



School Improvement Plan

Young/Woods Elementary SCHOOL | 2018- 2019

Providence
Schools

PART 1: GENERAL INFORMATION

Instructions

Review and follow all directions carefully when completing the SIP template. **All sections of the School Improvement Plan must be completed by the school administration in collaboration with the Instructional Leadership Team.** Teams should use the checklists in Part 3 to review the completed plan.

Timeline and Key Dates

ACTION	DEADLINE
1. Administrators review PowerPoint for SIP overview session with ILT	
2. Administrators and ILT develop SIP draft	
3. School teams submit SIP to Dropbox for ZED review	
4. ZED provides feedback	
5. School teams make any necessary revisions	
6. Schools submit revised SIP aligned to Title I budget to ZED for final approval in the Dropbox.	

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:	Young/Woods Elementary School
School Address:	647 Prairie Avenue, Providence, RI 02905
School Principal Name:	Edward Lee
Classification (check one):	☐ SIG Cohort 1 School* ☐ SIG Cohort 2 School* ☐ ESEA Waiver Focus School* ☒ ESEA Waiver Priority School* ☐ None of the above
ILT/SIT Member Names:	1. Edward Lee, Principal 2. James Scott, Assistant Principal 3. Raphael Diaz, Union Representative 4. Megan Darnowski, Grade 2 Secretary 5. Krystal Interlini, Literacy Coach 6. Jennifer Scarduzio, Mathematics Coach 7. Rose Cachiotti, Resource 8. Michael Grossi, Physical Education/Health Teacher, Teacher In Charge

	9. Regina Richards, Kindergarten ESL 10. Stefania Mesiti, Grade 1 ESL 11. Elizabeth Hogan, Grade 3 ESL 12. Patricia Mallozzi, Grade 4 13. Paul O'hara, Grade 5		
Parent and Community Member Representatives:	Jennifer Marcado		
Zone Executive Director Signature:	Susan Chin	Date:	
School Principal Signature:	Edward Lee	Date:	

*** NOTE:** ESEA Waiver schools *must* ensure that their selected interventions are integrated into their improvement plans. See instructions on pages 5 to 7 for details.

***Note:** SIG schools must also ensure their new SIP maintains the original intent from the original SIG SR

Section 2: School Demographic Profile

Instructions: Complete the table below by providing enrollment and demographic data for the current (2018-2019) school year. In the space indicated, be sure to provide the date on which the data was pulled from Skyward.

Grades Served:	Kindergarten through grade 5	
Student Enrollment:	September 18, 2018 644 students	

Student Demographic Breakdown for 2018-2019				
% Black:	18.5%	% English Language Learners	48.3%	
% Hispanic:	65.4%	% Special Education:	12%%	
% White:	5.5%	% Free/Reduced Meals:	84%	
% Other:	10.6%			
School Climate Data:	2015-2016	2016-2017	2017-2018	2018-2019
Student Attendance Rate:	94%		92.9%	September 91.4% October 92.9%
% of Students Chronically Absent:		3.8%(27s)	Chronic: 118 (21.8%) Excessive: 18 (3.3%)	As of November 19, 2018 we have one student who has been absent more than 20 times
Number of Out of School Suspensions	16	22	32	4
Total Suspensions:	16	22	32	4

SMART Goal #1: Insert your LITERACY goal below. Include sub group targets that will help close achievement gaps.

PARCC ELA (SY:16/17) : Grades 3-5

	Did not meet Expectations	Partially Met	Approaching	Met & Exceeded
PARCC 16/17 overall	34.9% (125 students)	29.1% (104 students)	23.7% (85 students)	12% (43 students)
IEP	82% (32 students)	15.4% (6 students)	15.4% (6 students)	2.6% (1 student)
ELL	68% (85 students)	24% (31 students)	5.6% (7 students)	1.6% (2 students)

Using SY 17-18 RICAS testing results, **2018-19 projections** for ELA RICAS performance level percentages are as follows:
The percentage of students who are **Proficient** will increase from 13.6% (SY 17-18) to at least 15% (SY 18-19).

