

Blackrock Elementary School



School Improvement Plan
2008-2011

School Improvement Planning and Monitoring Process

Goal:

Students will be able to read and Reflect upon literature that they read. Students will demonstrate proficiency In reading through in writing.

Specific Target:

Reduce percentages of the lowest groups of students who do not meet or exceed ELA GLEs/GSEs.

Expected Increments of Gains:

3% annual increase of students of students who meet or who exceed the standard in ELA.
3% annual decrease of students who are below proficiency in ELA GLEs/GSEs.

TACTIC/OBJECTIVE FOR SCHOOL CHANGE (change in student behavior)	EVIDENCE OF NEED	CHANGING INSTRUCTION	MONITORING PROCESS with TIMELINES and ADJUSTMENTS	COLLABORATION, SUPPORT, and SCHOOL/DISTRICT RESOURCES	EVALUATION AND EXPECTED OUTCOME (reporting out)
<p>A All students will participate in a balanced literacy program as outlined by GLEs/GSEs and ELA curriculum development including adhering to district based initiatives such as Foundations as the phonics program in grades K-2.</p> <p>B. More students will be assessed to be reading at grade level, decreasing the number of PLP's and keeping percentage of the number of students reading on or above grade level at 80%.</p>	<p>1a. State Assessments <u>NECAP - Reading</u></p> <ul style="list-style-type: none"> ● Elementary Grades 3-6 <u>Proficient (Levels 3 & 4)</u> – 80 % <u>Partially Proficient (Level 2)</u> – 10-20% <u>Substantially Below Proficient</u> – 5-10 % <p>State Assessments <u>NECAP - Writing</u></p> <ul style="list-style-type: none"> ● Elementary Grade 5 (Reflects K-4) <u>Proficient (Levels 3 & 4)</u> – 64 % <u>Partially Proficient (Level 2)</u> – 33% <u>Substantially Below Proficient</u> – 3 % <p>1b. School-Based Assessments (i.e. DRA2):</p> <ul style="list-style-type: none"> ● Report Card Grades % of students passing % of students failing ● Anecdotal Information 	<p>A. Scheduling of classroom time to facilitate the implementation of a balanced literacy approach with differentiated instruction- reading and writing each day.</p> <p>B. Implementation of direct instruction of comprehension strategies for understanding both fiction and non-fiction text with modeling of appropriate written response.</p> <p>C. Implementation of “Depth of Knowledge” questioning strategies and stems.</p> <p>D. Examine the half-day Kindergarten program in terms of schedule to allow for maximum literacy time.</p> <p>E. Understanding and creating integrated content specific lessons/units (science and social studies) that incorporate reading and written & oral communication GLEs/GSEs.</p> <p>F. Institute Reading</p>	<p>A. Understanding of Reading and Written & Oral Communication GLEs and GSEs and knowledge of district curriculum as it is developed.</p> <p>B. Ongoing examination of student work to assess academic rigor of assignments, quality of rubric, and the alignment to GLEs/GSEs and district curriculum.</p> <p>C. Students will be assessed with the DRA 2 up to three times yearly to keep track of student progress</p> <p>D Other district mandated assessment will be administered yearly (i.e. GRADE)</p> <p>E. Annual NECAP results monitored.</p> <p>F. Ongoing evaluation of student led portfolios.</p>	<p>A. Continuous & on-going professional development including faculty meetings, common planning for teams (CPT), and district led PD focused on maintaining reading achievement, written and oral communication in accordance with new ELA curriculum.</p> <p>B. Continued allocation of funds to purchase professional texts for daily access by teachers.</p> <p>C. Continued support of teachers and their I-Plans tied directly to the SIP.</p> <p>D. Continuous training on the use of DRA and other formal assessments to identify struggling students and consult on research-based instructional strategies by the reading specialists.</p> <p>E. Professional Development will begin regarding appropriate response to both narrative and expository texts (including science</p>	<p>A. Teachers will Increase their understanding of teaching the Reading and Written & Oral Communication GLEs and GSEs in all content areas as observed in teaching practice and in coursework.</p> <p>B. Annual gains on state ELA assessments at all grade levels.</p> <p>C. Proficient scores on student led portfolio work.</p> <p>D. PLP updates</p> <p>E. Information presented at conferences and school report night.</p> <p>F. Continuous display of authentic work.</p> <p>G. DRA2 scores to reflect each grade level at reading 80% at or above grade level.</p>

