on grade level, and above grade level during small group instruction.	Approximate dates:	March 23 April 13, 27 May 11, 25
Meeting	Learning objectives for teachers		Support needed
March 23	Setting the purpose for tiered support and differentiated instruction		
April 13	Organizing and managing various groups while setting clear high expectations for high quality instruction at all levels		
April 27	Looking at data to group students based on identified needs		
May 11	Planning for meaningful activities to meet all students needs		
May 25	Monitoring Student Progress		