STAR Early Literacy & Reading Disaggregated by IEP & ELL

ELL Student GOAL: EOY STAR Testing Results will show at least a 10% increase at each level

<i>ELL STAR Reading Data</i>			<i>ELL STAR Early Literacy Data</i>		
Categories	18-19 BOY	18-19 EOY	Categories	18-19 BOY	18-19 EOY
At/Above Benchmark	0	+10%	Above Benchmark	2.9% (2)	+10% (2+)
Approaching	0	+10%	At	1.4%	+10%

Benchmark			Benchmark	(1)	(1+)
On Watch	8.1% (17)	+10% (19)	On Watch	2.9% (2)	+10% (2+)
Intervention	16.3% (34)	+10% (37)	Intervention	7.1% (5)	+10% (6)
Urgent Intervention	68.9% (144)	+10% (158)	Urgent Intervention	85.7% (60)	+10% (66)

IEP Student GOAL: EOY STAR Testing Results will show at least a 10% increase at each level

IEP Star Early Literacy Grades K & 1 Data			IEP Star Reading Grades 2-5 Data		
Categories	18-19 BOY	18-19 EOY	Categories	18-19 BOY	18-19 EOY
At/Above Benchmark	4% (1)	+10% (1+)	At/Above Benchmark	0	+10%
Approaching Benchmark	0	+10%	Approaching Benchmark	0	+10%
On Watch	0	+10%	On Watch	4.7% (2)	+10% (2+)
Intervention	4% (1)	+10% (1+)	Intervention	16.3% (7)	+10% (8)

Urgent Intervention	92.0% (23)	+10% (25)	Urgent Intervention	79.1% (34)	+10% (37)
----------------------------	---------------	--------------	----------------------------	---------------	--------------

Star Early Literacy & Star Reading Goal- EOY STAR Testing Results will show at least a 10% increase at each level

STAR ELA

	Early Literacy				Star Reading							
	Kindergarten		Gr. 1		Gr. 2		Gr. 3		Gr. 4		Gr. 5	
	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY
At Benchmark	10% (9)	+10% (10))	9% (9)	+10% (10)	18% (14)	+10% (15)	13% (13)	+10% (14)	4% (4)	+10% (4+)	9% (13)	+10% (14)
Approaching Benchmark	1% (1)	+10% (1+)	4% (4)	+10% (4+)	17% (13)	+10% (14)	8% 8	+10% (9)	10% (9)	+10% (10)	13% (19)	+10% (20)
On Watch	8% (7)	+10% (8)	7% (7)	+10% (8)	9% (7)	+10% (8)	16% (15)	+10% (17)	10% (11)	+10% (12)	14% (21)	+10% (23)
Intervention	18% (16)	+10% (18)	11% (11)	+10% (12)	15% (12)	=10% (13)	18% (17)	+10% (19)	14% (13)	+10% (14)	21% (31)	+10% (33)
Urgent Intervention	63% (55)	+10% (61)	69% (69)	+10% (76)	42% (33)	=10% (36)	45% (44)	+10% (48)	62% (59)	+10% (65)	43% (62)	+10% (68)

STAR Early Literacy: Aggregate K & 1

	18 BOY	18 EOY	19 BOY	19 EOY
Above /at	10.2%	46.3%	13%	+10%

Benchmark	(15)	(68)	(23)	(25)
Urgent Intervention	55.8% (82)	24.5% (36)	66% (124)	+10% (136)

STAR Reading: Aggregate 2-5

	18 BOY	18 EOY	19 BOY	19 EOY
Above /at Benchmark	8.8% (33)	16.5% (62)	11% (44)	+10% (48)
Urgent Intervention	45.1% (169)	32.5% (122)	48% (198)	+10% (218)