		<p>Academies for students performing below grade level in reading (funding dependent).</p> <p>G. Implementation and PD surrounding response to non-fiction text (including the use of science notebooking).</p>		<p>notebooking).</p> <p>F. Staff will continue use of common planning time (CPT) to engage in discussion to examine student work and reflect on teaching practice.</p> <p>G. Funds will be used to increase classroom libraries and non-fiction text at each grade level.</p> <p>H. Ensure the district and school plan for Article 31 (18) professional development funds, other professional development, supports this action plan.</p> <p>I. Teachers will participate in State and Regional conferences and workshops as well as job embedded professional development to support their personal and professional development plans in alignment with school and district initiatives.</p> <p>J. Identify and allocate funding for Reading Academies and other supportive programs for struggling students.</p> <p>K. Schools will receive support for continued RTI.</p>	
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School Improvement Planning and Monitoring Process

Goal:

Enhance math achievement
In numeracy, computational skills, problem solving, functions of geometry, and data/statistics.

Specific Target:

Reduce percentages of the lowest group of students by 3% who do not meet or exceed math GLEs/GSEs.

Expected Increments of Gains:

3% annual increase of students of students who meet or who exceed the standard in math.
3% annual decrease of students who are below proficiency in math GLEs/GSEs.

TACTIC/OBJECTIVE FOR SCHOOL CHANGE (Change in student behavior)	EVIDENCE OF NEED	CHANGING INSTRUCTION	MONITORING PROCESS with TIMELINES and ADJUSTMENTS	COLLABORATION, SUPPORT, and SCHOOL/DISTRICT RESOURCES	EVALUATION AND EXPECTED OUTCOME (reporting out)
<p>A. Create a comprehensive standards-based instructional program with a particular focus on teaching problem solving, concept application, and GLEs/GSEs across all grade levels.</p> <p>B. Increase computational skills through repetitive tasks.</p> <p>C. Successful completion of word problems integrated into math curriculum (district level change)</p> <p>D. Oral and written explanations to improve math communications.</p> <p>E. Successful completing of common tasks in math.</p>	<p>A. State Assessments <u>NECAP - Math</u></p> <ul style="list-style-type: none"> • Elementary Grades 3-5 <u>Proficient (Levels 3 & 4)</u> – 60-80% <u>Partially Proficient (Level 2)</u> – 10-25% <u>Substantially Below Proficient</u> – 7-15% <p>B. School-Based Assessments:</p> <ul style="list-style-type: none"> • End of unit tests • Report Card Grades % of students passing % of students failing • Anecdotal Information 	<p>A. Scheduling of classroom time to facilitate the implementation of a comprehensive math program with differentiated instruction.</p> <p>B. Implementation of direct instruction of comprehension strategies for problem solving.</p> <p>C. Examine the half-day Kindergarten program in terms of schedule to allow for maximum math time.</p> <p>D. Institute Math Academies for students performing below grade level in math (funding dependent).</p> <p>E. Continuation of Math Master's program for grades 3-5 with possible expansion to primary grades.</p>	<p>A. Understanding of math GLEs and GSEs and knowledge of district curriculum as it is developed.</p> <p>B. Ongoing examination of student work to assess academic rigor of assignments, quality of rubric, and the alignment to GLEs/GSEs and district curriculum.</p> <p>C. Understanding and creating lessons that incorporate GLEs and GSEs.</p> <p>D. Understanding of assessments (common tasks, end-of-course assessments, portfolio work) that are aligned to the math GSEs as developed by the district.</p> <p>E. Annual NECAP results monitored.</p> <p>E. Ongoing evaluation of student led portfolios.</p>	<p>A. Continuous & on-going professional development including faculty meetings, common planning for teams (CPT), and district led PD focused on maintaining math achievement in accordance with new math curriculum.</p> <p>B. Continued allotment of funds for purchase of math materials (i.e. manipulatives).</p> <p>C. Continued support of teachers and their I-Plans tied directly to the SIP.</p> <p>D. Continuous training on the use of formal assessments to identify struggling students.</p> <p>E. Professional Development will begin regarding appropriate math instruction.</p> <p>F. Staff will continue use of common planning time (CPT) to engage in discussion to examine student work and reflect on teaching practice.</p>	<p>A. Teachers will Increase their understanding of teaching the math GLEs and GSEs in content areas as observed in teaching practice and in coursework.</p> <p>B. Annual gains on state math assessments at all grade levels.</p> <p>C. Proficient scores on student led portfolio work.</p> <p>E. Increased % of students passing grade level work.</p> <p>F. Information presented at conferences and school report night.</p> <p>G. Continuous display of authentic work.</p>

		<p>F. Changing instruction as math curriculum is examined and written.</p>		<p>G.Ensure the district and school plan for Article 31 professional development funds, other professional development, supports this action plan.</p> <p>H. Teachers will participate in State and Regional conferences and workshops as well as job embedded professional development to support their personal and professional development plans in alignment with school and district initiatives.</p> <p>I. Identify and allocate funding for Math Academies and other supportive programs for struggling students.</p> <p>J. Schools will receive support for continued RTI.</p> <p>K. Utilization of student "Math Mentors" to work with struggling students.</p>	
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School Improvement Planning and Monitoring Process

Goal:

Increase family involvement in school events and decisions regarding the school.

Specific Target:

Reduce percentage of parents who are not active/involved in school events and decisions.

Expected Increments of Gains:

Increase percentage of parents who participate and are active in school events and decisions.

TACTIC/OBJECTIVE FOR SCHOOL CHANGE (Change in student behavior)	EVIDENCE OF NEED	CHANGING INSTRUCTION	MONITORING PROCESS with TIMELINES and ADJUSTMENTS	COLLABORATION, SUPPORT, and SCHOOL/DISTRICT RESOURCES	EVALUATION AND EXPECTED OUTCOME (reporting out)
<p>A. Continue to develop a partnership between families and the school and students should.</p> <ul style="list-style-type: none"> • Take responsibility for all aspects of the school. • Participate in activities within the school and larger community. • Directly impact the number of students successful with school-wide PBIS programming. 	<p>A. Documentation of parent attendance at school based and PTA organized events such as Orientation, Open House, Conferences, Family activities, etc.</p> <p>B. Response to phone calls and progress report/report card envelopes (signatures)</p> <p>C. Attendance at RTI/IEP meetings for students identified as struggling in school.</p>	<p>A. Provide family informational night to share SIP, NECAP data, and SALT Survey information.</p> <p>B. Yearly distribution and collection of the Home/School Compact.</p> <p>C. Yearly distribution of "A Great Start" brochures that include GLEs and summer suggested family activities to assist families in supporting their student in successful acquisition of GLEs/GSEs.</p> <p>D. Encourage participation in both Reading and Math academies should their student be identified as struggling in math and/or reading.</p> <p>E. Provide alternate modes of communication including website and email.</p>	<p>A. SALT Survey</p> <p>B. Informal Parent or School/ Family surveys.</p> <p>C. Daily attendance of students at >95% weekly.</p> <p>D. Attendance at district, school, and PTA sponsored events such as Orientation, Open House, Conferences, Family activities, etc.</p> <p>E. Ongoing evaluation of student led portfolios.</p>	<p>A. Provide joint family/student grade level workshops as identified by family suggestion and/or data (both academic and social-emotional).</p> <p>B. Invite parents via traditional mail, school website, or list-serv (email) to attend school and PTA meetings and events.</p> <p>C. Continue to encourage family involvement in school governance specifically SIT and PBIS.</p> <p>D. Further implementation of monthly newsletter sent home and posted on website that includes grade level and content area news as well as PTA information.</p> <p>E. Resources identified and provided through Article 31 (18) professional development funds used for PTA meetings, Title 1 activities, and district/community meetings.</p>	<p>A. Regular communication of grading and sending home authentic work that demonstrates student progress in relation to all GLEs/GSEs and district curriculum. Greater response to notes and phone calls.</p> <p>B. Individual teacher websites updated regularly.</p> <p>C. Monthly newsletter sent home and posted on website that includes grade level and content area news as well as PTA information</p> <p>D. Continuation of family communication events with an increase in overall attendance and participation.</p> <p>E. Increase in student attendance and participation in math and/or reading academies (as required).</p> <p>F. Maintenance of school-wide website and list-serv.</p> <p>G. Student participation in "A Great Start" suggested family activities.</p> <p>H. Parental use of PBIS</p>

		<p>F. Implementation of student led portfolios.</p> <p>G. Further implementation of monthly newsletter sent home and posted on website that includes grade level and content area news as well as PTA information.</p> <p>H. Use of School Max or other computer based program for families to be able to check student progress.</p>			<p>language in the home.</p> <p>I. Proficient student led portfolios</p> <p>J. Greater sense of school pride with emphasis on the importance of academic achievement and citizenship.</p>
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School Improvement Planning and Monitoring Process

Goal:

Maintain and environment where Everyone feels safe, respected, and ready to learn.