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
1.1	Students of K-5 will increase their ability to engage in collaborative discussions with rich discourse, Key # 3	100% of Teachers will study Key 3 and create grade level look for tools that can be used to monitor success. 100% of teachers will visit peers classrooms to utilize look-for tool and observe evidence of KEY #3. 1x/6 weeks	Teachers will be monitored via teacher created walkthrough tools- 1x/6 weeks walkthroughs will be conducted by principals, coaches and grade level teams.-monthly	100% of students k-5 will have experience collaborating with peers on a weekly basis as measured by Teacher developed walk through tool	Tool: Grade Level Walkthrough Tool Frequency: 1x/month <i>*Above data will be entered by teachers in classroom digital</i>	Staff professional development (51000, 52000) Site License(s) *Storyworks, Reading A-z (56000) CCC "Being a Writer"

		100% Teachers will collaborate and plan lessons aligned to ccss standards – <i>following the progression as recommended in PPSD grade level standards bundle.</i> 100% Teachers will plan for opportunities where collaborative discussion can take place weekly. 100% of teachers will utilize district designed Landmarks where PBL will offer an opportunity for student collaboration 2x this school year.	Coach Cycle Schedule, notes in CPT agendas	<u>Evidence of growth- Teacher Created Look-For Tool</u>	<i>data walls</i> <u>Tool:</u> Students writing products <u>Frequency:</u> quarterly A to Z learning resources Storyworks resources Imagine Learning SIPPS Data	(53000)
1.2	Students of K-5 will increase understanding of personal data through authentic conversations and goal setting.	100% of teachers will come to planning prepared with the data available 100% Teachers will showcase classroom data walls, or student growth charts and conduct student conversations on growth and stuck points. 100% Teachers will assure students understand their	<u>Tool:</u> Staff Google Sheets- data wall - completed quarterly <u>Tool:</u> Lexia-Staff Usage Report Attendance at PTLC, PD <u>Frequency:</u> quarterly	100% of students using Lexia core 5, <i>*for their recommended usage based on grade level</i> will make progress toward grade level material as determined by class progress report monthly. 75% Students will	<u>Tools:</u> Lexia Progress Report on Grade Level Material Lexia Student Usage Report Grade Level Google Sheets <u>Frequency:</u>	<u>Site License:</u> (56000) -Lexia Technology (53000) Professional Development (51000,52000)

		trajectory of learning needs.		receive feedback, set goals and have an understanding of their current standing through monthly conversations with teachers. 50% of classrooms/Students will set up goal setting platforms (personalized to each room, i.e. posted on classroom bulletin boards, student data folder, virtual goal sheets)	quarterly Instructional Leadership Walkthrough tool <u>Frequency:</u> 2x/month	
1.3	Students will improve their grade level proficiency in foundational skills and comprehension	100% of teachers will design and implement CORE instruction aligned to PPSD quarterly standard bundles. 100% of teachers will implement small group differentiated instruction daily 100% of teachers will utilize Lexia to support	<u>Tool:</u> Walkthrough Checklist 1x per month <u>Tool:</u> Grade Level Data Wall/ Quarterly <u>Tool:</u> Lexia Usage Reports/Monthly	<u>STAR:</u> Decrease Urgent, Intervention and On Watch by 5% by MOY <u>Lexia:</u> By MOY we will decrease the # of students working in below grade level material by 10%, thereby increasing the 3 of students	<u>Tool:</u> <u>My Lexia School Progress Report of GLM</u> (<i>grade level material</i>) <u>Frequency:</u> 1 time per month _____ <u>TOOL:</u>	Site License (Lexia/MyON) (53000) Technology (57000) Student Headphones (57000) Teacher PD

		identified students in meeting their prescribed skills and minutes.	Tool: Staff usage report	working in on or above grade level material. By MOY 100% of students will show that they have maintained required minutes according to Lexia standards.	My Lexia Student Usage Report Frequency: 1 time per month Tool: Star Benchmark (K-5) Frequency: BOY, MOY, EOY <i>*Above data will be entered by teachers in classroom digital data walls</i>	(51000,52000)
--	--	---	---------------------------------	---	--	---------------

Section 3: School Improvement Strategies and Implementation Timeline

Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2018.

Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island’s ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2018.

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.

Using SY 17-18 RICAS testing results, **2018-19 projections** for MATH RICAS performance level percentages are as follows:
 The percentage of students who are **Proficient** will increase from 6.7% (SY 17-18) to at least 8% (SY 18-19).

PARCC MATH (SY:16/17) : Grades 3-5

	Did not meet Expectations	Partially Met	Approaching	Met & Exceeded
PARCC 16/17 overall	34.2% (123 students)	25.6% (92 students)	25.3% (91 students)	14.9% (54 students)
IEP	75% (30 students)	17.5% (7 students)	4.8% (2 students)	2.4% (1 student)
ELL	53.2% (67 students)	24.6% (31 students)	14.3% (18 students)	7.9% (10 students)

STAR MATH Disaggregated by IEP & ELL

ELL Students: EOY STAR Testing Results will show at least a 10% increase at each level

ELL STAR MATH Data		
Categories	18-19 BOY	18-19 EOY

At/Above Benchmark	3.4% (9)	+10% (10)
Approaching Benchmark	20.2% (53)	+10% (58)
On Watch	13.4% (35)	+10% (39)
Intervention	24.8% (65)	+10% (72)
Urgent Intervention	38.2% (100)	+10% (110)

IEP Students: EOY STAR Testing Results will show at least a 10% increase at each level

IEP Star Math Data		
Categories	18-19 BOY	18-19 EOY
At/Above Benchmark	1.7% (1)	+10% (1+)
Approaching Benchmark	15.3% (9)	+10% (10)
On Watch	15.3% (9)	+10% (10)
Intervention	23.7%	+10%

	(14)	(15)
Urgent Intervention	44.1% (26)	+10% (29)

GOALS for 2018-2019

STAR MATH Goal: EOY STAR Testing Results will show at least a 10% increase at each level

wqw

STAR Math SY 18-19 EOY Targets

	STAR Early Numeracy		STAR Math									
	Kindergarten		Gr. 1		Gr. 2		Gr. 3		Gr. 4		Gr. 5	
	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY	18/19 BOY	18/19 EOY
Above/At Benchmark	26% (24)	+10% (26)	8.6% (8)	+10% (9)	12.4% (11)	+10% (12)	12.4% (12)	+10% (13)	2.1% (2)	+10% (2+)	7.5% (11)	+10% (12)
Approaching Benchmark	51% (48)	+10% (53)	33.3% (31)	+10% (34)	21.3% (19)	+10% (21)	28.3% (28)	+10% (31)	28.9% (28)	+10% (31)	25.2% (27)	+10% (30)
On Watch			9.7% (9)	+10% (10)	16.9% (15)	+10% (17)	18.2% (18)	+10% (20)	9.3% (9)	+10% (10)	16.3% (24)	+10% (26)
Intervention			26.9% (25)	+10% (28)	27% (24)	+10% (26)	17.2% (17)	+10% (19)	26.8% (26)	+10% (29)	21.8% (32)	+10% (35)
Urgent Intervention	23% (22)	+10% (24)	21.5% (20)	+10% (22)	22.5% (20)	+10% (22)	24.2% (24)	+10% (27)	33% (32)	+10% (35)	29.3% (43)	+10% (47)

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
2.1	Students of K-5 will increase their ability to engage in collaborative discussions and project based learning -ie. Key #3	100% of Teachers will study Key 3 and create grade level look for tools that can be used to monitor success. 100% of teachers will visit each other's classrooms using the look-for tool on Key #3. 1x/6weeks 100% of Teachers will collaborate and plan lessons aligned to ccss standards – following the progression as recommended in PPSD grade level standards	<u>TOOL:</u> *Coach Cycle Notes, notes in CPT agendas *Teachers will be monitored through a teacher created walkthrough tools (Walkthroughs will be conducted by principals, coaches and grade level teams) *1x/6 weeks <u>FREQUENCY:</u> *1x/6 weeks	By MOY, 100% of K-5 students will have several opportunities to participate in collaborative discussions and/or project based learning activities on a weekly basis. They will demonstrate growth in their ability to communicate with peers, analyze each others work, express their point of view and effectively questions each other to enhance understanding. This will be monitored by our Walk-through	<u>TOOL:</u> *Classroom Walk-through Tool (Key #3) <u>FREQUENCY:</u> *1x/month	53000