Specific Target:

Reduce percentage of students who are referred to PBIS/Behavior Specialist/Targeted. Team for intervention and support <90%.

Expected Increments of Gains:

Increase percentage of students who adhere to school-wide rules without intervention and support >90%.

TACTIC/OBJECTIVE FOR SCHOOL CHANGE (Change in student behavior)	EVIDENCE OF NEED	CHANGING INSTRUCTION	MONITORING PROCESS with TIMELINES and ADJUSTMENTS	COLLABORATION, SUPPORT, and SCHOOL/DISTRICT RESOURCES	EVALUATION AND EXPECTED OUTCOME (reporting out)
<p>A. Continue to maintain school-wide PBIS system where students should.</p> <ul style="list-style-type: none"> • Take responsibility for all aspects of the school. • Participate in activities within the school and larger community. • Feel safe and respected. • Reach all learners. • Increase proficiency in terms of GLE/GSE acquisition. 	<p>A. SWIS data disaggregated by offense and/or individual (frequency, time, location, reward/consequence, etc.).</p> <p>B. After close data analysis, refer students who are not successful with school-wide interventions to the Target Team.</p> <p>C. Anecdotal feedback from teachers and families regarding successes and challenges.</p>	<p>A. All staff and students will continue to implement common language around positive behavioral interventions and supports (PBIS). PBIS section in faculty handbook will be updated and expanded.</p> <p>B. The school is committed to developing a culture of competence throughout the building. Behavioral expectations are taught, monitored and reinforced.</p> <p>C. Teachers will be responsible for teaching a PBIS and citizenship social studies unit for the first 6 to 8 weeks of the school year based on the Blackrock Bees matrix.</p> <p>D. Families continued to be informed via referral notices that require signature as needed.</p>	<p>A. SALT Survey</p> <p>B. PBIS Universal Team meets monthly to review school-wide programs and progress. PBIS Target Team meets twice a month to review interventions and student progress.</p> <p>C. Informal Parent or School/ Family surveys.</p> <p>D. Percentage of students without support at >90% as documented by SWISS.</p> <p>E. SET visit by RIC and the Sherlock Center to be conducted annually and will reflect improvement in PBIS and student achievement.</p>	<p>A. Provide joint family/student workshops on PBIS and successful parenting as identified by family suggestion and/or data.</p> <p>B. Invite parents to Target Team meetings, if applicable</p> <p>C. Continue to encourage family involvement in school governance specifically on PBIS.</p> <p>D. Further implementation of a PBIS section of the monthly newsletter sent home and posted on website that includes information and rewards/events that support the school climate/ community.</p> <p>E. Resources identified and provided through Article 31 (18) professional development funds used for PBIS Meetings, trainings, and workshops.</p> <p>F. PBIS coach to continue to work with the PBIS Team to provide ongoing training and technical assistance to ensure effective</p>	<p>A. SALT Survey Reports demonstrating better understanding of school-climate and student support as opposed to “student discipline.”</p> <p>B. SALT data that specifically asks about school safety.</p> <p>C. Increase in appropriate SWISS data. Decrease in reported referrals.</p> <p>D. Monthly newsletter sent home and posted on website that includes PBIS information.</p> <p>D. Implementation of family meetings and workshops with an increase in overall attendance and participation.</p> <p>E. Increase in student attendance and return of PBIS referral forms.</p> <p>G. Increase in student proficiency in academic areas through class work and formal/informal assessments.</p> <p>H. Parental use of PBIS language in the home.</p>

		<p>E. Targeted Team will meet to discuss individual cases and provide behavior plans as needed. Families involved in the meeting and formulation of plans.</p> <p>F. Utilize School Max, SWIS, or another computer program for families to be able to track student progress.</p>		<p>interventions and supports for all students, including those with intensive needs.</p> <p>G. Closely monitor PBIS (behavioral) and RTI (academic), as needed. Consider merging teams in the future, if applicable.</p> <p>H. Brief training on school-wide PBIS / Citizenship curriculum each year from Principal/PBIS Team.</p> <p>I. The district will continue to provide release time and classroom substitutes for the PBIS Team to attend state sponsored PBIS trainings multiple times a year.</p> <p>.</p>	<p>I. Proficient student led portfolios</p> <p>J. Greater sense of school pride with emphasis on the importance of academic achievement and citizenship.</p>
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School Improvement Planning and Monitoring Process

Goal:

Students will be able to demonstrate proficiency in the use of technology. Students will demonstrate proficiency in curriculum technology integration/ information literacy.

Specific Target:

Reduce the number of students who are not proficient in the use of technology and in curriculum technology integration/ information literacy.

Expected Increments of Gains:

Increase the number of students who meet or exceed the GSE/standards in the use of technology and in curriculum technology integration/ information literacy.

TACTIC/OBJECTIVE FOR SCHOOL CHANGE (change in student behavior)	EVIDENCE OF NEED	CHANGING INSTRUCTION	MONITORING PROCESS with TIMELINES and ADJUSTMENTS	COLLABORATION, SUPPORT, and SCHOOL/DISTRICT RESOURCES	EVALUATION AND EXPECTED OUTCOME (reporting out)
<p>A All students will participate in a balanced library media/technology integration program as outlined by the GSEs and National Standards regarding the use of technology and technology integration in the media center and in individual classrooms.</p> <p>B. More students will be assessed to be performing proficiently, therefore decreasing the number of students who are unfamiliar with and not proficient in the use of technology and technology integration/ information literacy.</p> <p>**Definitions: Technology integration and information literacy does not only mean the use of computers in a lab or classroom setting. These terms include the use of calculators, graphing calculators, Smartboards, microscopes, and other technological advances</p>	<p>A. Anecdotal feedback from teachers, students, and families regarding lack of technology integration infused in the classroom community.</p> <p>B.Lack of hardware/software/infra structure to support the needs of a fully functioning information literacy center (lab and classroom connected).</p> <p>C. SALT survey results indicate a greater need for the use of technology based instruction in the library media lab and in each classroom.</p> <p>D. Students surveys find that there is inadequacy and inequity in student proficiency relating to technological resources (i.e. lack of computers in homes, no internet connection, etc.).</p>	<p>A. Scheduling of classroom time to facilitate the implementation of a technology integrated lessons with a media specialist.</p> <p>B. Implementation of direct instruction in technology integration/ information literacy with support from a media specialist as needed.</p> <p>C. Implementation of class/grade level websites and blogs.</p> <p>D. Use of other technological advancements in the classroom infused into district curriculum (i.e. calculators, microscopes, etc.).</p> <p>E. Understanding and creating integrated content specific lessons/units (that incorporate technology GSEs, National Standards, and district curriculum as it is developed.</p> <p>F. Institute after school academies, clubs, or help sessions for students who</p>	<p>A. Understanding of technology GSEs, National Standards, and district curriculum as it is developed.</p> <p>B.Ongoing examination of student work to assess academic rigor of lessons, quality of rubric, and the alignment to the GSEs, National Standards and district curriculum in technology.</p> <p>C. Students will be monitored and regularly surveyed to ensure progress towards proficiency.</p> <p>D Other district mandated assessment will be administered as it is developed.</p> <p>E. Annual SALT Survey reports.</p> <p>F. Continued feedback and anecdotal response to programming.</p> <p>G. Teachers may be formally evaluated per the current evaluation tool on their use of technology in the classroom (Domain 1d</p>	<p>A. Continuous & on-going professional development including faculty meetings, common planning for teams (CPT), and district led PD focused on implementing technology based instruction.</p> <p>B. Continued allocation of funds/ fundraising/grant writing to purchase hardware/software/ appropriate infrastructure for access by teachers (this includes funding for necessary upgrades and add-ons).</p> <p>C. Continued support of teachers and their I-Plans tied directly to the SIP.</p> <p>D. Continuous training on the use of technology and other technology based instructional strategies and consult by a media specialist.</p> <p>G.Funds will be used to increase classroom technology at each grade level.</p>	<p>A. Teachers will Increase their understanding of technology based instruction as observed in teaching practice and in coursework.</p> <p>B. Information presented at conferences and school report night.</p> <p>C. Continuous display of authentic work including electronic science journals and electronic student portfolios.</p>

<p>that allow students to problem solve and understand the world around them.</p>		<p>need exposure and/or assistance in the use of technology.</p> <p>G. Implementation and PD surrounding technology based instruction (in-house or out-serviced)</p>	<p>and 1e: planning and resources).</p>	<p>F. Sustained school-wide technology support from professional technological support staff.</p>	
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School Improvement Team

jayne Bailey- Grade 5 Teacher
Jeanne Bazalak- School Social Worker
Sharon Eagleson- ULSS Teacher
Patricia Palmieri- Grade 1 Teacher
Robert Robillard- Parent Representative
Lori Romano- Grade 2 Teacher
Alicia Reniere-Castle- Principal

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Technology goals.