		bundle. 100% of Teachers will provide opportunities for students to collaborate in small groups using problem-solving tasks where they can take ownership of their own learning weekly. 100% of Teachers will utilize district designed Landmarks where PBL will offer the opportunity for collaboration 2x this school year.		tool. EVIDENCE of GROWTH: Teacher Created Look-For Tool		
2.2	Students of K-5 will increase understanding of personal data through authentic conversations and goal setting.	100% of math teachers will come to planning prepared with the data available	<u>TOOL:</u> Staff Google Sheets- data wall - completed quarterly Dreambox -Staff Usage Report	100% of students using Dreambox <i>*using assigned focus</i> will make progress (half year's growth) toward grade	<u>TOOL:</u> Dreambox Progress Report on Grade Level Material Dreambox Student Usage Report	57000

		*Teachers will work together to look for trends in areas of weaknesses to determine greatest area of need (how)-during <i>PTLC, SST, ILT (what) Dreambox, Star, Zearn, Interim Assessment data</i> <i>Make use of the data block in the schedule</i> 100% Teachers will showcase data walls and conduct student conversations on growth and stuck points. 100% Teachers will assure	Attendance at PTLC, PD <u>Frequency:</u> quarterly	level material as determined by class progress report monthly. 75% of Students K-5 will receive feedback, set goals and have an understanding of their current standing through monthly conversations with teachers, within various data platforms (data wall, virtual goal sheets, etc). We will measure student's getting feedback and setting goals by using Classroom Look-For tools and coach cycle work.	Grade Level Google Sheets <u>Frequency:</u> quarterly Instructional Leadership Walk-through tool <u>Frequency:</u> 2x/month We will measure student's getting feedback and setting goals by using Classroom Look-For tool and coach cycle work.	
--	--	--	---	--	--	--

		students understand their trajectory of learning needs.				
2.3	All students K-5 (mathematics) will improve their grade level proficiency in Problem Solving strategies.	100% Math teachers will implement, access and utilize Dreambox and Zearn data and resources to individualize instruction and improve teaching and learning. 100% Math teachers will conference with their students individually to review, progress monitor academic growth and to ensure each student is meeting required usage.	TOOL: *DreamBox Insights Dashboard *Zearn Staff Usage report *SMP 1 Checklist Weekly/Bi-weekly *Walkthrough Tool Weekly Reports: *Learning Growth (by grade and classroom) *Usage (by grade and classroom) *Teacher Usage FREQUENCY: *1 time by-weekly monitoring of program usage and individual student growth check-ins, and updates will be conducted at with coaches and/or	Dreambox: By the middle of the school year, 100% of students K-5 will show at least a half years' worth of learning growth on Dreambox. STAR: Decrease Urgent, Intervention and On Watch by 5% by MOY By middle of the year, 75% of students will show evidence of problem solving and persevering in math based on SMP1 checklist for a walk-through tool	TOOL: *DreamBox™ ~Insights Dashboard ~Standards Proficiency Report *STAR ~Benchmark (BOY, MOY, and EOY) *SMP1 checklist as a walk-through tool FREQUENCY: Monthly Summary	Title I: 53000

		100% Math teachers will review Data and make necessary adjustments to ensure resources are allocated to each individual student for individualized instruction. <i>(i.e. provide students with opportunity to meet recommended usage of Dreambox (5 lessons/week) during the math block, use Dreambox to make formative instructional decisions and deliver recommended Dreambox interventions)</i>	Principal during cycle work, classroom visits with walk-through tools, etc.			
--	--	---	---	--	--	--

SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.

School year 2017-2018 we had 41 students chronically absent. Meaning absent 20 or more times over the course of the school year. Our goal is to decrease this by 5% . Our other goal is to monitor chronic teacher absences and look for patterns, for example, teachers absent on several Mondays or Fridays or frequently without valid excuses.

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool and how frequently will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	If applicable, what is the Title I budget line item supporting the strategy?
3.1	● Collect daily attendance rates, ● send letters home to chronically absent students' parents, ● Make phone calls home, collaborate with SST and Truancy (Nancy) to plan home visits, ● Work with our District attendance person,(Ida) ● Lead and monitor teachers to be diligent implementing attendance policy, ● Meet monthly to discuss attendance concerns, ● have bi-yearly perfect attendance celebrations with students, perfect attendance breakfast with parents <i>at least once</i>	The attendance team members will lead teachers to implement the attendance policy monthly, monitoring absences of students, and communicate with parents as outlined in the Young Woods	Daily monitoring through attendance bulletins and teacher/parent phone call logs and skyward, Bi-weekly SST/ Attendance team members. Monthly attendance full team meetings, Skyward will produce the documents that will show our progress and we will monitor once per month.	TO reduce students who are chronically absent by 2%	Skyward, teacher monitoring, front office clerks monitoring	N/A

	Classroom perfect attendance football grid with incentives (popcorn party)	attendance Policy Walking School Bus, Busing				
3.2	The attendance team will share out information and procedures about the attendance protocol for the upcoming school year at orientation.	Teachers will maintain their attendance log for chronically absent students.	Daily monitoring through attendance bulletins and teacher/parent phone call logs and skyward, Bi-weekly SST/ Attendance team members. Monthly attendance full team meetings, Skyward will produce the documents that will show our progress and we will monitor once per month.	TO reduce students who are chronically absent by 5%	Skyward, teacher monitoring, front office clerks monitoring	N/A
3.3	To communicate with teachers at Orientation and faculty meetings that we will be monitoring teacher absences	Looking for patterns and frequency of absences	Skyward Daily, weekly, monthly monitoring of Teacher absences			

Instructions: After participating in the SIP guidance session, identify a comprehensive and coherent set of strategies that are aligned with the SMART goal identified. If your school selected flex menu interventions as part of identification under Rhode Island's ESEA Waiver, each intervention must appear as a supporting strategy for at least one goal. Interventions may serve as strategies for multiple goals (e.g., the same intervention may be a strategy for both your math and literacy goals). Because of RIDE monitoring requirements, note that the intervention will be the strategy you report on during quarterly monitoring meetings in 2017-2018.

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. **List Page number(s) where this is located:** 6-15
- ☐ **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. **List Page number(s) where this is located:** 6-15
- ☐ **Component 3:** Instruction by highly qualified teachers. **List Page number(s) where this is located:** 6-15
- ☐ **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. **List Page number(s) where this is located:** 8, 12
- ☐ **Component 5:** Strategies to attract highly qualified teachers to high-need schools **List Page number(s) where this is located:** N/A
- ☐ **Component 6:** Strategies to increase parental involvement **List Page number(s) where this is located:** 15
- ☐ **Component 7: ELEMENTARY ONLY**-Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs **List Page number(s) where this is located:** N/A
- ☐ **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. **List Page number(s) where this is located:** 6-15

- ☐ **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 **List Page number(s) where this is located:** 6-15
- ☐ **Component 10:** Coordination and integration of Federal, State, and local services and programs **List Page number(s) where this is located:** 6-15

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

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

- ☐ Strategies for teacher and leader effectiveness. **List Page number(s) where this is located:** _____
- ☐ Strategies for comprehensive instructional reform. **List Page number(s) where this is located:** _____
- ☐ Strategies for increased learning time and community oriented schools. **List Page number(s) where this is located:** _____
- ☐ Strategies for operational flexibility and sustained support. **List Page number(s) where this is located:** _____